



Bethel University Catalog

GRADUATE SCHOOL
2025-2026



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)

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

Policies

The official policy and commitment of Bethel University is to not 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 Title IX coordinator 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

Email: title-ix@bethel.edu

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.

Publications

Bethel seeks to communicate requirements and opportunities to students through several publications. The first of these were included in the application and required materials. This academic catalog is the second. It provides details about academic programs and institutional policies. The third publication is the Student Handbook, which outlines university procedures, expectations for students, and student services. Every student should become familiar with and will be held responsible for the academic regulations and campus procedures as stated in these three publications. Students should also know and are accountable for the Bethel Community Expectations (<https://catalog.bethel.edu/adult-professional-studies/general-information/bethel-community-expectations/>), the Professional Expectations and Community Conduct Agreement (<https://confluence.bethel.edu/pages/viewpage.action/?pageId=23724872>), and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email.

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

Catalog Information

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. Information in this catalog is not contractual. 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 required 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 more than 4,500 students from 50 states and 10 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.

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. The school offers 6 bachelor's degree-completion programs taught from a Christian worldview in the areas of business, healthcare and human services, psychology, special education, and Christian ministries, along with two associate degree programs and two certificate programs. Nearly 500 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 nine master's programs, two 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 more than 2,400 recent high school graduates and transfer students. This school takes 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 many college rankings.

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 six 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 two-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.

Mission, Values, and Purpose

Bethel University Mission and Values

Mission

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.

Values

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.

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.

Accreditation and Membership

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.

Counseling

Bethel's MA in Counseling is accredited by the Council for Accreditation of Counseling Related and Educational Programs (CACREP) (<https://www.cacrep.org/>) as a clinical mental health counseling program through March, 2031, having met all CACREP standards.

Business

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

Education

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, 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 K-12 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 K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Bethel's Certificate in International Baccalaureate Education (CIBE) is recognized by the International Baccalaureate Organization (<http://www.ibo.org/>) (IB). Students who successfully complete the certificate are eligible for the International Baccalaureate Certificate in Teaching and Learning (IBCTL) granted directly by IB.

Nursing

The nurse-midwifery program is accredited by Accreditation Commission for Midwifery Education (ACME). www.midwife.org/acme 8403 Colesville Road, Suite 1230, Silver Spring, MD 20910-6374. For information about accreditation please contact ACME directly. Tel: 240-485-1802, email (<https://catalog.bethel.edumailto:acme@acnm.org>). For information about the nurse-midwifery program contact Dr. Katrina Wu.

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

Physician Assistant

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 date for the next validation review of the program by the ARC-PA is April of 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website (<http://www.arc-pa.org/accreditation-history-bethel-university-mn/>).

The PA program is also listed as an approved program by the Higher Learning Commission and registered with the Minnesota Department of Education.

Social Work

Bethel University's MSW program is accredited by the Council on Social Work Education (CSWE). 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/>).

Bethel Community Expectations

Bethel University is an educational community committed to the integration of evangelical Christian faith with learning. A statement called *A Covenant for Life Together* has been adopted to help clarify how we intend for that faith to inform and guide the lives and actions of members of staff, faculty, Seminary, and College of Arts and Sciences students at Bethel. This document interprets the values by which Bethel has chosen to define itself and is intended to facilitate growth, development, and learning. We understand that 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 campus, in online classes, and at off-campus class sites. Additionally, CAPS & GS students are required to abide by the Professional Expectations & Community Conduct Agreement (<https://betheluniversity.atlassian.net/wiki/spaces/success/pages/51627070/Professional+Expectations+and+Community+Conduct+Agreement/>).

Military and Veteran Information

At Bethel, we honor those who are currently serving and have previously served our country. We are committed to helping military-affiliated students succeed academically and utilize their military benefits efficiently as they pursue meaningful life and work.

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

Office of Financial Aid: website (<https://www.bethel.edu/military-veteran-students/>) | 651-638-6241

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-25-26/>) to report these amounts. At Bethel, students are required to submit a written request to use entitlement for military benefits, and the submission of this form completes this requirement.

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

Military Partnerships

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

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/>).

General Requirements for a Certificate

Students wishing to complete a graduate certificate at Bethel University must:

1. Have a cumulative GPA of 3.0 in certificate courses.
2. Earn at least 80% of the required certificate credits at Bethel to meet Bethel's residency requirements. Specific courses in a certificate may also be required to be taken at Bethel.
3. Complete all of the requirements of a certificate (listed by discipline in this catalog).
4. Complete departmental and institutional assessment activities.
5. Complete the work within the time limit of 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.

In some cases, students may be allowed to use credits earned at a higher level to meet requirements in a lower-level program (e.g. use credits earned in a doctoral program to meet master's level certificate requirements).

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

Program of study is a term used especially for financial aid purposes. For certificates, the program of study is defined as the course requirements for all certificates that the student has declared. For licenses, the program of study is defined as the course requirements for all licenses that a student has declared.

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

To complete an Ed.D. degree at Bethel, students must:

1. Earn a cumulative GPA of 3.0 in the degree program. The program GPA is based on all required and elective coursework.
2. Earn at least 67% of the credits required in the program at Bethel University. Specific courses may be required to be taken during summer one-week residencies.
3. Complete the program requirements (listed by discipline in this catalog).
4. Complete departmental and institutional assessment activities.
5. Complete the degree requirements within the 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.

Program of Study

Program of study is a term used especially for financial aid purposes. For doctoral degrees, the program of study includes the graduation requirements for a doctoral degree and additional concentrations and certificates declared by the student.

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

General Requirements for a Master's Degree

The following master's degrees are offered in the Graduate School:

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

To complete any of the master's degrees listed above, students must:

1. Earn a cumulative and major GPA of 3.0. The major GPA is based on grades in all courses required and elective courses in the degree program.
2. Meet the residency requirements by earning at least 67% of the credits used to meet the requirements of the program of study except in cases where formal agreements with other institutions exist. Specific courses in a program may be required to be taken in residence.
3. Complete the requirements for the degree program (listed by discipline in this catalog).
4. Complete departmental and institutional assessment activities.
5. Complete the degree within the maximum time limit. Degree time limits may be found in the Time Limits for Degree Completion policy (p. 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

Program of study is a term used especially for financial aid purposes. For master's degrees, a program of study includes the graduation requirements for a master's degree and additional concentrations and certificates declared by the student.

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

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.

Academic Honesty

Overview

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 assistance, materials, or study aids not authorized and/or specifically prohibited by the instructor.
- **Plagiarism:** Using the ideas (e.g. concepts, theories), data, language, media, or images of another source (e.g. human or artificial intelligence) and representing it as one's own original work, without specific and proper acknowledgement.
- **Fabrication:** Deliberately submitting false, fraudulent, or altered information in any academic work.
- **Multiple submission:** Submitting, without prior permission, any work previously or concurrently submitted to fulfill another academic requirement.
- **Misrepresentation of academic records:** Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.
- **Facilitating academic dishonesty:** Knowingly helping or attempting to help others violate any provision of this academic dishonesty policy.
- **Unfair advantage:** Exercising or attempting to exercise unauthorized or unfair academic advantage over others or impeding the academic work of others.

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.

Academic Standing

Overview

Academic standing is evaluated based 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, 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.

Accessibility

The Office of Accessibility Resources and Services (OARS) is dedicated to creating equal opportunities for students with disabilities at Bethel University. OARS coordinates services for students with disabilities by providing reasonable accommodations.

OARS serves students with various types of disabilities, including but not limited to physical, learning, and psychiatric disabilities. The Americans with Disabilities Act defines an individual with a disability as "a person who has a physical or mental impairment that substantially limits one or more major life activities." Students qualify for services through OARS by self-disclosing their disability and providing appropriate documentation. Instructors will provide accommodations once the student is registered with OARS and has been approved for accommodations.

Reasonable accommodations are determined through an interactive process between the student and OARS. Students registered with OARS are responsible for logging into their AIM (Accessibility Accommodation Portal) via MyBethel each term to request their Faculty Notification Letter of Accommodations. Accommodations cannot be applied until the faculty member has received the letter. Accommodations will not modify essential course requirements or fundamentally alter the nature of the course. Consultation with OARS may be necessary to clarify reasonable accommodations based on the specific course.

For further information or to schedule an appointment to discuss needs, students should contact the Office of Accessibility Resources and Services (<https://www.bethel.edu/accessibility/>)

- Email: oars@bethel.edu
- Phone: 651.638.6833 (800.255.8706, ext. 6833).
- Office Location: Robertson Center 200

Attendance Policy

Overview

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.

Attendance Requirements for Auditors

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.

Program-specific Attendance Requirements

In addition to the general admission requirements, specific programs may require additional attendance requirements stated within the program's catalog page, handbook, and/or in individual course syllabi.

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.

Commencement

Bethel University holds a winter commencement and a spring commencement each year. Bethel Seminary commencement is held in the Spring of each year. Exact dates, application, and details are published on the MyBethel portal channel for Commencement.

To be eligible to participate in the May commencement ceremony, students must have a plan to complete all remaining courses by the end of the Fall term of the next academic year. To be eligible for the December ceremony, students must have a plan to complete all remaining courses by the end of the Spring term of the same academic year. Graduation plans must be reviewed and approved by the Office of Student Success and Retention.

Certain programs have additional requirements to be eligible for commencement.

Students may contact their student success advisor with questions about their eligibility.

Credit Hour Definition

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Bethel has developed an auditing process for courses that are less than 15 weeks in length to ensure that these courses are equivalent in workload to full semester courses. Bethel University is committed to ensuring that a credit hour is equivalent in all colleges and schools and in all instructional formats. See Bethel's Operating Definitions (<https://www.bethel.edu/provost/policies-and-procedures/operating-definitions.pdf>) and Course Evaluation Template (<https://www.bethel.edu/provost/policies-and-procedures/course-evaluation-template.xlsx>) for more information.

Cross Enrollment

Cross enrollment provides an opportunity for students enrolled in one Bethel school College of Arts & Sciences, College of Adult & Professional Studies, Seminary, or Graduate School (CAS, CAPS, Seminary, or GS) to take specific courses in another Bethel school as a guest student. Students must first consult their academic advisor in CAS or student success advisor in CAPS, Seminary, or GS before undertaking the cross enrollment process. Requests are subject to approval by advisors, department chairs or program directors, and deans. Limitations may include prerequisites, available space, program restrictions and the number of courses at the host school in which a student may enroll.

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

Curricular Practical Training

Information about Curricular Practical Training for residential international students can be found under CPT in the Residential International Students page (<https://bethel-preview.courseleaf.com/graduate/general-information/residential-international-students/>).

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, and therefore is included in the student’s cumulative GPA.
- 5. Complete the following procedures to obtain approval of a directed study proposal:
 - a. The Directed Study Agreement form is available through My.Bethel.edu (Student Academics > Registration > Forms > caps-gs-directed-study-application).
 - b. The student meets with the faculty member who will supervise the study. They jointly prepare the electronic *Directed Study* form, which includes submitting a syllabus with the objectives of the study, the study’s relationship to the student’s overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals at the student’s expense.
 - c. When the student submits the electronic *Directed Study* form, it is automatically sent to the Office of the Registrar 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 Office of the Registrar 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 Office of the Registrar validates the agreement.

Extensions for Thesis, Capstone, or Dissertation Courses

Students who do not complete a master’s thesis, master’s capstone project, or doctoral dissertation during the term in which they enroll in their final capstone/ thesis/dissertation course will initially be given a grade of incomplete. In each term thereafter, the student will register in an extension course that carries zero (0) credits, but will result in a thesis or dissertation continuation fee (see the section on tuition and fees for the amount). Registering in an extension course each term and the subsequent billing will end when the student either (1) completes the capstone project, thesis, or dissertation, (2) officially withdraws from the program, or (3) reaches the maximum time for degree completion. The full continuation fee will be assessed for the final extension even if the student completes the capstone or withdraws before the full academic term has elapsed. When the thesis or capstone project is complete, the incomplete grade will be changed appropriately on the student’s transcript.

Students who require capstone, thesis, or dissertation extensions must be enrolled in consecutive terms without interruption until they have completed the work. Students whose circumstances require one or more semesters “off” will receive the grade earned for work completed. When students who had a break in their capstone, thesis, or dissertation enrollment return, they must retake the course.

Students who officially withdraw from a program will receive a grade of “U” or unsatisfactory for their capstone, thesis, or dissertation course and must apply for readmission to return to complete their degree. See “Withdrawal and Re-Enrollment” for more details.

Extracurricular Activities

Students in the Graduate School or Seminary are generally restricted from participation in extracurricular organizations and programs sponsored by the College of Arts & Sciences, including club and intramural sports. Participation in intercollegiate athletics is allowed in this academic year, in programs that meet NCAA requirements.

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 Overview

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		0.0
AU		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 student success advisor 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 A-F letter-graded courses at Bethel. 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, with each occurrence factoring into the GPA.

Cumulative GPA

Coursework included in the cumulative GPA calculation meet all of the following criteria:

- Completed.
- Given a letter grade of A-F.
- Taken in the term being evaluated for academic standing.
- Taken at the level of the student's degree/credential of pursuit at that time (undergraduate, masters, doctoral).

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).

Honors

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 31 or October 31 for the spring and fall ceremonies respectively. The graduate will be informed of the decision (approved or denied), and approved societies will be listed in future catalogs.

Immunization Requirements

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

Students who do not need to provide proof of immunization

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

Students who must provide proof of immunization

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

Overview

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: government, 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 and 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 good Academic Standing in the major. Individual departments may require a specific 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 twelve credits in internships may be taken. Each separate internship must have goals and objectives different from 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 one additional extension term. The extension term may incur additional charges.
10. For the following internship courses, the maximum deadline the instructor can assign for resolution of the I or IN grade is one year from the end of the course: ADST 481, ADST 491, CHMN 481, EDUC 886, EDUC 887, EDUC 888, EDUC 889.
11. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.

12. In some cases, a Contract for Academic Internship may be required as part of an internship course. When required, the form and process will be available through the instructor.

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.

- Original work that a student submits as part of a course is the property of the student. That work may be used by Bethel for educational purposes within the context of the course in which the student is enrolled unless the student grants permission for other uses. 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 and made available to library patrons.
- Student work submitted to third-party plagiarism detection software, required in some courses or assignments, may be used by those companies (including its affiliates, vendors, service providers, and licensors) for the purposes of plagiarism prevention or the other services provided as part of the company's support.
- Any other use of student work must credit the student as the author of the work.
- Students may seek to publish or present work they have submitted as coursework. If they do so, they must follow ethical guidelines common to academic research and unique to the discipline in which they do their work. They must redact any sensitive, personally identifiable information (e.g., names of businesses cited in case studies, demographic information related to research subjects, etc.) before releasing their work for applications outside of the classroom. If students seek to publish research involving human subjects, they must have secured the appropriate review/approval from Bethel's Institutional Review Board (IRB) before the collection and analysis of data.
- Although students may choose to co-author with a faculty member, students own materials they independently design, data they collect, or written work that they create.
- Students are encouraged to copyright written materials when releasing them outside of the classroom.

International Residential Students

Overview

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:

- 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 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, Curricular Practical Training, and Optional Practical Training. 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 Designated School

Official (signifying that the CPT is in regulatory compliance with current legislation). Course number 176 (undergraduate) or 576 (graduate) in the appropriate discipline is assigned to non-credit CPT, and the student will be billed a \$400 course fee for the first term of non-credit CPT. Course numbers 476 (undergraduate) and 776 (graduate) 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 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 Curricular Practical Training Request form no later than 30 days prior to the desired employment start date. More information on CPT and a link to this form is available here (<https://www.bethel.edu/international-services/living-in-us/employment/>).
 - a. Students will register for the course associated with the CPT experience for one term. The curricular aspects of the CPT employment must be completed within one term.

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 a DSO (Designated School Official) who will submit this request in SEVIS.

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 of 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

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.

Multi-Language Learners

Bethel University does not provide translators for multi-language learners. 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.

Military Service

Upon involuntary military call-up, a student so affected will be granted a withdrawal from courses with a full refund. Students must provide a copy of their orders to the Office of Financial Aid. If 75% of the scheduled days of a given course have elapsed, an incomplete grade will be assigned with a deadline for submission of remaining coursework of one year from the last date of active student status. If the student does not submit the outstanding coursework by the incomplete deadline, a grade of *W* will be assigned automatically.

Students called to active military service should expect some disruption in their progress toward their desired degree and/or certificate. Disruption could include, but may not be limited to, course availability and time to complete the desired credential.

Non-Degree Seeking Students

Students who were not admitted for the purpose of obtaining a degree, certificate, or other recognized credential are, for the purpose of this policy, defined as non-degree-seeking students. These students are permitted to take courses at Bethel but are not permitted to pursue a degree, certificate, or credential and may have a limited range of courses in which they may enroll.

Non-Degree Seeking students may be admitted under any admissions category: accepted, conditional, provisional, or limited enrollment. Only accepted students in this category may become degree-seeking through declaring a program of study. This declaration must happen with support from a student success advisor in the Office of Student Success and Retention. After declaring a program of study, accepted students may work toward a degree, certificate, or a recognized credential.

Non-degree-seeking students admitted conditionally or provisionally who wish to obtain a degree, certificate, or other recognized credential must first meet the requirements set by their conditional or provisional acceptance before becoming accepted and declaring a program of study.

Non-degree seeking students admitted to Bethel with limited enrollment must apply for admission and receive acceptance before assignment to a program of study. Students unsure of their admissions category should consult with a student success advisor in the Office of Student Success and Retention.

Prerequisites and Corequisites

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

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

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

Registration Overview

To add, drop, withdraw, or otherwise change course registration, students should refer to the self-registration website (<https://www.bethel.edu/student-success/self-registration/>) and to MyBethel. The student's unique Academic Plan and other resources for registration are located here. When taking any registration activity, students should refer to the CRNs (Course Registration Numbers) on their Academic Plan, to identify specific scheduled course sections and streamline self-registration. Regardless of the actual first day that a class "meets" face to face or online, most courses officially begin on a Monday.

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 advisor. 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

Students may register for an upcoming term starting on the following dates:

- Fall registration begins April 1
- Spring registration begins August 1
- Summer registration begins 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 advisor 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 calendar day of the part of term in which the course occurs.
- For courses 5+ weeks long, the late add deadline is the 8th calendar day of the part of term in which the course occurs.

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 courses less than 5 weeks long, the drop deadline is the 3rd calendar day of the part of term in which the course occurs.
- For courses 5+ weeks long, the drop deadline is the 8th calendar day of the part of term in which the course occurs.

Withdrawing from a Course

A student may withdraw from a course starting the day after the drop deadline.

Unlike dropping, a course withdrawal appears on the student's transcript with a grade of "W." Students may withdraw from a course until approximately 65% of it has been completed. Specific withdrawal deadlines can be found on the Office of the Registrar's website.

Students who withdraw may be eligible to receive a prorated refund, starting on the first day of the withdrawal period and ending at the 50% point of the course. After this 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 course withdrawal deadline, except by petition. 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 as a result. 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 institutionally 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.

Religious Accommodation

Overview

Bethel University recognizes and respects the diverse faith traditions represented among students. The university is committed to fostering an environment that supports students' rights to observe their faith traditions.

To support this commitment, all university offices and faculty are asked to consider the needs of students observing recognized religious holidays or practices such as Salah, Eid, Diwali, Passover, and others. Faculty are asked to consider

how they could make reasonable accommodations that allow students to meet their academic obligations without compromising their religious commitments. Examples of accommodations may include opportunities to make up missed exams, assignments, or other requirements.

Accommodations cannot be guaranteed. No accommodation can place a burden on other students; disrupt learning; have a negative effect on non-Bethel personnel supporting internships, practica, clinical experiences, or other activities; or create unmanageable additional work for faculty or staff.

Note: Accommodations are made due to religious observances. Accommodations are not made to relieve students of the obligation to complete assignments. Students may not use religious commitments or beliefs as the basis for avoiding readings, lectures, or any other assignments (e.g. dissection of certain animals or clinical experiences with people of a given gender or sexual orientation).

Guidelines for Accommodations

Accommodations will be considered based on the following criteria:

1. The observance must be commonly recognized/observed by adherents to the student's faith tradition.
2. The observance must be short-term and not result in chronic absences (e.g., not most Fridays of a class).
3. The student must be able to meet all essential course outcomes with the accommodation.
4. The accommodation must be reasonable in light of the course requirements and impact on other students, academic partners, faculty, and university support services.
5. Students must request the accommodation by the deadline listed below.

The university recognizes that certain courses, such as labs, internships, practica, clinicals, field experiences, and student teaching, may be structured so that accommodations are not possible because they will disrupt essential learning processes or outcomes and/or create unresolvable requests for faculty, staff, or non-Bethel personnel.

Process

To request accommodations, students are required to notify their instructors of their needs by the following deadlines:

- For courses requiring fieldwork, clinical, or student teaching placements: At least 30 days before the class begins. The director of the program or the department chair should be included in this request.
- For all other courses: By the end of the first week of class or at least two weeks before the requested date.

Students must submit their requests in writing using the Bethel University Religious Observance Accommodation Request Form which can be found on the Registrar's Office Website.

- The form must be emailed to the faculty member.
- Students may consult their academic or student success advisor or the Registrar's Office for guidance.

Advising Support

Students, especially those new to the university or participating in PSEO, should consult their advisors when planning their schedules. Advisors can provide guidance to help students balance their academic requirements with their religious commitments.

Appeals Process

If a faculty member is unable to provide or denies appropriate accommodation, students may appeal the decision to their academic dean over their school or college, or, for nursing or education students, their associate dean who oversees their program of study. The appeal should include:

1. A copy of the original request to the instructor.
2. The instructor's reply to the request.
3. Any other correspondence regarding the decision.

Students can contact the dean's office for additional information about the appeals process and support during this step. Advisors can help students navigate the appeals process.

Student Success Advisors

Overview

Location: Anderson Center

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 information for each division is found below. The Office of Student Success and Retention website (<https://www.bethel.edu/student-success/>) is available for more information.

College of Adult & Professional Studies Advising Support

- caps-advising@bethel.edu
- 651.635.2463

Seminary Advising Support

- seminary-advising@bethel.edu
- 651.638.6868

Graduate School

- **Health, Medical, and Business Advising Support**
 - graduate-advising@bethel.edu
 - 651.635.1104
- **Education and Doctoral Advising Support**
 - graduate-education-advising@bethel.edu
 - 651.635.8013

Student Experience

- student-success@bethel.edu
- 651.635.8800

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 pre-licensure program is eliminated, affected students will be notified. The university will establish a teach-out schedule with a date for when classes in that program, certificate, minor, concentration, or pre-licensure program will no longer be offered. Students should seek to complete all 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: All requirements must be met within 5 years from the term of the student's initial enrollment.

Doctoral Degrees: All requirements must be met within 15 years from the term of the student's initial enrollment.

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

Transcripts

The transcript includes coursework transferred from other schools and coursework completed at Bethel. All transcripts from other schools in the student's file remain the property of Bethel University and cannot be released to the student or other parties. However, students have the right to view these documents upon request.

Official transcripts are available showing all academic work completed to date at Bethel University. Both electronic and paper versions of official transcripts may be ordered via the Registrar's Office website. Transcripts are processed within 1-3 business days. Some exceptions apply. Current students are able to view and download their unofficial Bethel transcript online. Questions regarding transcripts should be addressed to the Office of the Registrar.

Transfer Credit Policies

Overview

Students who have completed graduate-level courses at other institutionally 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 67% 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 an institutionally 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-institutionally-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-institutionally-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-institutionally-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.

Withdrawal and Re-Enrollment

Overview

University Withdrawal

Students who desire to officially withdraw from Bethel must contact their student success advisor and submit an official withdrawal form. In addition, students who do not enroll for more than one year (three consecutive academic terms) are considered inactive and will need to submit a re-enrollment application to resume their program.

University Re-Enrollment

Former students must file an application for re-enrollment. They should contact the Office of Student Success and 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 of the program the returning student wishes to pursue.

Re-enrolling students who had officially withdrawn will re-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. If approved to re-enroll, students may resume coursework no sooner than the fourth term after the term of their academic dismissal or the last term of registration.

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 *term GPA* for good standing. They will not be dismissed even if their cumulative GPA at the end of that term is below good standing. In this case, the student's academic standing remains equivalent to that of a second term of academic probation for no more than one additional term.

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.
- Grades on peer-reviewed papers/assignments before they are collected and recorded by the teacher.

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: A school official's need to review an education record in order to fulfill his or her professional responsibility. A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities to Bethel University.

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, resumé, 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.
- University Relations—Personal data on alumni of the University.
- University Advancement—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

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 Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

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

Academic Calendar

The 2024–2025 academic year includes three academic terms: Fall Semester, Spring Semester, and Summer Session. Special dates and holidays for the academic year are listed below.

Fall Semester 2025

August 18 - December 21	
August 18	Fall Term Begins
October 31	Commencement Application Deadline
December 1	Registration Opens for Summer Session 2024
December 19	Fall Commencement
December 21	Fall Term Ends
December 22 - January 4	Christmas Break (no classes)

Spring Semester 2026

January 5 - May 24	
January 5	Spring Term Begins
March 31	Commencement Application Deadline
April 1	Registration Opens for Fall Semester 2024
May 23	Spring Commencement
May 24	Spring Term Ends

Summer Session 2026

May 25 - August 16	
May 25	Summer Term Begins
August 1	Registration Opens for Spring Semester 2025
August 16	Summer Term Ends

Admission

The Graduate School will consider applicants who meet the general requirements (p. 21) for admission to Bethel. Applicants must also meet specific program or certificate admission requirements (p. 21).

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

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

If there is reason to doubt the validity of the high school diploma, transcript, or recognized equivalent, Bethel University will follow its procedures to verify completion of high school, recognized equivalent of a high school diploma, or college coursework.

Applicants may visit the website to apply for admission online (<https://apply.bethel.edu>), or they may call the Graduate School office at 651.635.8000 (800.255.8706, ext. 8000).

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. Students may contact the Office of Admissions for the next available start date for each program.

Course/Cohort Cancellation Policy

Bethel University reserves the right to change the start date or to cancel any course at any time up to ten calendar days before the start of the course.

Admission Categories

If accepted, the student will receive an official letter of acceptance. A student's application, including all required materials, is valid for one year from the date of initial admissions decision.

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.

Limited Enrollment

Limited Enrollment is for students who do not meet or do not wish to meet the General Admission Requirements. Students with Limited Enrollment are permitted to enroll as non-degree seeking students for no more than two courses in their first term from a limited list of available courses. Limited Enrollment students must maintain good academic standing in their first term before continuing as non-degree seeking students.

Requirements for Admission to the Graduate School

General Requirements

The Graduate School will consider applicants who:

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

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

International Student Admission Requirements

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

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), Pearson Test of English Academic (PTE Academic), or Duolingo English Test (DET) examination score report.

Note: Some programs may require scores from a specific test such as the TOEFL to be submitted. Please see the program section of the catalog for specific information.

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 80 on the Internet-based test or 8 on the Essentials test.
- IELTS minimum score of 6.5.
- PTE minimum score of 55.
- DET minimum scored of 110.

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.
- 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/>)), the

Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)), or the Commission on Graduates of Foreign Nursing Schools International, Inc. (CGFNS (<https://www.cgfns.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 Certificate of Finances form, along with the most current bank statement(s) available (Most Recent 6 Months worth) 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), Pearson Test of English Academic (PTE Academic), or Duolingo English Test (DET) examination score report. Note: Some programs may require scores from a specific test such as TOEFL to be submitted. 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 80 on the Internet-based test or 8 on the Essentials test.
 - IELTS minimum score of 6.5.
 - PTE minimum score of 55.
 - DET minimum score of 110.
- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. Unless excepted by a program's admission requirements, all non U.S. 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/>)) or the Commission on Graduates of Foreign Nursing Schools International, Inc. (CGFNS (<https://www.cgfns.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.

Program-Specific Admission Requirements

In addition to the General Requirements for Admission to the Graduate School, certain degrees, certificates, and licenses may require additional, program specific requirements for admission. These can be found in the program detail pages of each program (p. 22).

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
MDSC	Medical Sciences
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. 24)
 - Academic Behavioral Strategist K–12 License (p. 35)
 - Autism Spectrum Disorders B–21 License (p. 36)
 - Certificate in (p. 31)International Baccalaureate Education (p. 31)
 - Developmental Disabilities K-12 License (p. 37)
 - Director of Special Education License (p. 27)
 - Emotional Behavioral Disabilities K–12: License (p. 38)
 - Education K–12: M.A. (p. 30)
 - K–12 Principal: License (p. 28)
 - Leadership in Higher Education: Ed.D. (p. 25)
 - Leadership in K–12 Administration: Ed.D. (p. 26)
 - Special Education: M.A. (p. 33)
 - Superintendent: License (p. 29)
 - Teacher Coordinator of Work-based Learning: License (p. 32)
 - Teaching: License (p. 41)
 - Teaching: MA (p. 40)
- Business and Leadership
 - MBA (p. 44)
 - Certificate in Leadership Foundations (p. 46)
- Medical Sciences: M.S. (p. 46)
- Nursing (p. 47)
 - Nurse-Midwifery: M.S. (p. 47)
- Physician Assistant: M.S. (p. 49)
- Social Work (p. 51)
 - MSW: Full Program (p. 51)
 - MSW: Advanced Standing (p. 51)

Counseling

In Bethel's M.A. in Counseling program, students will gain expertise in clinical mental health counseling so that they're ready to serve clients in diverse settings. Our program is accredited for Clinical Mental Health Counseling by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (<https://www.cacrep.org/>).

The Play Therapy Certificate offers graduate students in the M.A. Counseling, M.A. in Marriage and Family Therapy, MSW programs and mental health professionals in the community the opportunity to enhance their therapy skills and gain the specialized education to become a Registered Play Therapist (RPT).

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

M.A. in Counseling Overview

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

Accreditation

Bethel University's M.A. in Counseling program is accredited in Clinical Mental Health Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (<https://www.cacrep.org/>). This accreditation serves students by ensuring programs meet key standards within the counseling field, preparing students to enter the counseling field with professional preparation that is recognized across the nation.

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 evidence-based practice research to the delivery and evaluation of effective counseling
- Demonstrate ethical responsiveness and ethical decision making in counseling practice.
- Develop cultural sensitivity, responsiveness, and a social justice advocacy mindset as a professional counselor.
- Develop professional sensitivity and responsiveness to religious and spiritual diversity throughout the counseling process.
- Demonstrate competencies as a professional counselor in a clinical mental health 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, AICE or CGFNS evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES, AICE, or CGFNS evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES, AICE, or CGFNS evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from an institutionally 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 undergraduate students or graduates who meet all of the qualifications are guaranteed an interview, but not guaranteed a seat in the program.
- Submit 4 Admission References
 - Three professional references from supervisors and/or academics
 - One personal reference
- Have successfully completed 9 semester credits in the behavioral/social sciences from an institutionally accredited institution. Each course must have earned at least three semester credits and may have been taken at the undergraduate or graduate level.
- Submit a current resume.
- Undergo a criminal background check after being invited to the program and submit results. (Certain offenses may preclude graduates from becoming licensed as a professional counselor and/or may limit clinical placement options.)

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

Degree Requirements M.A. in Counseling

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

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

Certificate in Play Therapy

Overview

The Play Therapy Certificate offers graduate students (those in M.A. Counseling, M.A. in Marriage and Family Therapy, and MSW programs) and mental health professionals the training they need to become Registered Play Therapists. This certificate offers training that most mental health professionals do not receive in their degree programs. It prepares emerging and established professionals with the education they will need to serve younger generations 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 (<https://www.naces.org/>) or www.aice-eval.org (<http://aice-eval.org/>) for lists of member organizations.
- Must be a current Mental Health Professional who has completed a Master's degree in Counseling or related field, or be a graduate student in a 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.

Certificate 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 *	2
COUN 710	Foundational Play Therapy and Techniques *	2
COUN 715	Non-Directive Play Therapy Theories and Techniques *	2
COUN 725	Trauma and Play Therapy *	1
COUN 730	Introduction to Sandtray *	1
COUN 735	Theraplay	1
Total Credits		12

* Course must be taken for credit at Bethel.

Education

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

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

Doctor of Education (Ed.D.)

- Ed.D. in Leadership in Higher Education (p. 25)
- Ed.D. in Leadership in K-12 Administration (p. 26)

Master of Arts (M.A.)

- M.A. in Education K-12 (p. 30)
- M.A. in Special Education (p. 33)
- M.A. in Teaching (p. 40)

Certificates

- Certificate in International Baccalaureate Education (p. 31)

Licenses

K-12 Administrator Level Licenses

- Director of Special Education License (p. 27)
- K-12 Principal License (p. 28)
- Superintendent License (p. 29)

Master's Level Licenses

- Teacher Coordinator of Work-Based Learning License (p. 32)

Special Education Licenses

- Academic Behavioral Strategist K-12 (ABS) License (p. 35)
- Autism Spectrum Disorders B-12 (ASD) License (p. 36)
- Developmental Disabilities K-12 (DD) License (p. 37)
- Emotional/Behavioral Disabilities K-12 (EBD) License (p. 38)

Teaching Licenses

- Business (5-12) Teaching License (p. 41)
- Chemistry (9-12) Teaching License (p. 41)
- Communication Arts and Literature (5-12) Teaching License (p. 41)
- English as a Second Language -- ESL (K-12) Teaching License (p. 41)
- General Science (5-8) Teaching License (p. 41)
- Life Science (9-12) Teaching License (p. 41)
- Mathematics (5-12) Teaching License (p. 41)
- Physics (9-12) Teaching License (p. 41)
- Social Studies (5-12) Teaching License (p. 41)
- Visual Arts (K-12) Teaching License (p. 41)
- Add-On Teaching License (p. 43)

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K-12 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 K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

License standards (MN Rule 3512) are subject to change at any time by the Minnesota Board of School Administrators (BOSA). Candidates for license must meet the license standards in place at the time of program completion.

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, 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

- Pre-approving course substitutions for content courses
 - The CAS (traditional undergraduate program) Education Department faculty reviews the syllabus to ensure standards are met.
 - 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.
- 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.
- 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.
- 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).
 - 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.
 - 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.
 - 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 less than three years of coursework, participation in HyFlex 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

- Courses delivered online using best practices in internet technology, instructional design, and adult learning.
- Residencies offered HyFlex (students choose online or on the Bethel University campus) three times during 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 an institutionally 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 Higher Education	4
EDUC 807	Organizational Leadership in Higher Education	4
EDUC 812	Curriculum Design and Instructional Management in Higher Education	4
EDUC 820	Doctoral Research I	4
EDUC 827	Leading in a Complex and Pluralistic Society	4
EDUC 832	Leadership of Academic & Support Systems	4
EDUC 837	Institutional Assessment in Higher Education	2
EDUC 842	Strategic Leadership in Higher Education	2
EDUC 845	Doctoral Research II	4
EDUC 850	Doctoral Research III	4
EDUC 858	Re-Imagining Higher Education	2
EDUC 862	Legal Issues in Higher Education	4
EDUC 867	Budgeting and Fiscal Management in Higher Education	4
EDUC 870	Doctoral Research IV	4
EDUC 881	Comprehensive Exam *	1
EDUC 885 or EDUC 846	Individualized Project in Higher Education Academic Writing for Graduate Students	2-4
EDUC 893	Dissertation Phase I *	4
EDUC 894	Dissertation Phase II *	3
EDUC 895	Dissertation Phase III *	1
Total Credits		61

* 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 EDUC 846 Academic Writing for Graduate Students 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. 26) 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 less than three years of coursework, participation in HyFlex residencies, a completed dissertation, and the completion of 61 semester credits.

Program Outcomes

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

Program Design

- Courses delivered online using best practices in internet technology, instructional design, and adult learning.
- Individual learning plan developed for each student based on previous educational training, credentials, and experience.
- Residencies offered HyFlex (students choose online or on the Bethel University campus) during each year of the program focused on professional growth, collaboration, and coursework.

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 an institutionally 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.

Code	Title	Credits
EDUC 800	Leadership & Theory Foundations	4
EDUC 810	Curriculum, Instruction, & Assessment	4
EDUC 820	Doctoral Research I	4
EDUC 825	Leadership for Inclusive Learning Environments	4
EDUC 830	Administration of Essential Educational Programs	4
EDUC 840	Operations and Personnel Administration	4
EDUC 845	Doctoral Research II	4
EDUC 850	Doctoral Research III	4
EDUC 860	Legal Issues in School Administration	4
EDUC 865	Resource Management	4
EDUC 870	Doctoral Research IV	4
EDUC 881	Comprehensive Exam	1
EDUC 893	Dissertation Phase I	4
EDUC 894	Dissertation Phase II	3
EDUC 895	Dissertation Phase III	1
Select eight credits from the following:		8
EDUC 822	Systems Change to Meet the Needs of All Stakeholders	
EDUC 846	Academic Writing for Graduate Students	
EDUC 868	Director of Special Education	
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	
EDUC 888	Teaching Internship	
Total Credits		61

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. 25) 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 less than two years including coursework, participation in HyFlex residency, and an internship.

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K-12 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 K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

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

Program Design

- Courses delivered online using best practices in internet technology, instructional design, and adult learning.
- Individual learning plan developed for each student based on previous educational training, credentials, and experience.
- Residencies offered HyFlex (students choose online or on the Bethel University campus) twice during the program focused on professional growth, collaboration, and coursework.

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.
- Meet the BOSA license standards (MN Rule 3512) in place at the time of program completion. License standards are subject to change at any time by the Minnesota Board of School Administrators (BOSA).

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 an institutionally 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*.

License Requirements

Director of Special Education License

The required curriculum for the Director of Special Education License comprises a 34 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Leadership & Theory Foundations	4
EDUC 810	Curriculum, Instruction, & Assessment	4
EDUC 825	Leadership for Inclusive Learning Environments	4
EDUC 830	Administration of Essential Educational Programs	4
EDUC 840	Operations and Personnel Administration	4
EDUC 860	Legal Issues in School Administration	4
EDUC 865	Resource Management	4
EDUC 868	Director of Special Education	4
EDUC 889	Director of Special Education Internship	2
Total Credits		34

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 less than two years including coursework, participation in HyFlex residency, and an internship.

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K-12 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 K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

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

Program Design

- Courses delivered online using best practices in internet technology, instructional design, and adult learning.
- Individual learning plan developed for each student based on previous educational training, credentials, and experience.
- Residencies offered HyFlex (students choose online or on the Bethel University campus) twice during the program focused on professional growth, collaboration, and coursework.

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.
- Meet the BOSA license standards (MN Rule 3512) in place at the time of program completion. License standards are subject to change at any time by the Minnesota Board of School Administrators (BOSA).

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 an institutionally 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*.

License Requirements

K-12 Principal License

The required curriculum for the K–12 Principal License comprises a 30 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Leadership & Theory Foundations	4
EDUC 810	Curriculum, Instruction, & Assessment	4
EDUC 825	Leadership for Inclusive Learning Environments	4
EDUC 830	Administration of Essential Educational Programs	4
EDUC 840	Operations and Personnel Administration	4
EDUC 860	Legal Issues in School Administration	4
EDUC 865	Resource Management	4
EDUC 886	Principal Internship	2
Total Credits		30

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 less than two years including coursework, participation in HyFlex residency, and an internship.

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K-12 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 K-12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

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

Program Design

- Courses delivered online using best practices in internet technology, instructional design, and adult learning.
- Residencies offered HyFlex (students choose online or on the Bethel University campus) twice during 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.
- Meet the BOSA license standards (MN Rule 3512) in place at the time of program completion. License standards are subject to change at any time by the Minnesota Board of School Administrators (BOSA).

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 an institutionally 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*.

License Requirements

Superintendent License

The required curriculum for the Superintendent License comprises a 30 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Leadership & Theory Foundations	4
EDUC 810	Curriculum, Instruction, & Assessment	4
EDUC 825	Leadership for Inclusive Learning Environments	4
EDUC 830	Administration of Essential Educational Programs	4
EDUC 840	Operations and Personnel Administration	4
EDUC 860	Legal Issues in School Administration	4
EDUC 865	Resource Management	4
EDUC 887	Superintendent Internship	2
Total Credits		30

M.A. in Education K-12

Overview

The M.A. in Education K–12 program is designed for K–12 classroom teachers and focuses on educators’ expanding leadership roles and responsibilities in a rapidly changing educational environment. 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.

Program Design

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

Delivery format:

The Education K–12 major requires completion of all core courses and one set of concentration courses. All core courses are taken online and are asynchronous. For concentration courses, students have the option of selecting an online, face-to-face, or hybrid concentration from one of the following:

- Educational Leadership Concentration—hybrid or online
- International Baccalaureate Certificate in Teaching and Learning—online
- Special Education Concentration—hybrid or online
- Teacher Coordinator of Work-based Learning License—online
- Custom Concentration—hybrid, online, or face-to-face

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 an institutionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level.
- Have completed a minimum of one year of teaching experience.
- Submit a current resume.

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

Degree Requirements

M.A. in Education K–12

The required curriculum for the M.A. in Education K–12 comprises a 32–34 semester credit sequence of courses, including 24 semester credits of core courses and eight to ten credits in one concentration.

Code	Title	Credits
TEAC 606	Teacher as Leader *	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 to Write the Thesis/Collaborative Research Project *	1
TEAC 790	Thesis Writing Studio *	3
Select one concentration from the Concentrations section.		8-10
Total Credits		32-34

* Course must be taken for credit at Bethel.

Concentrations

Educational Leadership Concentration

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
Select 8 credits from the following:		
EDUC 800	Leadership & Theory Foundations (Select the following credits from the following:)	4
EDUC 810	Curriculum, Instruction, & Assessment	4
EDUC 822	Systems Change to Meet the Needs of All Stakeholders	4
EDUC 825	Leadership for Inclusive Learning Environments	4
EDUC 830	Administration of Essential Educational Programs	4
EDUC 840	Operations and Personnel Administration	4
EDUC 860	Legal Issues in School Administration	4
EDUC 865	Resource Management	4
Total Credits		8

International Baccalaureate Certificate in Teaching and Learning Concentration

Code	Title	Credits
TEAC 771	International Baccalaureate Foundations and Frameworks	4
TEAC 772	International Baccalaureate Pedagogy and Programme Development	4
Total Credits		8

Special Education Concentration

Code	Title	Credits
Select 8-10 credits from the following		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 604	Child & Adolescent Psychopathology	3
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 629	Reading Foundations and Field Experience	4
SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
SPED 661	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	2
SPED 780	ABS: Student Teaching ‡ and *	4
TEAC 751	Student Teaching Seminar *	1
Total Credits		8-10

* These courses are for BA Special Education Studies graduates who are seeking initial license only.

‡ Pre-Reqs can be waived as long as students have successfully completed the BA in SPED Studies program

‡‡ This course requires 30 hours/8 weeks in a school setting.

Teacher Coordinator of Work-Based Learning License Concentration

Code	Title	Credits
TEAC 705	Foundations and Implementation of Work-Based Learning	4
TEAC 707	Curriculum Design and Instructional Methods for Work-Based Learning	4
Choose one (optional) *		1
TEAC 710	Practicum in Work-based Learning for Minnesota License *	
TEAC 715	Practicum for Work-Based Learning	
Total Credits		8-9

* Practicum courses are only required for state licensure. If not pursuing a license, this course is optional.

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 International Baccalaureate Education

Overview

Bethel's Certificate in International Baccalaureate Education (CIBE) is recognized by the International Baccalaureate Organization (<http://www.ibo.org/>) (IB). Students who successfully complete the certificate are eligible for the International Baccalaureate Certificate in Teaching and Learning (IBCTL) granted directly by IB.

Program Outcomes

1. Synthesize the International Baccalaureate's philosophy, including its collaborative emphasis, with personal worldview and reflective work regarding educational experience to date.
2. Develop expertise in one of the IB programmes: PYP, MYP, or DP.
3. Articulate the principles of learning that underpin curriculum design in the four programs of the IB (PYP, MYP, DP, and CP).
4. Analyze the curriculum, instructional, and assessment designs of the PYP, MYP, DP, and CP.
5. Appraise the assessment and feedback strategies emphasized in the PYP, MYP, or DP.
6. Articulate the teaching, learning activities, and student resources that support the PYP, MYP, or 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 showing an earned baccalaureate or higher degree.
- International school transcripts are exempt from the general requirement of a NACES or AICE evaluation.
- 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*.

Certificate Requirements

The required curriculum for the Certificate in International Baccalaureate Education comprises an 8 semester credit sequence of courses. This certificate can be earned while enrolled in the M.A. in Education K-12 program.

Code	Title	Credits
TEAC 771	International Baccalaureate Foundations and Frameworks	4
TEAC 772	International Baccalaureate Pedagogy and Programme Development	4
Total Credits		8

Teacher Coordinator of Work-Based Learning License

Overview

Program Outcomes

1. Define work-based learning, differentiate the history of work-based learning from its current state, and describe the purposes of work-based learning.
2. Analyze federal and state legislation and determine how it applies to the field of work-based learning.
3. Plan instruction that correlates with major federal and state laws.
4. Recommend how to translate work into a meaningful learning experience for students.
5. Explain how student organizations and/or special education services align with work-based learning programs.
6. Examine how concepts and perspectives from Christian faith relate to one's journey as a worker.
7. Evaluate the role human resources plays in helping work-based learning coordinators organize instruction about work-based learning.
8. Create a portfolio for the purposes of gathering resources about work-based learning, demonstrating mastery of learning outcomes, and practicing reflective learning.

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, 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.

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

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 a 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*.

* Teachers holding a Tier 2 license through the state of MN are welcome to participate in the Work Based Learning Program including the 3 courses and the practicum. Upon earning their Tier 3 license, Bethel will recommend the candidate for the Teacher Coordinator of Work-Based Learning License.

License Requirements

To be recommended for a license students must:

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

Out-of-State License Disclaimer

Bethel can recommend a Minnesota WBL endorsement for students who have a current Minnesota teaching license that includes grades 9-12 and complete Bethel's required WBL courses. Bethel cannot guarantee our WBL program will meet out-of-state license requirements and it is the responsibility of the student to contact their state's licensing board to determine if Bethel's courses will meet their state's licensing 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
TEAC 705	Foundations and Implementation of Work-Based Learning	4
TEAC 707	Curriculum Design and Instructional Methods for Work-Based Learning	4
Choose One (optional) *		1
TEAC 710	Practicum in Work-based Learning for Minnesota License	
TEAC 715	Practicum for Work-Based Learning	
Total Credits		8-9

* Practicum courses are only required for state licensure. If not pursuing a license, this course is optional.

M.A. in Special Education

Overview

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs 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.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

Design and Delivery

Courses offered are generally taken one at a time sequentially throughout the calendar year, including the summer months. M.A. in Special Education courses are delivered fully online with 2-4 Saturday intensives over the course of 18-29 months.

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, 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.

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

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 an institutionally 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*.¹
- Interview with the program director or enrollment counselor.¹
- 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*.

¹ 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 38-58 credit sequence of courses. Students must complete one to two of the following concentrations: Standards of Effective Practice, 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 concentration fully online with 2-3 Saturday intensives.

Code	Title	Credits
Bethel Core Courses		
EDUC 795	Writing the Thesis *	4
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 655	Classroom-based Assessment and Field Experience	4
Minnesota PELSB Special Education Core		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience	4
Select one to two concentrations		10-30
Total Credits		38-58

* 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 Master's 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
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
TEAC 595	School-Wide Systems Field Experience ‡	1
TEAC 751	Student Teaching Seminar *	1
Total Credits		16

Concentration in Academic Behavioral Strategist

Code	Title	Credits
SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
SPED 780 or SPED 786 or SPED 782	ABS: Student Teaching * Academic Behavioral Strategist: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Autism Spectrum Disorders

Code	Title	Credits
SPED 643	Characteristics of ASD (ASD)	2
SPED 645	ASD: Evaluation, Communication, and Intervention Strategies and Field Experience ‡	4
SPED 649	Planning, Instruction, and Consultation for ASD (ASD)	4
SPED 781 or SPED 787 or SPED 782	ASD: Student Teaching * Autism Spectrum Disorders: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Developmental Disabilities

Code	Title	Credits
SPED 661	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	2
SPED 667	Instruction and Intervention for Students with Intellectual Disabilities	4
SPED 669	Supporting Students with Intellectual Disabilities Across Systems and Field Experience ‡	4
SPED 779 or SPED 784 or SPED 782	DD: Practicum * DD: Student Teaching SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Emotional/Behavioral Disabilities

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
SPED 783 or SPED 788 or SPED 782	EBD: Student Teaching * EBD: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Basic Program Sequence

Code	Title	Credits
SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
Total Credits		10

* Course must be taken for credit at Bethel.

‡ This course requires 30 hours/8 weeks in a school setting.

Academic Behavioral Strategist K-12 (ABS) License

Overview

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs 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.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

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 an institutionally 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*.¹
- Interview with the program director or enrollment counselor.¹
- 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*.

¹ Required if this is the student's first special education license.

License Requirements

To be recommended for a license students must:

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

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Academic Behavioral Strategist K-12 (ABS) License

The curriculum for the Academic Behavioral Strategist K-12 License is between 37-54 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ABS License (ABS) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ABS courses. Students with a qualifying special education license take only the ABS courses. All other students take the SEP courses, the SPED Core courses, and the ABS courses.

Code	Title	Credits
Standards of Effective Practice Courses: 16 credits [‡]		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
TEAC 595	School-Wide Systems Field Experience [‡]	1
TEAC 751	Student Teaching Seminar [*]	1
Special Education License Core courses: 16 credits		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience [‡]	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience [‡]	4
ABS License courses: 21-22 credits		
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience [‡]	4
SPED 655	Classroom-based Assessment and Field Experience [‡]	4
SPED 780 or SPED 782	ABS: Student Teaching [*] SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		37-54

¹ Required if this is the student's first special education license.

Academic Behavior Specialist (ABS) License add-on

Code	Title	Credits
SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience	4
SPED 786	Academic Behavioral Strategist: Practicum	3
Total Credits		13

* Course must be taken for credit at Bethel.

± Required for all students who do not already hold a full professional teaching license.

- Interview with the program director or enrollment counselor.¹
- 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*.

¹ Required if this is the student's first special education license.

Autism Spectrum Disorders B-21 (ASD) License

Overview

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs 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.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

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 an institutionally 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*.¹

License Requirements

To be recommended for a license students must:

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

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Autism Spectrum Disorders B-21 (ASD) License

The curriculum for the Autism Spectrum Disorders License is 37-54 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ASD License (ASD) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ASD courses. Students with a qualifying special education license take only the ASD courses. All other students take SEP, the SPED Core courses, and the ASD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits ‡		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
TEAC 595	School-Wide Systems Field Experience ‡	1
TEAC 751	Student Teaching Seminar *	1
Special Education License Core Courses: 16 credits		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience ‡	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience ‡	4
ASD License courses: 21-22 credits		
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 643	Characteristics of ASD (ASD)	2
SPED 645	ASD: Evaluation, Communication, and Intervention Strategies and Field Experience ‡	4
SPED 649	Planning, Instruction, and Consultation for ASD (ASD)	4
SPED 655	Classroom-based Assessment and Field Experience ‡	4
SPED 781 or SPED 787 or SPED 782	ASD: Student Teaching * Autism Spectrum Disorders: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		37-54

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

Code	Title	Credits
SPED 643	Characteristics of ASD (ASD)	2
SPED 645	ASD: Evaluation, Communication, and Intervention Strategies and Field Experience ‡	4
SPED 649	Planning, Instruction, and Consultation for ASD (ASD)	4
SPED 787	Autism Spectrum Disorders: Practicum *	3
Total Credits		13

* Course must be taken for credit at Bethel.

‡ Required for all students who do not already hold a full professional teaching license.

Developmental Disabilities K-12 License Overview

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs 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.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

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 an institutionally 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*.¹
- Interview with the program director or enrollment counselor.¹
- 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*.

¹ Required if this is the student's first special education license.

License Requirements

To be recommended for a license students must:

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

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Developmental Disabilities K-12 License

The curriculum for the Developmental Disabilities K-12 License is 37-54 credits. Courses are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and DD License (DD) courses. Students with a full professional teaching license take only the SPED Core and DD courses. Students with a qualifying special education license take only the DD courses. All others take the SEP, SPED Core, and DD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits ‡		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
TEAC 595	School-Wide Systems Field Experience ‡	1
TEAC 751	Student Teaching Seminar *	1
Special Education License Core courses: 16 credits		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience ‡	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience ‡	4
DD License courses: 21-22 credits		
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 661	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	2
SPED 655	Classroom-based Assessment and Field Experience	4
SPED 667	Instruction and Intervention for Students with Intellectual Disabilities	4
SPED 669	Supporting Students with Intellectual Disabilities Across Systems and Field Experience ‡	4
SPED 784 or SPED 782	DD: Student Teaching * SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		37-54

Developmental Disabilities K-12 (DD) License add-on

Code	Title	Credits
SPED 661	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	2
SPED 667	Instruction and Intervention for Students with Intellectual Disabilities	4
SPED 669	Supporting Students with Intellectual Disabilities Across Systems and Field Experience ‡	4
SPED 779	DD: Practicum	3
Total Credits		13

* Course must be taken for credit at Bethel.

‡ Required for all students who do not already hold a full professional teaching license.

‡ This course requires 30 hours of field work in a K-12 setting.

Emotional/Behavioral Disorders K-12 (EBD) License

Overview

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs 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.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

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 an institutionally 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*.¹

- Interview with the program director or enrollment counselor.¹
- 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*.

¹ Required if this is the student's first special education license.

License Requirements

To be recommended for a license students must:

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

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Emotional/Behavioral Disorders K-12 (EBD) License

The required curriculum for the Emotional/Behavioral Disabilities License is a 37-54 semester credit sequence of courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits ‡		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
TEAC 595	School-Wide Systems Field Experience ‡	1
TEAC 751	Student Teaching Seminar *	1
Special Education License Core courses: 16 credits		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience ‡	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience ‡	4
EBD License courses: 21-22 credits		
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
SPED 655	Classroom-based Assessment and Field Experience ‡	4
SPED 783 or SPED 782	EBD: Student Teaching * SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		37-54

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

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ‡	4
SPED 788	EBD: Practicum *	3
Total Credits		13

* Course must be taken for credit at Bethel.

‡ Required for all students who do not already hold a full professional teaching license.

± Requires field hours in a school setting.

M.A. in Teaching

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

The M.A. in Teaching and Teaching Licenses programs are designed for individuals who hold a bachelor's degree in a field other than education and are seeking to transition into teaching. This program is tailored for adult learners who:

- Thrive when working with children and supporting their growth.
- Bring established values, beliefs, and perspectives to their learning journey.
- Integrate new knowledge with prior experiences and understanding.
- Exhibit a well-developed mindset and professional maturity.
- Demonstrate self-direction in their approach to learning.
- Seek opportunities to immediately apply classroom concepts to real-world teaching contexts.

Teacher preparation across the United States increasingly follows a standards-based model. In Minnesota, all teacher candidates must provide evidence of meeting the Minnesota Standards of Effective Practice (MNSEP), which include both subject matter and pedagogical standards. These standards emphasize the integration of content expertise with effective teaching strategies.

Bethel's M.A. in Teaching program and Teaching Licenses are carefully designed to support students in meeting MNSEP requirements, as well as the academic standards for their subject area that guide instruction in the state's public schools.

Bethel University's Teaching Licenses programs are fully accredited by Minnesota's Professional Educator Licensing and Standards Board (PELSB), reflecting its commitment to high-quality education and professional excellence.

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Program Outcomes

1. Planning for Instruction. Candidates will plan standards-based instruction aligned with the discipline and grade levels of their licensure area. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
2. Instruction. Candidates will apply appropriate evidence-based instructional strategies that engage students in learning. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
3. Assessment. Candidates will select or design a variety of assessments (e.g. standardized, formative, summative) that inform instructional practice and/or measure student performance. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
4. Learner Development and Learner Differences. 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. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)

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). (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
6. Students will integrate Christian perspectives, personal values, and/or ethics with the professional practice of teaching. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
7. Students will demonstrate written and/or oral communication with all stakeholders, including an academic audience.

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one or two 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 on various weeknights and Saturdays. Consult a calendar of class sessions for the schedule.

Admission Requirements

The M.A. in Teaching 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, AICE, or CGFNS evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES, AICE, or CGFNS evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES, AICE, or CGFNS evaluation from any school that shows completion of required program prerequisites and content area coursework.
- Have earned a baccalaureate degree or higher from an institutionally 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 enrollment counselor.

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 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 36-37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Code	Title	Credits
Minnesota Standards of Effective Practice Courses		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
Field Experience and Student Teaching Courses		
EDUC 646	Field Experiences in School-Based Settings	4
EDUC 775	Student Teaching Placement I *	4
Required only if pursuing a K-12 or add-on license		1
EDUC 781	Student Teaching II *	
General Education Teaching Licenses Core		
EDUC 722	Literacy in Discipline-Specific Contexts *	4
EDUC 757	Teacher Candidate Seminar *	2
Select one		4
EDUC 659	Social Studies 5-12 Teaching Methods *	
EDUC 671	Mathematics 5-12 Teaching Methods *	
EDUC 672	Science 5-12 Teaching Methods *	
EDUC 674	Visual Arts K-12 Teaching Methods *	
EDUC 678	ESL K-12 Teaching Methods *	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods *	
EDUC 689	Business 5-12 Teaching Methods *	
Master of Arts Course		
EDUC 795	Writing the Thesis *	4
Total Credits		36-37

* Course must be taken for credit at Bethel

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

The M.A. in Teaching and Teaching Licenses programs are designed for individuals who hold a bachelor’s degree in a field other than education and are seeking to transition into teaching. This program is tailored for adult learners who:

- Thrive when working with children and supporting their growth.
- Bring established values, beliefs, and perspectives to their learning journey.
- Integrate new knowledge with prior experiences and understanding.
- Exhibit a well-developed mindset and professional maturity.
- Demonstrate self-direction in their approach to learning.
- Seek opportunities to immediately apply classroom concepts to real-world teaching contexts.

Teacher preparation across the United States increasingly follows a standards-based model. In Minnesota, all teacher candidates must provide evidence of meeting the Minnesota Standards of Effective Practice (MNSEP), which include both subject matter and pedagogical standards. These standards emphasize the integration of content expertise with effective teaching strategies.

Bethel’s M.A. in Teaching program and Teaching Licenses are carefully designed to support students in meeting MNSEP requirements, as well as the academic standards for their subject area that guide instruction in the state’s public schools.

Bethel University’s Teaching Licenses programs are fully accredited by Minnesota’s Professional Educator Licensing and Standards Board (PELSB), reflecting its commitment to high-quality education and professional excellence.

Program Design

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

Program Outcomes

1. Planning for Instruction. Candidates will plan standards-based instruction aligned with the discipline and grade levels of their licensure area. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
2. Instruction. Candidates will apply appropriate evidence-based instructional strategies that engage students in learning. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
3. Assessment. Candidates will select or design a variety of assessments (e.g. standardized, formative, summative) that inform instructional practice and/or measure student performance. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
4. Learner Development and Learner Differences. 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. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
- 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). (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
 - Students will integrate Christian perspectives, personal values, and/or ethics with the professional practice of teaching. (General Education Teaching Licenses, Field Experience & Student Teaching, MN SEPs)
 - Students will demonstrate written and/or oral communication with all stakeholders, including an academic audience.

Delivery format:

Teaching Licensure courses are offered in a combination of online classes and face-to-face classes. Face-to-face classes are held on various weeknights 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 course and each content course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the professional educator's role and responsibility. Any student failing to meet this expectation may be asked to discuss other viable options for professional development with the program director.
- Complete required license standards, which are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB).
- 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.

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/ university.

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, AICE, or CGFNS evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES, AICE, or CGFNS 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 an institutionally 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 enrollment counselor.

Accepted students will be eligible to begin the program once they have three or fewer content area requirements remaining (except 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*.

License Requirements

Teaching License 5-12

The required curriculum for the grades 5-12, 9-12, and 5-8 Teaching licenses 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
Minnesota Standards of Effective Practice Courses		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
Field Experience and Student Teaching Courses		
EDUC 646	Field Experiences in School-Based Settings	4
EDUC 775	Student Teaching Placement I *	4
General Education Teaching Licenses Core		
EDUC 722	Literacy in Discipline-Specific Contexts *	4
EDUC 757	Teacher Candidate Seminar *	2
Choose one		4
EDUC 659	Social Studies 5-12 Teaching Methods *	
EDUC 671	Mathematics 5-12 Teaching Methods *	
EDUC 672	Science 5-12 Teaching Methods *	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods *	
EDUC 689	Business 5-12 Teaching Methods *	
Total Credits		32

* Course must be taken at Bethel.

Teaching License K-12

The required curriculum for the K-12 Teaching license comprises a 33 semester credit sequence of courses. It is recommended, but not required, that license-only students enroll in EDUC 614.

Code	Title	Credits
Minnesota Standards of Effectctice Practice Courses		
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
Field Experience and Student Teaching Courses		
EDUC 646	Field Experiences in School-Based Settings	4
EDUC 775	Student Teaching Placement I *	4
EDUC 781	Student Teaching II *	1
General Education Teaching Licenses Core		
EDUC 722	Literacy in Discipline-Specific Contexts *	4
EDUC 757	Teacher Candidate Seminar *	2
Choose one		4
EDUC 674	Visual Arts K-12 Teaching Methods *	
EDUC 678	ESL K-12 Teaching Methods *	
Total Credits		33

* Course must be taken for credit at Bethel.

Add-On Teaching Licenses

Overview

Bethel provides an opportunity for students who complete an initial education license (in elementary, special education, or any 5-12, 5-8, 9-12, or K-12 content area) to add another teaching license. Students must complete all content coursework (which may include a methods course), as determined through an evaluation of transcripts, prior to their student teaching experience.

For special education, 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. If they hold a special education license, they must complete all the required content area courses and a practicum experience in the subsequent licensure area.

License Requirements

To be recommended for a license students must:

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

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

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 an institutionally 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 current resume.

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.

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.

License Requirements

Add-On Teaching License (for licensed Special Education teachers)

The required curriculum for a teaching license as an addition to a qualifying Minnesota special education teaching licenses comprises a 9-13 semester credit sequence of courses. A grade of C or better is required in all licensure courses.

Code	Title	Credits
EDUC 722	Literacy in Discipline-Specific Contexts *	4
EDUC 781	Student Teaching II *	1
Required only if pursuing a K-12 license		4
EDUC 646	Field Experiences in School-Based Settings *	
Select one of the following:		4
EDUC 659	Social Studies 5-12 Teaching Methods *	
EDUC 671	Mathematics 5-12 Teaching Methods *	
EDUC 672	Science 5-12 Teaching Methods *	
EDUC 674	Visual Arts K-12 Teaching Methods *	
EDUC 678	ESL K-12 Teaching Methods *	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods *	
EDUC 689	Business 5-12 Teaching Methods *	
Total Credits		9-13

* Course must be taken for credit at Bethel.

Add-On Teaching License (for students with a qualifying General Education Teaching License)

The required curriculum for a teaching license as an addition to a qualifying 5-8, 5-12, or 9-12 Minnesota General Teaching License comprises a 5 semester credit sequence of courses.

The required curriculum for a teaching license as an addition to a qualifying K-12 Minnesota General Teaching License comprises a 9 semester credit sequence of courses.

Code	Title	Credits
EDUC 781	Student Teaching II *	1
Required only if pursuing a K-12 license		4
EDUC 646	Field Experiences in School-Based Settings *	
Select one of the following		4
EDUC 659	Social Studies 5-12 Teaching Methods *	
EDUC 671	Mathematics 5-12 Teaching Methods *	
EDUC 672	Science 5-12 Teaching Methods *	
EDUC 674	Visual Arts K-12 Teaching Methods *	
EDUC 678	ESL K-12 Teaching Methods *	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods *	
EDUC 689	Business 5-12 Teaching Methods *	
Total Credits		5-9

* Course must be taken for credit at Bethel.

MBA—Master of Business Administration

Overview

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 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. Evaluate operational efficiency through an analysis of internal data. (Management Concentration)
 - 8b. Create strategies for competitive advantage based on an evaluation of relevant internal and external forces. (Strategy & Execution Concentration)

- 8c. Apply administration techniques that support operational effectiveness and efficiency in the healthcare setting. (Healthcare Administration Concentration)

Accreditation

Bethel’s MBA 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 (<https://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, AICE, or CGFNS evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES, AICE, or CGFNS evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from an institutionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the MBA program director or enrollment counselor.

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 *	0
LEAD 611	Leadership Theory & Personal Agency *	3
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 671	Strategic Communication for Leaders	3
LEAD 795	Integrative Team Capstone *	3
Select one concentration		12
Total Credits		42

* 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 towards the degree. See the Prior Learning Assessment (p. 6) policy for more information.

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

Students may choose from the following concentrations below.

Concentrations Through Bethel

Healthcare Administration

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

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

Management

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

Code	Title	Credits
BUSN 625	Managerial Finance	3
BUSN 660	Operations Management	3
BUSN 641	Advanced Competitive Advantage	3
or HCAM 605	Health Informatics and Application	
BUSN 665	Managing Projects and Quality Initiatives	3
Total Credits		12

Strategy & Execution

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

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

Concentrations Through MITx MicroMasters® Program Certificates

Data, Economics, and Design of Policy

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

Finance

The MITx MicroMasters Program in Finance offers recent graduates, early to midstage professionals, and other individuals interested in pursuing a career in finance, an opportunity to advance in the finance field or fast-track an MIT Sloan Master of Finance degree through a rigorous, comprehensive online curriculum, delivered by the world-renowned MIT Sloan School of Management. The MITx MicroMasters Program is made up of five courses and one comprehensive final exam. Each course contains ten in-depth learning modules and one final exam.

Time commitment is 10-14 hours/learning module.

- Foundations of Modern Finance I
- Foundations of Modern Finance II
- Financial Accounting
- Mathematical Methods for Quantitative Finance
- Derivatives Markets: Advanced Modeling and Strategies

Once a student is awarded The MITx MicroMasters® Program Certificate in Finance, Bethel will consider it as 12 credits of Prior Learning Assessment toward this MBA concentration.

¹ Courses through MITx do not count toward a student's Bethel academic load. MITx courses are not considered when determining financial aid eligibility. When enrollment status drops below half-time (excluding MITx courses), student loans are no longer eligible for deferment.

Certificate in Leadership Foundations

Overview

Bethel's Leadership Foundations Certificate equips professionals with essential leadership skills to enhance their resumes and accelerate career growth. Students receive outstanding preparation to lead high-performing teams and drive positive results at their organizations. Throughout the program, they develop emotional intelligence, strengthen communication skills, and refine their abilities to make strategic decisions that enhance team effectiveness. This certificate provides a valuable opportunity to gain critical business competencies before committing to a full master's degree. Graduates are well-positioned to seamlessly continue their studies at Bethel and earn an MBA.

Admission

The certificate program in Leadership Foundations 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 an institutionally accredited (or internationally recognized as equivalent) institution.
- Submit a current resume.

The required curriculum for the Certificate in Leadership Foundations comprises a 15 semester credit sequence of courses. The certificate can be completed alone or as part of an MBA degree.

Code	Title	Credits
LEAD 607	Engaging Your Potential	0
LEAD 611	Leadership Theory & Personal Agency *	3
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 671	Strategic Communication for Leaders *	3
Total Credits		15

* Course must be taken for credit at Bethel.

M.S. in Medical Sciences

Overview

The Master of Science in Medical Sciences is an eleven month program to prepare students for advanced studies in professional health care programs such as medicine, dentistry, chiropractic, optometry, physician assistant, podiatry, and medical industry.

The program is offered in a consortial agreement with Ponce Health Science University-St. Louis (and Ponce, PR), a locally and institutionally accredited university through Middle States Commission on Higher Education and the Liaison Committee on Medical Education, which accredits M.D.-granting programs in the United States. A unique pedagogy of recorded lectures, in-class active learning and structured formative assessments coupled to strong data analytics packages that tailor study for individual student development mirrors the first year of medical school at PHSU and prepares students for future study. Strong academic and pre-professional advising is integrated into the program.

This program is an intense, full-time academic experience. Students are strongly advised not to have outside employment during the 11 months of this program in order to meet the rigorous requirements of a first-year medical school curriculum.

Program Outcomes

- Knowledge: Students will demonstrate knowledge about established and evolving medical sciences in relation to the following content areas: Anatomy, Embryology, Biochemistry, Histology, Microbiology, Immunology, Neuroscience, Physiology, Community Medicine, Medical Imaging, and Ethics.
- Knowledge: Students will demonstrate the ability to apply knowledge of medical sciences to critically evaluate primary research literature.
- Professionalism: Students will demonstrate a commitment to carrying out professional responsibilities and to abide by ethical principles that are informed by a Christian worldview.
- Professionalism: Students will demonstrate honesty, integrity and respectful behavior in all research, courses and career training activities.
- Communication Skills: Students will demonstrate interpersonal skills and communication skills that result in the effective exchange of information.

Admission Requirements

The M.S. degree program in Medical Sciences will consider applicants who:

- Meet the general requirements (p. 21) for admission to the Graduate School.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or Commission on Foreign Nursing Schools (CGFNS) International.
- Have earned a baccalaureate degree from an institutionally 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 completed college-level subject matter prerequisites from institutionally accredited U.S. higher education institutions with a B- as lowest grade in any of the required courses.
 - Required prerequisites:
 - Biology - 8 credits with lab (taken within the last five years)
 - Psychology - 3 credits
 - General Chemistry - 8 credits with lab (taken within the last five years)
 - Organic Chemistry - 8 credits with lab (taken within the last five years) - Or - One semester of Organic Chemistry plus one semester of Biochemistry
 - Statistics - 3 credits
 - Recommended prerequisites:
 - Physics - 8 credits with lab (taken within the last five years)
 - College Algebra or Calculus - 3 credits
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 95

on the internet-based test, 26 on the speaking test, or 10 on the Essentials test is required.

- Submit three recommendation letters, preferably from a STEM faculty member, pre-health committee, and/or health care provider.
- Submit a written Statement of Purpose.
- Submit a resume that includes prior education and work experience.
- 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 (p. 20).

Degree Requirements

M.S. in Medical Sciences

The required curriculum for the M.S. in Medical Sciences comprises a 42 semester credit sequence of courses. All courses in the program must be taken for credit at Bethel. A grade of *B* or better is required for all courses.

Code	Title	Credits
MDSC 610	Anatomy, Embryology and Imaging	9
MDSC 620	Medical Biochemistry I	5
MDSC 630	Physiology I	4
MDSC 640	Histology and Cell Biology	4
MDSC 650	Health Disparities	1
MDSC 660	Medical Biochemistry II	5
MDSC 670	Physiology II	4
MDSC 680	Medical Microbiology	4
MDSC 685	Medical Neuroscience	5
MDSC 690	Medical Ethics	1
MDSC 700	Comprehensive Final Exam	0
Total Credits		42

Nursing

Overview

Mission Statement

The mission of Bethel Nursing is to provide transformative academics in nursing education, leadership, practice, and scholarship that reflect the values of a Christ-centered community as we prepare nurses 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 as the scholarly foundation for nursing education and practice.
- We value education that is evidenced-based, relational, active, holistic, and promotes critical judgment and lifelong learning.
- We value nursing as a collaborative profession that fulfills multiple roles and requires a unique and expanding body of knowledge and skills to promote the health and safety of diverse individuals, families, communities, and systems.
- We value nursing leadership that influences the quality of healthcare for all, respecting the uniqueness of individuals, with an emphasis on vulnerable and underserved populations.

Goals

- To prepare nurses for practice in entry-level nursing positions with the foundation for success in advanced education.
- To prepare nurses for lifelong learning with a foundation based on Christian values, the liberal arts, and sciences.

- To prepare nurses to serve diverse communities with Christian values through excellence in leadership, professional practice, and scholarship.

M.S. in Nurse-Midwifery

At Bethel, students receive a world-class nurse-midwifery education taught from a faith-based worldview. They develop a foundation of comprehensive skill, sound ethics, and compassionate practices to offer clients the kind of care that treats the whole person—body, mind, and spirit. Students lean on knowledge, experience, and values to offer holistic care to individuals with diverse needs and backgrounds to provide sexual and reproductive healthcare that supports health throughout the lifespan. As the healthcare environment changes, nurse-midwifery is projected to remain an important field that will only increase in demand. Bethel is committed to promoting a diverse and inclusive midwifery workforce.

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.

Program Values

- 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 patients and their individual experiences and knowledge, and one that is based on the best evidence available.
- We value diversity in the midwifery profession as being a catalyst for culturally congruent care for all families.
- We value the normalcy of physiologic 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.

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, nurse-midwifery students must earn a grade of *B-* or better in each course and achieve an exam average of 75% in all courses containing midterm and final exams. This indicates satisfactory achievement of objectives and completion of course requirements.

Program Design

- All courses (except intensives) are delivered asynchronously online using best practices in internet technology, instructional design, and adult learning.
- The program hosts three, three-day intensives. Two of these intensives are held in-person on the Bethel University campus, and one is held synchronously online.
- Three clinical practicums (750+ hours) are required during the program.
- Students write a methodological literature review for the program capstone.
- A supportive learning community is achieved through the cohort model - a 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*. Students dismissed from the nursing program are administratively withdrawn from nursing courses they are registered for in the next term.

Admissions decisions are final and may not be appealed. Applicants may request a review of an admission decision by the Chief Nursing Administrator.

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, AICE, or CGFNS evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES, AICE, or CGFNS evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES, AICE, or CGFNS evaluation from any school that shows completion of any nursing program coursework or required program prerequisites.
- Have earned a baccalaureate or higher degree in nursing from an institutionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale.
- 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 an institutionally accredited (or internationally recognized as equivalent) institution and may have been taken at the undergraduate or graduate level.
- Test of English as a Foreign Language (TOEFL) is required of all international applicants and all applicants whose primary language is not English. A TOEFL minimum score of 84 (internet-based) or 26 (speaking test) is required.
- Submit one professional and one supervisor *Admission Reference*.
- 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. One year of clinical experience is required; experience in labor and delivery nursing or women's health suggested.
- Interview with program faculty.

Post-Admission Enrollment Requirements

Accepted students will receive an official acceptance letter. Once admitted into the Nurse Midwifery program, students must confirm their intention to enroll by providing a nonrefundable \$250 deposit. The \$250 is applied to the first term's fee.

After admission into the program students are also 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.

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.

Code	Title	Credits
NURS 602	Midwifery Perspectives *	3
NURS 606	Advanced Health Assessment *	4
NURS 611	Advanced Pharmacology *	3
NURS 614	Sexual and Reproductive Health for Advanced Practice Nurses *	4
NURS 616	Antepartal Care *	3
NURS 617	Intrapartum and Postpartum Care *	4
NURS 618	Newborn Care *	2
NURS 619	Fetal Evaluation *	1
NURS 620	Reproductive Physiology for Advanced Practice Nurses *	3
NURS 622	Primary Care for Advanced Practice Nurses *	3
NURS 626	Evidence Translation for Practice *	3
NURS 673	Advanced Pathophysiology *	3
NURS 715	Nurse-Midwifery I: Clinic Practicum	4
NURS 719	Nurse-Midwifery II: Intrapartum Practicum *	4
NURS 753	Professional Issues for Nurse-Midwives *	4
NURS 754	Nurse-Midwifery III: Clinical Integration for Nurse-Midwives *	7
NURS 793	Capstone: Methodological Reviews *	2
Total Credits		57

* Course must be taken for credit at Bethel.

Physician Assistant

The mission of the Physician Assistant program is to develop students to become confident, competent, compassionate and culturally responsive medical providers. The intensive 27-month program prepares students to provide preventative care, develop treatment plans, and perform medical procedures necessary for entry-level medical practice. Graduates of this program will also have the background to teach, conduct research, or engage in healthcare administration.

The 15-month didactic phase of the program is focused on student learning of medical knowledge and skill building. The 12-month clinical phase is focused on the application of medical knowledge and skills through clinical field placements in various healthcare settings while being precepted by medical professionals.

Graduates of the Physician Assistant program are eligible to take the Physician Assistant National Certifying Exam prior to obtaining a license to practice.

M.S. in Physician Assistant Overview

The Physician Assistant (PA) is a healthcare professional who practices medicine with physician collaboration. 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 U.S. News & World Report. 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 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. The program's accreditation history can be viewed on the ARC-PA website (<http://www.arc-pa.org/accreditation-history-bethel-university-mn/>).

Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program is included in 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—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.

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:

- Attendance on all class days and clinical days is expected. Tardiness, with rare exception, will not be allowed for professionalism issues.
- 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.
- 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.

Program Goals

Our program will promote excellence in:

- Competence.** Our program will provide exceptional training in the knowledge and skills necessary for entry-level medical practice.
- Compassion.** Our program will prepare graduates to provide patient-centered, ethical, and compassionate care.
- Confidence.** Our program will prepare servant leaders who practice with integrity, following the example of Jesus.
- Culture.** Our program will celebrate the diversity of God's kingdom by supporting students with an inclusive culture and preparing them to provide culturally humble care.

Graduate Competencies

Graduates of the Bethel University physician assistant program will be able to:

Knowledge

- Integrate knowledge of disease processes with individual medical case scenarios to optimize patient outcomes.
- Accurately interpret clinical lab and imaging tests, and appropriately apply the results to the patient's situation.
- Provide preventive care counseling and services based on established guidelines.

Clinical and Technical Skills

- Take and document accurate and complete patient histories.
- Perform and document comprehensive and organized physical examinations of patients using proper technique.
- Perform procedural skills safely and effectively.

Clinical Reasoning

- Develop and document appropriate plans for patients based upon their individual needs and differential diagnoses.
- Critically analyze medical literature and apply findings to patient care.

Interpersonal Communication and Collaboration

1. Conduct and document patient education and counseling in an effective, empathetic, and patient-centered manner
2. Collaborate with other medical professionals to improve patient care.

Professional Behaviors

1. Formulate a personal approach to professional practice and development, integrating their personal worldview with the needs of patients.
2. Demonstrate understanding of the physician assistant profession, including ethical, legal, and regulatory guidelines for practicing within the larger healthcare system and community.

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 all required elements of the application via Central Application Service for Physician Assistants (<https://caspa.liaisoncas.com/applicant-ux/#/login>) (CASPA).
- Submit the Bethel University PA Questionnaire with \$100 non-refundable fee.
- Submit documentation of at least 500 hours of direct patient care experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES, AICE, or CGFNS evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from an institutionally 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 and U.S. Military and Veterans who meet all of the qualifications are guaranteed an interview, but are not guaranteed a seat in the program. Graduates from Dordt University with a GPA of 3.5 or higher and who meet the qualifications are also guaranteed an interview but are not guaranteed a seat in the program.
- Have completed college-level subject matter prerequisites from institutionally accredited U.S. higher education institution(s), with a grade of B- or higher. Each prerequisite course must be a minimum of 3 semester credits. Five of the eight prerequisites must be completed at the time of application. Any outstanding prerequisites must be completed with transcripts received at Bethel by March 1 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*)
 - Psychology
 - Statistics
- If Human Anatomy and Human Physiology are taken in combination through a two-course sequence, both courses must be taken at the same institution.
- 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 fingerprinting 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.
- All students must complete a health screening and provide evidence of required vaccinations and current health insurance. Vaccination requirements are based on the CDC recommendations for healthcare workers and meet the requirements of our clinical rotation sites.

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) or Pearson Test of English Academic (PTE Academic) examination score report is required of all international applicants and all applicants whose primary language is not English. A TOEFL minimum score of 100 (internet-based) or 10 (Essentials test). IELTS minimum score of 7 is required or a Pearson test of English Academic (PTE Academic) minimum score of 70 is required.

Post-Admission Enrollment Requirements

Accepted students will receive an official acceptance letter. Once admitted into the PA program, students must provide a nonrefundable \$500 deposit within 7 days of the acceptance offer. The \$500 is applied to the first term's fee.

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.

Code	Title	Credits
BIOL 600	Human Gross Anatomy & Histology *	4
BIOL 600L	Human Gross Anatomy and Histology Lab *	2
BIOL 610	Human Medical Physiology *	3
BIOL 620	Pharmacology & Therapeutics I *	3
BIOL 621	Medical Pathophysiology I *	2
BIOL 630	Pharmacology & Therapeutics II *	4
BIOL 631	Medical Pathophysiology II *	2
BIOL 640	Pharmacology and Therapeutics III *	2
PHAS 601	Introduction to History and Physical Examination *	2
PHAS 601L	Introduction to History and Physical Examination Lab *	1
PHAS 602	Patient Assessment and Diagnostics I *	2
PHAS 602L	Patient Assessment and Diagnostics Lab I *	1
PHAS 603	Patient Assessment and Diagnostics II *	3
PHAS 603L	Patient Assessment and Diagnostics Lab II *	1
PHAS 604	Patient Assessment & Diagnostics III ¹	1
PHAS 604L	Patient Assessment and Diagnostics Lab III *	1
PHAS 611	Foundation to Clinical Medicine *	4
PHAS 612	Clinical Medicine I *	6
PHAS 613	Clinical Medicine II *	7
PHAS 614	Clinical Medicine III *	5
PHAS 620	Evidence-Based Medicine and Research I *	3
PHAS 625	Clinical Reasoning I *	2
PHAS 627	Clinical Reasoning II *	2
PHAS 630	Patient-Centered Care and Applied Medical Ethics *	3
PHAS 632	PA Professional Practice Issues *	2
PHAS 635	Clinical Rotation Skills and Orientation *	3
PHAS 640	Evidence-Based Medicine and Research II *	3
PHAS 710	Clinical Field Placements I *	12
PHAS 720	Clinical Field Placements II *	15
PHAS 730	Clinical Field Placements III *	9
PHAS 791	PA Capstone and Summative Exams *	2
Total Credits		112

* Course must be taken for credit at Bethel.

Social Work

Master of Social Work (MSW)

Bethel's Master of Social Work (MSW) program is committed to advancing human rights and fostering social, racial, economic, and environmental justice. The program empowers graduates to advocate for systemic change, enhancing the health and well-being of individuals, families, and communities. With a strong clinical focus, students develop advanced clinical skills through a justice-informed, rights-based approach. This equips them with a unique skill set to make a lasting impact on the communities they serve.

The integration of faith and justice is a key aspect of the program, encouraging students to explore how theologies of justice inform both their academic learning and professional clinical practice. The MSW program is academically rigorous and research-driven, offering opportunities for students to collaborate with faculty on research projects, with potential for publication and presentation at both local and national levels.

Furthermore, the program ensures that graduates meet the necessary requirements to sit for the state clinical licensure exam and obtain professional clinical social work credentials. Year two of the program covers the justice-informed clinical content required for the ASWB exam, fully aligning with the Minnesota Board of Social Work's six clinical content areas, as outlined on their website (<https://mn.gov/boards/social-work/licensees/>).

Accreditation

Bethel University's MSW program is accredited by the Council on Social Work Education (CSWE). 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/>).

Program Outcomes

1. Demonstrate Justice-informed ethical and professional social work practice.
2. Advance human rights, social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in justice-informed practice.
4. Engage in Justice-informed research and research-informed just 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.

MSW: Full Program (p. 51)

The justice-informed 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 21 months. Students will complete 900 hours in a field placement in order to meet graduation requirements. Employment-based field placements may be considered to meet the learning objectives for the field program.

MSW: Advanced Standing (p. 52)

The justice-informed MSW Advanced Standing Program option is for students who have completed an undergraduate degree in social work (BSW) from a CSWE-accredited institution within the past seven years. The 36-credit option can be completed in 12 months. Students will complete 500 hours in a field placement in order to meet graduation requirements. Employment-based field placements may be considered to meet the learning objectives for the field program.

Master of Social Work (MSW): Full Program

The justice-informed MSW full program option prepares graduate students for advanced, justice-informed clinical and macro-level social work practice, equipping them for licensure and emphasizing a deep commitment to the core values of the profession.

Grounded in an ecosystems perspective, the program teaches students to apply advanced critical thinking skills at micro, mezzo, and macro levels while addressing human rights and promoting social, racial, economic, and environmental justice in both local and global contexts. The curriculum emphasizes the importance of understanding and addressing the pervasive effects of complex trauma, preparing students to engage in trauma-informed clinical practice while also influencing macro-level policy and systems change. Its comprehensive and integrated structure provides a strong foundation for developing advanced clinical knowledge, values, skills, and cognitive and affective processes, along with the capacity to lead social work efforts at the policy and organizational levels.

The first year of the program (two semesters) is rooted in CSWE's nine generalist competencies, offering a robust foundation in academic and professional skills essential for generalist social work practice at the master's level. The second year (three semesters) focuses on a justice-informed, clinically and systemically oriented curriculum, based on nine specialized competencies. This approach equips students with the expertise needed to excel in clinical settings, engage in macro-level advocacy, and drive systems-level change, all while incorporating a nuanced understanding of trauma and its impact across diverse populations and contexts.

The rigorous curriculum meets the Minnesota Board of Social Work's clinical content requirements across six designated areas (differential diagnosis, clinical treatment planning, clinical intervention methods, evaluation methodologies, social work values and ethics, and culturally specific assessment and intervention) necessary to sit for the ASWB clinical licensure exam.

Bethel University's MSW Graduate School curriculum is thoughtfully designed to sequence concepts, techniques, and assignments to align with the developmental progression of social work students. The justice-informed MSW program emphasizes professional, ethical, and clinical practice; working with diverse populations; advancing social, racial, economic, and environmental justice; engaging in trauma-informed agency-based research; influencing social policy; and applying justice-informed practice across individuals, families, groups, communities, and organizations.

Additionally, the program includes a two-credit supervision course, which fulfills the Minnesota Board of Social Work's requirement for supervision, further enhancing the professional and leadership preparedness of graduates.

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 an institutionally 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 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

Code	Title	Credits
SOWK 600	Human Behavior in the Social Environment	4
SOWK 605	Professional Practice with Individuals and Families	4
SOWK 610	Policy Practice and Social Change	4
SOWK 615	Field Seminar I	2
SOWK 620	Field Seminar II	2
SOWK 630	Professional Practice with Groups, Communities, & Organizations	4
SOWK 703	Introduction to Advanced Justice-Informed Social Work Practice	2
SOWK 707	Justice-Informed Clinical Intervention and Mental Health Diagnosis	4
SOWK 709	Justice-Informed Clinical Practice in Response to Crisis, Trauma, and Marginalization	4
SOWK 713	Researching Evidence-Based Models for Practice Intervention	4
SOWK 717	Theodicy, Theologies of Liberation, and Social Work Praxis	4
SOWK 725	Advanced Field Seminar III	2
SOWK 733	Advanced Social Policy, Community Health, and Environmental Justice	4
SOWK 735	Advanced Field Seminar IV	2
SOWK 737	Advanced Clinical Practice and Evidence-Based Interventions	4
SOWK 743	Antiracism, Diversity, Equity, and Inclusion in Social Work Supervision	2
SOWK 791	Capstone Integrative Seminar	4
Total Credits		56

¹ Course must be taken for credit at Bethel.

Master of Social Work (MSW): Advanced Standing

The justice-informed 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. With its emphasis on clinical practice, the justice-informed curriculum is based on nine specialized competencies and meets the Minnesota Board of Social Work's requirements for the 360-hours of clinical content required to sit for the ASWB clinical licensure exam including differential diagnosis, clinical treatment planning, clinical intervention methods, evaluation methodologies, social work values/ethics, and culturally specific assessment and intervention. For additional details, please refer to the Minnesota Board of Social Work website (<https://mn.gov/boards/social-work/>).

With an ecosystems perspective, students learn to apply advanced critical thinking skills at micro, mezzo, and macro levels while pursuing human rights and social, racial, economic, and environmental justice in both local and global contexts. The program fosters a dynamic social imaginary that engages clients and constituencies as experts in their own experiences, building upon the strengths and resilience of all individuals. With a focus on the development of the knowledge, values, and skills required to be effective practitioners in clinical and community professional settings, the program emphasizes the ability to navigate the complexities of trauma and its impact on individuals, families, and systems. Students are equipped to practice advanced justice-informed social work rooted in scholarship, service, justice, and leadership. Graduates of the program are well-prepared to engage in systems-level work across diverse and challenging contexts.

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.

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

Code	Title	Credits
SOWK 703	Introduction to Advanced Justice-Informed Social Work Practice	2
SOWK 707	Justice-Informed Clinical Intervention and Mental Health Diagnosis	4
SOWK 709	Justice-Informed Clinical Practice in Response to Crisis, Trauma, and Marginalization	4
SOWK 713	Researching Evidence-Based Models for Practice Intervention	4
SOWK 717	Theodicy, Theologies of Liberation, and Social Work Praxis	4
SOWK 725	Advanced Field Seminar III *	2
SOWK 733	Advanced Social Policy, Community Health, and Environmental Justice	4
SOWK 735	Advanced Field Seminar IV *	2
SOWK 737	Advanced Clinical Practice and Evidence-Based Interventions	4
SOWK 743	Antiracism, Diversity, Equity, and Inclusion in Social Work Supervision	2
SOWK 791	Capstone Integrative Seminar	4
Total Credits		36

* Course must be taken for credit at Bethel.

Programs in Teach-Out

The following degree programs, certificates, licenses, and concentrations are no longer enrolling new students and will eventually retire. The final term Bethel will award the degree, certificate, or concentration is listed. For specific program closure information students may contact their student success advisor.

- **Dual Degree: MBA/MASL** - Spring 2026
- **M.A. in Strategic Leadership** - Spring 2026
- **K-12 World Languages and Cultures Teaching License** - Summer 2026
- **Doctor of Nursing Practice (DNP)** - Summer 2027
- **Dual Degree: M.A. Strategic Leadership/DNP** - Summer 2027
- **Dual Degree: MBA/DNP** - Summer 2027

Course Descriptions

BIOL • Biology

BIOL 579PT • Portfolio in Biology 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Biology.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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.

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 694 • Topics in Biology 1-4 Credits

An in-depth study of a particular Biology theme.

Special Notes: Topics courses should serve as elective courses.

BUSN • Business

BUSN 579PT • Portfolio in Business 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Business.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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.

Prerequisites: LEAD 607 or LEAD 611.

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 626 • Contemporary Topics in Finance 3 Credits

Examination of key advanced topics that enhance financial management concepts and their applications in modern organizations. Application of strategies related to current events and emerging trends with a focus on the potential of impacting current and future financial and corporate management decisions.

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.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 652 • Global Operations Management 3 Credits

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

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

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 665 • Managing Projects and 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. *Special Notes:* Crosslisted with SLDR 615.

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. *Coaching fee* \$100

BUSN 694 • Topics in Business 1-4 Credits

An in-depth study of a particular Business theme.

Special Notes: Topics courses should serve as elective courses.

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 579PT • Portfolio in Counseling 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Counseling.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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

Exploration of the theories, techniques, history, and principles related to group practice in counseling. Application of group facilitation skills. Examination of ethical concerns, multicultural adaptations, and spiritual integration in group dynamics.

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 677 • Practical Experience Extension 0 Credit

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

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 694 • Topics in Counseling 1-4 Credits

An in-depth study of a particular Counseling theme.

Special Notes: Topics courses should serve as elective courses.

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 Theories and Techniques 2 Credits

Demonstration of knowledge of Non-directive play therapy theories and techniques. Articulation of rationale for using non-directive play therapy theories. Analysis of themes present in the application of non-directive play therapy theories and techniques. Exploration of ethical, spiritual, and cultural considerations when implementing non-directive play therapy theories and techniques with a child and family. Application of non-directive 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 725 • Trauma and Play Therapy 1 Credit

Exploration of the Neurobiology of trauma and the impact of trauma on children and their play. Examination of the philosophy of therapeutic play with traumatized children. Play Therapy strategies and approaches in therapeutic work with children. Application of play therapy strategies and techniques into therapeutic work with children and families.

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 735 • Theraplay 1 Credit

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

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.

EDUC • Education

EDUC 520 • Education Standards Portfolio: Chemical Health 0.5 Credits

Exploration of the influences and misuses of tobacco, alcohol, drugs, and other chemicals impacting the learning environment inside and outside of school. Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

EDUC 540 • Educational Standards Portfolio: Field Experiences in School-based Settings 2 Credits

Development of planning, assessment, self-assessment skills, co-teaching, instructional strategies, and professional dispositions in a 35-hour field experience. Observation of teachers' use of culturally-responsive instructional practices. Application of current and emerging technologies to improve personal productivity and professional practice.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

EDUC 560 • Education Standards Portfolio: Minnesota-based American Indian 0.5 Credits

Analysis of the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

EDUC 579PT • Portfolio in Education 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Education.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

EDUC 596 • School-wide Systems Field Experience 2 Credits

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. Identification of the impact that second language has on learning. 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 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: \$250. Grade exceptions: Graded on a S/U Basis. Special Notes: Acceptance into Master of Arts in Teaching program required for enrollment.

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 619 • Diversity, Equity and Inclusion in Education 3 Credits

Reflect to increase racial consciousness. Discuss perspectives on how race and culture impact school practices and pedagogy. Analyze how ways of knowing and teaching are shaped by race and ethnicity. Examine differences between prejudice, bias, discrimination and racism. Evaluate the intersection of race/ethnicity with other forms of difference. Identify multiple perspectives on how race and culture impact school practices and pedagogy. Analyze the cultural content, worldview, and concepts that comprise Minnesota-based American Indian communities.

EDUC 627 • Historical and Contemporary Issues in K-12 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 646 • Field Experiences in School-Based Settings 4 Credits

Development of planning, assessment, self-assessment skills, instructional strategies, and professional dispositions. Application of information gained through observing general education, special education, EL, and other teachers and students with specific learning needs. Implementation of principles of effective instruction in the content area and grade level of licensure. Observation of teachers' use of culturally-responsive instructional practices to incorporate students' personal, cultural, and community assets. Application of current and emerging technologies to improve personal productivity and professional practice.
Grade exceptions: Graded on an S/U basis.

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: TEAC 524, and TEAC 526.

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: EDUC634, EDUC641.

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: TEAC 524 and TEAC 526.

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: TEAC 524 and TEAC 526.

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: TEAC 524, and TEAC 526.

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: TEAC 524, and TEAC 526.

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: TEAC 524 and TEAC 526.

EDUC 694 • Topics in Education 1-4 Credits

An in-depth study of a particular Education theme.
Special Notes: Topics courses should serve as elective courses.

EDUC 697 • Thesis 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 707 • Curriculum Design and Instructional Methods for Work-Based Learning 3 Credits

Explore the use of resources to connect academic coursework with life, work, and future education opportunities. Design curricula to integrate classroom skills with real-world applications. Evaluate career resources available to learners. Analyze connections between faith and work. Identify strategies to support students with unique needs in transitioning to the workforce. Reflect on the use of online portfolios for synthesizing accomplishments.

EDUC 722 • Literacy in Discipline-Specific Contexts 4 Credits

Analysis of knowledge of research-based skills and assessment strategies, reading processes, and instructional practices in the content area. Integration of instructional strategies to support readers with specific learning needs in K-12 settings. Implementation of reading research to develop vocabulary, academic language, fluency, orthographic knowledge, morphology, writing, and comprehension. Identification, review, and summarization of resources used for scholarly research using APA documentation.

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 748 • Special Education Student Teaching Seminar 2 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. 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 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.

EDUC 753 • Teacher Candidate Seminar 3 Credits

Analysis 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, EDUC634, EDUC641, EDUC669, EDUC665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689.

Corequisites: EDUC778, EDUC 781. ENVoy classroom management training fee: \$60.

EDUC 755 • Preparing the Thesis/Collaborative 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 and meta-analysis. 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 757 • Teacher Candidate Seminar 2 Credits**EDUC 763 • Topics in Education 1-4 Credits****EDUC 765 • Topics in Education 1-9 Credits**

Selected topics in education.

EDUC 775 • Student Teaching Placement I 4 Credits

Planning and implementing discipline-specific, standards-based instruction that is culturally relevant and based on educational research and/or theory, educational technology, and diverse needs of students. Use of formal and informal assessments to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques.

Prerequisites: EDUC 646 and choose one from EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 757. EdTPA fee: \$300; Student teaching fee: \$150; Out of state fee: varies. Grade exceptions: Graded on an S/U basis.

EDUC 781 • Student Teaching II 1 Credit

Continuation of student teaching for K-12 teaching licenses and add-on teaching licenses. Planning and implementing discipline-specific, standards-based instruction that is culturally relevant and based on educational research and/or theory, educational technology, and diverse needs of students. Use of formal and informal assessments to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques.

Prerequisites: EDUC 775 for initial licensure students. None required for add-on licensure students. Student Teaching Fee: \$100, Out of state: varies. Grade exceptions: Graded on an S/U basis.

EDUC 790 • Writing the Thesis/Collaborative Research Project 3 Credits

Exploration of a significant educational issue relevant to the student's professional involvement through an independent thesis or collaborative, research 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 795 • Writing the Thesis 4 Credits

Exploration of a significant educational issue relevant to the student's profession through writing an independent thesis or collaborative research project. Recognition of the characteristics of quantitative, qualitative, mixed-methods, meta-analysis, and action research designs. Reflection on research ethics from a Christian worldview. Oral defense of student's thesis or project following collaboration with the thesis advisor.

Grade exceptions: Graded on an S/U basis.

EDUC 800 • Leadership & Theory Foundations 4 Credits

Examination of the roles school leaders play as they pertain to ethics and influencing the school community. Analysis of the historical, philosophical and cultural aspects of educational reform. Analysis of leadership simulations using a combination of models for decision making, human communications, conflict management, organizational change, vision building, and school communication. Exploration of the balance between personal faith and/or values and professional leadership in an environment characterized by separation of church and state.

EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Higher Education 4 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 leadership strategies and practices that build capacity to lead complex educational change. Development of self-awareness as foundational to inclusive, relational leadership. Establishing a professional network to become a catalyst for a more prosperous future in preK-12 education.

No tuition fee; \$200 transcription fee. Special Notes: Program Director approval required for registration.

EDUC 807 • Organizational Leadership in Higher Education 4 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, Instruction, & Assessment 4 Credits

Engagement in contextual learning experiences that apply principles and practices involved in educational institution's curriculum, instruction, and assessment processes. Development of an effective curricular, instructional, and assessment plan for an organization. Analysis of district-wide literacy initiatives and the leading of school-wide literacy efforts. Understanding of the importance of professional development in curriculum, instruction, and assessment. Identification of research and best practices on integrating curriculum, instruction, and technology.

EDUC 812 • Curriculum Design and Instructional Management in Higher Education 4 Credits

Analysis of the fundamentals of curriculum design, effective curriculum planning and implementation along with trends, issues, forces, and ideas affecting curriculum in higher education. Exploration of the connection of student development, personal formation, and professional development with cognitive and behavioral issues and learning theories. Application of various models for working with academic departments. Examination of effective techniques for working with culturally and academically diverse student populations.

EDUC 820 • Doctoral Research I 4 Credits

Assessment of the overall role of research in educational administration. Development of the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Critique and analysis of qualitative research in the literature. Application of sound research principles in the design of a basic qualitative study.

EDUC 822 • Systems Change to Meet the Needs of All Stakeholders 4 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. Application of research based practices to organizational change that supports 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 825 • Leadership for Inclusive Learning Environments 4 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 4 Credits

Analysis of effective strategies for engaging diversity in the context of higher education. Exploration of the impact of cultural intelligence on leadership in complex and pluralistic systems. Development of personal formation strategies for effectively working and leading in diverse settings. Planning for increased inclusion of diverse members within an organization and increased institutional capacity thrive amidst the changing demographics of higher education.

EDUC 830 • Administration of Essential Educational Programs 4 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 student learning.

EDUC 832 • Leadership of Academic & Support Systems 4 Credits

Exploration of functions within academic and support departments in colleges and universities. Analysis of institutional practice from multiple frames of reference including: academics, human resources, enrollment, student support, marketing, and development. Evaluation of the leadership skills needed to address challenges unique to higher education. Integration of personal values and belief systems with identified best practices in educational leadership.

EDUC 837 • Institutional Assessment in Higher Education 2 Credits

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 and surveys in assessment practices. Synthesis of data from nationally normed assessment instruments. Identify the intersection between faith, spirituality, or values with ethical issues in higher education assessment. Demonstrate how to use rubrics to assess outcomes.

EDUC 840 • Operations and Personnel Administration 4 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 2 Credits

Comprehension of strategic and adaptive leadership practices and application to organizational challenges. Analysis of personal strategic leadership strengths and limitations. Identification of how diversity contributes to strategic thinking. Analysis of behaviors and traits for strategic innovation. Identification of how faith/values impact leadership philosophy.

EDUC 845 • Doctoral Research II 4 Credits

Development of the philosophical foundations of empirical research with an emphasis on quantitative research design and methodology. Critique and analysis of quantitative research in the literature. Application of sound research principles in the design of a basic quantitative study. Acquisition of human subjects research ethics.

Prerequisites: EDUC 820.

EDUC 846 • Academic Writing for Graduate Students 4 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.

Repeatable course: Course may be repeated for credit.

EDUC 850 • Doctoral Research III 4 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.

EDUC 858 • Re-Imagining Higher Education 2 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.

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 4 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 policies, their application and outcomes, and recommended changes.

EDUC 862 • Legal Issues in Higher Education 4 Credits

Understanding of how the legal system influences post-secondary institutions, focusing on a leaders' role in managing complex legal challenges. Analysis of the relationships between higher education institutions and external bodies, such as regulatory agencies and special interest groups. Exploration of the ways that faith and ethics impact legal issues in higher education.

Grade exceptions: Course can be graded A-F or S/U.

EDUC 863 • Topics in Education 1-4 Credits

EDUC 865 • Resource Management 4 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 4 Credits

Explanation of core concepts of nonprofit financial management. Analysis of the role of financial budgeting in educational institutions. Application accounting principles to educational financial transactions. Explanation of financial management practices in nonprofit higher educational institutions. Development of effective budgeting strategies. Evaluation of the impact of financial decisions on educational institutions. Integration of faith and ethical considerations into financial management.

EDUC 868 • Director of Special Education 4 Credits

Application of state and federal laws, rules, and procedures governing Special Education funding, administrative structures, and relative to school districts including board meetings, policies, communications, and practices. Understanding of the resources available, along with agencies and organizations that serve Minnesota students with a disability and their families. Understanding of Special Education program development including needs assessment, design, implementation, and evaluation.

Special Notes: It is not required but is beneficial for students to register for EDUC 868 alongside registration for EDUC 889.

EDUC 870 • Doctoral Research IV 4 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 877 • Practical Experience Extension 0 Credit

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

EDUC 879PT • Portfolio in Education 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Education.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

EDUC 880 • Comprehensive Exam 0 Credit

Comprehensive examination and the portfolio review after completion of the student's final leadership course.

Grade exceptions: Graded on an S/U basis.

EDUC 881 • Comprehensive Exam 1 Credit

Comprehensive examination and the portfolio review after completion of the student's final leadership 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.

Repeatable course: course may be repeated for credit.

EDUC 883 • Scholarly Advancement in K-12 Leadership 2,4 Credits

Advance scholarship through professional development engagement focused on a relevant K-12 education topic. Synthesis of faith/values and personal experience with course content and new learnings. Demonstration of self-awareness of leadership formation. Application of acquired knowledge in the K-12 setting.

Grade exceptions: Graded on an S/U basis. Repeatable course: Students can register for this course a maximum of two times for a total of six credits.

EDUC 884 • Applied Leadership 1-4 Credits

Application of theory and frameworks to expand leadership capacity. Implementation of a leadership project incorporating communication and collaboration skills. Integration of leadership concepts and insights from courses, research, and personal experiences.

Grade exceptions: Graded on an S/U basis. Repeatable course: Students can register for this course a maximum of two times for a total of eight credits.

EDUC 885 • Individualized Project in Higher Education 2-4 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 2 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 2 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 superintendent. 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 2 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 5 Credits

A continuation of EDUC 890. Following the Dissertation Procedures Guide, students work with their dissertation advisor and committee toward dissertation completion.

Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.

EDUC 892 • Dissertation Phase Three 1 Credit

A continuation of EDUC 891. Upon a successful final dissertation defense and submission of the dissertation to the library, a course grade is posted. Students not meeting requirements will be shifted to extension status.

Prerequisites: EDUC 891. Grade exceptions: Graded on an S/U basis.

EDUC 893 • Dissertation Phase I 4 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. Can be taken concurrently. Grade exceptions: Graded on an S/U basis.

EDUC 894 • Dissertation Phase II 3 Credits

A continuation of EDUC 893. Following the Dissertation Procedures Guide, students work with their dissertation advisor and committee toward dissertation completion.

Prerequisites: EDUC 893. Grade exceptions: Graded on an S/U basis.

EDUC 895 • Dissertation Phase III 1 Credit

A continuation of EDUC 894. Upon a successful final dissertation defense, a course grade is posted. Students not meeting requirements will be shifted to extension status.

Prerequisites: EDUC 894. Can be taken concurrently. Grade exceptions: Graded on an S/U basis.

EDUC 897 • Dissertation 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 579PT • Portfolio in Healthcare Administration 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Health Administration.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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.

HCAM 694 • Topics in Healthcare Administration 1-4 Credits

An in-depth study of a particular Healthcare Administration theme.

Special Notes: Topics courses should serve as elective courses.

LEAD • Leadership Foundations

LEAD 579PT • Portfolio in Leadership Foundations 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Leadership Foundations.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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.

Peregrine Assessment Fee: \$49 per course, or MBA students may choose to pay all Peregrine Assessment fees up front at a cost of \$375.

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 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. Analysis of methods to visualize and explain quantitative data. Synthesis of appropriate strategies to make ethical and effective data driven managerial decisions.

Prerequisites: LEAD 607 and one of the following: LEAD 611, LEAD 641, or LEAD 651.

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 694 • Topics in Leadership Foundations 1-4 Credits

An in-depth study of a particular Leadership Foundations theme.

Special Notes: Topics courses should serve as elective courses.

LEAD 697 • Thesis Extension 0 Credit

Extension course for continued enrollment following the term in which LEAD 795 was taken, required when the thesis course is incomplete.

Prerequisites: LEAD 795. \$375

LEAD 789 • MBA/MASL Dual-degree Portfolio Addendum 0 Credit

Synthesis of key learnings from the two master's degree programs after having completed LEAD 795 for the first master's degree.

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

LEAD 795 • Integrative Team Capstone 3 Credits

Culmination of leadership courses as students continue in graduate work. Foundation for a collaborative project that synthesizes scholarship and practice around the development of a real-life business/leadership project. Exploration of interconnections within business and connections with other aspects of life.

Prerequisites: LEAD 611, LEAD 641, LEAD 651, LEAD 661. Grade exceptions: Graded on an S/U basis.

MDSC • Medical Sciences

MDSC 579PT • Portfolio in Medical Sciences 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Medical Sciences.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

MDSC 610 • Anatomy, Embryology and Imaging 9 Credits

The Anatomy, Embryology Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology Imaging is distributed into three block contents. Gross structures are studied in the laboratory by software modeling. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

Complete Anatomy/iClicker Fee: \$70.

MDSC 620 • Medical Biochemistry I 5 Credits

Medical Biochemistry is a five credit hour course designed to lay the foundation for other basic and clinical medical sciences. The goal of this course is to learn the core concepts of biochemistry that apply to human health and disease and to cite specific examples of their application. You will be able to analyze and evaluate the most common biochemistry cited in medical literature. Furthermore, these basics will facilitate further learning in biochemistry and the health sciences.

MDSC 630 • Physiology I 4 Credits

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology I course: Membrane and Action Potentials, Cellular and Systemic Physiology of the Cardiovascular and Respiratory Systems.

MDSC 640 • Histology and Cell Biology 4 Credits

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships.

MDSC 650 • Health Disparities 1 Credit

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, health care system, etc.).

Grade exceptions: Graded on an S/U basis.

MDSC 660 • Medical Biochemistry II 5 Credits

The major goal of the Biochemistry Course is to provide students with a complete understanding, at the molecular level, of all the chemical processes associated with living cells. Courses in the Basic Sciences Department aim to guide the student towards an understanding of basic biochemical concepts that deal with life processes.

Prerequisites: MDSC 620.

MDSC 670 • Physiology II 4 Credits

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology II course: Gastrointestinal, Renal and Endocrine Physiology Systems.

Prerequisites: MDSC 630.

MDSC 680 • Medical Microbiology 4 Credits

This course teaches students about all the most common pathogens involved in infectious illness and their characteristics. Students are also prepared their licensing examinations by providing the clinical knowledge and problem solving skills they need to approve them. Because it is very important for any physician to recognize, early in the course of any infectious disease, its etiologic agents, imparting this knowledge is the main goal and objective of the courses.

MDSC 685 • Medical Neuroscience 5 Credits

The Neuroscience Course will teach you brain function in health and disease. The course covers neuroanatomy/histology (33 lecture hours) and neurophysiology (21 lecture hours). There is also a brain dissection laboratory (7.5 hours), small group discussion sections (6 hours). For this course, efficient use of independent study time is essential.

MDSC 690 • Medical Ethics 1 Credit

This course will attempt to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. Although dramatic issues such as cloning, abortion and organ donation have strong ethical implications, it is important to realize that the practicing doctor will face ethical decisions every day while solving more commonplace problems. Most everyday ethical questions have well-accepted answers; only the most difficult ethical questions seem to defy resolution. Even so, it is important for physicians to develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions.

Grade exceptions: Graded on an S/U basis.

MDSC 694 • Topics in Medical Sciences 1-4 Credits

An in-depth study of a particular Medical Sciences theme.

Special Notes: Topics courses should serve as elective courses.

MDSC 700 • Comprehensive Final Exam 0 Credit

Comprehensive examination after completion of the student's final didactic course.

Prerequisites: MDSC 610, MDSC 620, MDSC 630, MDSC 640, MDSC 650, MDSC 660, MDSC 670, MDSC 680, MDSC 685, MDSC 690. Grade exceptions: Graded on an S/U basis.

NURS • Nursing

NURS 579PT • Portfolio in Nursing 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Nursing.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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.

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.

Live model patient fee: \$100, Exxat Clinical Tracking System Fee: \$210.

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: \$28.

NURS 614 • Sexual and Reproductive Health for Advanced 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: \$28.

NURS 616 • 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: \$28.

NURS 617 • Intrapartum and Postpartum Care 4 Credits

Integration of theory and evidence related to intrapartum and postpartum care.

Exam proctoring fee: \$28, lab materials fee: \$100.

NURS 618 • Newborn Care 2 Credits

Integration of theory and evidence related to the provision of care by nurse-midwives for healthy newborns.

Prerequisites: NURS 602, NURS 620, NURS 673. Exam proctoring fee: \$28.

NURS 619 • Fetal Evaluation 1 Credit

Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.

Prerequisites: NURS 602, NURS 673.

NURS 620 • Reproductive Physiology for Advanced Practice Nurses 3 Credits

Analysis of reproductive physiology in humans that serves as the foundation for clinical assessment, decision making, and holistic management for advanced practice nurses.

Exam proctoring fee: \$28.

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.

Exam Proctoring Fee \$28.

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 694 • Topics in Nursing 1-4 Credits

An in-depth study of a particular Nursing theme.

Special Notes: Topics courses should serve as elective courses.

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 715 • Nurse-Midwifery I: Clinic Practicum 4 Credits

Application of the nurse-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 620, NURS 622, NURS 673.

Malpractice insurance fee: \$180, preceptor recognition fee: \$100.

NURS 719 • Nurse-Midwifery II: 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 715. *Total fees: \$225: Preceptor recognition fee (\$100) and EXXAT usage fee (\$125).*

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.

NURS 754 • Nurse-Midwifery III: Clinical Integration for Nurse-Midwives 7 Credits

Integration, application, and reflection 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. *Total fees: \$307 (Malpractice insurance fee: \$193, Preceptor recognition fee: \$100, Exam Proctoring Fee \$14)*

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.

NURS 897 • Thesis Extension 0 Credit

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

Prerequisites: NURS 890 or NURS 793.

PHAS • Physician Assistant

PHAS 579PT • Portfolio in Physician Assistant 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Physician Assistance.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

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: PHAS 601L. Malpractice Fee: \$96.

PHAS 601L • Introduction to History and Physical Examination Lab 1 Credit

Laboratory experience accompanying PHAS 601.

Corequisites: PHAS 601. Exam 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: \$96.

PHAS 602L • Patient Assessment and Diagnostics Lab I 1 Credit

Laboratory experience accompanying PHAS 602.

Corequisites: PHAS 602. Allocated 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: \$96.

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: \$96.

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.

Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611. \$125 MAPA and AAPA Membership fee.

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 620 • Evidence-Based Medicine and Research I 3 Credits

Development of skills for effective identification, appraisal, and application of medical literature to healthcare practices. Application of appropriate methodology and mechanics to original, publishable writing. Discussion of current ethical, regulatory, legal considerations in medical practice.

PHAS 625 • Clinical Reasoning I 2 Credits

Designed for first-year physician assistant (PA) students, this course is the first of two Clinical Reasoning courses designed to develop PA students' problem-solving, patient assessment, and interpersonal communication. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of medical, social, and ethical issues.

PHAS 627 • Clinical Reasoning II 2 Credits

Designed for first-year physician assistant (PA) students, this course is the second of two Clinical Reasoning courses designed to develop PA students' problem-solving, patient assessment, and interpersonal communication. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of medical, social, and ethical issues.

PHAS 630 • Patient-Centered Care and Applied Medical Ethics 3 Credits

Students interact with the concepts of cultural humility, diversity, social determinants of health, and patient advocacy. Students study the ethical dynamics of healthcare including principles of autonomy, beneficence, non-maleficence, justice, fairness and dignity. Learning is applied to realistic clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying, confidentiality, and professional conduct. Students will examine preventative medicine guidelines related to disease screening, risk identification, and risk stratification for diverse patient populations.

PHAS 632 • PA Professional Practice Issues 2 Credits

Development of professional attributes required by practicing physician assistants including the licensure and credentialing process. Discussion of current trends and the impact of history on the physician assistant role. Analysis of potential physician assistant leadership issues through one's individual worldview.

PHAS 635 • Clinical Rotation Skills and Orientation 3 Credits

Students will be presented with expectations for clinical rotations and future clinical practice, with a focus on professional behaviors, attitudes, and processes. Students will be required to demonstrate understanding of policies and requirements for successful completion of their clinical rotations, and will have the opportunity to interact with clinical faculty to prepare for the clinical year. Patient simulations will be used to develop and assess students' clinical and professional skills.

PHAS 640 • Evidence-Based Medicine and Research II 3 Credits

Application of medical literature to health care, developing skills for statistical analysis, evidence-based medicine (EBM), and publishable writing. Emphasis on application of EBM to risk management, patient safety, and quality improvement.

PHAS 677 • Practical Experience Extension 0 Credit

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

PHAS 694 • Topics in Physician Assistant 1-4 Credits

An in-depth study of a particular Physician Assistant theme.
Special Notes: Topics courses should serve as elective courses.

PHAS 697 • Thesis Extension 0 Credit

Extension course for continued enrollment following the term in which PHAS790 was taken, required when the thesis course is incomplete.
Prerequisites: PHAS790. \$375

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.
Total fees: \$146 (Malpractice insurance fee: \$96, 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.
Total Fees: \$146 (Malpractice insurance fee: \$96, 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.
Total Fees: \$186 (Malpractice insurance fee: \$96, PACKRAT fee: \$40, site supervision fee: \$50).

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 791 • PA Capstone and Summative Exams 2 Credits

Summative assessment of student knowledge, skills and ability to integrate a personalized plan for applying their worldview to the practice of medicine. Preparation for certification and licensure upon graduation including job applications. Evaluation of medical knowledge and skills through summative assessment steps 1 - 4.
Fee: \$250 End of Curriculum Exam.

SOWK • Social Work

SOWK 579PT • Portfolio in Social Work 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Social Work.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

SOWK 600 • Human Behavior in the Social Environment 4 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.
\$15 SWEAP FCAI (pre) fee.

SOWK 605 • Professional Practice with Individuals and Families 4 Credits

Introduction to 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.
\$50 professional training fee.

SOWK 610 • Policy Practice and Social Change 4 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.
\$15 SWEAP post-FCAI fee.

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.
SWEAP FPPAI fee: \$25. Special Notes: Students must also purchase Tevera software for all field tracking.

SOWK 620 • Field Seminar II 2 Credits

Continuation of the field experience in a community-based practice setting. Application and integration of developing knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis on diversity, human rights and justice under supervision of a qualified field instructor.
Prerequisites: SOWK 615. \$25 SWEAP FPPAI professional assessment fee. Special Notes: Students practice a minimum of 200 hours in the field.

SOWK 630 • Professional Practice with Groups, Communities, & Organizations 4 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.

\$50 Professional training fee.

SOWK 694 • Topics in Social Work 1-4 Credits

An in-depth study of a particular Social Work theme.

Special Notes: Topics courses should serve as elective courses.

SOWK 703 • Introduction to Advanced Justice-Informed Social Work Practice 2 Credits

An exploration of key critical and philosophical theories of justice and application to advanced social work practice. Special attention is given to concepts of human rights and autonomy, anti-oppressive and distributive justice frameworks, and social justice as an ethic of social work practice.

Prerequisites: SOWK 600, SOWK 605, SOWK 630, SOWK 610, SOWK 615, SOWK 620.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course. Total fees: \$115 (\$100 Diversity training fee, \$15 SWEAP FCAI fee).

SOWK 707 • Justice-Informed Clinical Intervention and Mental Health Diagnosis 4 Credits

Development of justice-informed assessment and diagnostic skills and clinical applications based on the DSM IV-TR. Formulate working engagement, assessment and intervention skills necessary for diagnosing clusters of mental health symptoms using recovery-oriented, evidence-based practices. Examination of clinical work through case consultation, review, and presentation.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course. Total fees: \$150 (\$100 diversity training fee, \$50 Professional training fee).

SOWK 709 • Justice-Informed Clinical Practice in Response to Crisis, Trauma, and Marginalization 4 Credits

Investigate the nature of trauma/crisis, differential diagnosis, current practice trends and related theories and interventions associated with conceptualizing trauma-informed practice.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course. \$150 professional and diversity training fee.

SOWK 713 • Researching Evidence-Based Models for Practice Intervention 4 Credits

Examination of diverse scholarship and literature related to evidenced-based models for practice interventions with a justice-informed perspective. Development of systematic review of literature to advance justice-informed social work practice and prepare for professional presentation.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 717 • Theodicy, Theologies of Liberation, and Social Work Praxis 4 Credits

An exploration of theodicy and diverse theologies of liberation at the intersections of trauma, suffering, and professional clinical practice. Delve into questions of human suffering, Divine justice, and personal responsibility. Uncover connections between socio-economic factors and emerging liberation theologies. Recognize unique theological approaches of marginalized groups. Develop active listening skills for intergroup dialogue. Gain key insights for competent practice across diverse contexts.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 725 • Advanced Field Seminar III 2 Credits

Continuation of the field experience in a community-based practice setting.

Application and integration of advanced justice-informed knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis diversity, human rights, and justice under supervision of a qualified field instructor.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. SWEAP FPPAI professional assessment fee: \$25; advanced standing students must also purchase Tevera software for all field tracking.

SOWK 733 • Advanced Social Policy, Community Health, and Environmental Justice 4 Credits

Evaluation of a critical, decolonizing, anti-oppressive and ecological framework in social work practice. Analysis of complex ethical issues facing local and global communities from an environmental and community health perspective. Identification of key issues about health, social determinants for health, and disparities in health across marginalized communities. Analysis of connections among social disparities, faith perspectives, power, health and ethics related to assumptions and actions in social work practice.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 735 • Advanced Field Seminar IV 2 Credits

Continuation of the field experience in a community-based practice setting.

Application and integration of advanced, justice-informed knowledge, values, skills, cognitive and affective processes for ethical generalist social work practice with an emphasis on diversity, human rights, and justice, under the supervision of a qualified field instructor. Students practice a minimum of 250 hours in field.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630,

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 725. Total fees: \$75 (\$25 SWEAP FPPAI professional assessment fee, \$50 professional training fee).

SOWK 737 • Advanced Clinical Practice and Evidence-Based Interventions 4 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 including Psychodynamic therapies, CBT, MI, SFT. Consideration of psychopharmacological implications in clinical practice.

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.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 743 • Antiracism, Diversity, Equity, and Inclusion in Social Work Supervision 2 Credits

Exploration of diverse models and methods of social work supervision. Applying antiracism and inclusiveness through critical reflection and consciousness.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630.

Special Notes: Advanced Standing MSW program have already met the prerequisite requirements for this course.

SOWK 760 • Directed Study 1-6 Credits

Directed study experience under the guidance of a faculty member.

Repeatable course: This course may be repeated with different learning objectives for credit.

SOWK 791 • Capstone Integrative Seminar 4 Credits

Integration of research and professional presentation skills to demonstrate readiness to practice professional, justice-informed social work practice at an advanced level. Preparation for professional licensure exam. Reflective integration of faith, social work practice and justice.

Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630,

SOWK 703, SOWK 707, SOWK 709, SOWK 713, SOWK 717, SOWK 725, SOWK 733, SOWK 735, SOWK 737, SOWK 743. Can be taken concurrently. Total fees: \$120 (Capstone Research fee: \$60, ASWB practice exam fee: \$30, SWEAP post-FCAI fee: \$15, SWEAP exit fee: \$15).

SPED • Special Education

SPED 510 • Education Standards Portfolio: Norm-Reference Assessment 0.5 Credits
Review of due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education in order to be able to complete the corresponding assessment field experience.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

SPED 520 • Education Standards Portfolio: Dyslexia 0.5 Credits
Recognition of characteristics and instructional strategies for the specific learning disability dyslexia.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

SPED 579PT • Portfolio in Special Education 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Special Education.

Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

SPED 602 • Introduction to Special Education: History, Law, Academics, and Behavior 4 Credits
Identification of the impact of historical, philosophical foundations, legal bases, and contemporary issues on special education. Exploration of disability category characteristics, cultural influences, and linguistic considerations. Description of the effects of the Individuals with Disabilities Education Act (IDEA) and the collaboration between special and general education. Introduction to functional behavioral assessments, individual and school-wide support systems, and the adaptation of evidence-based instruction. Identification of how curricular components guide instruction and analysis of positive instructional environments.

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 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 617 • Norm-Reference Assessment and Field Experience 4 Credits
Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. Identification of students' strengths and needs through assessment. Development of an evaluation report, Explanation of results with family, student and staff.
Special Notes: This course includes a 20-hour field experience in a K-12 setting.

SPED 618 • Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits
Interpretation of student performance data, employing differentiation strategies for diverse needs, and applying evidence-based instructional practices for students with mild-moderate disabilities. Creation of positive learning environments and exploration of the connection between faith concepts and K-12 special education. Development of skills for resource search and citation, distinguishing between research-based, non-research-based, and scholarly sources. Development of skills to find, review, and summarize scholarly articles and adhere to APA style while linking academic research to evidence-based practices.

SPED 623 • Consultation, Collaboration, and 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 627 • Programming and Planning for Special Education 2 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.

SPED 629 • Reading Foundations and Field Experience 4 Credits
Identification of relationships, stages, and patterns among reading, writing, and oral language development, fluency and comprehension processes, instructional strategies, markers/strategies to address dyslexia, and connections between personal faith and professional role. Description of English language structure, word identification strategies, and the role of vocabulary knowledge. Determination of appropriate assessment strategies and analysis of texts for K-12 classrooms. Students will apply evidence-based lesson design, instructional methods, and assessment strategies in a 35-hour supervised K-12 field experience.

SPED 633 • Characteristics of Mild-Moderate Disabilities (ABS) 4 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.

SPED 635 • Responsive Instruction, Intervention, and Assessment (ABS) 2 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. Identification of the impact culture and linguistics has on special education.

SPED 639 • Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience 4 Credits
Introduction to behavior methods and mental health for students with mild/moderate 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.
Special Notes: This course includes a 35-hour field experience in a K-12 setting.

SPED 643 • Characteristics of ASD (ASD) 2 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 645 • ASD: Evaluation, Communication, and Intervention Strategies and Field Experience 4 Credits
Exploration of the intricacies of autism spectrum disorders (ASD), covering core characteristics, comorbid conditions, collaboration, and the formulation of comprehensive assessment plans. Students develop instructional strategies targeting social, communication, academic, behavioral, and functional skills. The curriculum explores program modifications, strategies, generalization of skills, and designing communication systems and assistive technology for individuals with ASD. Course includes a 35-hour field experience focused on individualized programming, collaboration, and understanding the impact of ASD on individuals and families.
Special Notes: This course includes a 35-hour field experience in a K-12 setting.

SPED 649 • Planning, Instruction, and Consultation for ASD (ASD) 4 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 655 • Classroom-based Assessment and Field Experience 4 Credits
Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age and gender have on assessment.
Prerequisites: SPED 617, can be taken concurrently. Special Notes: This course includes 15 hours of field experience in a K-12 setting.

SPED 661 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities 2 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 667 • Instruction and Intervention for Students with Intellectual Disabilities 4 Credits

Assessment procedures for developmental cognitive disabilities. 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. Collection of professional resources.

SPED 669 • Supporting Students with Intellectual Disabilities Across Systems and Field Experience 4 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.

Special Notes: This course includes a 35-hour field experience in a K-12 setting.

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 694 • Topics in Special Education 1-4 Credits

An in-depth study of a particular Special Education theme.

Special Notes: Topics courses should serve as elective courses.

SPED 700 • Characteristics of Selected 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

Directed study experience under the guidance of a faculty member.

Repeatable course: This course may be repeated with different learning objectives for credit.

SPED 779 • DD: 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 (80 required hours in a special education school setting).

Prerequisites: SPED 661, SPED 667, SPED 669. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. DD practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.

SPED 780 • ABS: Student Teaching 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 in a K-12 special education setting).

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 618, SPED 623, SPED 627, SPED 629, SPED 633, SPED 635, SPED 639, SPED 655. Grade exceptions: Graded on an S/U basis. ABS student teaching fee: \$150. Special Notes: Graduates of the BA in Special Education Studies degree in CAPS have fulfilled all the prerequisite requirements for this course.

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 in a K-12 special education setting).

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 643, SPED 645, SPED 649. 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 (80 required hours in a special education school setting).

Prerequisites: SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 653, SPED 655, SPED 629; AND SPED 633, SPED 635, SPED 639 OR SPED 643, SPED 645, SPED 649 OR SPED 661, SPED 667, SPED 669; OR SPED 604, SPED 639, SPED 613. 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 • EBD: 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 in a K-12 special education setting).

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 653, SPED 639, SPED 659. 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 • DD: 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 consecutive weeks required in a K-12 special education setting).

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC 528, TEAC 595, SPED 602, SPED 617, SPED 623, SPED 618, SPED 627, SPED 655, SPED 629, SPED 661, SPED 667, SPED 669. 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 • Academic Behavioral Strategist: Practicum 3 Credits

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities using engaging resources within the school and community. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Development and analysis of personal and professional growth and efficacy as a special educator through the awareness of natural strengths, characteristics, and instructional preferences. This course is for add-on SPED license candidates. (6 consecutive weeks).

Prerequisites: SPED 633, SPED 635, SPED 639. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. 80 required hours in a special education school setting. Practicum fee: \$100, out of region fee: \$100, out-of-state fee: varies.

SPED 787 • Autism Spectrum Disorders: 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 (80 required hours in a special education school setting).

Prerequisites: SPED 643, SPED 645, SPED 649. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.

SPED 788 • EBD: 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 (80 required hours in a special education school setting).
Prerequisites: SPED653, SPED 639, SPED659. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies.

TEAC• Teaching

TEAC 294 • Topics in Theology 1-4 Credits

An in-depth study of a particular Teaching theme.
Special Notes: Topics courses should serve as elective courses.

TEAC 395 • School-Wide Field Experience 2 Credits

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.
Prerequisites: TEAC 526. Special Notes: 30 hours over 8 weeks in a general education K-12 setting.

TEAC 451 • Student Teaching Seminar 1 Credit

Analysis of the impact communication and teaching practices have on student learning. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment. Corequisites: SPED 480 .
Prerequisites: SPED 205, SPED 309, SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474, TEAC 395, TEAC 521, TEAC 524, TEAC 526.

TEAC 521 • Foundations of Education 2 Credits

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

TEAC 524 • Educational Psychology 4 Credits

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

TEAC 526 • General Methods of Instruction 4 Credits

Development of effective lesson plans that include all required components. Creation of effective long-range plans, assessments, and evaluations. Design of lesson plans that integrate a variety of instructional strategies and incorporate student assets including language and culture. Description of appropriate data practices related to student assessment and progress. Planning of opportunities that utilize culturally responsive practice to engage all students and especially multilingual learners and those who have been historically marginalized.

TEAC 528 • Diversity, Equity, and Inclusion in Education 4 Credits

Identification of various groups in American communities and skills to foster culturally affirming communication and collaboration. Description of Minnesota-based American Tribal Nations and communities. Analysis of how biases, discrimination, prejudices, racism, and sexism impact student learning in the classroom and influence personal identity. Recognition of the impact school environments and practices have on the delivery of equitable education.

TEAC 579PT • Portfolio in Teaching 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Teaching.
Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

TEAC 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.
Prerequisites: TEAC 526. Can be taken concurrently. Special Notes: 30 hours over 8 weeks in a K-12 special education setting.

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 638 • Teaching Reading: Methods and Literature 2 Credits

Exploration of pedagogy and instructional methods that align to research-based best practices in English Language Arts. Application of assessment, diagnosis, and interventions. Integration of creative and critical response modes to incorporate literature across the curriculum and strengthen vocabulary. Development of practices, lessons, and units that support students' learning in writing, grammar, spelling, listening and speaking, and viewing skills for students in grades 3-6.
Prerequisites: SPED 629.

TEAC 640 • Teaching Math: Methods and Technology 4 Credits

Methods and strategies for designing and implementing standards-based lesson plans for teaching mathematics in an elementary setting 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. Implementing differentiated instruction to meet all students' needs. Exploration of connections between biblical principles and culturally relevant mathematics instruction.

TEAC 642 • Teaching Science: Methods 2 Credits

Methods and strategies for designing and implementing standards-based lesson plans for teaching science in the elementary classroom. Creation of assessments for evaluating student progress and performance. Identification of effective classroom management practices in a technology-integrated environment. Implementing differentiated instruction to meet all students' needs. Safety guidelines for caring for scientific specimens, data, chemicals and equipment. Current topics in science education using a Christian and ethical perspective.

TEAC 644 • Teaching Social Studies: Methods 2 Credits

Methods and strategies for designing and implementing standards-based lesson plans for social studies in an elementary setting 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. Implementing differentiated instruction to meet all students' needs. A Christian or personal worldview perspective on the role of teaching social studies.

TEAC 646 • Teaching: Healthy Living - Health and PE 2 Credits

Principles, curriculum, and methods of teaching health and physical education in grades K-6. Role of the teacher and school in responding to the special health and physical education needs of elementary-age students.

TEAC 648 • Teaching: Visual and Performing Arts 2 Credits

Methods and strategies for designing standards-based lesson plans for visual and performing arts in the elementary classroom. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Differentiated instruction to meet all students' needs. History, philosophy, and purposes of visual and performing arts education. A Christian or personal worldview perspective on the role of teaching visual and performing arts.

TEAC 668 • Education Residency Seminar I 2 Credits

Strategies for managing student behaviors to maximize learning. Use of classroom teaching strategies, information about students, and collaboration with professionals in the teaching and learning environment. Development of job search tools useful for career growth. Practice professional dispositions and a code of ethics that allows proficient performance in a variety of educational contexts.

TEAC 669 • Education Residency Seminar II 2 Credits

Strategies for collaborating with families and understanding their unique needs. Trauma informed classroom techniques. Special Education due process requirements. Collaborating with the special education paraprofessional.

TEAC 670 • Education Residency Seminar III 1 Credit

Practical strategies to support the teacher candidate in the school. Reflective practices related to lesson implementation, assessment, relationships with stakeholders (parents, guardians, counselors, social workers, etc.). Active and reflective practices related to staying mentally strong as a teacher.
Grade exceptions: Graded on a S/U basis.

TEAC 694 • Topics in Teaching 1-4 Credits

An in-depth study of a particular Teaching theme.
Special Notes: Topics courses should serve as elective courses.

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 705 • Foundations and Implementation of Work-Based Learning 4 Credits

Develop an understanding of work-based learning, including its historical roots and prevalence in schools. Differentiate between program types, considering federal and state laws. Analyze employment trends and stakeholder roles. Explore skills in crafting online portfolios to support students in networking using online tools. Learn strategies for marketing programs to various audiences. Delve into connections between faith and work. Equip students with essential knowledge and practical skills for navigating work-based learning effectively.

TEAC 707 • Curriculum Design and Instructional Methods for Work-Based Learning 4 Credits

Exploration of the use of resources to connect academic coursework with life, work, and future education opportunities. Development of curricula to integrate classroom skills with real-world applications. Evaluation of career resources available to learners. Examination of the connections between faith and work. Identification of strategies to support students with unique needs in transitioning to the workforce. Reflection on the use of online portfolios for synthesizing accomplishments.

TEAC 710 • Practicum in Work-based Learning for Minnesota License 1 Credit

An 80-hour practicum focused on working with students in the classroom to coordinate a Work-Based Learning Program.
Prerequisites: TEAC 705, TEAC 707; can be taken concurrently. Special Notes: Fulfills practicum requirements for students seeking MN WBL licensure.

TEAC 715 • Practicum for Work-Based Learning 1 Credit

Complete practicum tasks at a school site, gaining hands-on experience in work-based learning. Observe a work-based learning program. Write and teach online and face-to-face work-based learning curriculum. Participate in work-site visits, leadership development.
Prerequisites: TEAC 705, TEAC 707, can be taken concurrently.

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 751 • Student Teaching Seminar 1 Credit

Analysis of the impact communication and teaching practices have on student learning. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. 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 783 or SPED 784. Grade exceptions: Graded on an S/U basis. Special Notes: Cross-listed with TEAC 451.

TEAC 756 • Preparing to Write the Thesis/Collaborative Research Project 1 Credit

Preparation for the process of designing and writing a master's level thesis or collaborative research project. Exploration of the selection and refinement of a research topic; the nature and scope of master's thesis; APA style; and preparation for the oral examination process.
Grade exceptions: Graded on an S/U basis.

TEAC 765 • Topics in Teaching 1-9 Credits

Selected topics in teaching.

TEAC 771 • International Baccalaureate Foundations and Frameworks 4 Credits

Consideration of the International Baccalaureate philosophy, given students' world view. In depth personal reflection and practice regarding an inquiry mindset. Consideration of principles of learning, curriculum structures, and assessment practices that support International Baccalaureate programming.

TEAC 772 • International Baccalaureate Pedagogy and Programme Development 4 Credits

Development of expertise in Primary Years Programme (PYP), Middle Years Programme (MYP), or Diploma Programme (DP). Integration of student's worldview and International Baccalaureate Programming. Detailed focus on feedback and assessment as it supports teaching and learning processes.
Prerequisites: TEAC 771.

TEAC 780 • Student Teaching: Elementary Education 6 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: TEAC 638, TEAC 640, TEAC 642, TEAC 644, TEAC 646, TEAC 648, TEAC 670. Special Notes: Required 12 consecutive weeks of student teaching in a K-6 setting.

TEAC 790 • Thesis Writing Studio 3 Credits

Exploration of a significant educational issue relevant to the student's professional involvement through an independent or collaborative, 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/financial-aid/>) 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 27th of each month, an email is sent to the student's Bethel email address alerting them that the monthly statement is available to view online. The email also provides a link to access your statement. Monthly statements will not be mailed to the home address.

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

Ways to Make a Payment

- **Online:** My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5th Level) between 9 a.m. - 4:00 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located 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, C/O 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).

Holds

Business Office Hold

A student whose account is in arrears will have a business office hold on their account and will not be permitted to register for courses.

The student will not be permitted to re-register until full payment is received. Any student who pays an outstanding balance by check will have their registrations dropped if the check is returned from the bank due to non-sufficient funds. 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.

Official Hold

This hold prevents registration. The Business Office will authorize registration once a signed agreement is made with the student in which the student agrees tuition charges will be paid before the start date of each course. If payment is not received by the agreed deadline, registration will be removed.

Transcript Hold

Transcripts are withheld until financial obligations are met, unless a criteria is met that allows release of a transcript according to Federal or State of Minnesota mandates.

Financial Clearance for Graduation

A student will not receive his/her diploma until 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 \$10 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 any other fee (which may include, but is not limited to, parking fines, library fees, other charges for violations of Bethel University policies) or any other amount billed to my student account by the 25th 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 25th 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.

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 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 \$10 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 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 \$10 per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition and Fees Refund Schedule

Full Refund Period

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

Full Refund

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

Pro-Rata Refund

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

No Refund

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

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

Employer Tuition Reimbursement

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

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

The following information will be included on the invoices:

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

Financial Aid

Application Procedure

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

Financial Aid Programs

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

Financial Aid Criteria

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

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

Financial Aid Satisfactory Academic Progress Policy

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

Process Overview and Responsibilities

The Code of Federal Regulations, title 34, sections 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 regulation to Minnesota financial aid programs. Bethel University applies this federal "Satisfactory Academic Progress" 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 or not the student received financial aid.

Program of Study

Bethel's normal business practice is to require students to declare an intended degree (or approved certificate or licensure program). In addition, students must indicate specific components of their program, such as their intended major(s), minor, concentration and/or endorsement. Bethel assimilates each student's specific program components into a single, customized, program of study. Bethel does not attempt to list every possible combination of majors, minors, endorsements, licensures, etc. in the catalog. Rather, Bethel uses DegreeWorks (Dashboard (bethel.edu)) (<https://degreeworks.bethel.edu/Dashboard/>) to combine the specific course requirements of each component of the student's program (e.g. major one, major two, minor, endorsement) into a single set of courses which must be completed to earn the degree. The customized program of study is available to students, and their advisors, via the DegreeWorks degree audit program.

A student's program of study includes the graduation requirements for a student's primary degree type as well as additional majors, minors, concentrations, and endorsements declared by the student within the same degree type as displayed in Degree Works. Degree types include bachelor's degrees, master degrees, doctoral degrees, approved certificates, courses required for initial teaching licensure,

a group of preparatory courses (e.g., courses needed for admission to another degree program), or an approved comprehensive transition program (e.g., BUILD). If students are pursuing dual degrees that are packaged as one program (e.g. Master of Business Administration and Doctor of Nursing Practice - MBA/DNP) all requirements for both degrees must be met before a degree is awarded; therefore, together they are considered the student's program of study.

Beginning with the 2020-2021 academic year the financial aid office used data generated from a student's DegreeWorks degree audit, rather than pulling data from academic catalogs, to (a) determine which courses can be included in the student's enrollment status, and (b) determine how many credits should be used to calculate Satisfactory Academic Progress maximum timeframe, and (c) determine when students complete their program requirements. [Refer to Bethel's Course Program of Study policy (<https://www.bethel.edu/financial-aid/eligibility/course-program-of-study/#Define>).]

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 and Bethel Seminary students must maintain a cumulative Grade Point Average (GPA) of at least 2.00. Graduate School students must maintain a cumulative GPA of at least 3.00. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School doctoral programs, Graduate School non-doctoral programs, Bethel Seminary doctoral programs, and Bethel Seminary non-doctoral programs.
- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum timeframe. 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 (beginning January 2017 results will be rounded to the nearest percent – for example, 66.49% is rounded to 66% and 66.50 is rounded to 67%). Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement 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 like a program change or an illness that would prevent the students from completing their program of study within the normal time frame. To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time that it is determined that they are unable to complete their degree within the maximum timeframe.

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 timeframe prior to completing their program of study, and therefore become ineligible for financial aid. The following table illustrates how the maximum timeframe calculation applies to various programs of study:

Program of Study	Maximum Time Frame
Undergraduate Certificate	18 x 1.5 = 27 semester credits
Associate Degree	60 x 1.5 = 90 semester credits
Baccalaureate Degree	122 x 1.5 = 183 semester credits
Post-Baccalaureate Degree (BSN)	50 x 1.5 = 75 semester credits
Special Education Requirements for Academic Behavioral Strategist and Autism Spectrum Disorders licenses	53 x 1.5 = 79 semester credits
Bachelor of Science (Accounting and Finance)	150 x 1.5 = 225 semester credits

Bachelor of Science in Nursing, with minors in Psychology, Biology and Community Health

Master of Art (Counseling)	60 x 1.5 = 90 semester credits
Master of Business Administration	42 x 1.5 = 63 semester credits
Master of Divinity	78 x 1.5 = 117 semester credits
Doctor of Ministry (D.Min.)	48 x 1.5 = 72 semester credits
Doctor of Education (Ed.D.)	61 x 1.5 = 92 semester credits

Treatment of Special Academic Course Situations

Audited and Enrichment Courses. Courses that are audited, or not eligible for academic credit, are excluded from Satisfactory Academic Progress calculations since they are ineligible for federal, state, or regional financial aid programs.

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 timeframe credits, as well their GPA calculation.

Concurrent enrollment in more than one of Bethel's schools. Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one Financial Aid Satisfactory Academic Progress review each term. Students must be demonstrating satisfactory academic progress in every school they are attending. Failure to demonstrate satisfactory academic progress in any school will impact financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid satisfactory academic progress 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.

Consortium Courses. Consortium courses involve a "home" and a "host" school. The "home" school provides the academic credit, monitors Satisfactory Academic Progress, and provides financial aid. The "host" school provides the instruction for the designated course(s).

- When Bethel is the "Home" school, the credits are counted as "attempted" and "earned," as appropriate (depending on the student's grade in each course). All attempted credits count towards "maximum timeframe." The Office of the Registrar maintains a list identifying whether or not the courses are included in the GPA calculation.
- When Bethel is the "Host" school, the credits are not counted as either "attempted" or "earned" at Bethel. Rather, the student's "Home" school is responsible to monitor Satisfactory Academic Progress for courses taken at Bethel under this type of consortium agreement.

Dropping or Withdrawing from a course.

Courses that are dropped prior to the end of the 100% refund period, are omitted from the student's transcript, and are excluded from the SAP review. When a student withdraws from a course after the 100% refund period the course is included on the transcript, and is included in the cumulative credits attempted and in the maximum timeframe. (If a student fails or receives grades of unsatisfactory (U) for all courses attempted during the term, the financial aid staff determines if the student was enrolled for the entire period or unofficially withdrew from school.)

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.

English as a Second Language courses. Bethel does not offer any ESL courses.

Incompletes. Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum timeframe. These credits cannot be counted as earned credits until a satisfactory grade is assigned. Grade changes from incomplete to another grade are reviewed as part of the next term's Satisfactory Academic Progress evaluation.

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).

NCAA Athletics. Students participating in National Collegiate Athletic Association (NCAA) Athletics must be making Satisfactory Progress toward their degree by NCAA rule. Students whose Financial Aid has been terminated are considered by Bethel University to no longer be making Satisfactory Progress toward their degree.

and are ineligible for competition in NCAA Athletics. Students who elect to appeal their Financial Aid termination remain eligible for competition while they are in the appeals process, and following a successful appeal. Please contact Gretchen Hunt (Associate Athletic Director) with questions about NCAA Athletics eligibility.

Preparatory coursework. Students qualifying for aid under federal preparatory coursework guidelines must meet normal Satisfactory Academic Progress Pace and Quality requirements. However, since they don't have a clearly defined program of study, and since they are allowed to borrow Direct Loans for up to one year, their Time to Completion limit is one calendar year, rather than 150% of their program of study.

Programs exempt from Financial Aid Satisfactory Academic Progress review.

Some private educational loans and employer educational benefits are available to students who are not demonstrating satisfactory academic progress. Students should check with their employer, or private educational loan provider, to see if they must be demonstrating satisfactory academic progress 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 Satisfactory Academic Progress policy. For example, since no federal, state, or unfunded regional funds are offered to Postsecondary Education Option students, they are exempt from the financial aid satisfactory academic progress review.

Prior to the summer 2013 term Seminary students in the Doctor of Ministry (D.Min) program were exempt from financial aid satisfactory academic progress review because no federal or state funds were offered to D.Min. students. Beginning with the summer of 2013 D.Min students are eligible for Title IV loans and must, therefore, meet minimum financial aid satisfactory academic progress standards.

Remedial Courses. Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace and maximum timeframe. Foundations for Math Readiness (FMR) courses are considered remedial courses.

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

Repeated courses are always included in the cumulative credits attempted and maximum timeframe 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.

Satisfactory/Unsatisfactory (Pass/Fail) grades. Some of Bethel's courses receive 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.

Beginning with the Spring 2020 semester students receiving only grades of Withdrawn (W), Satisfactory (S) or Unsatisfactory (U) will have their S/U grades included in the Satisfactory Academic Progress (SAP) Quality evaluation. To demonstrate Satisfactory Academic Progress, students must earn grades of Satisfactory (S) in 50% or more of their attempted credits. Students who earn grades of Satisfactory (S) in less than 50% of their credits are not meeting the Satisfactory Academic Progress Quality (GPA) standard.

- Students who were demonstrating financial aid Satisfactory Academic Progress prior to the Spring 2020 semester, and were enrolled for the spring 2020 semester, and whose spring 2020 courses were all graded as S/U, and who earned grades of Satisfactory (S) in less than 50% of their spring 2020 credits, will be placed on financial aid Satisfactory Academic Progress Warning for the next semester they are enrolled at Bethel.
- Students whose financial aid Satisfactory Academic Progress status was Warning, Terminated or on an Academic Plan prior to the Spring 2020 semester, and were enrolled for the spring 2020 semester, and whose spring 2020 courses were all graded as S/U, and who earned grades of Satisfactory (S) in less than 50% of their spring 2020 credits, will have their financial aid terminated due to failure to demonstrate financial aid Satisfactory Academic Progress.

Students who enroll in some courses with an S/U grading system and some courses with a letter grade system (A-F) will be evaluated based on their term and cumulative Grade Point Average.

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.).

Term. The financial aid office evaluates Satisfactory Academic Progress at the end of each regular quarter or semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.

Transfer credits. College level courses taken outside of Bethel before students received their high school diploma or G.E.D. (e.g., CLEP, PSEO, AP) are treated as transfer credits. (Postsecondary Education Options 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 timeframe 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.

Failure to Meet Minimum SAP Standards

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

For the Spring 2020 semester only, the University made a mid-semester grading change, defaulting many courses from a letter grade (A-F) to a Satisfactory/Unsatisfactory (S/U) grading system. Students who were on Financial Aid Warning due to low grade point average for the spring 2020 semester, and had their courses' grading system changed from letter grades to S/U grades, will continue on Financial Aid Warning for their next semester, provided they earned Satisfactory (S) grades in at least 50% of their Spring 2020 attempted credits.

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 satisfactory academic progress 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 satisfactory academic progress, the student becomes ineligible for financial aid (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 satisfactory academic progress. Students whose financial aid eligibility has been terminated may appeal the termination.

Appeal of Financial Aid Termination

Students who fail to meet Financial Aid Satisfactory Academic Progress standards and lose financial aid eligibility can appeal this decision. This appeal form (<https://www.bethel.edu/financial-aid/forms/sap-appeal-form.pdf>) must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email and should be accompanied by appropriate supporting documentation. However, the final deadline for submitting an appeal is no later than four weeks prior to the end of the semester for which they wish to receive financial assistance (with all supporting documentation). Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make satisfactory academic progress, and what has changed to resolve the issue(s) that prevented the student from demonstrating satisfactory academic progress. 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 Satisfactory Academic Progress within one term will be required to submit an Academic Plan as a part of their appeal.

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

Financial Aid Academic Plan Probation.

If it is impossible for the student to meet the minimum Satisfactory Academic Progress 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 Satisfactory Academic Progress 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.

College of Arts & Sciences will work with staff in the Academic Enrichment Studies Center (AESC) to develop Academic Plans. College of Adult & Professional Studies, Graduate School and Seminary students will work with their student success advisor to develop Academic Plans. Once completed, the Academic Plans are submitted to the Financial Aid Office for review and implementation.

Student Notification

Students who are not meeting the minimum Financial Aid Satisfactory Academic Progress standards will be notified by the financial aid office of their Warning or Termination status. Students who submit an appeal will be notified by the financial aid office 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 Satisfactory Academic Progress, and are not registered for the subsequent term, will not be notified of changes in Satisfactory Academic Progress status.

Regaining Eligibility

Students whose financial aid was terminated due to lack of satisfactory academic progress 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.

BUILD Program Satisfactory Academic Progress Addendum

Context: The first cohort of students in the Bethel University Inclusive Learning and Development (BUILD) program enrolled for the 2015-2016 academic year. BUILD is a Comprehensive Transition Program (CTP) for students with intellectual disabilities. The BUILD certificate program is cohort based and requires two-years of full-time studies. Courses are graded as satisfactory/unsatisfactory; all course requirements must be met to earn a satisfactory grade.

Beginning with the 2018-2019 academic year, the BUILD Academic Progress policies encompass all the federal and state requirements for monitoring Satisfactory Academic Progress. BUILD students are subject to the following Satisfactory Academic Progress policies, as documented in the BUILD Program Academic Catalog 2022-2023.[1] (p.)

BUILD Program Academic Progress, Probation, and Dismissal. Academic standing is calculated at the end of fall and spring terms. When students are placed on Academic Warning, Academic Probation, or Academic Dismissal, the student, their advisors, and financial aid staff are notified by the Office of the Registrar. If the student has signed a FERPA waiver, designated a proxy, and/or has provided direction in other legal document(s), the advisor will notify the parents/guardian(s) or other designated person(s). Academic standing appears on unofficial transcripts of all students.

- **Good Academic Standing:** Students who are not on academic probation or academic dismissal are considered to be in good academic standing.
- **Academic Warning:** Students who earn a grade of U (Unsatisfactory) in one class and/or do not successfully complete 2/3 of attempted credits in one semester receive an academic warning. Students receive normal financial aid while on academic warning.
- **Academic Probation:** Students who earn a grade of U in any two classes and/or do not successfully complete 2/3 of attempted credits in any two semesters are placed on academic probation. Students receive normal financial aid while on academic probation.

- **Academic Dismissal:** Students who earn a grade of U in any four classes and/or do not successfully complete 2/3 of attempted credits in any three semesters may be subject to academic dismissal. Academic dismissal of any student is the decision of the Bethel University Registrar. Academic warning and academic probation may not always immediately precede academic dismissal.

Academic standing is determined upon initial submission of final grades for Fall and Spring semesters. Students who have received a change of grade, or who repeated a course during interim, may petition the Office of the Registrar to have their current academic standing reassessed. When a student repeats a course, both grades for the course will remain on the transcript. The most recent grade will replace the previous course grade when determining academic standing.

BUILD Program Appeals of Academic Dismissal. Students who have been academically dismissed are notified by the Registrar. They may appeal the academic dismissal to the BUILD Academic Appeals Committee by submitting a written appeal to the Office of Academic Affairs. Students may choose to be present at a hearing for the purpose of responding to specific requests for information from committee members. Written notification of the committee's decision will be sent to students via their Bethel email address and their parent(s)/guardian(s) via US mail. Complete instructions and forms for the appeal process are sent by the Registrar when the students are notified of their dismissal; the appeals process complies with the Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). Decisions of the BUILD Academic Appeals Committee affect academic and financial aid policies.

[1] (p.) Susan Bowder, presenter for the U.S. Department of Education's June 8, 2011, Comprehensive Transition and Postsecondary Programs and Title IV Eligibility presentation training video, said: "we don't specifically require that it [CPT SAP policy] have qualitative and quantitative measurements like we do with your other [SAP] policies. However, what we're looking for is that it should be useful to students. That is, the student should be able to read it and understand what is expected of them, how and when their progress will be reviewed, what happens if they don't make progress, how they will be notified, and what recourse they would have if they lose eligibility." (Susan Bowder, PSC-ED-FSA-TISD transcript, June 8, 2011, page 15 of 21; <http://ifap.ed.gov.edgekey.net/media/podcasts/CTPnTitleIVFSAEligibility060811Transcript.doc>)

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.

Ray and Genevieve Brace Graduate Nursing Scholarship

This scholarship is in memory of Ray and Genevieve Brace and will assist qualified Graduate School students who are majoring in nursing. (EGB063)

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)

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

President's Cabinet

Ross Allen	President
Joel Costa	Chief Financial Officer and Vice President of Operations
Jessica Daniels	Vice President of Strategy, Innovation & Partnerships
Rahn Franklin	Vice President of Inclusive Excellence
Michael Freer	Chief Human Resources Officer
Mark Hintz	Vice President of Transformational Giving
Paul McGinnis	Vice President of Marketing and Enrollment
Jeanne Osgood	Vice President of Advancement
Miranda Powers	Vice President of Student Experience
Robin Rylaarsdam	University Provost

Admissions

Paul McGinnis	VP of Marketing and Enrollment
Janna Collins	Director of Admissions: CAPS, Seminary, & GS

Financial Aid

Vacant as of publication	Director of Financial Aid
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Library

Matthew Theisen	Director of University Libraries
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Registrar

Cheryl Fisk	Registrar
Lori Beyer	Associate Registrar, CAPS, Seminary, & GS

Student Life

Miranda Powers	VP of Student Experience
Liz Burd	Director of Accessibility Resources and Services
Miriam Hill	Director of Counseling Services
Elizabeth K. Miller	Director of Health Services

Academic Affairs

Katie Bonawitz	Associate Dean of Education
Diane L. Dahl	Associate Dean of Nursing and Public and Community Health
Julie Finnern	Associate Provost of Teaching & Learning
Barrett Fisher	Dean of Edgren College of Arts, Sciences, and Education
Todd Harmening	Associate Provost of Academic Systems & Planning
Mary Michener	Assistant Dean of Early College
Matthew Vraa	Dean of Anderson Family College of Health Sciences
Peter Vogt	Dean of School of Theology and Bethel Seminary
Vacant as of publication	Dean of School of Business

Academic Resource Center

Lisa D. Bekemeyer	Director, Academic Resource Center
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Program Directors

Randall S. Bergen	Program Director: Higher Education Leadership
Katie Bonawitz	Program Director: Special Education
Amy Evans	Program Director: Counseling
Rachel Jorgensen	Program Director: Work-Based Learning License
Blair Nelson	Program Director: Medical Sciences
Gregory R. Nelson	Program Director: Certificate in International Baccalaureate Education
Jennifer Nelson	Program Director: Certificate in Play Therapy
Jeanine Parolini	Program Director: MBA
Tracy Reimer	Program Director: Leadership in K-12 Education
Eydie Shypulski	Program Director: MSW
Lisa Silmser	Program Director: Education K-12
Molly J. Wickam	Program Director: Teaching
Katrina Wu	Program Director: Nurse-Midwifery
Cindy Goetz	Program Director: Physician Assistant

Faculty

A

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B

Diane Banigo, 2022. Adjunct Faculty. B.A.N., St. Scholastica, 2001. M.S., University of Minnesota, 2005. D.N.P., St. Catherine's University, 2019.

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.

John Bergeland, 2005. Adjunct Professor and Thesis Advisor. B.A. in Elementary Education, French, Concordia College, 1991. M.Ed. in Middle School Education, Bethel University, 1997.

Neil Best, 2021. Adjunct Instructor of Education. Ph.D., Azusa Pacific University, 2017.

Emily Blackmer, 2021. Assistant Professor of Social Work. B.S.W. in Social Work, Azusa Pacific University, 2007. M.S.W. in Social Work, Azusa Pacific University, 2013.

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

Greg Bourland, 2006. Instructor. M.B.A., University of St. Thomas, 2001.

Mauvalyn Bowen, 2017. Professor. B.Ed. in Business Studies, University of Technology, Jamaica, 1994. M.S. in Workforce Education and Development, Southern Illinois University, 1998. Ph.D. in Business and Industry Education, University of Minnesota, 2008.

Abigail Brubaker, 2025. Assistant Professor of Physician Assisting. B.S. in Human Biology, Biola University, 2017. M.S. in Physician Assistant, Bethel University, 2019.

Joni Burgin-Hartshorn, 2008. Adjunct Instructor of Education. 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

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Nicole Centanni, 2005. Adjunct Instructor. B.A. in Elementary Education, Judson University, 2003. M.A. in Counseling Psychology, Bethel University, 2009.

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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. Assistant Professor. B.S. in Nursing, Seattle Pacific University, 2005. M.S.N. in Nurse-Midwifery, Frontier Nursing University, 2014. D.N.P., Frontier Nursing University, 2021.

D

Dawn Dahlgren-Roemmich, 2017. Clinical Director. B.S.N., Concordia College, 1999. M.S., University of Minnesota, 2003. D.N.P., Bethel University, 2023.

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Jessica Daniels, 2015. Professor of Education. B.A. in History, Westmont College, 2003. M.A. in Teaching, Bethel University, 2006. M.A. in Organizational Leadership, Bethel University, 2008. Ph.D. in Higher Education, Azusa Pacific University, 2015.

Nikki Daniels, 1989. Associate Professor in Organizational Leadership Emerita. B.A. in Sociology, Trinity College, 1973. M.A. in Organizational Leadership, Bethel University, 1997.

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William Derden, 2019. Adjunct Professor. B.A. in Criminal Justice, Governors State University, 2001. M.A. in Special Education/Emotional Behavioral, University of St. Thomas, 2004. Ed.S. in K-12 Administration, University of St. Thomas, 2007. Ed.D. in K-12 Educational Leadership, Bethel University, 2019.

Jamie Dolieslager, 2000. Associate Professor of Human Kinetics and Applied Health Sciences, Athletic Trainer Emerita. B.S. in Exercise Science, Buena Vista University, 1997. M.S. in Health, Physical Education, and Recreation, Emporia State University, 1999.

Taneesha Douglas, 2023. Associate Professor. B.S.N., Tennessee State University, 2003. M.B.A., University of Phoenix, 2006. M.S.N. in Nurse Midwifery, Vanderbilt University, 2010.

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.

Eydie Dyke-Shypulski, 2015. . B.A. in English Literature, Asbury University, 1993. M.S.W., St. Louis University, 1997. D.Min. in Global and Contextual Studies, Bethel Seminary, 2017.

E

Kacia Engel, 2020. Adjunct Professor. M.D., Ross University School of Medicine, 2005.

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Amy Evans, 2018. Program Director | Core Faculty | Professor of Psychology. B.A. in Psychology, Northwestern College, 1996. M.S.E. in Counselor Education, University of Wisconsin, 2000. Ph.D. in Counseling Psychology, University of Wisconsin, 2010.

F

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Paul Floyd, 2005. Adjunct Faculty. J.D., William Mitchell College of Law, 1983. M.Div., Bethel Theological Seminary, 1980.

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Joel Frederickson, 1996. Adjunct Instructor of Psychology. 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

Cynthia Goetz, 2014. PA Program Interim Director. 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. Ed.D. - Leadership in Higher Education, Bethel University, 2022.

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Alexis Greeves, 2010. Adjunct Professor. MA - Counseling, Gallaudet University, Washington, DC, 1999.

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H

Cindy Hansen, 2017. Adjunct Instructor of Education. B.A. in Elementary Education; Bible, University of Northwestern St. Paul, 2000. M.A. in Educational Leadership, University of Illinois, 2011. Ed.D. in K-12 Educational Leadership, Bethel University, 2017.

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Paige Hardy, 2020. Associate Professor of Nursing. C.N.M./M.S.N., Frontier Nursing University, 2003. D.N.P., University of Minnesota, 2021.

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.

Leslie Helgersen, 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.

Polly Hendel, 2023. Assistant Professor. M.A. of Physician Assistant Studies, Bethel University, 2016.

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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.

Ryan Hovis, 2016. Teaching Partner of Counseling. B.A. in Psychology, Bethel University, 2009. M.A. in Clinical Psychology, Wheaton College, 2011. Psy.D. in Clinical Psychology, Wheaton College, 2016.

Stephen Hunt, 2019. Instructor. B.A., Bethel College, 1985. M.A.T., University of St. Thomas, 1991. M.A.E.S.L., Hamline University, 2014.

J

Jeff Jacob, 2007. Professor. B.A. in Economics, St. Stephen's College, Delhi University, India, 1997. M.A. in Economics, Delhi School of Economics, Delhi University, India., 1999. M.A. in Economics, Southern Methodist University, 2003. Ph.D. in Economics, Southern Methodist University, 2006.

Ross Jahnke, 2011. Adjunct Instructor of Education. B.A. in Geography, University of Wisconsin, 2005. M.A. in Theological Studies, Bethel Seminary, 2010. M.A. in Theology, Duke University, 2011. Ed.D. in Educational Leadership, Bethel University, 2018.

Peter Jankowski, 2004. Associate Professor of Marriage and Family Therapy. B.S., Grace College, 1990. M.S., Grace Theological Seminary, 1993. M.S., Northern Illinois University, 1994. Ph.D., Texas Tech University, 1998.

Andy Johnson, 1995. Associate Professor of Psychology. B.A. in Psychology, Drury College, 1983. M.A. in Psychology, University of Notre Dame, 1987. Ph.D. in Counseling Psychology, University of Notre Dame, 1990.

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Kristie Johnson, 2025. Adjunct Instructor of Physician Assistant Studies. B.S. in Biology, Bethel University, 2003. M.A. in Physician Assistant Studies, Augsburg University, 2009.

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K

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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.

Jennifer Koenig Nelson, 2015. Core Faculty | Clinical Director. 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.

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L

Michelle Langenfeld, 2007. Adjunct Instructor of Education. B.A., St. Cloud State University, 1976. M.Ed. in Children and Families, University of Minnesota, 1991. Ed.D. in Educational Policy and Administration, University of Minnesota, 1999.

Susan Larson, 2013. Adjunct Faculty. M.S. Speech Language Pathology, UW-Madison, 1987. M.A. Counseling, Lakeland College, 2010.

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 Emeritus. B.A. in Biology, Northwestern University, 1978. M.A. in Clinical Psychology, Michigan State University, 1981. Ph.D. in Clinical Psychology, Michigan State University, 1985.

Minyoung Lim, 2021. Assistant Professor of Social Work. M.S.W. in Social Work, University of Pittsburgh, 2014. Ph.D. in Social Work, Indiana University, 2022.

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

Jonathan Lofgren, 2017. Adjunct 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.

Michelle Louis, 2000. Adjunct Instructor of Education. B.A. in Biology, St. Olaf College, 1998. M.A. in Counseling Psychology, Bethel University, 2002. Ph.D. in Higher Education Leadership, Azusa Pacific University, 2008.

Karin Lyon, 2022. Instructor. MA in Counseling Psychology, Bethel University, 2012.

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.

Abbie Marten, 2022. Instructor of Biological Sciences. B.A. in Biology, Augustana University, 2021. M.S. in Anatomical Sciences, University of Alabama, 2022.

Peg McCormick, 2009. Professor of Education. B.A. in Liberal Arts, Metropolitan State University, 1994. M.A. in Special Education, University of Minnesota, 1996. Ph.D., University of Minnesota, 2009.

Molly McKinnon, 2022. Adjunct Instructor of Education. B.A. in Elementary Education and Deaf and Hard of Hearing Education, Minot State University, 2002. M.A. in Special Education, Minnesota State University- Moorhead, 2004. Ph.D. in Higher Education Leadership, Minnesota State University, 2023.

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.

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 Instructor of Education. B.A., University of Nebraska, 1986. M.Div., Alliance Theological Seminary, 1988. M.A., University of Minnesota, 1995. Ph.D., University of Minnesota, 1997. M.Ed., University of Minnesota, 1998. M.B.A., Crown College, 2021.

Scotti Moats, 2025. Assistant Provost for Student Success. Ph.D in Higher Education, University of Minnesota, 2020. MA in Higher Education, University of Minnesota, 2015. MS in Math Education, Northern Arizona University, 2022. BA in Mathematics, Bethel University, 2009.

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

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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.

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Laurelle Myhra, 2021. Adjunct Faculty. PhD, University of Minnesota, Twin Cities, 2012. MS, East Carolina University, 2005. BS, North Central University, 2003.

N

Judith Nagel, 2020. Adjunct Instructor of Education. Ed.D. in Education Leadership, Policy, and Administration, University of St. Thomas, 2004.

Blair Nelson, 2022. Program Director of M.S. in Medical Sciences. B.S., University of North Dakota, 1993. M.D., University of Minnesota, 1998.

Greg Nelson, 2007. Program Director. B.A., Bethel College, 1980. M.Ed., University of Minnesota, 1993. Ed.D., Bethel University, tbd.

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Anthony Nichols, 2024. Adjunct Instructor of Counseling. M.A. in Public Affairs, University of Texas, 1992. M.A. in Latin American Studies, University of Texas, 1992. Ph.D. in Clinical Psychology, Walden University, 2013.

O

DiAnna Olsen, 2015. . Bachelor of Arts Degree in Organizational Leadership and 78 - BS Accounting Credits, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel University, 2013. Working on DBA with an emphasis in entrepreneurship and international business, Walden University, Present.

Richard Olson, 2017. Adjunct MBA Instructor. B.A. in Business and Economics, Political Science, Bethel College, 1971. M.A. in Communications, Wheaton College, 1976. M.A. in Christian Thought, Trinity International University, 2000.

P

Jeanine Parolini, 2007. MBA Program Director. B.A., Dominican University, 1983. M.B.A., Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Craig Paulson, 2002. Professor of Educational Leadership Emeritus. B.A., Muskingum College, 1970. M.A., University of Minnesota, 1978. Ph.D. in Educational Leadership, University of Minnesota, 1983.

Bill Paxton, 2007. Adjunct professor. B.A. Religious Studies, University of Dayton, 1975. M.S. Management, Cardinal Stritch University, 1994. Ed.D. Leadership in Higher Education, Bethel University, 2015.

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, Bethel Seminary, 2009.

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

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R

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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 Emeritus. 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.

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 of Education. B.S. in Communication Sciences & Disorders, Minnesota State University, 2006. M.S. in Communication Sciences & Disorders, Minnesota State University, 2008. Ed.D. in Educational Leadership & Administration, St. Cloud State University, 2017.

S

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

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Susan Schwope, 2001. Affiliate Faculty - Adjunct Teaching Partner Instructor of Education. B.A./B.S., Moorhead State University, 1988. M.S., Moorhead State University, 1993.

Sara Shady, 2002. Professor of Philosophy. B.A. in Philosophy, Taylor University, 1998. Ph.D. in Philosophy, University of South Carolina, 2003.

Laura Shaw, 2025. Adjunct Instructor of Education. B.S. in Speech Communication, Minnesota State University, Mankato, 2005. M.A. of Teaching in Visual Arts, Bethel University, 2022.

Timothy Shaw, 1985. Professor of Biological Sciences Emeritus. B.A. in Biology, St. Mary's College, 1977. Ph.D. in Anatomy, University of Minnesota, 1988.

Paul Siebrasse, 2015. Adjunct Faculty. MS in Applied Economics, Montana State University, 1987.

Lisa Silmser, 2002. Affiliate Faculty - Adjunct Assistant Professor. B.A., Bethel University, 1992. M.Ed., Bethel University, 1996. Ed. D., Bethel University, 2015.

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

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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.

Michelle Steffenhagen, 2015. Teaching Partner of Psychology. B.A. in Communication, Bethel University, 2003. M.S. in Mental Health Counseling, Lee University, 2007. M.S. in College Student Development, Lee University, 2014. Ed.D. in Leadership in Higher Education, Bethel University, 2021.

Allison Steinke, 2020. . 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, 2022.

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Jeanne Szarzynski, 2015. Adjunct Faculty. 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

David Thomas, 2019. Adjunct Instructor of Education. B.A. in History; Secondary Education in Social Studies, Grades 5-12, Bethel University, 2005. M.Ed. in Teaching and Learning, St. Mary's University of Minnesota, 2008. BA in Special Education with a focus on Emotional/Behavioral Disorders, Bemidji State University, 2011. Administrative - Special Education Director and Principal K-12, Minnesota State - Moorhead, 2019.

Wendy Thompson, DNP, MPH, PHN, RN, 1998. . B.A. in Nursing, Early Childhood Education, Bethel College, 1984. M.P.H., University of Minnesota, 1994. D.N.P., University of Minnesota, 2012.

Jone Tiffany, 2001. Professor of Nursing Emerita. B.A. in Psychology, Metropolitan State University, 1988. B.S. in Nursing, Bethel College, 1999. M.A. in Counseling Psychology, Bethel College, 2000. M.A. in Nursing Education, St. Catherine University, 2009. D.N.P., St. Catherine University, 2010.

Corey Tolliver Sr., 2023. Adjunct Instructor of Social Work. B.S. in Psychology, Virginia Commonwealth University, 2013. M.S.W., Baylor University, 2021.

Deanna Towns, 2019. Core Faculty | Assistant Professor. BSW, University of Georgia, 1993. MA Marriage & Family Counseling, Liberty University, 2011. PhD in Counselor Education and Supervision, Regent University, 2021.

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V

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William Voigt, 2008. Adjunct Faculty. Masters of Education, Educational Leadership K-12, Bethel University, June 2000. Educational Administrative Licensure, Saint Mary's University, 2010.

W

Michelle Wang, 2018. Adjunct Instructor of Education. B.A. in Elementary Education, Concordia College, 2001. M.A. in Curriculum & Instruction, University of St. Thomas, 2005. Ed.S. in Educational Leadership, University of St. Thomas, 2007. Ed.D. in Educational Leadership, Bethel University, 2018.

Martha Weber, 2025. Adjunct Faculty. Master of Science in Physician Assistant Studies, Augsburg University, 2013.

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Ruslana Westerlund, 2002. Adjunct Associate Faculty. B.A. in Teaching English and German as World Languages, Cherkasy Bohdan Khmelnytsky National University, Ukraine, 1994. M.A. in Teaching English as a Foreign Language, Cherkasy Bohdan Khmelnytsky National University, Ukraine, 1995. Ed.D. in Educational Leadership, Bethel University, 2014.

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