



# Bethel Seminary Catalog

2022-2023



**BETHEL**  
SEMINARY

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# Bethel Seminary

## Academic Catalog 2022-2023

This is the Bethel Seminary catalog for the academic year of Fall 2022 through Summer 2023. For a complete listing of important dates in the 2022-2023 academic year, please see the full Academic Calendar in this catalog.

### Contact

Phone: 651.638.6180 or 800.255.8706

Website

Location:

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

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

## Message from President and Dean

Welcome to Bethel Seminary,

For nearly 150 years, Bethel Seminary Bethel Seminary has sought to prepare graduates for effective leadership of churches and ministry agencies. That happens best as a result of transformational education of students. That means we don't just seek to impart facts or knowledge, but rather to challenge and inspire students to be changed as a result of encountering the truth of who Christ is and what he calls his followers to be and do.

So, as you consider Bethel Seminary, understand that our commitment is to be a place God uses to change people's lives, equip them, and send them out to make a difference. Our prayer is that every student graduates with a deeply felt love for God and fellow human beings, and a desire to advance God's kingdom purposes and plans in the world.

A hallmark of Bethel's innovative approach to education for ministry is the integration of biblical and theological foundations, spiritual and personal formation, and transformational leadership. Each of these things matters, and each is brought into every course we teach. We upgrade our leadership courses regularly with best practices from business, education, faith-based organizations, and government. We use recognized assessments and personal experience to ensure that spiritual and personal formation are effective, intentional, and relevant. And we form the foundation for our entire curriculum on biblical studies, theological insights, and historical realities.

The result: a different kind of theological education that fosters whole and holy persons who effectively represent Christ to the world. Join us for the adventure of a lifetime!

Peter T. Vogt, Ph.D.  
Dean, Bethel Seminary

Ross Allen  
President, Bethel University

## General Information

Bethel Seminary, a school of Bethel University, has been advancing the gospel of Jesus Christ since 1871. Today, we are one of the largest evangelical institutions in the world offering post-baccalaureate study. We serve a diverse student population in the United States and globally through a variety of online programs. The university student body consists of more than 6,000 men and women from 49 states and 31 countries.

But numbers don't tell the whole story. As we seek to educate and energize men and women for excellence in leadership, scholarship, and service, we have the honor of preparing whole and holy persons for ministry. Strengthened by an exceptional education led by a world-class faculty, Bethel prepares graduates who are purposeful leaders whose service makes a difference around the world.

Bethel Seminary is a Spirit-empowered, biblically grounded ministry of the churches of Converge, offered as a resource to all who seek to understand and experience the gospel of Christ. Men and women of all denominations are welcome to experience the spirit and passion of Bethel Seminary as they become whole and holy.

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

Bethel Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS). ATS is the national accrediting agency for theological schools in the United States and Canada. The seminary also is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools. Both ATS and HLC are recognized by the United States Department of Education and by the Council for Higher Education Accreditation.

It is the official policy and commitment of Bethel Seminary not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the 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  
651.638.6119

Communication with the seminary is better facilitated if correspondence and telephone calls are directed to the appropriate offices.

## Catalog Information

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

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

## Catalog Updates

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

## Publications

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

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

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

## Accreditation

Bethel Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS). ATS is the national accrediting agency for theological schools in the United States and Canada. The seminary is a school within Bethel University, which is accredited by the Higher Learning Commission (HLC), a regional accrediting body. Both ATS and HLC are recognized by the United States Department of Education and by the Council for Higher Education Accreditation.

### Administration

Bethel University, including its seminary, is governed by a board of at least 20, and not more than 39, trustees. A majority are elected by the delegates to the biennial meeting of Converge, two are representatives of the district executive ministers council of Converge, and additional members are appointed by the Board of Trustees subject to confirmation by the biennial meeting delegates. President Scott Ridout of Converge is an ex-officio member with voting rights. The University President Ross Allen and Provost Robin Rylaarsdam serve respectively as the Chief Executive Officer and Executive Vice President for Bethel University. Randy Bergen is the Associate Provost for the Seminary. Peter Vogt serves as Dean of Bethel Seminary.

Bethel Seminary operates within Bethel University, a leading institution for Christian higher education with students from around the world enrolled in more than 100 bachelor's and advanced degree programs through the Seminary, College of Arts & Sciences, College of Adult & Professional Studies, and Graduate School.



## What Makes Us Distinct

The passion of Bethel Seminary is to advance the gospel of Jesus Christ among all people in culturally sensitive ways. As a Spirit-empowered, biblically grounded community of learning, Bethel strives to develop and equip whole and holy persons to serve and lead so that churches and ministry agencies can become all they are called to be and do all they are called to do in the world for the glory of God.

### Academic Rigor and Excellence

Qualified faculty with earned doctorates and pastoral or missions experience teach courses at the graduate level. Full-time faculty teach in all centers to ensure academic quality and to interact with students. Educational programs, following adult learning principles, are centered on the learner, enabling students to assume responsibility for advancing their own educations. Student-faculty interaction is frequent and collegial.

### Alumni

Graduates of the seminary now number more than 5,750. Those in active service fill important ministry roles as missionaries, pastors, teachers, marriage and family therapists, administrators, chaplains, denominational servants, and directors of Christian education and youth ministries around the world. Seminary alumni are members of the alumni association, representing graduates of all schools of Bethel University.

### Ministry Involvement

Students are encouraged to be actively involved in church or parachurch ministry throughout their graduate study program. Students choose ministries and churches to suit their ethnic, linguistic, ecclesiastical, and demographic preferences.

## Three Centers of Emphasis

To fulfill the vision of Bethel Seminary, we structure our educational resources around three centers of emphasis, each charged with implementing part of the vision statement. Our three centers of emphasis are:

- **The Center for Biblical and Theological Foundations**, with focus on areas including the Old and New Testaments, historical studies, and theological studies.
- **The Center for Spiritual and Personal Formation**, with emphasis on pastoral care, marriage and family studies, and mental health counseling.
- **The Center for Transformational Leadership**, offering children's and family ministry, community ministry, discipleship in community, global evangelization and contextual ministry, ministry leadership, and preaching and communication.

In this way, we address the traditional fragmentation of learning experiences that often plagues theological education. Instead, we ensure integrated learning, providing a holistic educational experience for each student. We believe the 21st century church needs leaders who possess theological wisdom, personal and spiritual wholeness, and leadership skills.

## Strategic Alliances

While Bethel Seminary's primary strategic partnership is with Converge, it also works closely with more than 50 denominations represented by the student body. Additionally, Bethel Seminary has strategic partnerships among other Christian organizations and churches.

Consult the Office of the Registrar for more details on the following:

- Bethel Seminary offers credit for specific courses taught by the staff of these organizations: Cru, Gateway Church (Austin, TX), Young Life, and Fellowship of Evangelical Churches.

Consult the Office of Admissions regarding a strategic partnership between Bethel Seminary and MN Adult and Teen Challenge.

### Small-Town and Rural Ministry

As one of five seminaries of the Minnesota Consortium of Theological Schools, Bethel students may take courses and other learning experiences offered annually through consortium partner schools with a focus on ministry in small towns and rural areas.

Bethel Seminary St. Paul also partners with the Rural Home Missionary Association's Town and Country Training Program. The program offers summer courses focused on contextualized training in small towns and rural settings. Courses of study include ministry, ministry leadership, pastoral care, faith communication, and a seminar in small-town and rural ministry.

## History

Bethel University is a leader in Christian higher education. Under its banner, Bethel Seminary continues as a world-class evangelical institution of theological education offering a variety of master of arts degrees, a master of divinity degree, a doctor of ministry degree, and several certificates. Accreditors have praised the seminary's approach to developing whole and holy Christian leaders through an emphasis on biblical/theological foundations, transformational leadership, and spiritual and personal formation. With a campus in St. Paul, as well as a model distance learning program, Bethel Seminary is breaking new ground in effective ministry training.

Our history dates back to 1871, when founder John Alexis Edgren responded to the need for an educated ministry among the Baptist churches of Swedish immigrants. Except for 1884-1888, when the seminary was located in St. Paul, Minnesota, and then in Stromsburg, Nebraska, its first half century was spent as the Swedish Department of the Divinity School of the University of Chicago and its predecessor, Baptist Union Theological Seminary.

In 1914, the churches of the Baptist General Conference (now Converge) assumed full support of the seminary, moving it back to St. Paul. There it joined Bethel Academy to become Bethel Academy and Seminary of the Swedish Baptist General Conference. Accredited in 1944, the seminary offers theological education in accordance with the standards established by the Association of Theological Schools.

With the offering of college degrees, the institution became Bethel College & Seminary in 1947. Following a period of rapid growth, especially in master's programs, the school became Bethel University in 2004.

Swedish Pietism left its mark on the seminary. The current vision seeks to keep the curriculum Bible-centered, to emphasize the building of a vibrant spiritual life, and to embody a spirit of tolerance in areas of evangelical disagreement. At the core of the program is an unwavering loyalty to the Orthodox-Reformed formulations of the Christian faith. Bethel's graduates have played a significant role in advancing the worldwide mission of Converge.

God blessed the seminary with scholarly teachers, some of whom achieved fame in wide circles of influence. Scholars of former years, such as Edgren, a philologist and biblical scholar, and Carl G. Lagergren, a theologian, laid a solid foundation on which well-trained scholars of the present continue to build.

Because Converge is a small denomination, the seminary has maintained a close relationship with the churches through the years. A significant portion of each seminarian's education is underwritten by tithes and offerings from the conference. The school is dependent on this constituency for support in prayers and financial assistance. In turn, the seminary is committed to the ministries of the denomination.

Bethel Seminary is mindful of its founder's original purpose: "The instruction will be so conducted that above all the spiritual life may gain strength and, secondly, that knowledge may be gained and understanding developed." Edgren amplified this principle by stating its intended result in the life of the graduate: to "go forth in the Master's service with an increased faith and a deeper insight in the Christian life, and thus be the better prepared by example and teaching to lead others."

## Mission, Vision, and Values

### Mission

A statement of who we are and why we exist

The passion of Bethel Seminary is to advance the gospel of Jesus Christ among all people in culturally sensitive ways. As a Spirit-empowered, biblically grounded community, Bethel strives to develop and equip whole and holy persons to serve and lead, so that churches and ministry agencies can become all they are called to be and do all they are called to do in the world, for the glory of God.

The first sentence of this mission ties Bethel Seminary's purpose to the task of the Great Commission which Jesus entrusted to His church in Matthew 28:18-20. Therefore, what matters to local churches and ministry agencies matters to Bethel Seminary, which is why Bethel believes that effective Christian leadership requires solid biblical learning, the highest qualities of character and integrity, and significant leadership capacities.

### Vision

A statement of strategic direction, defining what we want to become

Bethel Seminary aspires to increase its effectiveness in preparing leaders for a variety of roles that build the kingdom of God.

The vision is not simply to place people in positions or roles of leadership, however. Too many individuals take on leadership titles or tasks not realizing they lack essential leadership capacities. So Bethel's vision is to prepare its students with the mindsets, virtues, and skills required for leading.

To implement this vision, Bethel seeks to optimize traditional academic programs for pastors and ministry leaders of all kinds. It also seeks to leverage its leadership development experience to prepare any Christian for greater leadership effectiveness.

All Christian leaders need to develop proper mindsets: they must be rooted in Scripture, shaped by theology, and connected to the real world. They need to grow biblical virtues: they must be formed spiritually, grounded morally, and maturing relationally. And they need to develop actual skills shared by effective leaders: they must be builders of teams, developers of people, and nurturers of vision.

### 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.

## Faith Statement

As people created in the image of the covenant-keeping God, we covenant together to discover the mind of Christ and to become like Christ. We pursue this mission as people called by Jesus to live holy lives, according to the values, expectations, and goals of the kingdom of God.

### Affirmation of our Faith

1. **The Word of God.** We believe that the Bible is the Word of God, fully inspired and without error in the original manuscripts, written under the inspiration of the Holy Spirit, and that it has supreme authority in all matters of faith and conduct.
2. **The Trinity.** We believe that there is one living and true God, eternally existing in three persons, that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption.
3. **God the Father.** We believe in God the Father, an infinite personal spirit, perfect in holiness, wisdom, power, and love. We believe that He concerns Himself mercifully in the affairs of each person, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ.
4. **Jesus Christ.** We believe in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth.
5. **The Holy Spirit.** We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower all who believe in Jesus Christ. We believe that the Holy Spirit indwells every believer in Christ, and that He is an abiding helper, teacher, and guide.
6. **Regeneration.** We believe that all people are sinners by nature and by choice and are, therefore, under condemnation. We believe that those who repent of their sins and trust in Jesus Christ as Savior are regenerated by the Holy Spirit.
7. **The Church.** We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of a company of believers in Jesus Christ, baptized on a credible profession of faith, and associated for worship, work, and fellowship. We believe that God has laid upon the members of the local church the primary task of giving the gospel of Jesus Christ to a lost world.
8. **Christian Conduct.** We believe that Christians should live for the glory of God and the well-being of others; that their conduct should be blameless before the world; that they should be faithful stewards of their possessions; and that they should seek to realize for themselves and others the full stature of maturity in Christ.
9. **The Ordinances.** We believe that the Lord Jesus Christ has committed two ordinances to the local church: baptism and the Lord's Supper. We believe that Christian baptism is the immersion of a believer in water into the name of the triune God. We believe that the Lord's Supper was instituted by Christ for commemoration of His death. We believe that these two ordinances should be observed and administered until the return of the Lord Jesus Christ.
10. **Religious Liberty.** We believe that every human being has direct relations with God and is responsible to God alone in all matters of faith; that each church is independent and must be free from interference by any ecclesiastical or political authority; that therefore, Church and State must be kept separate as having different functions, each fulfilling its duties free from dictation or patronage of the other.
11. **Church Cooperation.** We believe that local churches can best promote the cause of Jesus Christ by cooperating with one another in a denominational organization. Such an organization, whether a regional or district conference, exists and functions by the will of the churches. Cooperation in a conference is voluntary and may be terminated at any time. Churches may likewise cooperate with interdenominational fellowships on a voluntary basis.
12. **The Last Things.** We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the

resurrection of the body, the final judgment, the eternal felicity of the righteous, and the endless suffering of the wicked.

## Doctrinal Position

Theological studies at Bethel are set within the framework of historic evangelical theology, such as the reliability of the Scriptures as the authority for Christian living and church order; the depravity of humanity, making divine redemption necessary through personal regeneration; the virgin-born Christ as the incarnate Redeemer; the vicariously atoning death of Jesus Christ; the historicity of the resurrection; and the certainty of the return of Christ. While faculty at Bethel are encouraged to share their personal convictions when teaching essentials of the Christian faith, we maintain broad tolerance for divergent views in theological interpretation. We combine the continuing foundational truths of evangelicalism with the best insights of contemporary thought. While preserving our own distinctive theology, there is healthy interaction of faculty and students with the larger ecumenical world of theological discussion.

## Spiritual Life

Individuals who are called into Christian ministry are called to continually pursue their own spiritual growth so that their ongoing study, prayer, and experience contributes to their ministry to others. Each student must examine his or her own ways of providing for this growth. We expect students to participate in corporate and individual, inward and outward, Christian disciplines and service. Their choices will vary depending on individual maturity in Christ, the call of God in their lives, their church fellowship, and expectations of the seminary for the development of ministering persons.

Reflecting on these goals as well as goals of their own, students should plan, semester by semester, how they will attend to these priorities and seek to be accountable for their intentions. Many opportunities are available to students for spiritual formation. They include:

- Classes
- Chapel programs with emphasis on worship and becoming a whole, holy community, praise, or scriptural challenge
- Retreats for the whole seminary community, for couples, and for singles
- Prayer groups
- Days of prayer
- Women's organizations
- Periodic seminars on caring, time and stress management, and finances
- Personal one-day retreats
- Small special interest groups
- Appointments with special visitors to campus
- Referrals to spiritual directors and/or therapists who practice from a Christian framework
- Connection with a faculty mentor.

All aspects of life at Bethel Seminary are intended to be part of the student's ongoing growth in God, including academic study and a life of prayer and service. The call to be a student is a serious Christian commitment, no less spiritual than aspects considered to be devotional. It is expected that students enter into all aspects of life at Bethel as "unto God." There are a variety of community worship opportunities available to students at each of our campuses. Please refer to the individual campus sections for details.

## Statement on Women and Men

With respect to women and men in our community, the faculty and staff of Bethel Seminary represent a range of positions on the issue of how we may best interpret biblical passages regarding gender roles in the church and home. Nonetheless, we are all committed to cultivating a supportive and affirming climate for women called to all levels of ministry leadership and ordination. We are committed to principles that provide all students (1) a rich theological education, (2) equal opportunities to engage with faculty and receive professional development, and (3) faculty and staff who operate with conduct that creates a climate of Christian care and concern that undergirds the well-being of everyone and respects and affirms the imago Dei in all of us.

Furthermore, we recognize that our women students come from a wide variety of church backgrounds with different standards and practices concerning women in ministry. This can present unique challenges for women in seminary, especially when their sense of gifting or calling may not exactly coincide with the commitments of their home denomination or church community. We are committed to helping our women students navigate the spiritual, personal, and professional aspects of these challenges as best we can, and are also supportive of each person's individual quest for discernment.

Finally, we are committed to facilitating classroom environments characterized by mutual respect, where even as we strive to be faithful we may still "love one another with mutual affection; outdo one another in showing honor" (Rom. 12:10). Not just in the classroom, but in all aspects of seminary life, we encourage and indeed expect both colleagues and students to exhibit loving care, mutual respect, and the presumption of equal value and honor.

## Multiculturalism

Bethel does not discriminate against any worthy student on the basis of age, gender, race, color, ethnic or national origin, or physical disability. Bethel values diversity in its student body and strives to create an environment that welcomes all students, uniting them around a common allegiance to Jesus Christ. Students become equipped with the theological knowledge and ministry skills to address the kingdom concerns of personal salvation, racial reconciliation, and biblical justice.

## A Covenant for Life Together: Becoming Whole and Holy Persons

Bethel University is an educational community committed to integrating evangelical Christian faith with learning and life. As people created in the image of the covenant-keeping God, we covenant together to discover the mind of Christ and to become like Christ. We pursue this mission as people called by Jesus to live holy lives, according to the values, expectations, and goals of the kingdom of God. A crucial part of our mission is to develop whole and holy persons who will go into the world to serve others.

To be whole and holy means to be dedicated to God with purity of thought and action. It means that we are to serve God using the gifts and abilities that we have been given. Our community has a special calling to discover, teach, learn, and live what is true. We strive to understand the world in light of the life, death, and resurrection of Christ. This gives us a distinctive worldview, educational mission, and calling.

Our calling includes a commitment to nurture one another. We strive to elevate kingdom values over personal agendas. We attempt to measure every decision and priority in terms of our loving submission to the lordship of Christ and our commitment to one another. Christ's power within us and a clear sense of our calling give us a joyful freedom to do God's will.

Jesus taught us that right motives and loving relationships are at the core of whole and holy living. His two greatest commands are to love God with all of our heart, soul, and mind, and to love our neighbors as ourselves.<sup>1</sup> These connect serving God and serving others. In grace, Scripture also gives us specific rules to guide us in living. Jesus taught that keeping these rules is an expression of love for God.<sup>2</sup> The Bible condemns legalistic rule-keeping. It emphasizes loving relationships and pure motives in living out these rules.<sup>3</sup>

### Living a Biblical Lifestyle

The Bible frequently speaks about a holy lifestyle. Such passages are found throughout the Old and New Testaments.<sup>4</sup> The Bible describes character qualities and actions that should be present in the lives of believers. These include prayer, evangelism, kindness, humility, compassion, forgiveness, hospitality, personal integrity, generosity to the poor, care for the oppressed, study of God's Word, accountability to one another, recognition of the rights of others, commitment to justice, regular gathering for worship, and living in harmony.

The Bible also identifies character qualities and actions that should not be present in the lives of believers, such as destructive anger, malice, rage, sexual immorality, impurity, lust, evil desires, greed, idolatry, slander, profanity, lying, homosexual behavior, drunkenness, thievery, and dishonesty.<sup>5</sup>

### Special Expectations for the Bethel Community

Because of Bethel's commitment to Christ, our unique calling as an educational community and our understanding of what it means to live in today's world, we want to state clearly some of Bethel's rules and expectations. These are based on:

- Our understanding of the Bible and its importance;
- Our desire to promote wellness and health in all areas: social, emotional, mental, physical, and spiritual;
- Our theological and cultural heritage; and
- Our understanding of our mission and calling.

We recognize that not all devout Christians share these rules and expectations. However, certain issues are important for our educational missions and our life together at Bethel. They are designed to facilitate our growth, development, and learning as a community.

#### We view learning and the pursuit of truth as a special calling.

- We commit ourselves to integrity, excellence, consideration of different points of view, and collegiality in all of our academic work.
- We will not tolerate plagiarism and other forms of academic dishonesty.<sup>6</sup>

#### We believe that life is sacred and people have worth because they are created in God's image.<sup>7</sup>

- We will value human life in all its diversity and fullness, recognizing that women and men of all races, ages, and ability levels reflect the creative genius of our Maker.

- We view racism and sexism as sinful and reflective of some of the most harmful aspects of our culture. We will abstain from discrimination based on race, ethnicity, gender, age, and disability. We will also abstain from gossip, deliberate divisiveness, and malicious humor.

#### We believe that our relationships should reflect our connections in the body of Christ.<sup>8</sup>

- We affirm mutual respect and promise keeping in relationships among students, colleagues, teachers and learners, spouses, and friends.
- We grieve the hurt and destructiveness of broken relationships, especially those involving divorce and abuse. We will strive to be a community where healing occurs.

#### We believe our minds and bodies should be used in God-honoring ways.<sup>9</sup>

- We will promote the health of our bodies, minds, and emotions.
- We will abstain from illicit or non-medical use of drugs, narcotics, and other substances. We will also abstain from use or possession of tobacco in any form.

#### We view sexuality as one of God's good gifts.<sup>10</sup>

- We believe that sexual intercourse and other forms of intensely interpersonal sexual activity are reserved for monogamous, heterosexual marriage. We recognize that sexual purity involves right motives as well as right behaviors.
- We prohibit the possession and use of pornographic material. In addition, we condemn sexually exploitive or abusive behavior and sexual harassment in any form.

#### We value the wise stewardship of resources.<sup>11</sup>

- We believe all human and natural resources are a trust from God. We value work, creative expression, and wise use of time, ability, and money. We believe in wise use of natural resources. We will use them to do God's work and to benefit God's creation.
- We prohibit gambling and vandalism. In addition we reject materialism and harmful exploitation of natural resources.

#### We believe that maturity calls for us to exercise discretion in our behaviors.

- We believe that God is honored by careful thinking and joyful use of our creativity and imagination. While the media and the arts can be valuable forms of recreation, our commitment to learning calls us to see them as empowering and liberating ways to understand truth and beauty.
- We believe that certain forms of leisure, entertainment, and recreation are not congruent with holy living. We will make choices that are consistent with our pursuit of holiness in activities such as theater, dance, and music, or in the use of media and technology such as film, television, radio, and computers.

At times we will need to follow the biblical mandate to sacrifice our individual liberty for the good of the community.<sup>12</sup> When differences arise, we will choose the course that demands greater personal restraint and self-discipline. We will strive to resolve those differences in a gracious and just manner.

### Conclusions about Community Life

Community life at Bethel should be marked by mutual encouragement, sensitivity, and consideration for others. This is particularly important when dealing with our differences. One of the special values of this community is the opportunity to learn from one another, including those within other Christian faith traditions. We celebrate our diversity as well as what we hold in common.

Within committed Christian communities there are diverse views regarding the use of alcohol. Some choose a testimony of abstinence for a variety of legitimate and honorable reasons while others believe they can use alcohol occasionally and moderately without harm to body, spirit, or relationships with others. As a community that honors Holy Spirit-led diversity among Christians, Bethel University employees and students in the Seminary, Graduate School, and College of Adult & Professional Studies are not prohibited from using alcohol in moderation when away from campus and not engaged in official Bethel University activities. Further, employees are expected not to drink alcohol in the presence of Bethel students. Because of the special community nature of the College of Arts & Sciences and the ages of the majority of its students, students in the College of Arts & Sciences will abstain from the use or possession of alcoholic beverages during the school year or while participating in any Bethel-sponsored activity.<sup>12</sup>

Living out the call to whole and holy living is challenging. No one does it perfectly. Community members who struggle to follow Bethel's lifestyle expectations and who would



like help in living within them are encouraged to talk with appropriate Bethel personnel to seek help in changing.

As a community we recognize that worship, fellowship, spiritual nurture, and Christian service are all essential to our growth in holiness. As members of the Bethel community, we are expected to participate in these types of activities regularly. Chapel stands out among these opportunities because it is a unifying spiritual experience for our Christian campus. All students, faculty members, and administrative leaders are expected to attend chapel regularly. Chapel is a learning experience that is enriched by the diversity of background and worship styles within the community.

As we join the Bethel community, we accept these responsibilities and conditions of membership. We agree to live according to this document and other stated expectations as they are applied to us in the student and employee handbooks. If we find ourselves unable to honor these commitments, withdrawal may be in order. We recognize that we have an obligation to hold each other accountable to biblical standards and to the commitments we have made. Appropriate action will be taken to teach, influence, discipline, or even dismiss those who disregard these community expectations. We will strive to have all disciplinary procedures characterized by Christian love and a redemptive spirit.

As we celebrate this covenant calling to whole and holy living, we encourage and challenge each other with these three verses.<sup>14</sup>

Let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.

Because of its crucial role in influencing the ethos of the school, this statement of expectations is subject to change only by action of the Board of Trustees. The board holds these standards to be binding for all who voluntarily choose to become a part of the Bethel community.

<sup>1</sup> Matthew 22:37-40.

<sup>2</sup> John 14:15, 21.

<sup>3</sup> Micah 6:8, Matthew 23:23-24.

<sup>4</sup> Examples of such passages are: Exodus 20; Proverbs 6:16-19; Matthew 5-7; Galatians 5:13-25; Ephesians 4:22-5:21; Colossians 3:1-17.

<sup>5</sup> Colossians 3:5-8; I Corinthians 6:9-10. Employees and students will not practice, advocate, or affirm these and other biblically proscribed behaviors.

<sup>6</sup> Exodus 20:15; Romans 13:9; I Corinthians 13:5-6; I Peter 1:22.

<sup>7</sup> Genesis 1:27; Ephesians 4:1-7, 15-16; James 2:1-13.

<sup>8</sup> Romans 12:3-21; I Corinthians 12:12-31; Ephesians 4.

<sup>9</sup> Romans 12:1-2; I Corinthians 6:14-15; I Timothy 4:8.

<sup>10</sup> Genesis 1:27-28, 2:24-25; Exodus 20:14; Song of Songs; Matthew 5:27-30; I Corinthians 6:15-20, 7:3-5.

<sup>11</sup> Genesis 1:28-31.

<sup>12</sup> Romans 14:1-23; I Corinthians 6:12, 10:23-24.

<sup>13</sup> Ephesians 5:18.

<sup>14</sup> Colossians 3:15-17.

## Student Resources

Bethel Seminary aims to develop the student experience to be pleasant and supportive. The following represents some of the amenities available to students.

## Academic Support

The specialists at Bethel's CAPS, Seminary, and Graduate School Academic Resource Center can help build students' skills in academic work and professional life. Students may schedule an appointment by visiting the academic support page or by emailing: caps-sem-gs-arc@bethel.edu, or calling 651.635.8777. The Academic Resource Center is located above the seminary on the 3rd floor of the Anderson Center in ANC301.

## Accessibility Resources and Services

Bethel Seminary provides services and reasonable accommodations for students with documented disabilities, such as sensory, physical, systemic, learning, and psychiatric disabilities through the Office of Accessibility Resources and Services. Contact them at 651.638.6833 as soon as possible if disability-related accommodations are needed.

Once accommodations have been established, an email will be sent to the appropriate offices and instructors detailing said accommodations.

## Athletics and Wellness

On-campus facilities are available for Bethel Seminary St. Paul students, staff, and faculty. The campus is ideal for cross-country skiing and snow-shoeing in the winter, and outdoor tennis courts and a disc golf course are available for the summer. Seminary students are also invited to use the two wellness centers on the university campus: (1) the Sports and Recreation Center, which includes an indoor six-lane running track and basketball, tennis, and volleyball courts, and (2) The Wellness Center, a two-story workout facility with cutting-edge training equipment and studio spaces for group fitness. Facilities are designed so that students can enjoy amazing views while running on treadmills near floor-to-ceiling windows, move through a circuit-training workout, or join a group fitness class.

## Course Materials

Bethel Seminary textbook lists are posted online before classes begin, along with pricing from Barnes & Noble College Bookstore. If students would like to purchase from Barnes & Noble College, they can visit <https://bncvirtual.com/bethel> and type Bethel University in the dialog box, then select Bethel Seminary and click on Let's Get Started. Choose the term you wish to purchase books for and click on the Campus drop down option. Once selected you will be able to search by course subject and number. Example: Campus choice, Courses A-M, to search for BT510-Brown.

Students may purchase textbooks from alternative sources if they prefer to do so.

## Community Worship Opportunities

There are a variety of community worship opportunities available to students at our St. Paul campus, including regular chapel services.

## Computer Access

Since ours is an increasingly technological society, faculty members seek to integrate and maximize technological resources in the learning experience. There may be instances when a faculty member will ask students to put devices aside for a given class session. The seminary and university libraries have computers available for student use.

## Counseling

Bethel provides two resources for students who desire personal counseling:

- *Short-Term Counseling:* The Associate Dean of Formation and Professional Development (651.635.8524), has a limited number of counseling hours available for students free of charge. Students can contact the associate dean directly.
- *Professional Counseling:* Counseling Services provides short-term individual and relational counseling. The number of sessions will be limited based on available resources. All Bethel students are welcome to access services at the 3900 Bethel Drive location during our normal business hours (Mon-Thur 8am-5pm and Fri 8am-4pm).

## Email

Once students have created their Bethel community account and have been registered, all students are assigned a Bethel email address. Bethel Seminary uses the Bethel community email account for all official correspondence. Therefore, it is essential for students to regularly check their Bethel email for pertinent communication from faculty and administration, and to use their Bethel email for official correspondence. Bethel email may be redirected to a home or business email address, if preferred.

## Food Service

On campus students may purchase meals from the university's Monson Dining Center, 3900 Grill, or Royal Grounds. Ice, water, and vending machines containing beverages and snacks are also located in the Anderson Center.

## Health Services

On campus students have access to the Health Services facilities located on the university campus. A registered nurse is on duty at regular hours Monday through Friday with a physician on campus at scheduled times during the week. This service is provided for minimal cost to full-time students. Health Services hours, services, and the schedule of the campus physician are listed on the Health Services website.

## Health Insurance

Students are required to participate in a hospital insurance plan. This may be done by purchasing a policy from an insurance company of the student's own choosing or by participating in a plan where the student or his or her spouse is employed.

## Jerusalem University College

Bethel Seminary provides an outstanding opportunity both to study the Bible in the land of the Bible, as well as to study language, social and political culture, religions, and historical relationships in the Near East. Bethel Seminary is a member of the Consortium of Associated Schools, which is based at Jerusalem University College on Mount Zion, along with some 85 other accredited institutions of higher learning from around the world.

Jerusalem University College (JUC) is also an independent graduate degree-granting institution of higher education in Israel. Courses are taught by Israelis and Palestinians as well as expatriates who have lived in the land for some time. Among the faculty of JUC are those who are also on the faculties of Hebrew University, Tel Aviv University, Bethlehem University, and Bar-Ilan University.

Bethel students can study at JUC for a semester as part of their Bethel program or take advantage of one or two short-term field-based courses. Students should consult the Bethel representative and registrar prior to enrolling.

For more information, contact Bethel's JUC representative Paul Ferris (pferris@bethel.edu) or:

JUC  
4249 E. State St., Suite 203  
Rockford, IL 61108  
800.891.9408

## Library

The resources of Bethel University Library are available to support the seminary programs. This includes more than 200,000 print books; 12,000 non-print items; 50,000 journal titles; 249,000 electronic books; and over 100 online databases.

As an integral part of the educational process, the Bethel library strives to provide relevant resources for all Bethel communities. It is a member of many library associations, such as MnPALS, Minnesota Theological Library Association (MTLA), and Minitex. This network of associations provides the Bethel community with access to millions of resources. The variety of delivery systems enables the library to serve the information needs of students and faculty worldwide. Visit the library's webpage at [bethel.edu/library](http://bethel.edu/library) for more information.

## My Bethel

All Bethel information is accessible through myBethel, which is Bethel's internal web hub with features and information customized for each individual, depending upon their role at the university. Once a Bethel community account is created, students, faculty, and staff have access to a variety of online services, including registration, course schedules, grades, degree evaluations, the Moodle learning platform, student accounts, and payroll information.

## Office of Formation and Professional Development

Opportunities for community involvement, spiritual and professional development, and personal wellness are coordinated through the Office of Formation and Professional Development. They include:

- Opportunities for community involvement through community lunches/dinners.
- Opportunities for spiritual and professional development through chapel services, community prayer, community lunches/desserts, brown-bag lunches, small group experiences, and Student Senate.
- Opportunities for emotional, physical, and relational wellness through counseling addressing personal or relationship concerns and the Sunshine Fund (emergency fund for students).

## Office of Student Success and Retention

Academic advising is provided by the Office of Student Success and Retention. Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. Students are introduced to their SSA once they enroll in classes. The SSA will assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs. Contact your program's SSA (seminary-advising@bethel.edu) with your questions or concerns or call 651.638.6868. You can also visit the Office of Student Success & Retention website for more information.

## Placement

Placement resources at Bethel Seminary are available through the offices that direct the Supervised Ministry experiences. Primary functions include provision of resources and assistance for students as they build the networks needed to explore and secure vocational ministry positions. Through the seminary formation and subsequent internship processes, Supervised Ministry/Mentored Leadership staff invest significant energy getting to know students, helping them construct developmental goals, discerning God's call on their lives, and moving effectively into vocational ministry or other professional roles.

Since most ministry placement is done through established national, district, and local networking, students are expected to take the initiative in seeking placement during their time in seminary. Taking into consideration a wide range of vocational options, Bethel partners with students early and often in their programs, assisting them in identifying what is at the far end of their seminary journey and how best to get there. If the student is seeking ordination, licensing, or certification, identifying and meeting with the appropriate governing bodies is especially important as specific steps will need to be taken to ensure completion of requirements. Bethel maintains a strong networking community of churches and ministry organizations and desires to connect students with these contacts.

## Publications

*Bethel Magazine*, published three times a year, is distributed to prospective and current students as well as to alumni, to highlight how God is working in the university community and to provide stimulating articles by faculty and others that address current issues.

The seminary and university distributes E-Announcements three times a week to all students, providing information on campus activities and items of special interest. Students are responsible for knowing the information included in E-Announcements.

## Special Events

Special events are designed to enrich community life, facilitate open discussion of ideas and issues, and provide opportunities to develop meaningful relationships. These events encourage interaction beyond the classroom and include seminars on information not covered in the curriculum, in-depth interaction through weekend retreats, pizza nights, banquets, concerts, and entertainment for the entire community. Special programs are also planned for children and spouses of seminary students.

### Adolf Olson Memorial Lectures

The Adolf Olson lectureship was established to perpetuate the memory of Professor Olson's 40-year ministry at Bethel by bringing noted theologians to the seminary for lectures in biblical and theological fields. These lectures are presented at intervals as determined by the income from the trust fund that has been established. Presenters have included John Weborg speaking on "Spirituality: Questions and Quest"; Wolfhart Pannenberg addressing the subject "Christianity, Marxism, and Liberation Theology"; and Stanley Grenz lecturing on "The Gospel and the Star Trek Generation."

### Edwin J. Omark Preaching Competition

Half a century ago, Dean Emeritus Edwin J. Omark established a competition at Bethel Seminary designed to bring out the best in biblical preaching from the students. Each year, Bethel Seminary hosts this competition as one more way to help develop the best communicators of the Gospel. Each contestant submits a video recording of a 25-minute sermon to be judged by faculty and students.

### Zondervan Awards

To inspire and reward excellence in the areas of Biblical Language and Theology, Bethel Seminary partners with Zondervan Publishing Company to offer Zondervan's Awards for Excellence in Greek, Hebrew, and Theology. These awards are given annually to the most outstanding students in Greek and Hebrew grammar and exegesis, and Theology as determined by residential faculty in consultation with other instructors at the seminary. The winners will receive a prize of a Zondervan product of his or her choice, a commemorative pin, and have his or her name engraved on a plaque displayed at the Seminary.

## Student Senate

The Student Senate functions as a clearinghouse for student opinion, activity, and expression; promotes and serves student interests; leads in student-desired directions; and sustains the welfare of the student body.

The Senate consists of special interest coordinators and class representatives. Coordinators provide oversight to community life, recreation, academic affairs, spiritual life, women student issues, minority student concerns, international student interests, and student publication matters. The Student Senate president is the main liaison between students and administration. The special interest coordinators are responsible for the planning of an integrated and meaningful program of student activities. The Senate women's representative plans an annual event and partners with other senators and the broader Seminary to support and encourage women who are attending Seminary, or whose partner may be attending Seminary.

The Senate is responsible for programming periodic seminars and other student activities, enhancing internal communication, and serving as liaison between the student body and the faculty and administration. Senators are elected in the spring to a one-year term beginning with May's commencement ceremony. Students interested in serving on the Student Senate must meet eligibility requirements.

## Academic Policies

This section of the catalog includes academic policies and scholastic regulations related to this catalog's academic year.

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

Topics are listed alphabetically below.

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## Academic Advising

Academic advising is provided by the Office of Student Success and Retention. Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. Students are introduced to their SSA once they enroll in classes. The SSA will assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs. Contact your program's SSA (seminary-advising@bethel.edu) with your questions or concerns or call 651.638.6868. You can also visit the Office of Student Success & Retention website for more information.

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## Academic Honesty

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

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

## Academic Dishonesty Definitions

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

- **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
- **Plagiarism:** using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment, using someone else's ideas without attribution, failing to cite a reference or to use quotation marks where appropriate, etc.
- **Fabrication:** submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, misrepresenting data, citing nonexistent or irrelevant articles, etc.
- **Multiple submission:** submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two classes, etc.
- **Misrepresentation of academic records:** misrepresenting or tampering with, or attempting to tamper with, any portion of a student's transcripts or academic record, either before or after coming to Bethel University. Examples: forging a registration form or a change of grade slip, tampering with computer records, etc.

- **Facilitating academic dishonesty:** knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignment, etc.
- **Unfair advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.
- **Computer crimes:** damaging or modifying computer programs without permission. Examples: software piracy, hacking, constructing viruses, knowingly introducing viruses into a system, copying programs and data belonging to others, etc.

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## Academic Petitions

Students who have a concern or dispute related to any academic policy matter in a class (e.g. grading, scheduling, instruction, deadlines etc.) should confer with their instructor to express their concerns, exchange information, and discuss a possible resolution. In the event that a satisfactory resolution 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.

Students must first consult with their student success advisor if they would like to consider submitting an academic petition.

Academic Petitions fall into two categories:

### Exception Requests

- Completion of degree requirements from a prior catalog year
- Extension of time to complete a degree
- Extension of time on credit expiration
- Grade change for a course
- Registration changes: Late Adds, Late Drops (with or without request for tuition refunds), Withdrawal past deadline (with or without request for tuition refund)
- Substitution of a required course or directed study
- Residency requirement
- Exception to other academic policy

### Appeal

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

### The Academic Petition Filing Process

Academic petitions must be filed no later than 60 days after the student has reasonable notice of the circumstances (e.g., the faculty or administrative action affecting the student) that give rise to the issues presented in the petition. 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, who should be the first point of contact when concerns arise. Initial filing of the Academic Petition must be submitted to the Student Success Advisor who shall transmit it to the appropriate decision-making person or committee.

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

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## Academic Standing

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 (2.0) 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.
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They have had an academic standing of Academic Probation for the previous 2 consecutive terms.

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

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

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

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

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

### Special Cases

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

#### No Calculation

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

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

#### Provisionally Admitted Students

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

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

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

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## Accessibility

The Office of Accessibility Resources and Services exists to create equal opportunities for students, faculty, and staff with disabilities at Bethel University by providing reasonable accommodations to assist Bethel in being a community that welcomes people of all abilities. Accommodations and services for students with disabilities are coordinated through the Office of Accessibility Resources and Services. The office serves students with various types of disabilities, including physical, sensory, learning, psychiatric, systemic, and some chronic illnesses. To receive services through this program, students must provide documentation of a disability.

For further information or to schedule an appointment to discuss needs, students should contact the Office of Accessibility Resources and Services at 651.638.6833 (800.255.8706, ext. 6833) or seek the website for more information.

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## Advanced Standing

Students whose undergraduate coursework or degree is in a field related to their seminary studies may seek advanced standing. Advanced standing allows students to take one advanced course as a substitution for a required course for which

advanced standing was granted. The advanced course must be in the subject area in which advanced standing was granted and must be taken at Bethel Seminary; transferred courses cannot be used. Advanced standing is not a means to reduce the credits or time required to complete a degree at Bethel Seminary. It provides the student with a better educational experience by reducing the repetition of course content acquired in the student's prior learning. To be eligible for advanced standing, students must contact their student success advisor and apply for faculty approval of their prior coursework.

Students who have completed Greek language courses before entering the seminary will take an examination covering basic vocabulary, morphology, and elementary syntax to determine readiness for entrance into New Testament exegetical courses. Students who pass the Greek qualifying examination will then receive advanced standing in the Elementary Greek courses and will be able to select other courses in place of the basic language courses.

Students who have completed an approved Bethel bachelor-to-master's undergraduate degree can apply for advanced standing with credit waiver. If approved, this will reduce the number of overall credits needed to obtain a master's degree. Advanced standing with credit waiver is only available for designated courses in bachelor degree programs with which Bethel Seminary has a partnership approved by the Academic Programs Committee. The process for receiving the credit waiver through the approved bachelor-to-master's program is initiated during the admission process.

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## Attendance

If a student misses any class sessions, their grade may be affected. Students are required to attend at least 75% of class sessions (for example, 11 semester class sessions out of 14). Students participating in a course with an intensive may not pass the course if they miss more than one day of the intensive.

At the discretion of the institution, lack of participation during the first two weeks of a course may result in the course registration being dropped. This may affect the student's financial aid award.

Multiple instances of course registrations being dropped for non-participation may result in an unofficial withdrawal of the student from Bethel.

Students are expected to attend both Chapel and Community Life Gatherings when they are on campus for classes.

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## Auditing Courses

Auditing a course allows degree-seeking and non-degree-seeking students to benefit from the content of a course that is not graded or taken for credit. For an audit to be recorded on the transcript, regular attendance at the class sessions and participation in the class, when feasible, are required. Individual instructors may also require some portion of class assignments from auditors. Instructors may decide not to allow auditors to take their course if they determine it is in the best interests of accomplishing the course objectives.

Students who audit a course and then wish to receive credit at a later date must register again for the course and pay tuition. Students may change their registration in a course from audit to credit only within the registration period for the course.

It should be noted that students seeking to enroll in a course for credit will be given priority over auditors when a class has reached its maximum enrollment.

**Master's level students may audit courses for an audit fee of \$50.00 per credit at Bethel Seminary.**

- The number of audited courses taken during a semester may not exceed the number of courses the student takes for credit in that semester.
- If no credits are taken in a semester or term, students may still audit courses in that term.
- Students desiring to audit courses are responsible for ensuring they make progress toward their degrees and can complete within the time limits for completing the degree.

**Spouses of master's level students are eligible to audit courses free of charge at Bethel Seminary. They must meet the following conditions to do so:**

- May audit courses with the approval of the course instructor during any semester in which their student spouse is enrolled in a course for credit.
- The number of audited courses taken during a semester may not exceed the number of courses their student spouse takes for credit in that semester.
- Spouses must complete a registration form prior to registering for a class.

**The following individuals are also eligible to audit courses at Bethel Seminary for an audit fee of \$50.00 per credit:**

- Pastors and their spouses
- Full-time employees of Christian ministry organizations and their spouses
- Senior citizens (60 years of age or older)
- Bethel Seminary alumni

An "Application to Audit" form must be submitted prior to registering for the course.

**All others wishing to audit courses (those who are not students, spouses of students, or special individuals listed above) must meet the following requirements:**

- Must have earned a four-year degree or its equivalent. If the applicant is not a college graduate he or she may submit a petition indicating the reason for taking the class and college work completed.
- Must submit an "Application to Audit" form.
- Students who have taken Elementary Greek at the undergraduate level may audit NT 541-NT 542 as a review before entering NT 652.

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## Calendar and Student Load

Students will collaborate with their student success advisor to determine an academic plan appropriate to achieve their educational goal. Bethel operates on a semester calendar (Fall term, Spring term, Summer term). A three semester-hour course represents 112.5-130 hours of classroom experience, academic preparation, and research.

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

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.

**Students are not permitted to enroll for more than 15 semester credits per term without permission of the Associate Dean of Formation and Professional Development. A student whose grade point average is lower than 3.0 (B) is not permitted to carry more than four courses per semester.**

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

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## Challenge Examinations and Achievement Tests

Bethel Seminary does not accept credits through challenge examinations and/or achievement tests.

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## Change in Degree Program

Students at Bethel Seminary are admitted to the degree program for which they apply. A student who desires to pursue a second degree should contact their student success advisor. If the second degree is for a program with different admissions requirements, students will need to apply to that degree program through the Office of Admissions.

Should a student wish to change to a different degree program after they have already begun their initial program, the student should contact their student success advisor. Students who change from Master of Divinity to a Master of Arts, or vice versa, must meet the catalog requirements in effect at the time of change to the new program. Students who change between Master of Arts programs, or

make changes between Master of Divinity programs, may follow the requirements as found in their original catalog year.

A change from a certificate program to a degree program, or from any program to the Master of Arts in Marriage/Marital and Family Therapy degree, requires a full admissions application through the Office of Admissions.

Due to financial aid processes, changing a degree program within an academic year may impact financial aid eligibility. Students are encouraged to connect with their student success advisor about any deadlines before making a program change.

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## Classification of Students

Master of Divinity degree students are classified at the beginning of the fall semester as juniors, middlers, and seniors on the basis of having completed the following number of credits:

Year	Credits
Junior	0-20.99
Middler I	21-40.99
Middler II	41-62.99
Senior	63+

Students who complete their Master of Arts programs in two years are classified as juniors the first year, or when they complete 1/2 of the required credits for their degree, and seniors the second year.

Special students are those who are not enrolled in a degree program. No more than 25% of the courses required for a degree may be taken while enrolled under special student status.

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## Clinical Pastoral Education

Summer, semester or extended programs in Clinical Pastoral Education (CPE) approved by the Association for Clinical Pastoral Education (ACPE) are available for academic credit. Students may receive transfer credit for one CPE unit completed before entering Bethel Seminary if that unit was taken at an accredited CPE site and the student provides written documentation of successful completion.

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## Course Numbers

500s – 700s represent master's level, graduate credit  
800s – 900s represent doctoral level

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## Course Papers

All assigned course and term papers in all degree programs (including DMin, and with the exception of those in Marriage and Family Studies) are to be submitted in thesis form in conformity with the most recent edition of Kate L. Turabian's *A Manual for Writers*. When this manual is not sufficient, the student should refer to *The Chicago Manual of Style*. An important distinction is that Master's level courses using Turabian should adhere to the newer or parenthetical reference model (author, date). Doctor of Ministry students should adhere to the classic or footnotes model. Students submitting papers in the Marriage and Family Studies, Marital and Family Therapy, and Mental Health Counseling programs should follow the requirements of the seventh edition of *The Publication Manual of the American Psychological Association*. In addition, students are expected to use inclusive language and images when speaking about or addressing human beings.

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## Courses in Nonacademic Settings

The faculty has established the following policy regarding academic credit for a seminar or course conducted in a nonacademic setting. The course must meet the following stipulations:

1. The amount of time spent in the course must be 65 hours for a 1.5 semester hour course; 130 hours for a three semester hour course.
2. The course must be taken under the direct guidance of a Bethel professor who will oversee the work.
3. Credit must be arranged with the registrar before taking the course.

4. A written evaluation must be prepared and submitted to the Bethel professor overseeing the work.
5. Tuition will be billed by Bethel at the current rate for course credit.

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## Directed Study

A directed study course provides the student with an opportunity to pursue a specialized area that may not be available through standard course offerings. A student wishing to pursue a directed study must follow this process:

1. The student must submit a written proposal to the professor for approval.
2. If the proposal is accepted, the student (in collaboration with the instructor and student success advisor) submits the course syllabus and pertinent information electronically, via a Directed Study Application, which automatically goes to the dean and the registrar's office.

Students may complete a Directed Study Application online by going to the registrar's website and clicking on the link under Seminary.

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

- The proposed study will consist of approximately 130 hours of study (for a three-semester-hour class).
- Any course that the student takes in a nonacademic setting will count as a directed study course.
- Only three directed study courses may be taken in the student's degree program.
- Students may take a maximum of 15 credits in their degree program in combination of directed studies, correspondence courses, or extension courses.
- A directed study course may not substitute for a required course.

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## Dual Enrollment

Dual enrollment provides an opportunity for students enrolled in one Bethel school (CAS, CAPS, Seminary, or GS) to take specific courses in another Bethel school as a *guest*. Students must consult their academic advisors in CAS or student success advisors in CAPS, Seminary, or GS before undertaking the dual enrollment process. Requests are subject to approval by advisors, department chairs or program directors, and deans. Limitations may include prerequisites, available space, program restrictions and the number of courses in which a student may enroll as a *guest*.

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.

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## Earned-To-Required Credit Ratio

Degree-seeking students are permitted to earn a maximum of 150% of the credits required for the degree they are pursuing. All degree requirements must be completed within this limit.

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## Evaluation of Student Progress

At Bethel Seminary, we take seriously our goal to prepare whole and holy Christian leaders. Consequently, we are concerned not only with academic preparation, but also with spiritual and personal formation. All incoming seminary students agree to our community formation standards by signing the Covenant for Life Together. Students are evaluated in a variety of formal and informal ways, including developmental assessments and interpersonal communications both inside and outside the classroom. Students are also given an opportunity to report on their thinking and experience in relation to seminary academic work, participation in community life, supervised ministry, growth in life as servants of God, and progress toward their ultimate ministry goals.

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## Non-Academic Probation

The Associate Dean of Formation and Professional Development and the Student Development Committee act upon recommendations from faculty and staff. Students who fail to make adequate progress in areas of development or formation may be placed on non-academic probation and are required to follow

an individualized developmental plan to continue their degree program. Students will be notified if they are being placed on non-academic probation and/or if their continuance at Bethel Seminary is in question. Appropriate action will be taken to teach, influence, discipline, or even dismiss those students who disregard these community expectations.

(See **Academic Standing** for policies pertaining to academic probation.)

## Examinations

No week of final examinations is scheduled, but a professor may elect to give a final examination through a variety of means. Faculty members seek to be sensitive to student needs in the scheduling of examinations.

## Experiential Learning

Bethel Seminary does not grant credit for *prior* experiential learning. Experiential learning in the form of a directed study is available to students once they are enrolled in various programs or degrees under certain circumstances. Please see directed study within the academic policy section of this catalog for more information.

Students with specific questions regarding obtaining credit for experiential learning via directed study are encouraged to speak with a faculty member or their student success advisor.

## Extensions for Thesis/Capstone/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 be automatically enrolled in an extension course that carries zero (0) credits, but will result in a thesis or dissertation continuation fee. This automatic enrollment and billing will be stopped 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.

## Grades

The faculty has adopted a four-point grading system with 12 levels as follows:

Grade	Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7

F	0.0
AU	N/A
WZ	N/A

Bethel strives to maintain a grading system that accurately reflects the quality of a student's work and capacity for advanced study. Students are expected to demonstrate graduate-level writing skills, including correct grammar, spelling, and punctuation in all coursework, and to fulfill course requirements as listed in the course syllabus. Professors are encouraged to define their grading criteria and policy on late work and incompletes in the course syllabus. Grades will be assigned using the full range of letter grades (A-F), representing the following levels of performance:

**A:** Excellent work submitted, evidence of outstanding ability to synthesize and use course knowledge, consistent evidence of creativity and originality, insightful contributions in class, consistent demonstration of integrative and critical thinking skills, regular class attendance, and respectful interaction.

**B:** Good work submitted, evidence of substantial ability to analyze and use course knowledge, evidence of creativity and originality, thoughtful contributions in class, demonstration of integrative and critical thinking skills, regular class attendance, and respectful interaction.

**C:** Acceptable work submitted, evidence of adequate ability to analyze and use course knowledge, appropriate contributions in class, attempts at integration and critique, regular class attendance, and respectful interaction. A grade of C represents satisfactory performance. Students are required to hold a cumulative grade point average of 2.0 or higher (C average) to graduate with a degree from Bethel.

**D:** Poor work submitted, little evidence of ability to analyze and use course knowledge, inconsistent evidence of mastery of course content, few contributions in class, no attempts at integration and critique, inconsistent class attendance, and respectful interaction.

**F:** Inadequate work submitted, insufficient evidence of ability to analyze and use course knowledge, inappropriate and/or disrespectful contributions in class, poor class attendance, or failure to complete course requirements. The grade of F may be superseded by a second grade when the student retakes the course. The first F remains on the transcript but is removed from computation of the grade point average.

**AU:** Audit See the *Auditing Courses* section of this catalog for requirements. Students who do not meet the requirements will be graded **WZ**.

**I or IN:** Incomplete See the *Incomplete* section of this catalog for details.

**P:** Pass. C work or above in a course without grade points.

The following stipulations apply to P/F courses:

- Students are typically allowed to take no more than three advanced-level courses on a Pass/Fail basis. However, students may take more than three Pass/Fail courses if they take more than the minimum number of courses required for graduation in that degree program.
- No core courses may be taken on a Pass/Fail basis.
- Students taking a concentration in the Master of Arts or the Master of Divinity program may not take P/F courses in that concentration.
- If Pass/Fail is an option for a course, the decision to take a course Pass/Fail must be made within the first two weeks of the term. Students should contact their student success advisor to complete a request form for this purpose.
- The work in a Pass/Fail course must be at least C level for a grade of Pass.
- The professor has the prerogative to require a letter grade if he or she feels that the material involved demands such evaluation.

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

**S/U:** Satisfactory/Unsatisfactory.

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



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## Graduation Requirements

Students are responsible for meeting the graduation requirements set forth in the catalog at the time of their matriculation. Students who have re-enrolled are subject to the graduation requirements set forth in the catalog at the time of their re-enrollment.

Candidates for a degree of Master of Arts, Master of Divinity, or Doctor of Ministry must meet residency requirements for their degree, if applicable.

In addition to fulfilling all academic requirements, all Seminary students must fulfill the following graduation requirements:

1. Participate in the required assessment and evaluation program;
2. Participate in formation experiences and assessments as indicated in the degree requirements;
3. Complete Supervised Ministry requirements, if so indicated in the degree program requirements;
4. In addition to maintaining a cumulative grade point average of 2.0 or higher (C average), Master of Arts in Marriage and Family Therapy students are required to hold a cumulative grade point average of 3.0 or higher (B average) in their required marriage and family courses to graduate.

### Program of Study

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

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

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

### Commencement

Commencement is held in the spring of each year. Students may choose to participate in the commencement ceremony if they complete all remaining degree requirements by the end of summer term of the current academic year. All degrees are voted on by the Board of Trustees upon the recommendation of the faculty. Students shall complete the online commencement application and indicate at that time whether they will participate in person or *in absentia*. Participation in graduation ceremonies is strongly encouraged.

All seminary students must apply for graduation by February 1 of the academic year in which they intend to graduate. Students must also meet internal deadlines set by their program of study in order for their application to be approved. Any student who fails to complete the application by the deadline for their degree will not be listed for graduation that academic year. Any questions concerning eligibility to commence should be directed to the Student Success Advisor.

Commencement Application and Information can be found at [bethel.edu/events/commencement](http://bethel.edu/events/commencement).

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## Honors

The following grade point average criteria are established by the faculty for the determination of graduation honors for students in the Master of Arts and Master of Divinity programs:

- 3.60 *cum laude*
- 3.75 *magna cum laude*
- 3.90 *summa cum laude*

Honors are based on the cumulative average as of the end of the interim term (February 1) prior to graduation and will be adjusted at the close of the record on the student's transcript only, not on the graduation program. Students who have committed acts of academic dishonesty are not eligible to receive honors. Students of Hebrew language who meet the scholastic requirements are inducted each spring into the Hebrew Honor Society Eta Beta Rho.

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## Immunization Requirements

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

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

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

### Students who must provide proof of immunization

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

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

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## Incomplete

A grade of I or IN (Incomplete) is a temporary grade granted only due to extenuating circumstances (such as serious illness or critical emergencies), beyond the students control, which prevent them from completing course requirements by the last day of the course. The grade "Incomplete" will not be considered for a student who is simply behind in their assignments.

A student seeking an Incomplete due to extenuating circumstances must discuss their situation with the instructor prior to the last day of the course. The request must be approved by the instructor before a grade of I or IN will be allowed. Remaining work must be of the kind that can be done largely through independent effort.

The due date for the remaining work will be determined by the instructor and can be no later than the last day of the subsequent semester. If the work is not completed by the specified due date, the default grade earned will be entered as the final grade for the course.

### Special Cases

For Directed Studies, Clinical Pastoral Education, and Marriage and Family Studies-Supervised Clinical Experience (MF 711 Supervised Clinical Experience I and MF 712 Supervised Clinical Experience II), the grade of Incomplete will be awarded automatically at the end of the first term to allow two semesters for completion of the course.

The grade of Incomplete may be awarded for Professional Internships to allow one year maximum extension.

Incompletes in master's thesis projects, capstone projects and doctoral dissertations may be handled differently. See "Extensions for Thesis/Capstone/ Dissertation Courses" for more details.

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## 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 Military and Veterans Services. If 75% of the scheduled days of a given

course have elapsed. Instead, 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.

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## Registration

To add, drop, withdraw, or otherwise change course registration, students should refer to the self-registration website and to MyBethel. The student's unique Academic Plan and other resources for registration are located here. When taking any registration activity, student's 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 advising team. *Specific add, drop and withdrawal deadlines are listed on the Office of the Registrar's website.* No registration activity is complete until the change is displayed through MyBethel.

### Adding a Course

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

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

Once registration opens, students can self-register until two weeks before the course start date. After that date, students must work with their student success 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 course.
- For courses 5+ weeks long the late add deadline is the first Sunday at the end of the first calendar week of the course.

### 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 course.
- For courses 5+ weeks long the drop deadline is the 8th calendar day of the course.

### 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 60% 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 petitioning to do so, and they will receive the grade earned for the course.

### Changing from Credit to Audit

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

### Charges Related to Registration Activities

The student is responsible for all charges incurred due to registration activity and for any loss of financial aid or change of loan deferment status 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.

See "Tuition and Fees Refund Schedule" under Refunds in this catalog for more information.

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## Registration for Courses at Other Twin Cities Seminaries

Because Bethel Seminary is a member of the Minnesota Consortium of Theological Schools (Bethel Seminary, Luther Theological Seminary, St. John's Divinity School, The St. Paul Seminary School of Divinity, and United Theological Seminary), full-time degree students may take courses at these member institutions. To do so they should:

1. Complete the consortium registration form found on [bethel.edu/registrar/forms](http://bethel.edu/registrar/forms);
2. Return the completed form to the registrar's office;
3. Pay the tuition rate of Bethel Seminary; and
4. Ensure that the consortium registrar sends a transcript back to Bethel.

Courses taken at a consortium school must be electives only. Required courses may not be taken without approval through the Academic Petition process.

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## Student Success Advisors

Location: Anderson Center, Suite 300

651.638.6868 (800.255.8706, ext. 6868); [seminary-advising@bethel.edu](mailto:seminary-advising@bethel.edu)

Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. The SSA can assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs. Contact your program's SSA with your questions or concerns using the contact information found above. You can also visit the Office of Student Success & Retention website for more information.

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## Surrender of Degree

Seminary students who have previously earned a master's degree at Bethel Seminary may petition to surrender their first degree in order to apply the maximum number of credits allowable under ATS rules and Bethel internal policies towards a different M.A. or M.Div. degree at Bethel Seminary. The student must be a recent graduate of the seminary, meaning that the credits to be applied towards the sought degree will have been taken within 10 years of the anticipated degree completion date. Students wishing to pursue the surrendering of a degree should contact the Office of Student Success and Retention to initiate a petition.

Bethel Seminary students who have previously earned a certificate are not required to surrender their certificate in order to apply credits earned toward an M.A. or M.Div. degree.

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## Teach-Out Policy

When a program, certificate, minor, concentration, or license is eliminated, a teach-out schedule is established with a date for when classes in that program, certificate,

minor, concentration, or license will no longer be offered. Students should seek to complete all program, certificate, minor, concentration, or license requirements during the teach-out period. However, students who have not completed all requirements have two academic years beyond the end of the teach-out period to complete any remaining requirements through approved transfer courses.

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

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## Technology Requirement

### General Requirements

- Basic competency in Microsoft Office (Word, Excel, and PowerPoint)
- Consistent access to a reliable computer

### Hardware Requirements

- Computer purchased within the last 4 years (Windows, Macintosh, or Linux)
- Reliable high-speed internet connection (≥1 Mbps)
- Webcam or other digital video recording device
- One of the following:
  - Microphone and speakers
  - Microphone and headphones
  - Headset with combined microphone and headphone

### Software Requirements

- Assignments must be submitted in Microsoft Office Format (i.e., .doc, .docx, .ppt, .pptx, .xls, .xlsx), unless otherwise specified by the instructor.
- Virus and Malware protection (more information)
- Updated web browser (Mozilla Firefox, Internet Explorer, Google Chrome, or Safari)

Students are expected to develop basic competency in Google Hangouts.

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## Thesis

Master's level students may opt to complete a thesis as a free elective option within their degree program. The student is responsible to find an instructor who is willing to work with them throughout the process to completion of the thesis. A thesis is completed once a student satisfactorily finishes the 1.5 credit Thesis Proposal course and a 3 credit Thesis Writing course. If the student does not complete their Thesis Writing course within the term allotted, they must complete the requirements as described in the Extensions for Thesis/Capstone/Dissertation Courses policy.

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## Time Limits for Degree Completion

Master of Arts: All requirements must be met within 8 years from the term of the student's initial enrollment.

Master of Divinity: All requirements must be met within 10 years from the term of the student's initial enrollment.

Doctor of Ministry: All requirements must be met within 6 years from the term of the student's initial enrollment.

If a student withdraws from their program for a time and then re-enters to complete the program, the time elapsed while they were not enrolled continues to count toward the time limit for degree completion.

## Time Limits for Credits Applied Toward Degree Requirements

All credits applied toward degree requirements, including both Bethel credits and transfer work, must be earned within 10 years from the calendar date upon which the student's Bethel Seminary degree is awarded.

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## Transcripts and Student Records

Bethel Seminary maintains, for each student granted a degree or certificate by the Seminary, permanent transcript records of all of the following:

1. The degree or certificate granted and the date on which that degree or certificate was granted;
2. The courses and units on which the certificate or degree was based; and
3. The grades earned by the student in each of those courses.

The length of time Bethel Seminary retains other student records, outside of the transcript items listed above, varies depending on the nature of the record. However, most student records are retained for a period of five years following the student's last date of attendance or graduation.

For students/alumni to review their records (which may or may not involve receiving copies), students may contact the Registrar's Office. More specific information is available in the Family Educational Rights and Privacy Act of 1974 (FERPA) Policy section of this catalog, in the section under "Student Rights" called "Procedure for Inspecting Records."

Unofficial transcripts may be accessed at any time through the student's MyBethel account. Official transcripts in electronic or paper format, may be requested through the registrar's office. Both electronic and paper versions require a processing fee. To order an official transcript, please visit the registrar's website. Electronic transcripts are processed upon request. Paper transcripts will be printed and mailed the next business day. Some exceptions apply. Transcripts are only sent if all of the student's outstanding financial obligations are met.

The Bethel Seminary transcript includes coursework transferred from other schools and coursework completed at Bethel Seminary. All transcripts from other schools in the student's file remain the property of Bethel Seminary and cannot be released to the student or other parties.

For further questions concerning how to obtain student records or official transcripts, please contact the registrar's office:

### Bethel Seminary Office of the Registrar:

Location: Anderson Center 315  
Hours: 9 a.m.-4:30 p.m. (M-F)  
Phone: 651.635.UREG(8734) or 651.638.6164  
FAX: 651.404.2214  
email (caps-sem-gs-registrar@bethel.edu)

Mailing address:  
Office of the Registrar - CAPS/SEM/GS  
Bethel University  
MSC 2357  
3900 Bethel Drive  
St. Paul, MN 55112

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## Transfer of Credit

### Residency Requirements

Students are expected to complete their courses at Bethel to the greatest extent possible. However, up to two-thirds of the credits required in a Bethel degree may be received as transfer credit. Transfer students are required to complete at least one course in each core discipline at Bethel.

### Transfer Coursework and Accreditation Requirements

Transfer credit is normally granted for coursework taken at regionally accredited, graduate-level institutions. Upon receipt of an official transcript from another graduate institution, the transcript will be evaluated in terms of required courses and standards of Bethel Seminary. Credits for courses graded *S/U*, *P/F*, or below *C* (2.0) will not be accepted.

Only hermeneutics courses taken at an institution accredited by the Association of Theological Schools (ATS) will be accepted in transfer to fulfill BT 510 Hermeneutics. Students who have taken hermeneutics at an institution not accredited by ATS may seek transfer approval from a Bethel Seminary faculty member who teaches BT 510.

Credit may be given for coursework completed at non-accredited seminaries or graduate schools based on instructor approval. Current students who desire to complete coursework at non-accredited institutions must request approval in

advance from the Registrar's Office. The request must be accompanied by evidence that demonstrates the academic rigor of the program (syllabi, course descriptions, textbooks, qualifications of instructors, etc.). Approval is not automatically granted.

### Duration of Credits

All credits applied toward degree requirements at Bethel must have been earned within 10 years of the Bethel degree being awarded.

Students with coursework which does not meet this requirement, or with credits which will become ineligible during the time of enrollment in their Bethel degree program may petition to have the work reviewed for exception consideration.

### MDiv/MA Transfer Work

A student with a Master of Arts degree (or its equivalent) in religious studies from Bethel or another school may be granted credits toward a Master of Divinity or Master of Arts degree. No more than half of the credits required for the lesser degree may be used toward the second degree at Bethel.

### Bethel Seminary Partnerships

Although Bethel Seminary will accept credit from other colleges or universities towards a Bethel Seminary degree, Bethel Seminary has not entered into an articulation or transfer agreement with any other college or university.

Bethel Seminary does partner with various churches and parachurch organizations to make seminary education more affordable. These partnerships allow prospective students to earn credit toward a Bethel Seminary certificate or degree based on training they receive at these partnership organizations. For more information regarding Bethel's partnership organizations, please see the Academic Partnerships webpage.

### Transferability of Credits and Credentials Earned at Bethel

The transferability of credits and or acceptance of the degree or certificate a student earns at Bethel Seminary is at the complete discretion of the institution to which the student may seek to transfer.

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## Verification of Student Status

Verification of student status for loans, insurance, and other matters is made through the Office of the Registrar.

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## Veterans

The seminary is approved for veterans' educational benefits. For students who receive military educational benefits (Title 38 beneficiaries), prior credit from another regionally accredited graduate-level institution is normally granted. The student's transcript will be evaluated in terms of required courses and standards of Bethel Seminary. Veteran students are held to the same Satisfactory Academic Progress (SAP) standards as all other seminary students. For more information, refer to the Financial Aid section of this catalog under "Evaluating Financial Aid Satisfactory Academic Progress." If a veteran finds it necessary to discontinue school during the course of any semester, tuition will be refunded in accordance with accepted governmental regulations.

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## Withdrawal and Re-Enrollment

### University Withdrawal

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

### University Re-Enrollment

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

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

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

### Re-Enrollment after Academic Dismissal

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

Students who are approved to re-enroll after academic dismissal will return on an academic standing equivalent to the second term of academic probation. Students must achieve the minimum cumulative GPA required for good standing at the end of their first term of re-enrollment. The one exception is for re-enrolled students who, in their first term of re-enrollment, achieve the minimum required 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.

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

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

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

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

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

## Student Rights

Currently enrolled and former students have the right to:

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

## Procedure for Inspecting Records

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

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

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

## Procedure for Requesting the Amendment of Records

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

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

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

## Procedure to Request Withholding of Directory Information

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

## Parent Rights

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

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

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

## Offices That Maintain Records

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

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

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

## Disclosure of Education Records

### Conditions Under Which Directory Information May Be Released

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

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

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

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

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

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

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

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

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

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

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

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

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

### Other Faculty and Staff Responsibilities

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

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

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

### Enforcement

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

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

## Special Programs

Bethel Seminary, in collaboration with Bethel University's undergraduate schools, the College of Arts and Sciences (CAS) and the College of Adult and Professional Studies (CAPS), permits certain students from varied Bachelor of Arts degrees to waive specified course requirements for a Seminary degree. More detailed information is listed by school below.

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## B.A. in Christian Ministries to M.A. in Ministry/Master of Divinity

### Overview

Bethel Seminary and the College of Adult and Professional Studies (CAPS) have developed a pathway for students in certain undergraduate majors to receive Advanced Standing with Credit Waivers for seminary courses.

Students who graduate with a B.A. in Christian Ministries from CAPS are eligible to receive Advanced Standing with Credit Waivers for three courses in the Seminary's M.A. in Ministry (MAMin). This reduces the number of credits to complete for the MAMin degree from 51 to 42. Students in this program are also eligible for a reduction in the number of hours required for the Seminary's Professional Internship.

Seminary faculty have collaborated with CAPS faculty to ensure that successful completion of each eligible CAPS course indicates that the student has achieved the outcomes normally expected in the respective Seminary course. In order to receive an Advanced Standing with Credit Waiver for any of the Seminary courses under this program, students must earn a C or better in the respective CAPS course. The three courses for which CAPS graduates are eligible to receive Advanced Standing with Credit Waiver, plus an opportunity to reduce the number of internship hours, are listed below.<sup>1</sup>

- THEO 341 Gospel in Cross-Cultural Perspective waives requirement for GC 512 Global, Cultural and Contextual Ministry.
- CHMN 452 Leadership in Ministry waives requirement for ML 523 Introduction to Transformational Leadership: Theory and Practice in Global Perspective.
- CHMN 320 Personal Spiritual Formation waives requirement for SP 510 Introduction to Spiritual and Personal Formation or SP525.
- CHMN 481 Ministry Practicum reduces the number hours required for Professional Internship by 100 hours.

Students may choose to apply these waivers towards the Master of Divinity or other degree programs which require one or more of the above Seminary courses (may be used to waive elective requirements).

<sup>1</sup> Courses transferred into the CAPS B.A. in Christian Ministries program from other schools are not eligible for Advanced Standing with Credit Waiver.

## B.A. in Organizational Leadership to M.A. in Transformational Leadership

### Overview

Bethel Seminary and the College of Adult and Professional Studies (CAPS) have developed a pathway for students in certain undergraduate majors to receive Advanced Standing with Credit Waivers for seminary courses.

Students who graduate with a B.A. in Organizational Leadership from CAPS are eligible to receive Advanced Standing with Credit Waivers for two courses in the Seminary's M.A. in Transformational Leadership (MATL). This reduces the credits to complete for the MATL from 42 to 36.

Seminary faculty have collaborated with CAPS faculty to ensure that successful completion of each eligible CAPS course indicates that the student has achieved the outcomes normally achieved in the respective Seminary course. In order to receive Advanced Standing with Credit Waiver for any of the Seminary courses under this program, students must earn a "C" or better in the respective CAPS course.<sup>1</sup> The two courses for which CAPS graduates are eligible to receive Advanced Standing with Credit Waiver are:

- ORGL 350 Leadership Communication waives requirement for ML 631.
- ORGL 465H Applied Leadership Ethics waives requirement for TS 517 Christian Social Ethics for the Workplace.

Students may choose to apply these waivers towards the Master of Divinity or other degree programs which require one or more of the above Seminary courses (may be used to waive elective requirements).

<sup>1</sup> Courses transferred into the CAPS B.A. in Organizational Leadership program from other schools are not eligible for advanced standing.

## Ministry Scholars Program

### Overview

The Ministry Scholars program is Bethel University's bachelors to master's degree program that reduces cost and time-to-completion by streamlining undergraduate and graduate education. Graduates receive a bachelor's degree from Bethel University's College of Arts and Sciences (CAS) and a master's from Bethel Seminary. This program is well suited for a variety of majors who want to become equipped to lead churches, parachurch organizations, and other ministries. It is also a good fit for ministry-minded students who want to pursue bi-vocational ministry or work outside of professional ministry. Students learn from successful ministry leaders and experts in Biblical and Theological Studies, Spiritual and Personal Formation, and Transformational Leadership. This program offers supplemental training resources, developmental activities, and discipleship opportunities to prepare ministry-minded students for effective ministry leadership. Students also gain valuable field experience in local churches and ministry settings.

The objectives of the program are that graduates will demonstrate age-appropriate growth and ultimately ministry leadership preparedness in the following domains:

1. **Spiritual life:** Students will grow spiritually, deepening their love for, commitment to, and dependence on God, and develop an instinct to trust in God and to connect intimately with God.
2. **Discernment of call:** They will clarify and reaffirm their sense of calling to vocational ministry and what that looks like in a changing world.
3. **Emotional maturity:** They will become emotionally mature adults, possessing the ability to sense and manage emotions, to see others' perspectives, to sympathize and empathize, to follow and lead as appropriate and to foster healthy relationships.
4. **Cultural competence:** They will become culturally aware, gaining a perspective that all cultures possess strengths and vulnerabilities, an ability to work across cultural lines and an appreciation that diverse teams are stronger teams.
5. **Bible knowledge:** They will gain a clear understanding of the Bible's content and a deep and abiding passion for the truth of the Gospel.
6. **Spiritual wisdom:** They will grow in wisdom, possessing a capacity to apply the Bible so that others are inspired by their teaching and preaching to live out biblical truth and experience human flourishing.
7. **Intellectual virtues:** They will develop virtues such as critical thinking, respect for data, intellectual humility, and thirst for learning, combined with the skill to interpret and teach the Bible accurately.
8. **Leadership capacity:** They will learn to follow leaders and to lead followers—enlisting people, building teams, leading change and achieving results.
9. **Godly character:** They will become virtuous people—individuals who love others, speak truth, live humbly, sacrifice their own interests, live justly, express joy and show compassion.

### What is Bethel looking for in a Ministry Scholar?

- Ability to maintain a minimum of 3.0 GPA (cumulative college grade point average or unweighted high school GPA if the student has less than one year of college experience) throughout the duration of the Ministry Scholars program while enrolled at CAS and Seminary.
- Ability to provide a pastoral and ministry leader reference that speaks to the student's character and call to ministry.
- Commitment to prioritizing activities, discipleship opportunities, and retreats offered to Ministry Scholars, designed to enable the individual to develop a strong sense of community.

## General Criteria for Participation in the Ministry Scholars Program

This is a rigorous program that streamlines undergraduate and graduate education while providing robust discipleship and co-curricular experiences to prepare students for effective ministry. Throughout the program, students are expected to meet and maintain certain academic standards and demonstrate a commitment to their spiritual and professional growth related to their calling to vocational ministry.

Students must maintain a 3.0 minimum GPA throughout the duration of their undergraduate degree program at Bethel University's College of Arts and Sciences (CAS) and while enrolled in the master's program at the Seminary.



Because the Ministry Scholars Program utilizes a curriculum plan in which Advanced Standing with Credit Waiver is granted based upon the completion of certain pre-seminary courses taken while enrolled at CAS, students must have earned a grade of "C" or better in the respective pre-seminary courses to remain in the Ministry Scholars Program.

Prior to Seminary enrollment, students will be evaluated by the Ministry Scholars Program Director for their readiness to transition to graduate level education. The evaluation will be based primarily on academic ability, spiritual maturity, character, and the continued discovery of the student's calling. This evaluation will take place during the fall semester of the 4th year (or CAS senior equivalent, whichever is sooner).

Admission to the Seminary is conditional on earning a Bachelor's degree from CAS with an undergraduate GPA of 3.0 and obtaining approval from the Ministry Scholars Program Director.

## Degree Requirements

### Advanced Standing with Credit Waiver

Prior to beginning Seminary coursework, Ministry Scholars may have completed up to 4 pre-seminary courses at CAS that are eligible for Advanced Standing with Credit Waiver for 4 masters courses (totaling up to 12 credits) at the Seminary. Seminary faculty have vetted the CAS courses to ensure that successful completion of each eligible CAS course indicates that the student has achieved the outcomes normally achieved in the respective Seminary course. In order to receive Advanced Standing with Credit Waiver for any of the Seminary courses under this program, students must earn a "C" or better in the respective CAS course.

The possible courses for which CAS graduates are eligible to receive Advanced Standing with Credit Waiver are listed below totaling up to 12 Seminary credits.<sup>1</sup>

- CAS course THE 311 Early Church to Reformation Theology in Global Perspective waives requirement for Seminary course HS 510 Church History Survey.
- CAS course THE 263 Christian Social Ethics waives the requirement for Seminary course TS 516 Christian Social Ethics.
- CAS course MIN 320 Spiritual and Faith Formation waives the requirement for Seminary course SP 510 Introduction to Spiritual and Personal Formation.
- CAS courses THE 326G Christian Theology in Africa, Asia, and Latin America & MIN 310Z Conflict, Reconciliation, and the Church waives the requirement for Seminary course GC 512 Global, Cultural and Contextual Ministry.<sup>2</sup>
- CAS courses BIB 265 The Life and Teachings of Paul & BIB 260 The Life and Teachings of Jesus waives the requirement for Seminary course NT 516 New Testament Survey: Narratives, Letters, and Revelation.<sup>2</sup>
- Additionally, the following CAS courses, if taken as part of the student's undergraduate degree, may be used to waive Seminary elective credits up to the maximum credit limit listed above:
  - One Interpreting Biblical Themes (J) Course
  - BIB 321 Issues in Biblical Studies
  - BIB 326 The Prophets of Israel
  - BIB 336 Poetic Books of the Old Testament
  - BIB 370 Romans
  - BIB 375 First Corinthians
  - BIB 440 Topics in Biblical Studies
  - COM 387 Speaking in Ministry Contexts
  - GES 413P Women's Spiritual Experience
  - GES 433P Biblical Spirituality: Experiencing God
  - MIN 330 Teaching in Ministry Contexts
  - PSY 325G Psychology of Religion
  - RES 305 Conflict Resolution and Mediation Skills
  - THE 315 Contemporary Theological Issues

The program also includes two 0-credit courses: Formation Assessments and Vocational Assessments, both of which are typically completed by spring semester of year four, or CAS senior equivalent.

<sup>1</sup> Courses transferred to Bethel University's CAS from other schools are not eligible for Advanced Standing with Credit Waiver.

<sup>2</sup> If only one course in either pairing above is taken, it will count towards 3 elective credits

## The M.A. in Ministry (Ministry Scholars)

This 48 credit M.A. in Ministry (MAMin) degree may only be completed through the Ministry Scholars program (Bethel University's 5-year Bachelor of Arts/Science and MAMin program) and differs from the standard M.A. in Ministry degree program. Admission to the MAMin through the Seminary is conditional on earning a Bachelor's degree from Bethel University's College of Arts and Sciences (CAS) with an undergraduate GPA of 3.0 and obtaining approval from the Ministry Scholars Program Director.

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
NT 518	New Testament: Exegetical Explorations	3
or OT 518	Old Testament: Exegetical Explorations	
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Specific Courses</b>		
GC 512	Global, Cultural and Contextual Ministry	3
ML 523	Introduction to Transformational Leadership: Theory and Practice in Global Perspective	3
SP 510	Introduction to Spiritual and Personal Formation	3
<b>Concentration Courses and Electives</b>		
Electives or Concentration Courses		9
<b>Supervised Ministry and Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
GS 780	Senior Integrative Seminar	3
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
Professional Internship		3
<b>Total Credits</b>		<b>48</b>

## Military and Veteran Information

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

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

**Office of Military and Veteran Services:** Website | 651-635-2470

## Resources

### 2022-2023 Military Benefits Verification Form:

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

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

Military Partnerships:

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

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

### Scholarships

The Bethel Military Scholarship is available to regularly admitted, degree-seeking students in CAPS, Seminary, and GS, who are, or have served, in the U.S. armed forces. For more information, see the Seminary Scholarships and Awards page.

### Financial Aid and Military Benefits:

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

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

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

## Residential International Students

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

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

Students who require exceptions to the full course of study are required to report to the Designated School Official for their school. F-1 International Students are allowed to work in the U.S. with authorization. Please refer to the Employment 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 College of Adult & Professional Studies, Seminary, or Graduate School.
  - b. Declare a major in the department of the internship being proposed.
  - c. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)
  - d. Meet additional criteria as established by each department.
6. CPT for academic credit requires minimum time onsite:

7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit 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.
  - 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 in a timely manner. A minimum of two weeks is required prior to beginning any CPT employment to allow for registration.
- The program director must recommend in writing the student's proposed CPT experience, verifying that it is curricular in nature.
- You must receive prior authorization from Bethel's International Student Programs and Service Office and notification to the U.S. Citizenship and Immigration Service (USCIS).

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

### Optional Practical Training (OPT)

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

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

### Social Security Card

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

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

### Health Insurance

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

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

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

### Student Visas

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

### English as a Second Language

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

Further information regarding the level of English proficiency required can be found in the admission requirements for International Students section.

## Academic Calendar

### 2022-2023 Academic Calendar

#### Fall Semester 2022

August 29	Fall Semester begins
August 29-October 13	First-half Classes
September 5	No classes - Labor Day
October 14-October 22	Intensives/Reading and Research Weeks <sup>1</sup>
October 24-December 9	Second-half Classes
November 24-25	No classes - Thanksgiving holiday
December 9	Fall Semester ends

#### Interim Term 2023

January 2	Interim Term begins
January 16	No classes - Martin Luther King Jr. Day
January 27	Interim Term ends

#### Spring Semester 2023

Jan 30	Spring Semester begins
Jan 30-March 16	First-half Classes
February 27-March 3	Doctor of Ministry Intensives
March 17-March 25	Intensives/Reading and Research Weeks
March 27-May 12	Second-half Classes
April 7	No classes - Good Friday
May 12	Spring Semester ends
May 27	Commencement

#### Summer 2023

May 30	Summer Term begins
May 30-June 23 (4 weeks)	June Term
May 30-July 7 (6 weeks)	First-half Classes
May 30-August 18 (12 weeks)	Full Summer Courses
May 29	No classes - Memorial Day
June 19-June 23	Doctor of Ministry Intensives
June 26-August 18 (8 weeks)	Summer Term
July 4	No classes - Independence Day
July 10-August 18 (6 weeks)	Second-half Classes
August 18	Summer Term ends

<sup>1</sup> Face to face classes that meet once per week generally meet 14 times, 3 hours per week. Instructors are asked to use a variety of distributed learning tools to continue the course experience throughout the Reading Weeks. Face to face classes do not meet during Reading Weeks.



## Admission Overview

A seminary education provides excellent training for the ministry, regardless of a student's prior undergraduate or graduate experience. Students who have not yet completed their undergraduate degree should pursue theological studies with a strong emphasis in liberal arts. A broad, comprehensive college education will provide an edge during seminary years and also with the responsibilities associated with a ministry calling.

### Pre-Seminary Studies

#### Function of Pre-Seminary Studies

College courses prior to theological seminary should provide the cultural and intellectual foundations essential to an effective theological education.

1. The college work of a pre-seminary student should result in the ability to use certain tools of an educated person:
  - a. The ability to write and speak English clearly and correctly. English composition should have this as a specific purpose, but this purpose should also be cultivated in all written work. Coursework in speech will aid significantly.
  - b. The ability to think clearly. In some persons this ability is cultivated through courses in philosophy or logic. In others, it is cultivated by the use of scientific methods or by dealing with critical problems in connection with literary and historical documents.
  - c. The ability to read at least one foreign language and, in some circumstances, more than one.
2. The college work of a pre-seminary student should result in increased understanding of the world in three areas:
  - a. The world of ideas includes knowledge of English literature, philosophy, and psychology.
  - b. The world of nature is provided by knowledge of the natural sciences, including laboratory work.
  - c. The world of human affairs is aided by knowledge of history and the social sciences.
3. The college work of a pre-seminary student should result in a sense of achievement:
  - a. The degree of mastery of a field of study is more important than the credits and grades received.
  - b. The sense of achievement may be encouraged through academic concentration, through honors work, or other plans for increasingly independent work with as much initiative from the student as they can muster with profit.

#### Subjects in Pre-Seminary Study

The student's work should be evaluated on the basis of mastery of the fields rather than in terms of semester hours or credits. Students are encouraged to take three-fourths of their college work in the following specific areas, depending on their interests and abilities:

- **English** – language, composition, and literature
- **Speech** – fundamentals, argumentation, group communication, persuasion, oral interpretation, and drama
- **History** – ancient, modern European, American, and non-Western cultures
- **Philosophy** – orientation in history, content, and method
- **Natural Sciences** – the physical and life sciences
- **Foreign Language** – one or more of the following linguistic avenues to human thought and tools of scholarly research: Latin, Greek, Hebrew, German, and French, with Greek especially recommended. Students who anticipate postgraduate studies are urged to undertake these disciplines early in their training.
- **Religion or Christianity** – biblical studies, together with an introduction to the major religious traditions and theological problems

It is possible to include many other elements in one's college studies while building an adequate foundation for seminary studies. The aim is to prepare persons who understand the world and have developed the ability to communicate the Word of God effectively to that world. Students who have completed college work and have not followed these suggestions are still urged to apply to seminary if God is prompting such action.

## General Requirements Christian Experience

Bethel Seminary attempts to reflect from its heritage the distinctive spirit of nonconformity that emphasizes simple and direct involvement in worship and devotion, concern over secular standards in pleasure and materialism, and vigorous participation in the witness and mission of the church.

Bethel Seminary invites applications from persons who are deeply committed to Christ and His kingdom. Such commitment should be joined with acceptance of the Bible as God's uniquely inspired revelation, an evangelical position on doctrine, a life of purity and righteousness, and a desire to communicate the Gospel in creative ways whenever and wherever the opportunity arises. Students should attend church regularly and voluntarily participate in church life and functions. Each prospective student is expected to be a member in good standing of a local congregation of believers. Students are also expected to lead lives that are distinctly Christian in personal habits and in social relationships. While legalism is disdained, the seminary stresses conservative conduct in matters of personal behavior and expects students to exhibit discretion and responsibility in their conduct.

Bethel does not discriminate against any worthy student on grounds of age, gender, race, color, ethnic or national origin, or on the basis of physical disability. Bethel values diversity in its student body.

### College Degree

For admission, the seminary requires a four-year degree from a regionally accredited college or university. Applicants holding professional baccalaureate degrees from these schools must have at least 75 semester hours of credit in liberal arts. Prospective students with such degrees are advised to have their college transcripts evaluated by the Office of Admissions to determine whether deficiencies in liberal arts work are significant enough to require further study in these areas.

Prospective students with baccalaureate degrees from colleges not regionally accredited, including Bible colleges, may be admitted upon evidence of ability to pursue graduate studies. In such cases, the applicant's scholastic record in college and his or her score on the Graduate Record Examination may be considered. The transcripts of such graduates will be evaluated, and if needed, further work will be required.

### Ability-to-benefit Students

Because Bethel Seminary requires a baccalaureate degree from a college or university, the Seminary does not accept ability-to-benefit students.

## Admission Process

### General Application for Admission

Bethel Seminary invites applications from persons who are deeply committed to Christ and His kingdom, and whose gifts and call to ministry have been affirmed by a local body of Christian believers. Students applying to all master's programs must hold a bachelor's degree and demonstrate that they are capable of graduate-level work. Since the Admissions Committee is interested in all information that will assist in the evaluation of an applicant's ability, achievement, commitment to Christ, and promise, the Seminary requires that each applicant supply the following materials:

1. A formal application for admission, which should be on file by the stated application deadline for the desired enrollment term.
2. Official transcripts of college work:
  - a. For master's degrees - 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.
  - b. For doctoral degrees - submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned master's degree and official transcripts or NACES or AICE evaluations from all graduate coursework.
3. An official transcript from any other seminary attended.
4. All required recommendations as delineated on the application for an applicant's particular degree program.
5. A record of satisfactory Graduate Record Examination (GRE) scores for students from colleges not regionally accredited.
6. A group interview or additional materials may be required upon the request of the Admissions Committee.

Applicants will be notified in writing of acceptance to the Seminary.

Prospective students are encouraged to visit Bethel's St. Paul, MN location or connect with us virtually. Set up an appointment by filling out our online form or call our office at 651.635.8000. Any questions can be directed to [seminary-admissions@bethel.edu](mailto:seminary-admissions@bethel.edu).

Former students must contact the Office of Student Success & Retention to request readmission to the Seminary and must abide by the catalog requirements at the time of their readmission, unless written permission was obtained from the Office of the Registrar prior to the extended leave (for example, in cases of military deployment). If prior permission was obtained, the student may follow the catalog requirements under which they last enrolled and must contact the Office of Student Success & Retention to request readmission to the Seminary.

### Applying Online

Prospective students may apply online.

### Special Students and Auditors

In addition to the other admission requirements stated previously in this section, a limited number of qualified students may enroll in classes as a special (non-degree) student or auditor. Such students normally would enroll for no more than two courses per term. No more than 25% of the courses required for a degree may be taken while enrolled under special student status.

### Non-Bachelors Applicants

In addition to the other admission requirements stated previously in this section, students who have not obtained a bachelor's degree must also meet the following requirements:

- 35 years of age or older.
- Has significant prior ministry experience.
- Has earned an Associate of Arts or an Associate of Science degree or has earned 60 undergraduate credits.
- Has scored 150 or higher on the Verbal Reasoning portion of the GRE.

## International Student Admission Requirements

In addition to the general requirements in this section, international applicants to Bethel Seminary 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.

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### Fully Online International Applicants

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

- International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English Academic (PTE Academic) examination score report. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.
  - TOEFL minimum score of 80 on the Internet-based test or 8 on the Essentials test.
  - IELTS minimum score of 6.5.
  - PTE minimum score of 55.
- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. The transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) if the student's degree(s) is/are received outside of the U.S. It is advised that students received a course-by-course evaluation that shows a cumulative GPA.

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### Residential International Applicants

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

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

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

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

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

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

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

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

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

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

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

## Admission Categories

If accepted, the student will receive an official letter of acceptance. 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 (2.0) 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.

## Doctor of Ministry Admission Process and Requirements

Admission to the Doctor of Ministry program requires:

- A minimum of three years post-master's degree in some form of professional ministry
- An ATS-accredited Master of Divinity degree from a regionally accredited school, with a grade point average of 3.0 or higher on a four-point scale.

Applicants who have not completed a Master of Divinity degree may be accepted if they have completed a master's degree in theology or a ministry-related field; in that case admitted applicants will need to complete, with a grade of B or higher, a 3-unit integrative seminar (e.g. GS 780) at the start of the Doctor of Ministry program. All other applicants who have completed a master's degree in some other field of study, may be admitted into the Master of Christian Thought program as a pathway into the Doctor of Ministry program.

Additional materials required with the application include:

- Undergraduate and graduate transcripts.
- A personal statement detailing the applicant's ministry experience (three to four pages).
- A statement of personal objectives for the Doctor of Ministry program (three to four pages).
- Specified recommendations.
- A recommendation of support for involvement in the program from the congregation and/or board of the institution in which the student ministers.

An admission interview and writing sample from master's work may be required.

Complete information regarding application and admission requirements may be obtained through the Office of Admissions.

Persons interested in completing the program in less than the normal time may do so by transferring up to 12 semester credits into the program. These credits may be for doctoral-level work not applied to a completed degree program at other accredited seminaries or for special pastoral or congregational development programs offered by agencies that have cooperative educational arrangements with Bethel.

Part-time visiting students from other ATS-accredited Doctor of Ministry programs may take up to 12 credits, consisting of two content courses plus their corresponding project courses (based on availability), that may be transferred into their current programs.

## Academic Programs Master of Arts Degrees

The seminary confers a Master of Arts degree upon students who satisfactorily complete the prescribed program-related requirements. These may include the completion of a supervised ministry component, participation in formation coursework and developmental assessments, evaluation within accountability relationships, achievement of a cumulative grade point average of C (2.0) or above, and financial clearance from the Business Office. Graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate men and women who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards as well as academic standards.

### List of Master of Arts Degrees

- Master of Arts in Children's and Family Ministry †
- Master of Arts (Christian Thought) \* ‡
- Master of Arts in Marriage and Family Therapy \*
- Master of Arts in Ministry \* ‡
- Master of Arts (Theological Studies) \* ‡
- Master of Arts in Transformational Leadership †

### Delivery Options

- ‡ Fully Online
- \* Face to Face
- † Hybrid Online with Intensives



# Master of Arts in Children's and Family Ministry

## Overview

The Master of Arts in Children's and Family Ministry is designed for those who minister to the children and families in churches and parachurch organizations. The program allows students currently serving in professional or lay volunteer ministry to complete the degree requirements through a hybrid learning environment: a mixture of online courses and on-campus intensives taught on the St. Paul campus. Students have a balance of Bible and Theology and Children's and Family Ministry courses with an emphasis that integrates spiritual formation throughout the curriculum. The degree can be completed in two years.

The objectives of the program are as follows:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions.
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor.
3. The capacity and skills for effective children's and family ministry leadership and the ability to function successfully on a ministry team.
4. Intercultural competence as it is lived out in the children's and family ministry of the local church, broader community, and the global arena.
5. Integration of biblical knowledge and personal and spiritual formation into ministry practice with children and families.

## Degree Requirements

### Master of Arts in Children's and Family Ministry

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
<b>Degree Specific Requirements</b>		
CF 510	Introduction to Children's and Family Ministry	3
CF 610	Ministry with Families throughout the Life Cycle	3
CF 612	Global/Missional Perspectives	3
CF 620	The Teaching and Learning Process	3
CF 630	Leadership of Children's and Family Ministry	3
SP 525	Spiritual Formation for the Children's and Family Ministry Leader	3
PC 632	Pastoral Care of Children and Families	3
<b>Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
<b>Total Credits</b>		<b>36</b>

A minimum of 36 semester credits is required for graduation from the M.A.C.F.M. program. The student is responsible for meeting all graduation deadlines and requirements.

# Master of Arts (Christian Thought)

## Overview

The M.A. (Christian Thought) degree prepares students for vocations located at the intersection of faith and culture. Graduates work in church, parachurch, academic, nonprofit, and marketplace contexts, with vocations ranging from pastors, teachers, and evangelists to scholars, activists, and business professionals. This program enables students to explore the intersection of Christian thought with social issues and other aspects of contemporary culture in the context of an expanding global Christian church. Students receive a rigorous grounding in Bible, theology, and history. Further, they learn to apply Christian thought in strategic and missional ways appropriate to their vocational context.

The objectives of the program are as follows:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions.
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor.
3. A comprehension, analysis, and evaluation of the intersections of theology and culture with the goal of strengthening the active witness of the church in society and the academy.
4. Intercultural competence for the purpose of advancing the Gospel of Jesus Christ.
5. Intentional integration of faith, learning, life, and practice.

## Degree Requirements

### Master of Arts (Christian Thought)

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Specific Requirements</b>		
Electives <sup>1</sup>		6
SP 510	Introduction to Spiritual and Personal Formation	3
TS 605	Theology and Contemporary Culture	3
or TS 739	Theology in a Global Context	
PH 780	Senior Integrative Seminar: Missional Apologetics	3
or GS 780	Senior Integrative Seminar	
<b>Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
<b>Total Credits</b>		<b>36</b>

A minimum of 36 semester credits is required for graduation from the M.A.(C.T.) program. The student is responsible for meeting all graduation deadlines and requirements.

<sup>1</sup> Students may complete a thesis to fulfill a portion of the required elective credits.

# Master of Arts in Marriage and Family Therapy

## Overview

The Master of Arts in Marriage and Family Therapy program is designed for persons who would like to work as a licensed marriage and family therapist in a variety of settings. Completion of this degree program also prepares students for doctoral studies in this field.

Necessary for the completion of the program are:

- Participation in required formation assessments and activities
- Satisfactory completion of the practicum readiness process
- A 380 clinical hour (300 client hours and 80 supervision hours), nine to twelve-month practicum during the final academic year
- Completion of a senior integrative project

In addition to maintaining a cumulative grade point average of 2.0 or higher (C average), Master of Arts in Marriage and Family Therapy students are required to hold a cumulative grade point average of 3.0 or higher (B average) in their required marriage and family courses to graduate.

Coursework meets the academic requirements for licensure as a marriage and family therapist in the state of Minnesota. Additional supervised clinical practice and the passing of licensing examinations would typically be needed to obtain actual licensure in most states.

## Admission Requirements

In addition to the general seminary admission process, a student applying for this program will need:

- At least 9 semester hours in the behavioral health sciences; one course in basic counseling skills that includes an experiential, recorded role-play component with feedback from the instructor
- 50 hours of volunteer work and/or professional work experience serving individuals, couples, and/or families from diverse backgrounds
- An undergraduate GPA of at least 3.0
- Applicants to this program will also need two additional references from supervisors of volunteer and/or professional work experience
- A personal profile
- A 1,500-2,000 word paper discussing personal family of origin experiences

A group interview will also occur by invitation only.

## Degree Requirements

### Master of Arts in Marriage and Family Therapy

Code	Title	Credits
<b>Seminary Core Requirements</b>		
BT 510	Hermeneutics	3
NT 508	Introduction to the New Testament: Scripture and Story	1.5
OT 508	Introduction to the Old Testament: Scripture and Story	1.5
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
<b>Degree Specific Requirements</b>		
MF 611	Foundations of Marriage and Family Studies	3
MF 612	Families in Context: Gender, Class and Culture	3
MF 613	Dynamics of Family Interaction: Sexuality, Spirituality and Socialization	3
MF 621	Individual Development Within the Family	3
MF 622	Individual and Family Psychopathology I	3
MF 623	Individual and Family Psychopathology II	3
MF 624	Challenges over the Family Life Cycle	3
MF 631	Professional and Ethical Issues in Marriage & Family Therapy	3
MF 641	Theories of Marriage and Family Therapy	3
MF 642	Couple and Family Assessment	3
MF 643	Advanced Clinical Issues	3
MF 651	Research Design & Evaluation in Marriage & Family Therapy	3
MF 711	Supervised Clinical Experience I	3
MF 712	Supervised Clinical Experience II	3
SP 556	Spiritual and Personal Formation: Foundations and Traditions I	0.5
SP 557	Spiritual and Personal Formation: Foundations and Traditions II	0.5
SP 656	Spiritual and Personal Formation: Self in Community I	0.5
SP 657	Spiritual and Personal Formation: Self in Community II	0.5
SP 756	Spiritual and Personal Formation: Moral and Clinical Integration I	0.5
SP 757	Spiritual and Personal Formation: Moral and Clinical Integration II	0.5
<b>Other Requirements</b>		
GS 006	Graduate Research Seminar: MFT Degree	0
MF 780	Senior Integrative Seminar: Worldview, Ethics, and Practice	3
SP 004	Formation Assessments: MFT Degree	0
<b>Total Credits</b>		<b>60</b>

A minimum of 60 semester credits is required for graduation from the M.A.M.F.T. program. The student is responsible for meeting all graduation deadlines and requirements.

HUSE 445 or an equivalent is a required prerequisite for students entering the program without an undergraduate/graduate degree in counseling or a related discipline or without an introductory psychotherapy theory and technique course.

# Master of Arts in Ministry

## Overview

The Master of Arts in Ministry (M.A.Min.) is for persons called to vocational ministry in a role that does not require the Master of Divinity. While the curriculum provides excellent preparation for specialized ministry in the church, it is not designed to provide an abbreviated period of graduate study leading to senior pastoral leadership. Those who want to serve in senior leadership positions are encouraged to enroll in the Seminary's Master of Divinity program.

The objectives of the program are as follows:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions.
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor.
3. The capacity and skills for effective ministry practice within the context of a ministry team.
4. Intercultural competence as it is lived out in various ministries of the local church, broader community, and the global arena.
5. Intentional integration of biblical knowledge and personal and spiritual formation into ministry with diverse populations.

M.A.Min. students are not required to declare a concentration. For those who choose to pursue a concentration, a complete list of all concentrations is available in the "Concentration" section of this program. Students who choose a concentration may need to take independent studies or extend the length of time to degree completion in order to fulfill the requirements of a particular concentration.

The M.A.Min is the seminary degree involved with two special academic programs from other Bethel University schools:

- The Ministry Scholars Program with the College of Arts and Sciences
- The B.A. in Christian Ministries to M.A.Min with the College of Adult and Professional Studies

## Master of Arts in Ministry

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
NT 518	New Testament: Exegetical Explorations	3
or OT 518	Old Testament: Exegetical Explorations	
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Specific Courses</b>		
GC 512	Global, Cultural and Contextual Ministry	3
ML 523	Introduction to Transformational Leadership: Theory and Practice in Global Perspective	3
SP 510	Introduction to Spiritual and Personal Formation	3
<b>Concentration Courses and Electives</b>		
Electives (CTL or CSPF) <sup>1</sup>		12
<b>Supervised Ministry and Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
GS 780	Senior Integrative Seminar	3
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
Professional Internship		3
<b>Total Credits</b>		<b>51</b>

- <sup>1</sup> CTL Electives are any CF, CP, CM, DC, GC, ML, or TL courses.  
 CSPF Electives are any MF, MH, PC, or SP courses.  
 Students may complete a thesis to fulfill a portion of the required elective credits.  
 No concentration is required for this degree. If a student is earning a concentration, concentration requirements will be taken instead of electives.

*A minimum of 51 semester credits is required for graduation from the M.A.Min. program. The student is responsible for meeting all graduation deadlines and requirements.*

## Concentration

### Post-Christian Ministry Concentration (Gateway Church Partnership)

- M.Div, M.A.Min.

Post-Christian Ministry is designed as an experience for individuals living in Austin, Texas, and working as interns with Eric Bryant. It is available through the Online delivery format and includes courses taken directly with Gateway Church. The concentration in Post-Christian Ministry is designed for pastors, church planters, teachers, writers, and church leaders who are serving in post-Christian environments or who feel called to reach those not being reached through traditional methods. The concentration emphasizes creating networks (missional communities) and Sunday gatherings where people can "come as they are." After students complete the concentration, they will know how to engage with people and cultures that are unfamiliar with the Christian tradition, how to help people move from lost to leading, and how to invite skeptics to become Christ-followers who disciple and reach others. The concentration courses, with the exception of the required elective, are operated by Gateway Church. Students in this concentration must register for the concentration courses through Gateway Church and have transcripts sent from Gateway Church to Bethel Seminary to facilitate the transfer of credit. The Post-Christian Ministry concentration consists of the following courses:

Code	Title	Credits
<b>Introduction to Post-Christian Ministry</b> <sup>1</sup>		
		3
<b>Missional Innovation</b> <sup>1</sup>		
		3
<b>Leading Missional Organizations</b> <sup>1</sup>		
		3
<b>Free Elective</b>		
		3
<b>Total Credits</b>		<b>12</b>

- <sup>1</sup> These concentration courses are operated by Gateway Church and are not offered at Bethel Seminary.

# Master of Arts (Theological Studies)

## Overview

The purpose of the Master of Arts (Theological Studies) is to prepare whole and holy learners for teaching ministries in the church, and to equip others for further studies and eventual vocations in teaching, research, and witness in academic settings.

The degree is also suited for those with a non-vocational interest in graduate-level biblical, historical, or theological studies. While their scholarly competencies will be closely assessed in respective courses, students will also be in purposeful dialogue with matters of spiritual and personal formation and leadership competencies particular to church-related teaching ministries and academic vocations in biblical, historical, or theological disciplines. The objectives of the program are as follows:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions;
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor;
3. Capability and skills in the area of concentration;
4. Intercultural competence for the purpose of advancing the Gospel of Jesus Christ; and
5. Intentional integration of faith, learning, life, and practice.

The degree is awarded upon completion of 51 semester credits.

M.A. (T.S.) students are not required to declare a concentration. For those who choose to pursue a concentration, a complete list of all concentrations available is available in the Concentrations section. Students who choose to earn a concentration may need to take independent studies or extend the length of time to degree completion in order to fulfill the requirements of a particular concentration.

## Master of Arts (Theological Studies)

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
NT 518	New Testament: Exegetical Explorations	3
or OT 518	Old Testament: Exegetical Explorations	
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Requirements</b>		
OT 518	Old Testament: Exegetical Explorations	3
or NT 518	New Testament: Exegetical Explorations	
<b>Concentration Courses and Electives</b>		
Electives (CBTF Courses) <sup>1</sup>		12
Free Electives		6
<b>Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
GS 780	Senior Integrative Seminar	3
SP 001	Formation Assessments: Masters Level	0
SP 510	Introduction to Spiritual and Personal Formation	3
<b>Total Credits</b>		<b>51</b>

<sup>1</sup> CBTF electives are any BI, BT, NT, OT, HS, TS, or PH courses. Students may complete a thesis to fulfill a portion of the required elective credits. No concentration is required for this degree. If a student is earning a concentration, specific concentration requirements will be taken instead of any CBTF course.

*A minimum of 51 semester credits is required for graduation from the M.A.(T.S.) program. The student is responsible for meeting all graduation deadlines and requirements.*

## Concentrations

### Biblical Studies Concentration

- M.Div., M.A. (Theological Studies)

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 12 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Code	Title	Credits
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
<b>Total Credits</b>		<b>12</b>

### Theological and Historical Studies Concentration

- M.Div., M.A. (Theological Studies)

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 12 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

Code	Title	Credits
HS, TS, or PH Course		3
HS, TS, or PH Course		3
HS, TS, or PH Course		3
HS, TS, or PH Course		3
<b>Total Credits</b>		<b>12</b>



# Master of Arts in Transformational Leadership

## Overview

The purpose of the Master of Arts in Transformational Leadership (M.A.T.L) is to prepare emerging and established leaders for ministry and service in churches, parachurch organizations, civic organizations, non-profit organizations, and businesses. A growing number of churches and organizations in America and around the world, as well as global mission agencies, are large and highly complex organizations. These organizations require increasing levels of leadership sophistication. Persons prepared through this program will be equipped to take on leadership in these fluid and continually growing endeavors. The M.A.T.L. is a cooperative venture between Bethel Seminary and designated partner organizations which provide a supervised leadership context and sponsor an individual student or student cohort group. This unique educational setting provides a day-to-day leadership context for study, leadership development, spiritual and personal formation, and practical application. The program allows non-resident students, currently serving in supervised leadership settings, to complete the degree requirements through technology-mediated delivery, with a mixture of distance courses, local, on-site mentored leadership courses, and on-campus intensives taught at the St. Paul campus. A hallmark of this program is the link between classroom learning, peer interaction among the cohort group, and practical application in the supervised leadership context of the student.

The objectives of the program are as follows:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions.
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor.
3. The capacity and skills to provide biblically based, effective leadership in a variety of settings, including local churches, non-profit organizations, and ministry agencies.
4. Intercultural competence for the purpose of advancing the Gospel in his or her local community and the global arena.
5. Integration of biblical knowledge, leadership theory and practice, and personal and spiritual formation into his or her ministry context.

## Delivery

Online with Intensives

## Degree Requirements

### Master of Arts in Transformational Leadership

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 501	Church History: From the Early Church to the Reformation	1.5
HS 502	Church History: The Church in the Modern World	1.5
ML 517	Christian Social Ethics for the Workplace	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
OT 518	Old Testament: Exegetical Explorations	3
or NT 518	New Testament: Exegetical Explorations	
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
<b>Degree Specific Courses</b>		
ML 523	Introduction to Transformational Leadership: Theory and Practice in Global Perspective	3
ML 630	Team Leadership in Global Perspective	3
ML 631	Leadership Communication in Global Perspective	3
ML 632	The Global Mission of the Church	3
ML 633	Stewardship, Change and the Missional Community	3
ML 780	Senior Integrative Seminar: Global Leadership in the 21st-Century	1.5
<b>Other Requirements</b>		
GS 001	Graduate Research Seminar: Masters Level	0
ML 551	Mentored Leadership Development (MATL) A	0.75
ML 552	Mentored Leadership B	0.75
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
<b>Total Credits</b>		<b>42</b>

A minimum of 42 semester credits is required for graduation from an M.A.T.L. program. The student is responsible for meeting all graduation deadlines and requirements.

# Master of Divinity

## Overview

For graduation with a Master of Divinity degree, a student must complete a minimum of 78 semester credits and maintain at least a *C* (2.0) average. In addition, all candidates for a degree must complete all the supervised ministry requirements, including the assessment and evaluation program. Failure to meet the deadlines indicated in the calendar will incur forfeiture of candidacy for a year. However, graduation is not automatic when academic requirements have been met. Since the seminary aims to graduate qualified Christian leaders, the faculty and staff will, on an ongoing basis, evaluate a student's readiness in terms of spiritual, developmental, doctrinal, and professional standards as well as academic standards.

The Master of Divinity program is designed to guide students in a process of growth through cognitive studies, skill courses and experiences, self-assessment measures, counseling, and community life that leads to self-understanding and spiritual maturity. The degree is designed to prepare persons for professional ministry in the church and other organizations through positions such as pastor, missionary, chaplain, denominational minister, or parachurch leader. It seeks to graduate people who have knowledge and experience of the Christian faith, who show evidence of emotional and spiritual maturity, who relate to others with integrity, who possess skills for ministry, and who meet the educational requirements for ordination. Specifically, it seeks to develop whole and holy leaders who demonstrate to the satisfaction of the faculty and ministry supervisors the following:

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions;
2. Growth in emotional, spiritual, and relational health resulting in observable love for God and neighbor;
3. The capacity and skills for effective ministry leadership;
4. Intercultural competence for the purpose of advancing the Gospel of Jesus Christ; and
5. Intentional integration of faith, learning, life, and practice.

## Language Tracks

Preaching the biblical Gospel is central to Christian ministry. Therefore, Bethel's faculty believes that Master of Divinity students should learn the biblical languages and be required to take a biblical language track.

### Single Language Track

- **Greek Track:** In the Greek language track, students take Greek I: Beginning Greek (NT 541), Greek II: Intermediate Greek (NT 542), and Greek Exegesis (NT 652). Students with sufficient knowledge of Greek may take a qualifying examination for advanced standing.
- **Hebrew Track:** In the Hebrew language track, students take Hebrew I: Beginning Hebrew (OT 541), Hebrew II: Intermediate Hebrew (OT 542), and Hebrew Exegesis (OT 652). Students with sufficient knowledge of Hebrew may take a qualifying examination for advanced standing.

### Dual Language Track

The Greek and Hebrew Track is for students desiring competency in both biblical languages or who are required to take both languages by the denomination in which they seek to be ordained. Students in this dual language track take Greek I: Beginning Greek (NT 541), Greek II: Intermediate Greek (NT 542), Greek Exegesis (NT 652), Hebrew I: Beginning Hebrew (OT 541), Hebrew II: Intermediate Hebrew (OT 542), and Hebrew Exegesis (OT 652). Students with sufficient competency in either language may take a qualifying examination for advanced standing.

# Degree Requirements

## Master of Divinity: Single Language

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
NT 518	New Testament: Exegetical Explorations	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
OT 518	Old Testament: Exegetical Explorations	3
NT 541	Greek I: Beginning Greek	3
or OT 541	Hebrew I: Beginning Hebrew	
NT 542	Greek II: Intermediate Greek	3
or OT 542	Hebrew II: Intermediate Hebrew	
NT 652	Greek Exegesis	1.5
or OT 652	Hebrew Exegesis	
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Specific Requirements</b>		
CP 510	Introduction to Preaching	3
GC 512	Global, Cultural and Contextual Ministry	3
HS 512	American Christianity	1.5
ML 506	Discipleship in Community	1.5
ML 507	Missional Outreach and Evangelism	1.5
ML 523	Introduction to Transformational Leadership: Theory and Practice in Global Perspective	3
ML 527	Leading Worship in the Christian Life Cycle	1.5
ML 615	Organizational Leadership and Church Governance	3
PC 512	Introduction to Pastoral Care and Counseling	3
Professional Internship		3
<b>Concentration Courses and Electives <sup>1</sup></b>		<b>12</b>
<b>Formation Course Requirements</b>		
GS 780	Senior Integrative Seminar	3
SP 510	Introduction to Spiritual and Personal Formation	3
SP 610	Spiritual and Personal Formation II: Relational Spirituality	1.5
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
Intent to Graduate Application		
<b>Total Credits</b>		<b>78</b>

*A minimum of 78 semester credits is required for graduation in the M.Div. program. The student is responsible for meeting all graduation deadlines and requirements.*

<sup>1</sup> Students may complete a thesis to fulfill a portion of the required elective credits.

## Master of Divinity: Dual Language

Code	Title	Credits
<b>Core Requirements</b>		
BT 510	Hermeneutics	3
HS 510	Church History Survey	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
NT 518	New Testament: Exegetical Explorations	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
OT 518	Old Testament: Exegetical Explorations	3
NT 541	Greek I: Beginning Greek	3
NT 542	Greek II: Intermediate Greek	3
NT 652	Greek Exegesis	1.5
OT 541	Hebrew I: Beginning Hebrew	3
OT 542	Hebrew II: Intermediate Hebrew	3
OT 652	Hebrew Exegesis	1.5
TS 512	Systematic Theology I: God the Creator	3
TS 513	Systematic Theology II: God the Redeemer	3
TS 516	Christian Social Ethics	3
<b>Degree Specific Requirements</b>		
CP 510	Introduction to Preaching	3
GC 512	Global, Cultural and Contextual Ministry	3
HS 512	American Christianity	1.5
ML 506	Discipleship in Community	1.5
ML 507	Missional Outreach and Evangelism	1.5
ML 523	Introduction to Transformational Leadership: Theory and Practice in Global Perspective	3
ML 527	Leading Worship in the Christian Life Cycle	1.5
ML 615	Organizational Leadership and Church Governance	3
PC 512	Introduction to Pastoral Care and Counseling	3
Professional Internship		3
<b>Concentration Courses and Electives</b>		
Electives <sup>1</sup>		4.5
<b>Formation Course Requirements</b>		
GS 780	Senior Integrative Seminar	3
SP 510	Introduction to Spiritual and Personal Formation	3
SP 610	Spiritual and Personal Formation II: Relational Spirituality	1.5
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
Intent to Graduate Application		
<b>Total Credits</b>		<b>78</b>

A minimum of 78 semester credits is required for graduation in the M.Div. program. The student is responsible for meeting all graduation deadlines and requirements.

<sup>1</sup> Students may complete a thesis to fulfill a portion of the required elective credits.

## Concentrations

### Biblical Studies Concentration

- M.Div., M.A. (Theological Studies)

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 12 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Code	Title	Credits
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
<b>Total Credits</b>		<b>12</b>

### Children's and Family Ministry

- M.Div. only

Concentration requires students to complete 12 credits of courses in the Children's and Family Ministry subject area.

Code	Title	Credits
CF Course		3
CF Course		3
CF Course		3
CF Course		3
<b>Total Credits</b>		<b>12</b>

Possible CF courses in this area include CF 510 Introduction to Children's and Family Ministry; CF 610 Ministry with Families throughout the Life Cycle; CF 620 The Teaching and Learning Process; CF 630 Leadership of Children's and Family Ministry; and PC 632 Pastoral Care of Children and Families.

### Christian Thought Concentration

- M.Div.

A concentration in Christian Thought is designed to enable M.Div. students to focus on the intellectual exploration of the Christian faith and the intersection of Christianity and culture. It serves students who desire church ministry vocations in teaching, discipleship, and apologetics as well as students who may wish to go on for further graduate study in theological studies. Students participate in internships with the Office of Formation, Supervised Ministry, and Placement. Those who sense a call to teaching, outreach, or discipleship ministry using the concentration in Christian Thought may develop their internships with those ministries in view. Concentration requires 12 credits of courses in the Theological Studies and/or Philosophy of Religion subject areas.

Code	Title	Credits
TS, or PH Course		3
TS, or PH Course		3
TS, or PH Course		3
TS, or PH Course		3
<b>Total Credits</b>		<b>12</b>

### Post-Christian Ministry Concentration (Gateway Church Partnership)

- M.Div, M.A.Min.

Post-Christian Ministry is designed as an experience for individuals living in Austin, Texas, and working as interns with Eric Bryant. It is available through the Online delivery format and includes courses taken directly with Gateway Church. The concentration in Post-Christian Ministry is designed for pastors, church planters, teachers, writers, and church leaders who are serving in post-Christian environments or who feel called to reach those not being reached through traditional methods. The concentration emphasizes creating networks (missional communities) and Sunday gatherings where people can "come as they are." After

students complete the concentration, they will know how to engage with people and cultures that are unfamiliar with the Christian tradition, how to help people move from lost to leading, and how to invite skeptics to become Christ-followers who disciple and reach others. The concentration courses, with the exception of the required elective, are operated by Gateway Church. Students in this concentration must register for the concentration courses through Gateway Church and have transcripts sent from Gateway Church to Bethel Seminary to facilitate the transfer of credit. The Post-Christian Ministry concentration consists of the following courses:

Code	Title	Credits
	Introduction to Post-Christian Ministry <sup>1</sup>	3
	Missional Innovation <sup>1</sup>	3
	Leading Missional Organizations <sup>1</sup>	3
	Free Elective	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> These concentration courses are operated by Gateway Church and are not offered at Bethel Seminary.

### Theological and Historical Studies Concentration

- M.Div., M.A. (Theological Studies)

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 12 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

Code	Title	Credits
	HS, TS, or PH Course	3
	HS, TS, or PH Course	3
	HS, TS, or PH Course	3
	HS, TS, or PH Course	3
<b>Total Credits</b>		<b>12</b>

### Transformational Leadership

- M.Div. only

The Transformational Leadership concentration is designed for individuals anticipating service as pastors of local churches. Recognizing the diversity of roles demanded of the pastor, the concentration's primary focus is on development of the knowledge, attitude, and skills of an effective servant leader in the global church of the 21st century. The concentration requires 12 credits of courses in the Ministry Leadership subject area.

Code	Title	Credits
	ML Course	3
	ML Course	3
	ML Course	3
	ML Course	3
<b>Total Credits</b>		<b>12</b>

## Doctor of Ministry

The Doctor of Ministry is the most advanced degree for professionals working in ministry. The course and project work is often interdisciplinary in nature and usually involves applied exercises including integral research and writing. A significant portion of the program's requirements are met in the setting of the applicant's ministry rather than in residence. Presently, the Doctor of Ministry Program has two primary delivery systems: the Self-Directed Program and the Cohort-Based Fully Online Program. For complete admission requirements for the Doctor of Ministry program, please refer to the "Doctor of Ministry" page under the Admissions section of this catalog.

### Self-Directed Programs

Bethel Seminary's Self-Directed Doctor of Ministry program is dedicated to producing transformed, godly leaders ready for 21st-century ministry and is convenient, relevant, progressive, focused, and empathetic. In the self-directed program, students choose among the following tracks: Biblical and Theological Engagement, Church Leadership, and Congregation and Family Care. Courses with onsite intensives are offered in the summer and winter on the St. Paul campus.

### Cohort-Based Fully Online Program

Bethel Seminary's Doctor of Ministry Transformational Leadership Program is offered in a fully online course of study. Students participate in a cohort and stay together for the duration of their program. There are no electives, as the curriculum offerings are focused on helping students develop expertise in a specific area of study. The cohort-based program also makes use of distributive learning technologies. Students are exposed to a professor of record who is a proven scholar or practitioner in the subject being studied and who serves as the cohort's primary mentor.

## Program Goals

The Bethel Doctor of Ministry program is designed for Christian leaders and practitioners who long for theological and intellectual stimulation, a rigorous academic environment, experiential learning, and the professional networking that will:

- Enable them to think critically and creatively regarding the challenges facing the Church
- Address these challenges with robust and innovative social research
- Develop innovative, research-based approaches to address identified ministry and leadership challenges
- Create new knowledge and models for the practice of ministry that will glorify God by advancing the Kingdom of Christ throughout the world in culturally sensitive ways
- Produce personal integration of theology, leadership, and personal spiritual formation with the practice of ministry
- Demonstrate advanced professional competency

## Critical Issues

Bethel's Doctor of Ministry program emphasizes four issues critical to effective and satisfying ministry studies:

1. **Collegial Support.** Bethel's program emphasizes the relational dimension of learning through colleague groups and mentorship. Clusters of students with like concentrations and ministry interests interact with and support one another through the duration of the program.
2. **Current Technology.** Bethel provides computer software and guidance, enabling each student to participate in a system that ensures rapid transfer of information between student and advisor and among students. Students are required to use a computer to participate in the Doctor of Ministry program because of enhanced capability for research and communication.
3. **Academic Excellence.** Each student will receive instruction from Bethel faculty members and highly skilled ministry practitioners who have received doctoral degrees. Students will be stimulated to consider new ideas and ways of approaching ministry as a result of interacting with our excellent faculty and thesis advisors.
4. **Ministry Applications.** Employing an approach that integrates reflection and practice, Bethel's program places learning and growth in the context of ministry. Participants consistently draw upon their studies as they design and implement their ministry projects. The program structure requires students to remain in active ministry while they pursue their education.

## Doctor of Ministry Candidacy

Qualifications to become a candidate for the Doctor of Ministry degree are: completion of 39 semester hours of coursework with completed projects, completion of the thesis proposal foundations and thesis proposal workshop, and an approved thesis project proposal. Students are also required to complete the mid-career assessment process.

## Certificate of Advanced Graduate Studies

The Certificate of Advanced Graduate Studies is awarded to Doctor of Ministry students who enter formal Doctor of Ministry candidacy, but who are unable to successfully complete the thesis.



## Doctor of Ministry: Self-Directed

### Overview

Bethel Seminary's Self-Directed Doctor of Ministry program is nationally recognized, setting new standards in post-graduate theological education. It is dedicated to producing transformed, godly leaders ready for 21st-century ministry and is convenient, relevant, progressive, focused, and empathetic. In the Self-Directed Program, students are free to choose from the following tracks: Biblical and Theological Engagement, Church Leadership, and Congregation and Family Care. Courses are offered online with week-long on-campus intensives (*residencies*) in the spring (February) and summer (June) on the St. Paul campus.

## Doctor of Ministry in Biblical and Theological Engagement

The Doctor of Ministry in Biblical and Theological Engagement program is designed for pastors and ministry staff of churches as well as for those with other responsibilities in Christian organizations that focus on critical aspects of ministry practice from a place of thoughtful biblical and theological engagement.

For persons in the program, it will develop personal and spiritual well-being for ministry effectiveness and satisfaction; increase capacities for understanding biblical, theological, and historical resources; and, provide opportunities to investigate the biblical and theological emphases that undergird relationships in Christian organizations and the people they serve.

Earning the Doctor of Ministry degree in Biblical and Theological Engagement requires completion of 48 semester credits and the completion of the Mid-Career Assessment Process. In addition to concentration and elective courses focused on biblical and theological engagement, all persons in the program will take 18 credits of required courses: Personal Well-Being & Ministry Effectiveness; Integral Research and Writing; Thesis Proposal Foundations; and Thesis Proposal Workshop.

## Doctor of Ministry in Congregation and Family Care

The Doctor of Ministry in Congregation and Family Care program is designed for pastors and ministry staff of churches as well as for those carrying specific responsibilities in the areas of pastoral care, counseling, and spiritual formation. Persons in the program will explore the most common spiritual, mental health, and relational issues encountered in ministry; plan appropriate strategies of care and guidance for those issues; attain insight into how their own spiritual, mental, emotional, theological, and cultural formation affects their ministries; and practice contextualization and theological reflection with regard to issues of human need and pastoral care.

Earning the Doctor of Ministry in Congregation and Family Care degree requires completion of 48 semester credits and the completion of the Mid-Career Assessment Process. In addition to the thesis process, concentration courses, and elective courses, all persons in the program will take 18 credits of required courses: Personal Well-Being & Ministry Effectiveness; Integral Research and Writing; Thesis Proposal Foundations; and Thesis Proposal Workshop.

## Doctor of Ministry in Church Leadership

### Overview

The Doctor of Ministry in Church Leadership is designed for pastors and ministry staff of churches as well as for those carrying leadership responsibilities in other Christian organizations. For persons in the program, it will develop personal and spiritual well-being for ministry effectiveness and satisfaction; increase capacities for understanding congregations and leading effectively in situations of change; and, provide opportunity for development of competencies and skills in one or more of the major strategic areas of ministry leadership.

Earning the Doctor of Ministry in Church Leadership degree requires completion of 48 semester credits and the completion of the Mid-Career Assessment Process. In addition to the thesis process, concentration courses, and elective courses, all persons in the program will take 18 credits of required courses: Personal Well-Being and Ministry Effectiveness; Integral Research and Writing; Thesis Proposal Foundations; and Thesis Proposal Workshop.

## Degree Requirements

### Doctor of Ministry: Self Directed Programs

Doctor of Ministry students are required to complete 7 Class Units (3 credit course plus a 3 credit course project) and a Thesis Project.

Code	Title	Credits
<b>Core Requirements</b>		
GS 007	Graduate Research Seminar: Doctoral Level	0
GS 801 & GS 801P	Integral Research & Writing and Integral Research & Writing: Project	6
ML 810 & ML 810P	Personal Well-Being and Ministry Effectiveness and Personal Well-Being and Ministry Effectiveness: Project	6
GS 901 & GS 902	Thesis Proposal Foundations and Thesis Proposal Workshop	6
<b>Concentration, Theology, and Elective Courses</b> <sup>See Footnote: "Conc. Notes" for more details</sup>		
Concentration Course & Concentration Course Project		6
Concentration Course & Concentration Course Project		6
Bible/Theology Course & Bible/Theology Course Project		6
Elective Course (from any concentration) & Elective Course Project		6
<b>Thesis Project Courses and Requirements</b> <sup>See Footnote: "Thesis Notes" for more details</sup>		
GS 991	Thesis Project A <sup>Pass/Fail</sup>	3
GS 992	Thesis Project B <sup>Pass/Fail</sup>	3
GS 993	Thesis Project C	3
Oral Defense, Final Editorial Revisions, & Colloquium <sup>1</sup>		0
<b>Mid-Career Assessments</b>		
TL 005	Doctor of Ministry Assessments <sup>1</sup>	0
<b>Total Credits</b> <sup>2</sup>		<b>48-51</b>

<sup>1</sup> Fees apply.

<sup>2</sup> 48 semester credits are required for graduation in the DMIN program for students who have less than nine doctoral credits transferred into the doctoral program. 51 credits are required for those transferring nine or more credits into the doctoral program. The student is responsible to meet all graduation deadlines and requirements.

**General Notes**

- If a student fails to complete a project course in a succeeding term of the Content/Intensive course, they will follow the same process as a directed study, subject to fees.
- Students must attend the intensive portion of an intensive course to receive a passing grade.

**Conc. Notes**

- These courses are the student's choice based on course offerings and personal interest.
- Students are encouraged, but not required, to take at least one fully distance online content course.
- Students who transfer less than nine doctoral credits into the program can waive one 3-credit project course for any concentration, theology, or elective class unit, reducing the total credits needed for the program from 51 to 48. Students transferring nine or more credits into the D.Min. Program are not eligible for a course project waiver. Students may not waive ML 810P, GS 801P, GS 901, and GS 902.

**Thesis Notes**

- The student must meet all of the thesis deadline submissions and requirements, as listed in the current version of the student manual (section 6).
- Students who want to work on their thesis longer than three terms can remain in extension status for up to a total of six years (18 terms) in the program.
- Students will be required to register for Thesis Project courses once they complete Thesis Proposal Workshop. They will also be required to register for thesis extension status each term between the time of completion of the three required Thesis Project courses (GS991,992,993) and their actual thesis completion and graduation.

## Doctor of Ministry: Cohort-Based

Earning a Doctor of Ministry in the cohort-based program requires the completion of 48 semester credits and the completion of the Mid-Career Assessment Process. All students in this program will complete five course units focused on the cohort subject matter as determined by the cohort professor(s), as well as Integral Research and Writing; Thesis Proposal Foundations; Thesis Proposal Workshop; and the completion of the thesis project.

## Doctor of Ministry in Transformational Leadership Overview

Leadership matters. The development of effective transformational leaders is vital as organizations seek to navigate the complex and changing realities in our world today. To partner with church leaders facing this challenge, Bethel Seminary is offering a unique and fully online cohort in its Doctor of Ministry program. The Doctor of Ministry in Transformational Leadership focuses on developing reflective leaders grounded in the theory and practice of transformational leadership.

This Doctor of Ministry Program is targeted toward those actively engaged in the practice of leadership in diverse ministry settings including church, parachurch, nonprofit, and cross-cultural settings. Engaging learners who desire to advance their understanding of effective transformational leadership in our changing world, the program will challenge learners to explore contemporary leadership theory in light of biblical foundations. Further, as they develop their skills as doctoral researchers, students will be challenged to develop innovative and research-based solutions to the leadership demands of today and tomorrow.

The courses in this Doctor of Ministry cohort will utilize interactive coursework conducted through Bethel's online distributed learning system, doctoral-level reading and project implementation, and regular interaction with faculty mentors, student peer mentors, and on-site evaluators. We hope you will join us in this innovative, fully online, cohort-based learning experience.

## Degree Requirements

### Doctor of Ministry: Transformational Leadership Fully Online Cohort Program

Code	Title	Credits
<b>Core Requirements</b>		
GS 007	Graduate Research Seminar: Doctoral Level	0
GS 801 & GS 801P	Integral Research & Writing and Integral Research & Writing: Project	6
GS 901 & GS 902	Thesis Proposal Foundations and Thesis Proposal Workshop	6
<b>Cohort Courses</b> <small>See footnote: "Cohort Notes" for more details</small>		
ML 826 & ML 826P	The Transformed and Transforming Leader and The Transformed and Transforming Leader: Project	6
ML 827 & ML 827P	Trans Min Ldrsp:Theory & Pract and Transformational Ministry Leadership Theory and Practice: Project	6
ML 923 & ML 923P	Leading Transforming Organizations and Leading Transforming Organizations: Project	6
ML 924 & ML 924P	Teams, Grps & the Transfmg Ldr and Teams, Groups, and the Transforming Leader: Project	6
ML 925 & ML 925P	Case Studies in Transfm Ldrshp and Case Studies in Transformational Leadership: Project	6
<b>Thesis Project Courses &amp; Requirements</b> <small>See footnote: "Thesis Notes" for more details</small>		
GS 991	Thesis Project A <small>Pass/Fail</small>	3
GS 992	Thesis Project B <small>Pass/Fail</small>	3
GS 993	Thesis Project C	3
<b>Mid Career Assessments</b>		
TL 005	Doctor of Ministry Assessments <sup>1</sup>	0
<b>Total Credits</b> <sup>1</sup>		<b>48-51</b>

<sup>1</sup> 48 semester credits are required for graduation in the DMIN program for students who have less than nine doctoral credits transferred into the doctoral program. 51 credits are required for those transferring nine or more credits into the doctoral program. The student is responsible to meet all graduation deadlines and requirements.

**General Notes**

- If a student fails to complete a project course in a succeeding term of the Content/Intensive course, they will follow the same process as a directed study, subject to fees.
  - Students must attend the intensive portion of an intensive course to receive a passing grade.

**Cohort Notes**

- Students who transfer less than nine doctoral credits into the program can waive one 3-credit project cohort course, reducing the total credits needed for the program from 51 to 48. Students transferring nine or more credits into the D.Min. Program are not eligible for a course project waiver. Students may not waive GS 801P, GS 901, or GS 902.

**Thesis Notes**

- The student must meet all of the thesis deadline submissions and requirements, as listed in the current version of the student manual (section 6).
  - Students who want to work on their thesis longer than three terms, can remain in extension status for up to a total of six years (18 terms) in the program.
  - Students will be responsible to register for Thesis Project courses once they complete Thesis Proposal Workshop. They will also be required to register for thesis extensions each term between the time of completion of the three required Thesis Project courses (GS991,992,993) and their actual thesis completion and graduation.

## Certificate Programs

Increasingly, large numbers of capable and committed Christians express the need for more depth and background in knowledge and experience in order to serve Christ more effectively. They also want to understand and appreciate the dimensions of their own faith to a greater extent. Some are not certain about their future vocations. Certificate programs offer a limited course of study, giving individuals a basis for deciding whether a church vocation might be what God desires for them.

### The Certificate in Biblical Studies

The goal of this certificate, which emphasizes foundational coursework in biblical studies, is to nurture more informed, whole and holy people for the blessing of church congregations and their witness to the world. Its purpose is to strengthen faith and understanding, and to equip people to teach and lead with godly wisdom.

The Certificate in Biblical Studies is awarded upon completion of nine credits in the areas of biblical interpretation and surveys of the Old and New Testaments. All three required courses must be taken at Bethel, and only courses taken for credit will apply toward the certificate. Coursework from other institutions is not transferable. After receiving this certificate, students who later choose to pursue a Bethel degree, may receive credit toward their specific degree program for courses taken, if applicable.

Code	Title	Credits
BT 510	Hermeneutics	3
NT 516	New Testament Survey: Narratives, Letters, and Revelation	3
OT 516	Old Testament Survey: Law, Prophets and Writings	3
<b>Total Credits</b>		<b>9</b>

### The Certificate in Theological Studies

The Certificate in Theological Studies is offered for those individuals who want more depth in biblical studies and theology to enhance their current ministries and occupations; for those needing biblical and theological studies for missions and parachurch organizations; or for individuals seeking direction regarding their future vocations who want a limited course of study to guide them in making a decision about vocational Christian ministry.

The Certificate in Theological Studies comprises three core courses and five electives. The 24-credit certificate can be completed in two years with either face-to-face or fully online courses. The following courses are required for the certificate:

Code	Title	Credits
SP 001	Formation Assessments: Masters Level	0
SP 510	Introduction to Spiritual and Personal Formation	3
BT 510	Hermeneutics	3
TS 512 or TS 513	Systematic Theology I: God the Creator Systematic Theology II: God the Redeemer	3
Electives	Any master's level course at Bethel Seminary	15
<b>Total Credits</b>		<b>24</b>

## Concentrations

A concentration is a cluster of related courses beyond the core and is designed for vocational or disciplinary specialization in one of three areas: Applied, Classical, or related to a partnership organization. For students who choose a concentration in programs that do not require one, the addition of the concentration may require taking independent studies and/or extend the length of time at seminary in order to fulfill the concentration requirements.

### Applied Area

#### Children's and Family Ministry

- M.Div. only

Concentration requires students to complete 12 credits of courses in the Children's and Family Ministry subject area.

Code	Title	Credits
CF Course		3
CF Course		3
CF Course		3
CF Course		3
<b>Total Credits</b>		<b>12</b>

Possible CF courses in this area include CF 510 Introduction to Children's and Family Ministry; CF 610 Ministry with Families throughout the Life Cycle; CF 620 The Teaching and Learning Process; CF 630 Leadership of Children's and Family Ministry; and PC 632 Pastoral Care of Children and Families.

#### Transformational Leadership

- M.Div. only

The Transformational Leadership concentration is designed for individuals anticipating service as pastors of local churches. Recognizing the diversity of roles demanded of the pastor, the concentration's primary focus is on development of the knowledge, attitude, and skills of an effective servant leader in the global church of the 21st century. The concentration requires 12 credits of courses in the Ministry Leadership subject area.

Code	Title	Credits
ML Course		3
ML Course		3
ML Course		3
ML Course		3
<b>Total Credits</b>		<b>12</b>

## Classical Area

### Biblical Studies Concentration

- M.Div., M.A. (Theological Studies)

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 12 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Code	Title	Credits
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
BI, BT, OT, or NT Course		3
<b>Total Credits</b>		<b>12</b>

### Christian Thought Concentration

- M.Div.

A concentration in Christian Thought is designed to enable M.Div. students to focus on the intellectual exploration of the Christian faith and the intersection of

Christianity and culture. It serves students who desire church ministry vocations in teaching, discipleship, and apologetics as well as students who may wish to go on for further graduate study in theological studies. Students participate in internships with the Office of Formation, Supervised Ministry, and Placement. Those who sense a call to teaching, outreach, or discipleship ministry using the concentration in Christian Thought may develop their internships with those ministries in view. Concentration requires 12 credits of courses in the Theological Studies and/or Philosophy of Religion subject areas.

Code	Title	Credits
TS, or PH Course		3
TS, or PH Course		3
TS, or PH Course		3
TS, or PH Course		3
<b>Total Credits</b>		<b>12</b>

### Theological and Historical Studies Concentration

- M.Div., M.A. (Theological Studies)

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 12 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

Code	Title	Credits
HS, TS, or PH Course		3
HS, TS, or PH Course		3
HS, TS, or PH Course		3
HS, TS, or PH Course		3
<b>Total Credits</b>		<b>12</b>

### Partnership Concentration

#### Post-Christian Ministry Concentration (Gateway Church Partnership)

- M.Div, M.A.Min.

Post-Christian Ministry is designed as an experience for individuals living in Austin, Texas, and working as interns with Eric Bryant. It is available through the Online delivery format and includes courses taken directly with Gateway Church. The concentration in Post-Christian Ministry is designed for pastors, church planters, teachers, writers, and church leaders who are serving in post-Christian environments or who feel called to reach those not being reached through traditional methods. The concentration emphasizes creating networks (missional communities) and Sunday gatherings where people can "come as they are." After students complete the concentration, they will know how to engage with people and cultures that are unfamiliar with the Christian tradition, how to help people move from lost to leading, and how to invite skeptics to become Christ-followers who disciple and reach others. The concentration courses, with the exception of the required elective, are operated by Gateway Church. Students in this concentration must register for the concentration courses through Gateway Church and have transcripts sent from Gateway Church to Bethel Seminary to facilitate the transfer of credit. The Post-Christian Ministry concentration consists of the following courses:

Code	Title	Credits
	Introduction to Post-Christian Ministry <sup>1</sup>	3
	Missional Innovation <sup>1</sup>	3
	Leading Missional Organizations <sup>1</sup>	3
	Free Elective	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> These concentration courses are operated by Gateway Church and are not offered at Bethel Seminary.

## Programs in Teach-Out

The following programs, certificates, and concentrations are being taught-out and no longer enrolling new students. The final term the program, certificate, or concentration will be awarded is listed next to each program. Students can contact their Student Success Advisor for program specific teach-out plans.

- **Servant Leadership Concentration: Doctor of Ministry** - Summer 2024
- **Missional Effectiveness Concentration: Doctor of Ministry** - Spring 2024
- **Christian Studies Certificate** - Spring 2028
- **Ministry Practice Certificate** - Spring 2028
- **Young Life Youth Ministry Certificate** - Spring 2028
- **Post-Graduate Certificate in Marriage and Family Therapy** - Spring 2028

## Course Descriptions

Theological studies at Bethel help students become creative and resourceful spiritual leaders. Foundational courses, constituting the core curriculum, provide the student with a comprehensive course of study, integrating basic elements of a given discipline. Advanced courses help students progress to deeper levels of learning through independent study, research, and evaluation. The advanced courses are intended to have significant value for the active minister who must depend on his or her own resourcefulness in study.

## Three Centers of Emphasis

Our "Three Centers" philosophy of seminary education is the foundation for a "whole life" curriculum that develops women and men into transformational leaders. Bethel has a commitment to integrative education. Through work in class assignments and in a Senior Integrative Seminar, students develop in the areas addressed by each center of emphasis and integrate this growth with learning gained in the other two. Our aim is the full integration of academic knowledge with lived practice of biblical exegesis with spiritual life and leadership. The three centers of emphasis are:

The Center for Biblical and Theological Foundations

The Center for Spiritual and Personal Formation

The Center for Transformational Leadership

Leaders of the three centers seek to ensure that each student grows significantly by interacting with all three centers, each of which pursues outcomes related to being, thinking, and doing. Integrated learning among the curriculum's three centers of emphasis is an integral part of the Bethel educational experience. Integrative work occurs both within coursework (including a senior seminar devoted to integration of learning) and at key junctures in the student's seminary experience. Together these centers ensure a strong seminary producing whole and holy Christian leaders for the 21st century.

Each course has a three-digit number with a two- or three-letter prefix. Foundational courses are numbered in the 500 series and advanced courses 600 and 700. The 800 and 900 series indicate courses taken in the Doctor of Ministry program. Courses with a "DE" suffix are fully distance courses. Courses with a "U, L, J, or P" suffix are taken with other students from the theological consortium. The prefix indicates the department as follows:

Subject Code	Description
BT	Biblical Theology
CF	Children's and Family Ministry
CP	Communications and Preaching
CM	Community Ministry
DC	Discipleship in Community
GC	Global and Contextual Studies
GS	General or Interdisciplinary Studies
HS	Historical Studies
MF	Marriage and Family
MH	Mental Health
ML	Ministry Leadership
NT	New Testament
OT	Old Testament
PC	Pastoral Care
PH	Philosophy of Religion
SP	Spiritual and Personal Formation
TL	Transformational Leadership
TS	Theological Studies

## The Center for Biblical and Theological Foundations

Through teaching and mentoring, faculty members in the Center for Biblical and Theological Foundations seek to lead students to mature understanding of the Bible and the Christian worldview. The goal is for each student to know God's Word, reflect on its teaching theologically, and apply it appropriately.

## Biblical Theology

### BT 508 • The Bible and the Interpreter 1.5 Credits

An introduction to the relationship of writer, text, and reader in the interpretation process (philosophical hermeneutics) and to methods for studying the Bible (exegesis). Students will gain skills for interpreting various literary genres of Scripture.

*Special Notes: Enrollment limited to M.A.M.F.T and M.A.M.H.C students.*

### BT 510 • Hermeneutics 3 Credits

Introduction to biblical interpretation. Analysis of relationship of author, text, and reader in the interpretive process. Analysis of biblical books using sound exegetical method: within their original cultural contexts and attending to genre and whole book context. Application of scriptural messages to contemporary contexts, respectfully engaging realities of human diversity.

*Special Notes: This course should be taken as soon as possible after entering seminary and is a prerequisite for all advanced courses in biblical studies.*

### BT 610 • Issues in Global Biblical Studies 1.5,3 Credits

This course combines two essential pieces for preparing students for serious engagement in biblical scholarship. The first is an introduction to the history of the interpretation of the Bible, particularly the last two centuries. The second component addresses current issues in biblical scholarship, such as the use of the Old Testament in the New Testament, historiography, theological hermeneutics, biblical theology, and global approaches to biblical studies.

*Prerequisites: BT 510.*

### BT 655 • Integrative Hermeneutics 1.5,3 Credits

An in-depth look at the human experience of interpretation, through the grid of philosophical hermeneutics and its intersections to theology.

*Prerequisites: BT 510 Special Notes: Crosslisted with PH 655.*

### BT 663 • The Jewish World of Jesus 1.5,3 Credits

This course is designed to introduce students to the history and literature of Second Temple Judaism from the conquests of Alexander the Great (ca. 332 B.C.) through the Bar Kokhba Revolt (A.D. 131). Particular attention will be given to the Roman rule from 63 B.C. to the fall of Jerusalem in A.D. 70. Students will read extensive portions of primary texts and be introduced to the geographical, archaeological, social and religious contexts in which Jesus lived and taught.

*Prerequisites: BT 510.*

### BT 670 • Directed Study in Biblical Theology 1-9 Credits

Research and study by arrangement with the professor.

*Prerequisites: BT 510. Special Notes: Permission is required.*

### BT 697 • Thesis Extension 0 Credit

Extension course for continued enrollment; required when the thesis course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the dissertation is granted final approval and receives a grade. \$375.

### BT 716 • Old Testament Theology 1.5,3 Credits

A discussion of various theological perspectives on such prominent themes in the Old Testament revelation as creation, anthropology, sin, covenant, sacrifice, and law.

*Prerequisites: BT 510. Special Notes: Crosslisted with OT 716 and TS716.*

### BT 717 • New Testament Theology 1.5,3 Credits

A detailed study of some of the themes of the New Testament from the standpoint of biblical theology.

*Prerequisites: BT 510.*

### BT 751 • Seminar in Biblical Theology 1.5-3 Credits

Selected themes from biblical theology for Old and/or New Testaments.

*Prerequisites: BT 510.*

### BT 795A • Thesis Proposal 1.5 Credits

Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.

*Special Notes: Approval of faculty member in relevant discipline is required.*



**BT 795B • Thesis Writing** 3 Credits

Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.

*Prerequisites:* 795A.

**BT 811 • BTE - Topics in Biblical Theology** 3 Credits

Concentration content course to fulfill DMin requirement for Biblical Theological Engagement.

*Special Notes:* This course will fulfill concentration requirements for BTE concentration students or an elective requirement for other concentrations.

**BT 811P • BTE Project in Biblical Theology** 3 Credits

Concentration project course to fulfill DMin requirement for Biblical Theological Engagement.

*Prerequisites:* BT 811. *Special Notes:* This course will fulfill concentration requirements for BTE concentration students or an elective requirement for other concentrations.

## Historical Studies

History is the science of individuals in time. By using the tools of bibliography, students learn that the important task of church history is to ponder meanings, not just to list information; to interpret, but not to predict. History inflames the student's passion for God and so helps build the groundwork both for Christian living and Christian ministry.

### Objectives for students

- Acquire an orderly grasp of the church's development as an institution from the first century to the contemporary world;
- Employ sound methods for interpreting artifacts of the past;
- Interpret key events in the church's struggle with persecution, success, heresy, and schism;
- Analyze the role of church tradition as it relates to the Bible;
- Explore the efforts of Christian leaders to maintain the church's identity and mission as it engaged cultures; and
- Find wisdom for pursuing spiritual growth through the transforming power of God.

### Survey of Christianity

**HS 501 • Church History: From the Early Church to the Reformation** 1.5 Credits

An introduction to the major movements within Christian history from the beginnings of the church to the 16th century. Students will also be introduced to basic methodology and bibliographical tools used in the study of the past.

**HS 502 • Church History: The Church in the Modern World** 1.5 Credits

An introduction to the major movements within Christian history since the Protestant Reformation of the 16th century. Students will also be involved in primary research in the field of church history.

*Prerequisites:* HS 501.

**HS 510 • Church History Survey** 3 Credits

Introduction to the major movements, ideas, figures, and events within Christian history from the beginnings of the Church to the present era. Introduction to basic methodology and bibliographical tools used to study the past. Analysis of primary and secondary church history materials. Application of ecclesiastical and doctrinal traditions of the past to contemporary movements, theological thinking, and Christian ministries.

**HS 601 • History of Christian Thought: The Early Church to Scholasticism** 1.5,3 Credits

A survey of the major historical, cultural, and theological factors influencing the development of doctrine to Aquinas, with major analysis of the work of the Ante- and Post-Nicene councils and their subsequent influence on the articulation of the structure of theological thought.

*Prerequisites:* HS 510. *Special Notes:* Crosslisted with TS 601.

**HS 602 • History of Christian Thought: Scholasticism to Enlightenment** 1.5,3 Credits

An analysis of theological renewal based on inductive study from the writings of Wycliffe, Hus, Luther, Calvin, the Anabaptists, Elizabethan-American Puritans, and John Wesley.

*Prerequisites:* HS 510. *Special Notes:* Crosslisted with TS 602.

**HS 603 • History of Christian Thought: 19th Century to the Present** 1.5,3 Credits

An analysis of contemporary theology as it is reflected in the formative periods of the 19th to the present, with particular reference to the modern era and its significance to contemporary church life.

*Prerequisites:* HS 510. *Special Notes:* Crosslisted with TS 603.

**HS 611 • Women in the Christian Tradition** 1.5,3 Credits

An exploration of the life, thought, and context of selected Christian women across the centuries. Issues of public values, personal identity, and group affiliations have long been important to this discussion. Since the mid-19th century, and particularly in the dramatic changes in the roles and experience of women since WWII, interpretive voices (e.g., in the literature) have notably both reflected and shaped the realities. The goal of this course is to engage the "cloud of woman-witnesses," in their cultures, in a manner that will enlighten and inspire one's own life.

**HS 640 • Christian Lives and Spirituality in History** 1.5,3 Credits

This course tells the story of Christianity through the life experiences of selected men and women in their historical contexts. Utilizing several varieties of literature, these people are valued both as insightful mentors and as unique persons in need of God's grace and human community. Students are invited to reflect on their own spiritual journeys and vocations.

*Prerequisites:* TS 512.

**HS 703 • Christian Classics** 1.5,3 Credits

An evaluation of important Christian literature, from Augustine's Confessions to C.S. Lewis' Till We have Faces. Attention will be directed to the context of several types of classics, as well as to their authors and messages.

*Special Notes:* Crosslisted with SP 703.

**HS 708 • History of World Missions** 1.5,3 Credits

A survey of the missionary movements on the major continents with special emphasis on biographies, types of mission field, and missionary strategy. *Special Notes:* May be taken in substitute for HS 510.

*Special Notes:* Crosslisted with GC 708.

## Medieval and Early Modern Church

**HS 675 • Creeds & Confessions of the Reformed Church** 1.5,3 Credits

An exploration of the theology of the Reformed Tradition through the study of nine creeds and confessions. The course also discusses how the pressure of church heresies and conflicts, as well as national pressures, brought together some of the most important theological statements the church has produced. In addition, the course explores the theological expressions surrounding the doctrines of the person and nature of Christ, the sacraments, election, the Bible and its interpretation, the church, and the relationship of church and state. Crosslisted with TS 675.

## Modern Christianity

**HS 726 • History and Theology of Ministry** 1.5,3 Credits

This course invites the student to a survey of important theological expressions and models in the history of Christian ministries from the first century through the present day. We consider selected themes (WISHMAP), illustrated by classic and contemporary sources, within a chronological framework. The goal is for these "voices" to enlighten and inspire our lives in faithful, fruitful service for Jesus Christ and the Kingdom.

*Special Notes:* Crosslisted with ML 726 and TS 726.

## American Christianity

**HS 512 • American Christianity** 1.5 Credits

Introduction to major events and trends within American Christianity, from the late fifteenth century to the early twenty-first. Evaluation of the ways in which the American Christian landscape and each participant's theology and ministry have been shaped by various events, trends, and ideas. Hands-on historical research and in-depth analysis of primary sources while exploring local details of this changing landscape.

**HS 652 • Christian Spiritual Life: Henri Nouwen** 1.5,3 Credits

A study of major themes in the thought of Henri Nouwen (1932-1996), one of the most influential Christian spiritual writers of our generation. The emphasis is on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during the author's Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that illuminate and encourage our lives as beloved and faithful children of the Lord.

*Special Notes:* Crosslisted with SP 652.

**HS 712 • Minorities and American Christianity** 1.5,3 Credits

A study of African American, American Indian, and Hispanic Christianity. Examines the history of each group, their contributions to American Christianity, and the special problems each group faces.

## Thesis and Research

**HS 670 • Directed Study in Church History** 1-9 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

**HS 790 • Advanced Seminars** 1.5,3 Credits

Specialized studies will be offered for those interested in any period of church history.

**HS 795A • Thesis Proposal** 1.5 Credits

Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.

*Special Notes: Approval of faculty member in relevant discipline is required.*

**HS 795B • Thesis Writing** 3 Credits

Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.

*Prerequisites: HS 795A.*

## New Testament

Study in New Testament is the disciplined exploration of God's revelation to the church using tools such as Greek language, historical background, and cultural insight. Interacting with the New Testament creates the knowledge base that a believer uses when building a comprehensive Christian worldview.

## Objectives for students

- Develop skills of disciplined Bible study, including reading the New Testament;
- Understand the historical contexts of the New Testament and its books;
- Understand major themes of the Bible written by the church;
- Understand how the wisdom of the New Testament shapes Christian living and ministry; and
- Find inspiration and clear direction for passionate devotion to Christ and transformational service to His church and to the world.

## Basic Studies

**BT 508 • The Bible and the Interpreter** 1.5 Credits

An introduction to the relationship of writer, text, and reader in the interpretation process (philosophical hermeneutics) and to methods for studying the Bible (exegesis). Students will gain skills for interpreting various literary genres of Scripture.

*Special Notes: Enrollment limited to M.A.M.F.T and M.A.M.H.C students.*

**BT 510 • Hermeneutics** 3 Credits

Introduction to biblical interpretation. Analysis of relationship of author, text, and reader in the interpretive process. Analysis of biblical books using sound exegetical method: within their original cultural contexts and attending to genre and whole book context. Application of scriptural messages to contemporary contexts, respectfully engaging realities of human diversity.

*Special Notes: This course should be taken as soon as possible after entering seminary and is a prerequisite for all advanced courses in biblical studies.*

**NT 508 • Introduction to the New Testament: Scripture and Story** 1.5 Credits

A study of New Testament books, focusing on themes, theology, and interpretive methodologies, coupled with consideration of role of the interpreter.

*Special Notes: Enrollment limited to M.A.M.F.T. and M.A.M.H.C students.*

**NT 541 • Greek I: Beginning Greek** 3 Credits

Introduction to biblical interpretation using NT Greek. Translation of Greek texts containing common New Testament Greek words and basic grammatical forms and syntax. Identification of the forms and basic grammatical/syntactical functions of nouns, adjectives and pronouns and the indicative mood of verbs. Definition of common New Testament Greek words.

**NT 542 • Greek II: Intermediate Greek** 3 Credits

Advancement of biblical interpretation using NT Greek. Translation of Greek texts at an intermediate level of proficiency, attending to a greater range of grammatical/syntactical functions. Introduction to the exegetical tools of textual criticism, diagramming and lexical analysis. Definition of common New Testament Greek words.

*Prerequisites: NT 541 or passing of Greek Qualifying Exam.*

## Introduction to Exegesis

**NT 516 • New Testament Survey: Narratives, Letters, and Revelation** 3 Credits

Introduction to the New Testament. Interpretation and synthesis of individual New Testament books using historical, cultural, and theological contexts, including attention to their genres. Summarization of the New Testament's main theological themes. Recontextualize its message and integrate for personal wholeness and faith praxis.

*Prerequisites: BT 510 (may be concurrent).*

**NT 518 • New Testament: Exegetical Explorations** 3 Credits

Analysis of select New Testament books as wholes within their original contexts. Development of exegetical skills including genre analysis, contextual study, and theological reflection and engagement. Discernment of key theological themes that span various New Testament books, with attention to both their unity and diversity.

*Prerequisites: BT 510 and NT 516.*

## Advanced Studies

**NT 601 • Matthew** 1.5-3 Credits

A concentrated study in the interpretation of the book of Matthew. The meaning of the author will be examined, as well as various critical questions relating to the study of the Gospels.

*Prerequisites: BT 510.*

**NT 602 • Mark** 1.5,3 Credits

A concentrated study in the interpretation of the book of Mark. The meaning of the author will be examined, as well as various critical questions relating to the study of the Gospels.

*Prerequisites: BT 510.*

**NT 603 • Luke** 1.5,3 Credits

A concentrated study in the interpretation of the book of Luke. The meaning of the author will be examined, as well as various critical questions relating to the study of the Gospels.

*Prerequisites: BT 510.*

**NT 604 • John** 1.5,3 Credits

A concentrated study in the interpretation of the book of John. The meaning of the author will be examined, as well as various critical questions relating to the study of the Gospels.

*Prerequisites: BT 510.*

**NT 606 • Romans** 1.5,3 Credits

An in-depth analysis of the book of Romans. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 607 • 1 Corinthians** 1.5,3 Credits

An in-depth analysis of 1 Corinthians. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 609 • Galatians** 1.5,3 Credits

An in-depth analysis of the book of Galatians. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 610 • Ephesians** 1.5,3 Credits

An in-depth analysis of the book of Ephesians. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 611 • Philippians** 1.5,3 Credits

An in-depth analysis of the book of Philippians. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 613 • 1 and 2 Thessalonians** 1.5,3 Credits

An in-depth analysis of 1 and 2 Thessalonians. The central theological themes of the letter will be explored, and there will also be an examination of introductory questions and the relevance of the letter for today's world.

*Prerequisites: BT 510.*

**NT 615 • Hebrews** 1.5,3 Credits

An exegetical study of the book of Hebrews. Attention is devoted to introductory issues, the meaning of the book, its theological contribution, and the message for the contemporary church.

*Prerequisites: BT 510.*

**NT 616 • James and Petrine Letters** 1.5,3 Credits

An exegetical study of the book of James and Petrine Letters. Attention is devoted to introductory issues, the meaning of the book, its theological contribution, and the message for the contemporary church.

*Prerequisites: BT 510.*

**NT 640 • Greek Bible Readings** 1.5,3 Credits

Involves translating various selections from the Septuagint, New Testament, and early Christian literature.

*Prerequisites: BT 510.*

**NT 652 • Greek Exegesis** 1.5,3 Credits

Advancement in ability to perform biblical exegesis and interpretation using NT Greek. Translation of Greek texts with a higher level of proficiency, attending to a greater range of grammatical/syntactical functions. Introduction to the exegetical tools of discourse (logical) and intertextual analysis, and integration of hermeneutical and exegetical tools and contextual analysis.

*Prerequisites: NT 542. Three hours.*

**NT 662 • Advanced Greek Grammar** 1.5,3 Credits

An introduction to the science of linguistics; a study of clauses and other large elements in the sentence; a survey of grammatical terms; the use of grammars, lexicons, concordances, and other tools for exegesis; and translation of selected passages from some of the more difficult books of the New Testament.

*Prerequisites: BT 510.*

**NT 702 • The Parables of Jesus** 1.5,3 Credits

The meaning, authenticity, and theology of the parables, as well as the principles and praxis of interpreting parables, are studied.

*Prerequisites: BT 510.*

**NT 705 • New Testament Background** 1.5,3 Credits

A study of the Jewish and Greco-Roman historical, religious, and literary background of the New Testament. Emphasis is placed on primary source material.

*Prerequisites: BT 510.*

**NT 709 • The Historical Jesus** 1.5,3 Credits

This course is a study of the origin and development of the three quests for the historical Jesus. The critical methodologies of each quest will be studied, along with the various portraits of Jesus proposed by the scholars of these quests. The context for the course is the worshipping community as it encounters Jesus and the renewal of worship that flows from meeting Him.

*Prerequisites: BT 510.*

**NT 712 • The Use of the Old Testament in the New Testament** 1.5-3 Credits

An exegetical examination of the ways that the New Testament quotes and alludes to the Old Testament. Methods of interpretation are studied alongside specific biblical passages, with a focus on how to understand the gospel in light of Old Testament foundations.

*Prerequisites: BT 510.*

**NT 716 • New Testament Models of Spiritual Formation** 1.5,3 Credits

An exploration of key models of spiritual formation found in the New Testament. This course will seek to combine the best of biblical study skills in the exegesis of several New Testament passages with their proper application to the spiritual formation of one's own life and ministry.

*Prerequisites: BT 510. Special Notes: Cognate credit with SP 716.*

**NT 750 • Seminar in Textual Criticism** 1.5,3 Credits

A study of paleography, sources of information about the text (Greek manuscripts, ancient versions, and patristic quotations), history of the text, principles of evaluation of variant readings, and actual evaluation of variant readings.

*Prerequisites: BT 510.*

**NT 751 • Seminar in New Testament** 1.5,3 Credits

An in-depth study of a particular New Testament book or theme.

*Prerequisites: BT 510.*

## New Testament Thesis and Research Courses

**NT 670 • Directed Study in New Testament** 1-9 Credits

Research and study by arrangement with the professor.

*Prerequisites: BT 510. Special Notes: Permission is required.*

**NT 795A • Thesis Proposal** 1.5 Credits

Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.

*Special Notes: Approval of faculty member in relevant discipline is required.*

**NT 795B • Thesis Writing** 3 Credits

Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.

*Prerequisites: 795A.*

## Advanced Courses in Biblical Theology

**BT 610 • Issues in Global Biblical Studies** 1.5,3 Credits

This course combines two essential pieces for preparing students for serious engagement in biblical scholarship. The first is an introduction to the history of the interpretation of the Bible, particularly the last two centuries. The second component addresses current issues in biblical scholarship, such as the use of the Old Testament in the New Testament, historiography, theological hermeneutics, biblical theology, and global approaches to biblical studies.

*Prerequisites: BT 510.*

**BT 655 • Integrative Hermeneutics** 1.5,3 Credits

An in-depth look at the human experience of interpretation, through the grid of philosophical hermeneutics and its intersections to theology.

*Prerequisites: BT 510 Special Notes: Crosslisted with PH 655.*

**BT 670 • Directed Study in Biblical Theology** 1-9 Credits

Research and study by arrangement with the professor.

*Prerequisites: BT 510. Special Notes: Permission is required.*

**BT 717 • New Testament Theology** 1.5,3 Credits

A detailed study of some of the themes of the New Testament from the standpoint of biblical theology.

*Prerequisites: BT 510.*

**BT 751 • Seminar in Biblical Theology** 1.5-3 Credits

Selected themes from biblical theology for Old and/or New Testaments.

*Prerequisites: BT 510.*

**BT 795A • Thesis Proposal** 1.5 Credits

Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.

*Special Notes: Approval of faculty member in relevant discipline is required.*

**BT 795B • Thesis Writing** 3 Credits

Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.

*Prerequisites: 795A.*

## Old Testament

Old Testament study is the disciplined examination of the Hebrew Bible, using tools such as Hebrew language, historical background, archaeological data, and cultural insight. Academic Bible study is not just an end in itself, but leads to other goals: giving fuel to spiritual life and guidance for transformational ministry.

## Objectives for students

- Develop skills of disciplined Bible study, especially in the Old Testament;
- Understand the geographical, historical, and cultural contexts that form the background of the Old Testament and its books;
- Acquire a sequential knowledge of the major themes of the Hebrew Bible;
- Understand how Old Testament wisdom shapes Christian living and ministry; and
- Find inspiration and clear direction for passionate devotion to Christ and transformational service to His church and to the world.

The sequence of core courses is designed to give students a general understanding of:

- The nature of the Old Testament literature;
- The content of the Old Testament;
- Contemporary approaches to the Old Testament; and
- The relevance of the message of the Old Testament for today.

Students enrolled in the Greek/Hebrew language track will normally begin the sequence of Old Testament language courses in the fall semester of their second year. Students will then begin the Old Testament courses after they have completed one year of Hebrew.

## Basic Studies

### BT 510 • Hermeneutics 3 Credits

Introduction to biblical interpretation. Analysis of relationship of author, text, and reader in the interpretive process. Analysis of biblical books using sound exegetical method: within their original cultural contexts and attending to genre and whole book context. Application of scriptural messages to contemporary contexts, respectfully engaging realities of human diversity.

*Special Notes: This course should be taken as soon as possible after entering seminary and is a prerequisite for all advanced courses in biblical studies.*

### OT 508 • Introduction to the Old Testament: Scripture and Story 1.5 Credits

A study of Old Testament books, focusing on themes, theology, and interpretive methodologies, coupled with consideration of role of the interpreter.

*Special Notes: Enrollment limited to M.A.M.F.T. and M.A.M.H.C students.*

### OT 516 • Old Testament Survey: Law, Prophets and Writings 3 Credits

An introduction to the Old Testament focused on the message and proper interpretation of OT books, their ancient Near Eastern historical and literary contexts, and theological purposes. Exploration of connections between the Old Testament story and the New Testament. Contextualization of Old Testament messages for Christian ministry contexts today.

*Prerequisites: BT 510.*

### OT 518 • Old Testament: Exegetical Explorations 3 Credits

A study of selected texts, themes, and theology of the Old Testament with the goal of developing greater skills in genre analysis, contextual study, and theological reflection and engagement.

*Prerequisites: BT 510 and OT 516.*

### OT 541 • Hebrew I: Beginning Hebrew 3 Credits

A study of the fundamentals of biblical Hebrew with respect to forms (morphology) and simple relationships (syntax). Special emphasis will be placed on preparing the student for the subsequent exegesis of the Old Testament.

### OT 542 • Hebrew II: Intermediate Hebrew 3 Credits

A review and expansion of Beginning Hebrew, including morphology, syntax, vocabulary building, and translation, with a goal toward developing a proper exegetical methodology. The course will also include an introduction to textual criticism.

*Prerequisites: OT 541.*

## Advanced Studies

### OT 601 • Exposition of Genesis 1.5,3 Credits

An investigation into the book of Genesis, with special emphasis on the nature and theology of Israel's primeval history and the patriarchal narratives. Emphasis is also placed on the theological and homiletical value of selected texts.

*Prerequisites: BT 510.*

### OT 602 • Exposition of Exodus 1.5,3 Credits

An investigation into Israel's literary traditions of the nation's exodus from Egypt. The focus is on the nature and theology of the deliverance narratives and on the Sinaitic revelation. Emphasis also is placed on the significance of this revelation in Israelite history and theology, as well as its relevance for today.

*Prerequisites: BT 510.*

### OT 603 • Exposition of Deuteronomy 1.5,3 Credits

An investigation into the literary form and theology of the book of Deuteronomy. Emphasis will be placed on the nature of covenant relationship and the significance of the book of Deuteronomy in Israelite and Christian tradition.

*Prerequisites: BT 510.*

### OT 610 • Exposition of the Book of Job 1.5,3 Credits

An investigation into the special literary qualities and message of the book of Job. Emphasis will be placed on the contribution made by this book to a biblical understanding of grief and suffering, and how God's sovereignty, justice, and wisdom are related to human behavior. The pastoral implications of its message for today is explored.

*Prerequisites: BT 510.*

### OT 611 • Exposition of the Book of Psalms 1.5,3 Credits

A study of the prayers for God's help in times of trouble, hymns of praise to worship God the King, and the nation's hopes for the coming of the Messianic Son of David.

*Prerequisites: BT 510.*

### OT 613 • Exposition of Isaiah 1.5,3 Credits

A study of Isaiah's call for Judah to trust God, the great King and Savior of the nation. God will judge all proud nations, forgive the people's sin through the death of the suffering servant, and establish His eternal kingdom.

*Prerequisites: BT 510.*

### OT 614 • Exposition of Jeremiah 1.5,3 Credits

A seminar on Jeremiah's doubts about his call, his powerful preaching of judgment and hope, his agony and lamentations concerning repeated threats and persecutions, and his commitment to unveil the deceptive message of the religious leaders of his day.

*Prerequisites: BT 510.*

### OT 616 • Exposition of Daniel 1.5,3 Credits

An analysis of the visions and stories in Daniel to understand how the sovereign rule of God over the world brings hope to Babylonians as well as Israelite exiles who wait for His future kingdom amid persecution.

*Prerequisites: BT 510.*

### OT 620 • Exposition of Micah 1.5,3 Credits

An analysis of the message of the prophet Micah with special emphasis on the methods used to persuade his audience to transform their view of reality.

*Prerequisites: BT 510.*

### OT 652 • Hebrew Exegesis 1.5,3 Credits

Exegesis of select texts from the Hebrew Bible. The primary emphasis will be on translation and syntactical work, with some attention given to text-critical, lexical, and grammatical review.

*Prerequisites: BT 510 or BI510, OT 542.*

### OT 670 • Directed Study in Old Testament 0.5-9 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

### OT 710 • Historical Geography and Archaeology 1.5,3 Credits

A survey of the time, place and culture in which God's revelation was delivered. Topics include regional aspects of the land of the Bible, the relationship of humans to their environment, the concept of "place" and its effects, and the theological concept of "land".

*Prerequisites: BT 510.*

### OT 716 • Old Testament Theology 1.5,3 Credits

A discussion of various theological perspectives on such prominent themes in the Old Testament revelation as creation, anthropology, sin, covenant, sacrifice, and law.

*Prerequisites: BT 510. Special Notes: Crosslisted with BT 716 and TS716.*

## Advanced Courses in Biblical Theology

### BT 610 • Issues in Global Biblical Studies 1.5,3 Credits

This course combines two essential pieces for preparing students for serious engagement in biblical scholarship. The first is an introduction to the history of the interpretation of the Bible, particularly the last two centuries. The second component addresses current issues in biblical scholarship, such as the use of the Old Testament in the New Testament, historiography, theological hermeneutics, biblical theology, and global approaches to biblical studies.

*Prerequisites: BT 510.*

### BT 655 • Integrative Hermeneutics 1.5,3 Credits

An in-depth look at the human experience of interpretation, through the grid of philosophical hermeneutics and its intersections to theology.

*Prerequisites: BT 510 Special Notes: Crosslisted with PH 655.*

### BT 716 • Old Testament Theology 1.5,3 Credits

A discussion of various theological perspectives on such prominent themes in the Old Testament revelation as creation, anthropology, sin, covenant, sacrifice, and law.

*Prerequisites: BT 510. Special Notes: Crosslisted with OT 716 and TS716.*



## Thesis and Research Courses

**OT 670 • Directed Study in Old Testament** 0.5-9 Credits  
Research and study by arrangement with the professor.  
*Special Notes: Permission is required.*

**OT 795A • Thesis Proposal** 1.5 Credits  
Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.  
*Special Notes: Approval of faculty member in relevant discipline is required.*

**OT 795B • Thesis Writing** 3 Credits  
Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.  
*Prerequisites: 795A.*

## Theological Studies

Theology is the science of God, the discipline that seeks knowledge of God's being and all of God's works. Theology synthesizes and interprets Christian beliefs and applies them to today's world. Theology leads to wisdom. Living in light of wisdom from God shapes and motivates a passionate love for God and growth in maturity.

## Objectives for Students

- Acquire orderly understandings of the major doctrinal and biblical themes of the Christian worldview;
- Gain awareness of contemporary intellectual movements and proper Christian response;
- Form reasons for faith and ability to offer reasoned defenses of Christian truth;
- Develop the habit of interpreting all of life through the practice of theological reflection;
- Uncover the connections of Christian truth with the living of life and the practice of leadership in ministry; and
- Find guidance and motivation for pursuing personal spiritual growth by encountering the transforming power of divine truth.

## Systematic Theology

Systematic theology synthesizes Christian beliefs and applies them to today's world. Building chiefly on a foundation of biblical data, it also interacts with other areas of knowledge such as philosophy, historical and contemporary theology, and the sciences, using them to illuminate and confirm essential biblical teachings. A primary goal of coursework in systematic theology is to help students work toward developing an intelligible system of Christian thought that is at once biblically sound, rationally coherent, and culturally relevant. To be taken middle or senior year. At Bethel Seminary St. Paul, all students should plan to take TS 512 before taking upper-level electives in systematic theology.

**TS 512 • Systematic Theology I: God the Creator** 3 Credits  
Investigation into the nature of God in His Triune life and His self-revelation through the Scriptures. Study of the nature of humanity in its created and fallen condition. Evaluation of one's personal theology, in light of historical Christianity and emerging theologies. Contextualization of the gospel and integration of key learnings into one's faith.

**TS 513 • Systematic Theology II: God the Redeemer** 3 Credits  
Investigation of the person of Jesus Christ and the provision of salvation through Christ for humanity. Study of the Holy Spirit's person and redemptive and reconciling work and God's plan for the future of all creation. Evaluation of one's personal theology, in light of historical Christianity and emerging theologies. Contextualization of the gospel and integration of key learnings into one's faith.

**TS 520 • Theology & Psychological Theory: An Integrative Seminar** 3 Credits  
This course is an investigation of selected doctrines from theological and psychological perspectives. Team-taught by a theology professor and a MFT/MHC professor, it is designed to facilitate faith-therapy integration in the domains of theory, professional practice, and personal formation.  
*Prerequisites: MF 625 or MH 625.*

**TS 530 • Faith and Public Life** 3 Credits  
An introduction to the public nature of Christian belief and practice, highlighting diverse expressions of faith-culture interaction. Different types and facets of culture engagement are defined and explored, including intercultural, interdisciplinary, interreligious, ethical, and apologetic concerns. Cultural agency is connected to theological reflection, spiritual formation, and vocational leadership.

**TS 601 • History of Christian Thought: The Early Church to Scholasticism** 1.5,3 Credits  
A survey of the major historical, cultural, and theological factors influencing the development of doctrine to Aquinas, with major analysis of the work of the Ante- and Post-Nicene councils and their subsequent influence on the articulation of the structure of theological thought.  
*Prerequisites: HS 510. Special Notes: Crosslisted with HS 601.*

**TS 602 • History of Christian Thought: Scholasticism to Enlightenment** 1.5,3 Credits  
An analysis of theological renewal based on an inductive study from the writings of Wycliffe, Hus, Luther, Calvin, the Anabaptists, Elizabethan-American Puritans, and John Wesley.  
*Prerequisites: HS 510. Special Notes: Crosslisted with HS 602.*

**TS 603 • History of Christian Thought: 19th Century to the Present** 1.5,3 Credits  
An analysis of the antecedents of contemporary theology as reflected in the formative periods of the 19th century to the present, with particular reference to the modern era and its significance in contemporary church life.  
*Prerequisites: HS 510. Special Notes: Crosslisted with HS 603.*

**TS 605 • Theology and Contemporary Culture** 1.5,3 Credits  
An engagement with current, popular forms of cultural expression - movies, music, television, sports, social media, etc. - and their relevance to Christian thought and practice. This course emphasizes cultural hermeneutics: how interpretations of culture can shape and inform theological reflection, public action, vocational identity, and missional engagement.

**TS 630 • Eschatology and Hope** 1.5,3 Credits  
This course explores the themes of eschatology, or the doctrine of the "last things," with particular attention to the ways in which it contributes hope for humanity and for the purpose of creation. While engaging the thought of major contemporary theologians, this course focuses on the relation between eschatology and Christology, soteriology, and political and practical/pastoral theology. Attention is also given to the relation between eschatology and theodicy, Christian spirituality and ecological ethics.  
*Prerequisites: TS 512.*

**TS 632 • World Religions** 1.5,3 Credits  
This course is a study of the world religions that provide structures of belief and meaning for vast numbers of people in America and globally. A primary goal is to develop the understanding and sensitivities necessary to represent Christ attractively, and communicate His Gospel intelligibly, to adherents of these faiths. It is also an opportunity to develop an informed Christian theology of religions.  
*Prerequisites: recommended to have taken TS 512. Special Notes: Crosslisted with GC 632.*

**TS 633 • The Church and Social Issues** 1.5,3 Credits  
An in-depth study of contemporary social challenges and questions, particularly in North American society, but with a view to the reality of globalization. The guiding question is: How does Scripture and the Gospel apply to the most difficult and pressing issues of the day and how can the church be involved? Particular issues are at the discretion of the instructor, but they will likely include (though not be limited to): diversity and racism, human sexuality, economics and poverty, and food and agriculture.  
*Prerequisites: TS 512.*

**TS 634 • Religious Pluralism** 1.5,3 Credits  
This course explores the theological issue of religious pluralism from a Christian and evangelical perspective. Students explore the historical and contemporary expressions of pluralism as represented by such thinkers as John Hick, John Cobb, and Raimundo Panikkar, among others. Special attention is given to Christological questions posed by pluralism and appropriate theological and apologetic responses. Practical and constructive methodologies are incorporated.  
*Prerequisites: TS 512.*



**TS 662 • Kierkegaard and Postmodernity** 1.5,3 Credits

This course explores the philosophical and theological thought of Soren Kierkegaard, a 19th century Danish author who has influenced deeply postmodern thinking. Scholarship on Kierkegaard has exploded in the last few decades and a new sensitivity to his contribution to Christian theology has emerged. We explore the basic structure and themes of his authorship by engaging and analyzing selected primary texts. What are the implications of his work for evangelical Christian faith in contemporary culture? .

*Prerequisites:* TS 512.

**TS 672 • Baptist History and Theology** 1.5,3 Credits

This course surveys the history, theological convictions and distinctive practices of the Baptist tradition. Contemporary developments, special challenges and promising opportunities will receive focused attention.

*Prerequisites:* TS 512. *Special Notes:* Cognate Credit with HS672.

**TS 675 • Creeds & Confessions of the Reformed Church** 1.5,3 Credits

An exploration of the theology of the Reformed tradition through the study of nine creeds and confessions. The course also discusses how the pressure of church heresies and conflicts, as well as national pressures, brought together some of the most important theological statements the church has produced. In addition, the course explores the theological expressions surrounding the doctrines of the person and nature of Christ, the sacraments, election, the Bible and its interpretation, the church, and the relationship of church and state. This course is one of three offered in San Diego that are required by the local Presbytery for ordination in the PCUSA.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with HS 675.

**TS 676 • Reformed Worship and Sacraments** 1.5,3 Credits

An introduction to the history, tradition, and structure of Reformed worship. The course answers questions, gives practical applications, and considers the meaning and observance of the sacraments.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with HS676 and ML 676.

**TS 686 • The Pietist Tradition** 1.5,3 Credits

Pietism, "a religion of the heart," signifies a movement launched in the 17th century to reclaim the experiential dimension of Christian faith. This course traces the Pietist impulse in Christian history, evaluates its varied manifestations, and explores the relevance of a biblically-anchored Pietism to the renewal of the contemporary church.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with HS686 and SP 686.

**TS 704 • Movie Theology** 1.5,3 Credits

A structured workshop in theological evaluation of the heart and mind of contemporary culture as reflected in significant motion pictures. Particular attention is paid to portrayals of the human condition and to religious themes. The goal of the course is to cultivate the art of listening and watching perceptively, with a view to learning whenever possible, and to affirmation or criticism as appropriate.

*Prerequisites:* TS 512.

**TS 707 • Existentialism in Theology** 1.5,3 Credits

This course introduces key themes and figures in existentialism, with special focus on existentialist theologians and philosophers who have deeply influenced an existential approach to theology (as well as the intersection of theology and psychology). Themes include the nature and meaning of existence, the phenomena of religious faith and doubt, problems of alienation, and courage in suffering and the confrontation with death. The course also considers existentialist ethics (de Beauvoir and Sartre) and the impact of terror management theory on theological ethics and church practice. Other key figures include, but go beyond, Kierkegaard, Nietzsche, Tillich, and Ernest Becker.

*Prerequisites:* TS 512.

**TS 726 • History and Theology of Ministry** 1.5,3 Credits

This course invites the student to a survey of important theological expressions and models in the history of Christian ministries from the first century through the present day. We consider selected themes (WISHMAP), illustrated by classic and contemporary sources, within a chronological framework. The goal is for these "voices" to enlighten and inspire our lives in faithful, fruitful service for Jesus Christ and the Kingdom.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with ML 726 and HS 726.

**TS 733 • Theology and Science** 1.5-3 Credits

A discussion of the interface between two important models of knowledge: theology and science. Taking a history and philosophy of science approach, this course evaluates theology and science as two methods for explaining aspects of reality. It discusses whether the results of science have theological import or the axioms of the theology may have scientific significance.

*Special Notes:* Crosslisted with PH 733.

**TS 735 • Spiritual Theology** 1.5,3 Credits

This course clarifies the nature of Christian spirituality, makes a case for studying it, examines its biblical, doctrinal and psychological foundations, and then, finally, explores its three Spirit-directed dynamics of relating (to God, others and creation), becoming (holy and whole), and doing (finding our place in the larger purposes of God). Practical assignments and directed experiences provide opportunities to move beyond theory to personal formation.

*Prerequisites:* TS 512 (recommended).

**TS 739 • Theology in a Global Context** 1.5,3 Credits

This course addresses key intersections between theology and culture and explores questions and issues related to contextuality in theologizing. It does so by close readings, discussions, and analysis of contemporary theologies coming from beyond the traditional Euro-American context, including African, Asian, Latin American and other non-Western contexts. Themes of focus include Christology, anthropology, and the doctrine of salvation.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with GC 739.

**TS 751 • Seminar in Theology** 1.5-3 Credits

An in-depth study of a particular contemporary theological issue.

*Prerequisites:* TS 512 and TS 513.

**TS 754 • Perspectives on Evil and Suffering** 1.5,3 Credits

This course explores two distinct approaches to suffering and evil. Theologians, philosophers, and apologists try to explain why evil exists in a world created by a good God. Pastoral theologians and counselors attempt to help people who are suffering. Course participants attempt integration of the categories, resources, and responses typical of these two areas as they seek answers to the question, "What can theologians and caregivers learn from each other? .

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with PC 754 and PH 754.

**TS 774 • Theology of Leadership and Vocation** 1.5,3 Credits

This course will enable students to articulate a theology of leadership in an increasingly post-Christendom context and will also explore the nature of vocation as understood historically and in the present. The course explores the theological nature and biblical rationale for effective leadership and also explores, more broadly, vocation as a gift and responsibility, but does so in the context of reflection on the nature of the kingdom of God. The course culminates in in-depth communal and personal reflection on the question of vocation.

*Prerequisites:* TS 512. *Special Notes:* Crosslisted with ML774.

**TS 780 • MA(TS) Capstone Course** 3 Credits

This course aims at integration of the curricular content of the M.A. (T.S.) program with a view to preparing students as they look ahead to future ministries of teaching and, for those who continue on academically, vocational scholarship. The course will incorporate insights from leadership studies that apply to students on these tracks. It will also sensitize students to the cultural dynamics of their anticipated ministry contexts and provide a framework for developing a general theology of culture and cultural agency. The capstone course may be organized around a particular theme or study topic each year.

*Prerequisites:* TS 512.

## Philosophy of Religion

**PH 620 • Methods and Themes in Christian Thought** 1.5,3 Credits

An introduction to key concepts, figures themes, and methodological approaches within the history of Christian thought. It involves an overview study of the history of the complex relationship between philosophy and theology from Plato to postmodernism. Key philosophical themes are drawn from metaphysics, ontology, phenomenology, and the question of religious language. Key theological themes are drawn from the doctrines of God, revelation, and the nature of humanity. Methods include historical, philosophical, systematic, and contextual theologies. Special attention is given to points of intersection among these approaches.

**PH 655 • Integrative Hermeneutics** 1.5,3 Credits

An in-depth look at the human experience of interpretation, through the grid of philosophical hermeneutics and its intersections to theology.

*Prerequisites:* BT 510 *Special Notes:* Crosslisted with BT 655.

**PH 665 • History of Philosophy of Religion** 1.5,3 Credits

This course explores the discourse of philosophical hermeneutics, discussing questions of how we interpret and how language functions in both communication and understanding. It studies significant philosophers and theologians in the field of hermeneutics, and also pays particular attention to the discourses of postmodernism as a philosophical outlook as well as to diverse, marginalized voices regarding their contribution to interpretation of the Bible. The course considers the interpretation of written, sacred texts, but also considers the phenomena of text and "textuality" more broadly, from an integrated theological and philosophical lens.

*Prerequisites:* TS 512.

**PH 733 • Theology and Science** 1.5-3 Credits

A discussion of the interface between two important modes of knowledge: theology and science. Taking a history and philosophy of science approach, this course evaluates theology and science as two methods for explaining aspects of reality. It discusses whether the results of science have theological import or the axioms of the theology may have scientific significance.

*Prerequisites: PH606. Special Notes: Crosslisted with TS 733.*

**PH 754 • Perspectives on Evil and Suffering** 1.5,3 Credits

This course explores two distinct approaches to suffering and evil. Theologians, philosophers, and apologists try to explain why evil exists in a world created by a good God. Pastoral theologians and counselors attempt to help people who are suffering. Course participants attempt integration of the categories, resources, and responses typical of these two areas as they seek answers to the question, "What can theologians and caregivers learn from each other? .

*Prerequisites: TS 512. Special Notes: Crosslisted with PC 754 and TS 754.*

**PH 770 • Thesis in Christian Thought** 1.5,3 Credits

This is an individual, guided research course which culminates in a master's-level academic paper and a defense of the thesis. Students generally choose the thesis option (rather than the project option) if they intend to pursue an academic vocation in theology or related disciplines and if they intend to further their studies at the doctorate level. Other students may choose this option because they are interested in high-level research at the master's level and if they wish to study a topic in depth. The course is spread out over two semesters, with the first semester designated for the proposal and primary research stage and the final semester designated for research, writing, and defense.

*Prerequisites: TS 512.*

**PH 775 • Project in Christian Thought** 1.5,3 Credits

This option is designed for Christian Thought students who want to concentrate on the practical, or "praxis," application of Christian Thought to ministry (i.e. preaching, church planting, teaching, pastoral counseling, social work, and social justice ministry, etc.). While the student does not write a master's thesis, there is a written component (a summative, reflection paper) to the project option. The primary work, however, is accomplished through a mentored internship experience which is designed in collaboration with the student, the Christian Thought program director, and the Office of Formation, Supervised Ministry, and Placement. The objective is to provide the student an opportunity to apply Christian Thought to a practical arena of ministry related to the student's vocational interests and goals. The course is split into two semesters, with one credit designated for the proposal and preparation stage and the final two credits for the implementation and written reflection. The course is taken over the final two semesters of a student's program.

*Prerequisites: TS 512.*

**PH 780 • Senior Integrative Seminar: Missional Apologetics** 3 Credits

This course involves the strategic application of theology and Christian thought to the practical tasks of evangelism and mission—with special emphasis on postmodern, pluralist, and post-Christian contexts. It begins from the starting point that successful evangelism and mission today requires a holistic combination of intellectual, social, and spiritual engagement. The course is explicitly integrative, drawing on theology, philosophy, culture studies, leadership, and spiritual formation. Prerequisite: Must be taken in the student's final year.

*Prerequisites: TS 512.*

## Ethical Studies

**TS 516 • Christian Social Ethics** 3 Credits

Exploration of the ethical vision of the Christian faith, grounded upon God's character and revealed will, and aimed toward moral transformation of persons and society. Integration of ethical theory, methods, biblical interpretation, spiritual resources, and the distinct motivation supporting Christian ethical concern. Demonstration of how a Christian ethical vision shapes identity and personal holiness and leads to service to the community and church. Evaluation of personal and cultural frameworks in ethical decision-making.

*Prerequisites: TS 512, TS 513.*

**TS 517 • Christian Social Ethics for the Workplace** 3 Credits

A study of the ethical dimensions of Christian theology for leadership and workplace contexts. The class begins with an overview and analysis of ethical theory, terminology, approaches, and biblical bases, and then brings this ethical reflection into conversation with leadership theory and an emerging theology of faith, work, and economics. Application of ethical theory will focus on leadership and workplace issues facing Christian leaders today.

*Special Notes: Crosslisted with ML 517.*

**TS 742 • Sexual Ethics** 1.5,3 Credits

A study of human sexual character and sexual expression from the perspectives of Scripture, theology, history, and contemporary thought and practice. Focuses on prevalent misunderstandings and abuses of sexuality, as well as the goodness of sexuality as designed by our Creator, in the lives of both married and single persons. Fornication, adultery, pornography, homosexuality, solo sex, celibacy, marriage, divorce, and remarriage are some of the topics we examine to learn how we may live godly and satisfying lives in an increasingly perverse society.

*Prerequisites: TS 512.*

**TS 752 • Seminar in Ethics** 1.5,3 Credits

The seminar provides opportunity for skill development in Christian ethics methodology through advanced-level study of a particular ethical issue. Seminar topics are chosen on the basis of contemporary relevance and significance.

*Prerequisites: TS 512, TS 516.*

## Thesis and Research Courses

**TS 670 • Directed Study in Theology** 1-9 Credits

Research focused on a particular theological issue or topic may be pursued under independent arrangement with the professor involved.

*Prerequisites: TS 512. Special Notes: Permission is required.*

**TS 795A • Thesis Proposal** 1.5 Credits

Development of a thesis proposal and prospectus. Survey of existing research and delineation of tentative argument and preliminary bibliography. To be developed in consultation and under supervision of a faculty member as thesis advisor.

*Special Notes: Approval of faculty member in relevant discipline is required.*

**TS 795B • Thesis Writing** 3 Credits

Implementation of research plan, under the supervision of thesis advisor and with input from a second reader. To include survey of existing research and thesis that is well argued and supported by the literature.

*Prerequisites: TS 795A.*

## The Center for Spiritual and Personal Formation

The Center for Spiritual and Personal Formation makes the formation process part of the entire Bethel Seminary experience. Spiritual and personal formation is the process of opening ourselves to the work of God in our lives. Our goal is that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ (Eph. 4:12-13). As students address issues of spiritual and personal formation, they are increasingly likely to demonstrate:

- A desire for and commitment to living in a covenant love relationship with God that is marked by a passion for the Word of God, personal obedience and discipleship, spiritual hunger, and a lifestyle of holiness and spiritual maturity;
- A desire for and commitment to living with others in covenantal love relationships that are marked by integrity, respect, justice, service, reconciliation, and the ability to build bridges across the potential barriers of racial, gender, and theological differences;
- An ability to develop a biblically grounded theology of spiritual and personal formation, to recognize historical instances of the movement of the Holy Spirit, and to examine critically the practice of formation as understood by a variety of Christian traditions;
- An awareness of their own brokenness, call, and gifting that enables them to maintain healthy personal and professional boundaries, appropriately use authority and power, and respond sensitively to the pain of others; and
- An ability to respond to God's call in their lives with proactive, lifelong personal and professional development strategies that are characterized by honesty, accountability, and a commitment to wholeness spiritually, emotionally, physically, financially, and relationally.

## Interdisciplinary Courses

### GS 001 • Graduate Research Seminar: Masters Level 0 Credit

The Graduate Research Seminar is a requirement for all students in a masters degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

### GS 006 • Graduate Research Seminar: MFT Degree 0 Credit

The Graduate Research Seminar is a requirement for all students in the MFT degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

### GS 007 • Graduate Research Seminar: Doctoral Level 0 Credit

The Graduate Research Seminar is a requirement for all students in a degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

### GS 670 • Directed Study in General Studies 1-3 Credits

Research and study by arrangement with the professor.  
*Special Notes: Permission is required.*

### GS 751 • Seminar in General Studies 1.5-3 Credits

An in-depth study of a particular theme.

### GS 780 • Senior Integrative Seminar 3 Credits

Integration of theology, leadership, and formation into personal, professional, and interdisciplinary understanding and practice. Exploration and analysis of diverse case dilemmas across multiple disciplines, with the ability to contextualize the messages of scripture in respectful and engaging ways. Demonstration of critical thinking, intercultural competence, and integration, within the context of respectful, professional dialogue.

*Special Notes: This course must be taken in the student's final year.*

### GS 801 • Integral Research & Writing 3 Credits

The culmination of all doctoral level work is a research project commonly called a thesis or dissertation. Because the Doctor of Ministry degree is a "professional" doctoral degree, its focus is more practical than academic. However, it still requires a very high level of research, analysis, synthesis and writing. The purpose of the research project is to contribute new knowledge, models, and/or methodologies to the practice of ministry. The research project may also focus on discovering solutions to ministry challenges. Integral Research and Writing provides students with a comprehensive conceptual framework for conducting effective qualitative (and/or mixed method) research. This course also introduces students to a variety of research methodologies from which to pursue their research. Additionally, students will participate in an Integral Research Inventory to help them discover their most natural "research path" and begin the process of developing an integral research proposal. Students will also be exposed to matters related to doctoral level research writing and become familiar with the style guide that dictates the final form the research project report will take. This is a required course and should be taken by all students no later than their second course.

### GS 801P • Integral Research & Writing: Project 3 Credits

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: GS 801.*

### GS 897 • Dissertation Extension 0 Credit

Extension course for continued enrollment; required when the thesis course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the dissertation is granted final approval and receives a grade. Fee applies.

### GS 901 • Thesis Proposal Foundations 3 Credits

Thesis Proposal Foundations (GS 901) and Thesis Proposal Workshop (GS 902) are two parts within a combined course unit and are to be taken in order in subsequent terms. For GS 901, students orient themselves to the nature of research proposals and the purpose of research. Additionally, students use GS 901 as a place to identify and refine their research topics, crystallize this topic in the form of a problem and response statement, begin to explore the relevant literature related to the topic, and develop a preliminary bibliography related to this literature. The identification and submission of a problem and response statement and the development and submission of a preliminary bibliography are the primary outcomes for Thesis Proposal Foundations. These outcomes serve as the basis upon which the Thesis Proposal Workshop will be conducted.

### GS 902 • Thesis Proposal Workshop 3 Credits

All students in the Doctor of Ministry program will participate in a one-week thesis proposal workshop. Each participant will develop and bring to the workshop a preliminary thesis proposal developed according to guidelines stated in the pre-course assignments and based upon the work done in GS 901. The week will be spent in a process of modification, expansion and refinement of this proposal as well as in development of a strategy for proposal implementation and for the writing of the thesis project report.

*Prerequisites: GS 901.*

### GS 991 • Thesis Project A 3 Credits

This course is for students who have completed GS 901 Thesis Proposal Foundations and GS 902 Thesis Proposal Workshop and are currently working on their thesis writing and engaged with their Thesis Advisor.

*Prerequisites: GS 901, GS 902. Special Notes: This course is required and is Pass/ Fail.*

### GS 992 • Thesis Project B 3 Credits

This course is for students who have completed GS 991 Thesis Project 1, have an approved thesis proposal, are currently working on their thesis writing, and are engaged with their Thesis Advisor.

*Prerequisites: GS 991. Special Notes: This course is required and is Pass/ Fail.*

### GS 993 • Thesis Project C 3 Credits

This course is for students who have completed GS 991/ GS 992 Thesis Project 1 and 2 and are currently working on their thesis writing and engaged with their Thesis Advisor. It is taken in the spring semester of the year they intend to graduate. This course is required and is graded by the Thesis Advisor based on the entire thesis and the oral defense. Students not meeting the guidelines will be put in extension status and required to meet graduation deadlines again the following year.

*Prerequisites: GS 991, GS 992.*

# Marriage and Family Studies

The primary focus of the courses in Marriage and Family Studies—the Master of Arts in Marriage and Family Therapy (M.A.M.F.T.)—is to prepare students for the role of marriage and family specialists with a strong biblical and theological understanding of the need for and implications of this ministry. This role could be practiced as a marriage and family therapist or as a specialist in family ministries within a church setting, in a parish-based counseling practice or other kinds of para-church or pastoral counseling agencies, in a secular community mental health center, or in other treatment settings requiring family therapy expertise. The M.A.M.F.T. program is not intended for persons who will eventually seek ordination.

## Objectives for students

- Develop a professional identity as agents of formation and transformation who respond to God's call to minister to couples, families, and other systems by intentionally integrating biblically grounded, professionally coherent theological and theoretical understandings with ethical clinical practice;
- Provide effective therapeutic responses (both preventative and interventive) in a broad range of settings for a wide variety of issues;
- Demonstrate sensitivity and expertise in ministering to individuals, couples, families, and members of other systems who differ from themselves in areas such as culture, race, ethnicity, religious background, socio-economic level, worldview, values, and family constructs;
- Demonstrate emotional and spiritual maturity and wholeness, which enable them to reflect on their own continuing formation process in ways that enhance their personal relationships as well as their professional effectiveness.

This program offers students a comprehensive, advanced opportunity to learn to:

- Understand their own family relationships in ways that enhance therapy and ministry;
- Offer effective programming for prevention and enrichment;
- Intervene appropriately with individuals, couples, families and systems; and
- Understand systemic dynamics in congregations and organizations.

### MF 611 • Foundations of Marriage and Family Studies 3 Credits

This course examines the historical development and theoretical foundations of marriage and family studies, as well as theological issues in the study of marriage and family and the practice of marriage and family therapy. Special attention is given to family systems theory. Students are encouraged to examine their own assumptions about families and to develop increased congruence between their theological convictions and their theoretical perspectives.

*Special Notes: Enrollment limited to students in M.A.M.F.T.*

### MF 612 • Families in Context: Gender, Class and Culture 3 Credits

This course explores differences in family structure and interaction related to race, ethnicity, culture, and socioeconomic status. The influences of gender role perceptions are examined. Students identify challenges of providing therapy and pastoral care to families who differ from themselves in terms of gender, class, and culture.

*Prerequisites: MF 611. Special Notes: Enrollment limited to students in the M.A.M.F.T. Campus: St. Paul.*

### MF 613 • Dynamics of Family Interaction: Sexuality, Spirituality and Socialization 3 Credits

This course analyzes dynamic processes of family and couple relationships such as love and intimacy; communication; shame; power; family stress; and coping. Family changes such as divorce, remarriage, and grief are also addressed. Special attention is given to the ways couples and families interact around issues of sexuality and spirituality. Students are encouraged to develop an awareness of the influences of these family dynamics in their own families of origin.

*Prerequisites: MF 611. Special Notes: Enrollment limited to students in the M.A.M.F.T. Campus: St. Paul.*

### MF 621 • Individual Development Within the Family 3 Credits

This course explores the development of individuals within the family over the life cycle. Childhood, adolescent, and adult development and aging are examined with attention given to physical, spiritual, intellectual, and social development and their implications for the practice of therapy and pastoral care.

*Prerequisites: MF 611. Campus: St. Paul.*

### MF 622 • Individual and Family Psychopathology I 3 Credits

This course helps students understand and identify individual and relational problems and gain awareness of abnormal and/or unhealthy development of individuals and relationships. The course includes introduction to and critique of DSM-5 diagnostic categories.

*Prerequisites: MF 611, MF 621, or concurrent with MF 621. Special Notes: Enrollment limited to students in M.A.M.F.T.*

### MF 623 • Individual and Family Psychopathology II 3 Credits

This course helps students assess and diagnose relational problems and mental illness and disorders in children, adolescents, and adults. The course includes thorough interaction with the DSM-5 diagnostic categories.

*Prerequisites: MF 611, MF 622. Campus: St. Paul.*

### MF 624 • Challenges over the Family Life Cycle 3 Credits

Students examine therapeutic strategies for addressing developmental issues throughout the family life cycle, such as marriage preparation, transition to parenthood, parenting over the life cycle, work and family issues, chronic illness, and aging.

*Prerequisites: MF 611. Campus: St. Paul.*

### MF 625 • Theories and Best Practices of Marital and Family Therapy I 3 Credits

Students review and critique—from theological, spiritual, and theoretical perspectives—the major approaches to family therapy. Applications of techniques from these approaches are practiced in class. Students also examine the place of marriage and family therapy in pastoral care and begin to articulate their own approach to working with families. Campus: San Diego.

### MF 626 • Theories and Best Practices of Marital and Family Therapy II 3 Credits

Working with case studies, students will build on their knowledge of MFT theories by focusing on theory-based assessment, treatment planning, goal prioritization and intervention informed by the recovery model. Therapy adaptations will be explored for a variety of clinical settings with culturally and economically diverse clinical populations. Special emphasis will be given to AAMFT's Core Competencies and self-of-therapist dynamics.

*Prerequisites: MF 625. Campus: St. Paul.*

### MF 627 • Research Design and Evaluation 3 Credits

Examination of qualitative and quantitative research designs in individual, couple and family therapy. Evaluation of published research to ground therapeutic responses to individual, couple and family concerns. Application of research methodologies and ethics principles to research practice.

*Prerequisites: MF 625 or MH 625. Campus: San Diego.*

### MF 629 • Community Mental Health 3 Credits

The history of community mental health care provides a context for introducing students to contemporary mental health issues and services especially in Southern California. The course emphasizes strengths based systemic recovery-oriented treatment with consumers, their families, and their communities who struggle with the challenges, among others, of severe mental illness, chronic medical conditions, poverty, joblessness, and violence. Direct contact with public and private agencies and their clients is a core part of this course.

*Prerequisites: MF 625 and MF 646. Campus: San Diego*

### MF 631 • Professional and Ethical Issues in Marriage & Family Therapy 3 Credits

This course address legal and ethical situations arising in the practice of marital and family therapy and examine unique challenges of maintaining appropriate boundaries within ministry settings. Issues of professional development are discussed, and students are encouraged to develop strategies for continuing professional, personal, and spiritual growth.

*Prerequisites: MF 611. Special Notes: Enrollment limited to students in M.A.M.F.T. Campus: St. Paul.*

### MF 633 • Counseling Children, Adolescents, and Their Families 3 Credits

Theories and techniques for working with children, adolescents and their families, including evidence-based treatments for common childhood disorders, assessment approaches, play and child therapy techniques, child abuse assessment reporting and treatment (7 hours of instruction), domestic violence, self-harm, suicide interventions and cultural influences in the realm of parenting.

*Prerequisites: MF500. Campus: San Diego.*

### MF 635 • Individual Development, Aging, Family Life Cycle 3 Credits

Explanation of the different theories of individual development and their effect on relationships. Identification of the transitional issues of individual development across the lifespan. Correlation of a systems understanding of the interaction between biopsychosocial spiritual development of the individual. Explanation of the impact of the transgenerational upbringing and experience on students' values and assumptions about life transitions and therapy. Assessment of how to work with families. Examination of the legal and ethical issues in MFT.

*Prerequisites: MF 625.*



**MF 641 • Theories of Marriage and Family Therapy 3 Credits**

Students review and critique, from theological and theoretical perspectives, major approaches to family therapy, including structural, strategic, transgenerational, experiential, object relations, contextual, systemic, and other emerging models of therapy. Application of techniques from these approaches is practiced in class. Students also examine the place of marriage and family therapy in pastoral care and begin to articulate their own approaches to working with families.

*Prerequisites:* MF 611. *Special Notes:* Enrollment limited to students in M.A.M.F.T. Campus: St. Paul.

**MF 642 • Couple and Family Assessment 3 Credits**

Theoretical perspectives on marital and family assessment are presented, along with an overview of and experience with frequently used personality and relationship assessment tools. This course also introduces the student to the fundamental skills necessary for mental health diagnostic assessment and treatment planning. Students will learn and practice the skills essential to the first three sessions of family treatment. Both medical model and systems integration will be addressed so that students may become bilingual in their ability to negotiate professional relationships with insurance companies, Rule 29 agencies, and other professionals who use a medical model as their primary approach to mental health, while retaining an inherently systemic approach to treatment.

*Prerequisites:* MF 611. *Special Notes:* Enrollment limited to students in M.A.M.F.T. Campus: St. Paul.

**MF 643 • Advanced Clinical Issues 3 Credits**

This course focuses on developing therapeutic and pastoral care strategies based on research, theory, and theological reflection to address issues such as separation and divorce, single-parent and remarried families, infertility, adultery, sexual dysfunction, abuse and violence in the family, and addictive and compulsive behaviors.

*Prerequisites:* MF 611 and MF 642. *Special Notes:* Enrollment limited to students in M.A.M.F.T. Campus: St. Paul.

**MF 644 • Counseling Couples in Relationship 3 Credits**

Theories and techniques for working with couples, including overview of current theories, evidence-based treatment, research on successful marriages and divorce and dynamics of faith, privilege and oppression as related to couples. Assessment and treatment of spousal abuse. Study of sexual dysfunctions and sex therapy.

*Prerequisites:* MF 625. Campus: San Diego.

**MF 645 • Psychological Assessment 3 Credits**

This course familiarizes students with the psychometric characteristics and limitations of projective techniques and standardized psychological assessment tools in the context of psychotherapy. Students learn how to administer and score various instruments, interpret assessment data, and write clinical reports that assist in diagnosis and psychotherapeutic treatment. MFT students will focus on relational instruments while MHC students will primarily work with individual assessment tools. Legal, ethical, and cultural issues will receive particular focus, as well as students' interpretation of their own assessment profiles.

*Prerequisites:* MF 625 or MH 625, and MF 646. Campus: San Diego

**MF 646 • Individual and Family Psychopathology 3 Credits**

This course helps students identify individual and relational problems and gain awareness of abnormal and/or unhealthy psychological and relationship functioning. Students will learn how to think critically about the concept of mental disorder informed by the recovery model. The appropriate use of the DSM-5 and its diagnostic categories with diverse populations in various clinical settings will be stressed.

*Prerequisites:* MF 625 or MH 625, and MF 635. Campus: San Diego

**MF 651 • Research Design & Evaluation in Marriage & Family Therapy 3 Credits**

Students explore the interpretation and design of qualitative and quantitative research in family issues and in processes and outcomes of marriage and family therapy. Principles of understanding and critiquing published research are examined, with the goal of enabling students to use current literature to ground their therapeutic and pastoral responses to family concerns.

*Prerequisites:* MF 611. *Special Notes:* Enrollment limited to students in M.A.M.F.T. Campus: St. Paul.

**MF 662 • Clinical Issues in Human Diversity 3 Credits**

Self-assessment of knowledge, sensitivity and attitudes toward diverse populations, including race, ethnicity, gender, age, socioeconomic status, sexual orientation, spirituality, ability and language. Examination of family structure and social patterns in California's ethnic populations and differences across social class. Experientially examines intentional and unintentional oppression and privilege, promotes social justice advocacy, and develops competencies in addressing biases. Multicultural counseling theories, techniques and mental health service delivery to individuals and family groups struggling with persistent poverty will receive special focus.

**MF 670 • Directed Study in Marriage and Family Studies 1-9 Credits**

Research and study by arrangement with the professor.

*Special Notes:* Permission is required.

**MF 675 • Law, Ethics and Professional Issues 3 Credits**

Analysis of law and ethics in professional practice, the aspects of ethical and therapeutic relationship, and the differences between legal and ethical perspectives. Formulation of a position on critical ethical and legal professional issues through the use of vignettes. Application of various associations professional codes of ethics to clients. Explanation of the specific legal standards in professional areas. Analysis of the Standards of Practice for Telehealth.

*Prerequisites:* MF 625.

**MF 711 • Supervised Clinical Experience I 3 Credits**

MF 711 and MF 712. These two units constitute a nine month practicum including 300 hours of clinical contact and 80 hours of supervision by a licensed marriage and family therapist and/or an AA M.F.T.- approved supervisor. The practicum must conform to the guidelines of the M.F.T. program manual. A continuation fee of \$375 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for M.F.T. students, or for any extension required in certificate programs.

*Prerequisites:* MF 631 and permission of the director of the M.F.T. program. Campus: St. Paul. *Special Notes:* Audit unavailable.

**MF 712 • Supervised Clinical Experience II 3 Credits**

MF 711 and MF 712. These two units constitute a nine month practicum including 300 hours of clinical contact and 80 hours of supervision by a licensed marriage and family therapist and/or an AA M.F.T.- approved supervisor. The practicum must conform to the guidelines of the M.F.T. program manual. A continuation fee of \$375 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for M.F.T. students, or for any extension required in certificate programs.

*Prerequisites:* MF 631 and permission of the director of the M.F.T. program. Campus: St. Paul. *Special Notes:* Audit unavailable.

**MF 713 • Supervised Clinical Experience Extension 0 Credit**

Continued enrollment beyond the last term of Internship registration, required when the internship is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the internship is finalized and receives a grade.

**MF 715 • MFT Practicum I 3 Credits**

MF 715, 716, 717. These three units constitute a 12-month practicum including 500 hours of clinical contact and a minimum of 100 hours of supervision by a qualified California Licensed Marriage and Family Therapist, who is an AAMFT approved supervisor and/or a CAMFT Certified Supervisor, and/or other approved supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families, or groups. A continuation fee of \$357 is assessed for any semester of participation in group supervision beyond the third SCE unit for MFT students.

*Prerequisites:* MF 625; passing the practicum qualifying exam, and permission of the MFT program administrator. Campus: San Diego *Special Notes:* Audit unavailable.

**MF 716 • MFT Practicum II 3 Credits**

MF 715, 716, 717. These three units constitute a 12-month practicum including 500 hours of clinical contact and a minimum of 100 hours of supervision by a qualified California Licensed Marriage and Family Therapist, who is an AAMFT approved supervisor and/or a CAMFT Certified Supervisor, and/or other approved supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families, or groups. A continuation fee of \$357 is assessed for any semester of participation in group supervision beyond the third SCE unit for MFT students.

*Prerequisites:* MF 625; passing the practicum qualifying exam, and permission of the MFT program administrator. Campus: San Diego *Special Notes:* Audit unavailable.

**MF 717 • MFT Practicum III 3 Credits**

MF 715, 716, 717. These three units constitute a 12-month practicum including 500 hours of clinical contact and a minimum of 100 hours of supervision by a qualified California Licensed Marriage and Family Therapist, who is an AAMFT approved supervisor and/or a CAMFT Certified Supervisor, and/or other approved supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families, or groups. A continuation fee of \$357 is assessed for any semester of participation in group supervision beyond the third SCE unit for MFT students.

*Prerequisites:* MF 625; passing the practicum qualifying exam, and permission of the MFT program administrator. Campus: San Diego. *Special Notes:* Audit unavailable.

**MF 752 • Seminar in Marriage and Family 1.5-3 Credits**

An in-depth study of particular marriage and family theme.



**MF 780 • Senior Integrative Seminar: Worldview, Ethics, and Practice** 3 Credits

This seminar is designed to encourage students to integrate theoretical, theological, and clinical elements into a coherent worldview that will facilitate congruence in professional therapy and ministry practice. Attention will be given to epistemological theories in shaping integrative knowledge; the moral nature of clinical practice, research, and theory; and the value of paradigms of virtue ethics and wisdom for effective ministry to individuals and families.

*Prerequisites:* MF 611. *Campus:* St. Paul. *Special Notes:* Limited to graduating seniors in the M.A.M.F.T. degree program. Audit not available.

**MF 785 • Marital and Family Therapy Senior Integrative Seminar** 1 Credit

This capstone project is designed to be concurrent with, yet separate from, students' practicum experience. Students' theology (biblical and theological formation), spirituality (personal and spiritual formation as a therapist), and clinical theory with clinical practice (professional formation) are expressed in a culminating master's level project that integrates their academic, interpersonal, and practice experience in the program.

**MF 785C • Marital and Family Therapy Senior Integrative Seminar C** 0.5 Credits

This capstone project is designed to be concurrent with, yet separate from, students' supervised clinical experience. Students' theology (biblical and theological formation), spirituality (personal and spiritual formation as a therapist), and clinical theory with clinical practice (professional formation) are expressed in a culminating master's level project that integrates their academic, interpersonal, and practice experiences in the program.

*Prerequisites:* Admission to MFT Practicum. *Campus:* San Diego

## Mental Health Counseling

**MH 625 • Theories of Mental Health Counseling** 3 Credits

Students review and critique—from theological, theoretical and cultural perspectives—the major psychological theories. For each theory, students will learn the main concepts, views on human behavior, mental/emotional processes, and psychopathology. Students will be introduced to the theories' frameworks for intervention in counseling and begin to articulate their own approach to psychotherapy. *Campus:* San Diego.

**MH 626 • Advanced Psychotherapy Theories & Techniques** 3 Credits

Students acquire knowledge and skills of advanced psychotherapy theories, evidence-based practices, treatment planning and application of empirically supported therapy intervention strategies. Emphasis is placed on providing professional recovery-oriented psychotherapy services contextualized to diverse populations. Attention will also be given to the integration of clinical theory with issues of faith, exploring the application and relevance of theological concepts to psychotherapy models.

*Prerequisites:* MH 625, MF 646. *Campus:* San Diego.

**MH 627 • Group Psychotherapy** 3 Credits

Major approaches to group therapy are presented with an emphasis on process groups and the use of experiential and didactic strategies. Patterns of communication, common topics, and relevant issues in group dynamics alongside the role and characteristics of effective leaders are explored, coinciding with practice of basic leadership and facilitation skills. Therapy groups are differentiated from self-help, 12-step, care groups, and other group experiences. Students will learn the theoretical underpinnings and practical implications of group dynamics in therapeutic work practices, church fellowships, and other social settings. They will have the unique experience of participating in a therapy group with their peers, as well as practice advanced group therapy leadership and facilitation skills. Participants in this course will be exposed to designing, implementing, and evaluating therapy group programs and interventions contextualized to diverse populations and varying clinical and community settings informed by an understanding of cultural diversity and socio-economic issues.

*Prerequisites:* MH 625 or MF 625. *Campus:* San Diego.

**MH 636 • Career Development** 3 Credits

This course introduces career development theories and service delivery models, examining educational, personal, legal, ethical, and occupational aspects of career development throughout the lifespan. Students will explore employment trends, demographics, and career satisfaction from integrated social science and theological perspectives with applications to culturally and economically diverse populations with varying resources.

*Prerequisites:* MH 625. *Campus:* San Diego.

**MH 638 • Counseling Children, Adolescents, and Their Families** 3 Credits

Theories and techniques for working with children, adolescents and their families, including evidence-based treatments for common childhood disorders, assessment approaches, play and child therapy techniques, child abuse assessment reporting and treatment (7 hours of instruction), domestic violence, self-harm, suicide interventions and cultural influences in the realm of parenting. *Campus:* San Diego.

**MH 645 • Psychobiology and Psychopharmacology** 3 Credits

Students are introduced to the biological basis of behavior and psychopathology, and gain a historical perspective of treatment uses of medication for mental disorders within the contexts of biological, social, cultural, gender, and religious issues. Focus is on major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions. Students explore how LPCCs can best work with medical and other mental health practitioners to provide a more comprehensive, coordinated, recovery oriented plan of care to clients/patients.

*Prerequisites:* MH 625, MF 646. *Campus:* San Diego.

**MH 649 • Counseling Couples in Relationship** 3 Credits

Theories and techniques for working with couples, including overview of current theories, evidence-based treatment, research on successful marriages and divorce and dynamics of faith, privilege and oppression as related to couples. Assessment and treatment of spousal abuse. Study of sexual dysfunctions and sex therapy.

*Prerequisites:* MH 625. *Campus:* San Diego.

**MH 655 • Chemical Dependency, Addictions, and Co-Occurring Disorders** 3 Credits

Students are exposed to research and theories of ideology, progression, assessment, and treatment models of behavioral addictions, alcoholism, other substance abuse, dependency, and co-occurring disorders. Spiritual, psychosocial, and biological perspectives are integrated, with special emphasis on the effects of chronic poverty.

*Prerequisites:* MH 625, MF 646. *Campus:* San Diego.

**MH 656 • Crisis Intervention and Trauma Response** 3 Credits

Examines theories, legal and ethical issues related to crisis intervention and trauma response practiced in psychotherapy, chaplaincy, and church-based systems.

Exploration of the biopsychosocial spiritual and theodicy frameworks for crisis intervention and trauma response. Brief assessments, triage and intervention in crisis incidents such as DV, IPV, suicide, substance abuse, child abuse, elder and dependent abuse will be discussed. Normal transitional and non-normative crises such as loss, grief, terminal illness, accident, and death will be examined. Protocols for response to psychological trauma associated with natural and human-caused disasters. Neuroscience research will inform the assessments and interventions related to mental health disorders such as PTSD and TBI. Strategies will be studied to mitigate the negative impact of trauma on the individual, family system, and the prevention of post-trauma syndromes for primary and secondary trauma victims. Self-care strategies for long-term ministry will be practiced. Government and faith-based resources and referrals will be identified.

*Prerequisites:* MH 625 or MF 625. *Campus:* San Diego.

**MH 715 • Mental Health Counseling Practicum I** 3 Credits

These two courses (MH 715 and MH 716) constitute a nine-month practicum including 350 hours of clinical contact and a minimum of 70 hours of supervision by an approved California licensed LPCC, psychologist, LMFT, LCSW or board certified psychiatrist supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, families, or groups. A continuation fee of \$357 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for MHC students.

*Prerequisites:* Approved self-assessment, passing the Practicum Qualifying Exam, and permission of the MHC program director. *Campus:* San Diego. *Special Notes:* Audit unavailable.

**MH 716 • Mental Health Counseling Practicum II** 3 Credits

These two courses (MH 715 and MH 716) constitute a nine-month practicum including 350 hours of clinical contact and a minimum of 70 hours of supervision by an approved California licensed LPCC, psychologist, LMFT, LCSW, or board certified psychiatrist supervisor. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, families, or groups. A continuation fee of \$357 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for MHC students.

*Prerequisites:* Approved self-assessment, passing the Practicum Qualifying Exam, and permission of the MHC program director. *Campus:* San Diego. *Special Notes:* Audit unavailable.

**MH 721 • MHC Practicum II Extension** 0 Credit

**MH 751 • Seminar in Mental Health Counseling** 1.5,3 Credits

An in-depth study of particular mental health theme.

**MH 785 • Mental Health Counseling Senior Integrative Seminar** 1 Credit

This course is designed to be taken concurrently with, yet separate from, students' last term of practicum experience. The seminar supports students writing a master's level capstone project consisting of their theology (biblical and theological formation), spirituality (personal and spiritual formation as a therapist), clinical theory, and clinical practice (professional formation). This MHC Senior Integrative Project integrates students' academic, interpersonal, and practice experiences in the program. Campus: San Diego.

## Pastoral Care

Pastoral care courses are offered from the perspective of the church-based minister rather than the clinic-based specialist. They help students combine reflective self-understanding, spiritual formation, pastoral care theory, and ministerial practice by drawing on the rich historic traditions of soul care found in the writings of the church and on observation and understanding from both biblical revelation and well-grounded social science exploration.

## Objectives for students

- Describe the most common spiritual, mental health, and relational issues encountered in a church or other ministry context;
- Plan appropriate strategies of care and guidance for these issues, whether within the church structure or by referral to other professionals;
- Attain insight into how their own spiritual, mental, emotional, theological, and cultural formation affects the ministry they offer to those in need;
- Practice contextualization and theological reflection with regard to issues of human need and pastoral care, for both the purposes of offering personal guidance and developing preventive community strategies, paying particular attention to the distinctives (e.g., geographic, demographic, socioeconomic, and ethnic factors) found within a particular ministry setting.

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## Pastoral Care

**PC 512 • Introduction to Pastoral Care and Counseling** 3 Credits

Preparation for effective care of self, others, and the larger society. Evaluation of resources available through faith, science, church and the community to meet the needs of persons, families, and groups, including those with frequently present critical needs. Reflection on both pastoral care and counseling and consideration of the impact that culture and ethnicity have on those relationships.

*Prerequisites:* SP 510.

**PC 563A • Professional Internship A** 1 Credit

This course is for Saint Paul students who wish to include CPE experience as part of their professional internship experience. Students participate in a total of 600-hours of ministry service in an accredited ACPE center (400/440-hours) and an approved non-chaplaincy setting (200- hours). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or affiliated CPE chaplaincy site.

*Prerequisites:* TL 001, TL 561, PC 512. *Special Notes:* Supervisory fees are paid directly to the CPE center; this fee is deducted from the Bethel Seminary charges for course credits for PC563A-B. Students complete the required internship hours in a secondary non-chaplaincy setting such as a church or non-profit ministry setting.

**PC 563B • Professional Internship B** 1 Credit

This course is for Saint Paul students who wish to include CPE experience as part of their professional internship experience. Students participate in a total of 600-hours of ministry service in an accredited ACPE center (400/440-hours) and an approved non-chaplaincy setting (200- hours). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or affiliated CPE chaplaincy site.

*Prerequisites:* TL 001, TL 561, PC 512. *Special Notes:* Supervisory fees are paid directly to the CPE center; this fee is deducted from the Bethel Seminary charges for course credits for PC563A-B. Students complete the required internship hours in a secondary non-chaplaincy setting such as a church or non-profit ministry setting.

**PC 566A • Chaplaincy Internship A** 1.5 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

*Prerequisites:* For MA students, Formation Assessments, Vocational Assessments, SP 510, and PC 512; For MDiv students, Formation Assessments, Vocational Assessments, SP 510, PC 512. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship.

**PC 566B • Chaplaincy Internship B** 1.5 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

*Prerequisites:* For MA and MDiv students, PC 566A. *Special Notes:* Internship should be taken in the student's final year.

**PC 600 • Principles of Counseling** 1.5,3 Credits

This course is designed to provide a foundation of basic skills for people who would like to enhance their therapy and pastoral care abilities. It combines theoretical understanding and hands-on practice of essential counseling microskills and can serve as the prerequisite counseling course for people transferring to the M.A.M.F.T. program.

**PC 607YL • The Minister as Person (Young Life Staff Training)** 3 Credits

This course is designed to equip individual to lead an incarnational youth ministry with effective discipleship of young people. Building volunteer teams for ministry is also an important element of the course. Focus is given to spiritual development of the student, the ministry of discipleship, development of volunteer teams for ministry, fundraising and administration. The role of camping ministry and its implications for discipleship is also emphasized.

**PC 611 • Prof Chaplaincy in Contemp Soc** 1.5,3 Credits

This course examines the diverse and expanding roles of the professional chaplain in contemporary society. This course is designed to ground students in the theology and basic theories relevant for professional chaplaincy, ultimately equipping students for institutional ministry in light of their own pastoral identity and giftedness. Students will learn essential skills for compassionate pastoral/spiritual care in a variety of ministry contexts, and their understanding of incarnational ministry will be deepened.

**PC 632 • Pastoral Care of Children and Families** 1.5,3 Credits

This course provides students the theological, theoretical, and practical applications necessary for providing effective pastoral care to children and families. A variety of issues facing children and families are explored. The helping relationship and helping skills are practiced. Emphasis will be placed on the personal and professional self-understanding of the pastor. This course will invite students to process their own family of origin and gain an understanding of family systems and how these elements impact the provision of pastoral care.

**PC 652 • Christian Spiritual Life: Henri Nouwen** 1.5,3 Credits

A study of major themes in the thought of Henri Nouwen (1932-1996), internationally one of the most influential Christian spiritual writers of our generation. The emphasis is on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during his Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that illuminate and encourage our lives as beloved and faithful children of the Lord.

*Special Notes:* Crosslisted with SP 652 and HS 652.

**PC 670 • Directed Study in Pastoral Care and Counseling** 1-9 Credits

Research and study by arrangement with the professor.

*Special Notes:* Permission is required.

**PC 705 • Clinical Pastoral Education** 1-3 Credits

Students contract under an accredited CPE center for one unit of CPE, a 400-hour supervised experience, usually in a hospital or nursing care center. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds, but it is also applicable to many other ministry settings. The credits may be applied as pastoral care electives but may not be applied to professional internship requirements.

*Prerequisites:* PC 512. *CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. Grade exceptions: This course is Pass/Fail. Special Notes: A passing grade will be assigned when the Office of the Registrar receives, from the student, a notarized copy of the ACPE Certificate of Completion.*

**PC 710 • Pastoral Care of Youth** 1.5,3 Credits

Students with strong interest in youth ministry focus on social, psychological, and spiritual issues of that developmental age group. Includes discussion of youth culture, youth identity crises, drug abuse, rebellion, evangelism, vocational issues, sex education, and parent-child conflict.

*Special Notes: Crosslisted with DC 710.*

**PC 711 • Marriage, Pre-Marriage and Family Counseling** 1.5,3 Credits

Gives ministry students an overview of basic principles involved in marriage and family counseling for use in church, not clinical settings. Focuses on short-term counseling methodology.

**PC 714 • Developing Spiritually Healthy Families** 1.5,3 Credits

In this course, students examine the theological bases for biblical parenting as well as current educational theory concerning effective and dysfunctional parenting behaviors. Since the American culture has become a hostile environment for Christian families, students also are exposed to typical issues that confront Christian parents and, through practical applications, are prepared to promote the emotional and spiritual well being of church families, including their own.

**PC 720 • Cross-Cultural Counseling** 1.5,3 Credits

Explores the role of the belief system in a variety of cultures from a psycho-social-theological perspective. The processes of self-examination, inquiry, and formulating counseling paradigms are examined to gain insights that can be generalized to other belief systems. Students explore the psychological effects of racism as factors used in counseling of the perpetrator, benefactor, and victim.

**PC 723 • Counseling Through the Experience of Grief and Loss** 1.5,3 Credits

Students explore their own losses, as well as the literature addressing bereavement, for purposes of counseling and pastoral care. Small group processing, as well as larger class discussion, involve the student in preparation for dealing with this topic on all kinds of levels in church and community.

**PC 729 • Chaplaincy in Contemporary Society** 1.5,3 Credits

This course examines the diverse and expanding roles of the professional chaplain in contemporary society. It also examines the basic elements of counseling theory, comparing secular and Christian examples of theory and practice. The overall purpose of the course is to ground the student in the theology and basic theories relevant for a professional institutional pastoral care ministry in faith, multi-faith, and/or secular contexts including denominations, hospital/medical care, the armed services, and police and/or fire departments, as well as business and industry.

**PC 742 • Ministering to Families** 1.5,3 Credits

Sees the modern family as an object of study with the objective of creating prevention-oriented educational ministries in churches. Studies issues such as divorce, crime, sexual issues, unemployment, social mobility, and disintegrating social/family norms and sanctions, and plans ways of educating church attendees in order to help them more successfully manage in today's world.

*Special Notes: Crosslisted with DC 742.*

**PC 745 • Family Systems** 1.5,3 Credits

This course discusses basic family dynamics with special emphasis on encouraging students to develop a congruent theological and theoretical perspective on families. Relevant family topics are addressed with opportunities for students to apply theoretical principles to actual family situations, including their own. Special attention is given to a family's interaction with the institutional church and ways in which pastors can minister more effectively to a broad range of families.

*Special Notes: Crosslisted with DC 745.*

**PC 751 • Seminar in Preaching** 1.5,3 Credits

A Masters Degree elective course; an in-depth study of a particular pastoral care theme.

**PC 754 • Perspectives on Evil and Suffering** 1.5,3 Credits

This course explores two distinct approaches to suffering and evil. Theologians, philosophers, and apologists try to explain why evil exists in a world created by a good God. Pastoral theologians and counselors attempt to help people who are suffering. Course participants attempt integration of the categories, resources, and responses typical of these two areas as they seek answers to the question, "What can theologians and caregivers learn from each other?"

*Prerequisites: TS 512 Special Notes: Crosslisted with TS 754 and PH 754.*

**PC 755 • Family Systems** 1.5,3 Credits

This course discusses basic family dynamics with special emphasis on encouraging students to develop a congruent theological and theoretical perspective on families. Relevant family topics are addressed with opportunities for students to apply theoretical principles to actual family situations, including their own. Special attention is given to a family's interaction with the institutional church and ways in which pastors can minister more effectively to a broad range of families.

*Special Notes: Crosslisted with DC 755.*

**PC 759 • Growing through Small Groups** 1.5,3 Credits

Examines the need for small groups within congregational life, strategies for forming groups, leading groups, how they provide the basic needs of pastoral care, and how they become the essential building block for growing a missional church.

*Special Notes: Crosslisted with DC 759 and ML759.*

**PC 815 • CFC/CL Topics in Pastoral Care** 3 Credits

Concentration content course to fulfill DMin requirement for either Congregation and Family Care or Church Leadership.

*Special Notes: This course will fulfill concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.*

**PC 815P • CFC/CL Project Pastoral Care** 3 Credits

Concentration project course to fulfill DMin requirement for either Congregation and Family Care or Church Leadership.

*Prerequisites: PC 815. Special Notes: This course will fulfill concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.*

**PC 820 • Understanding and Managing Conflict: A Systems Approach** 3 Credits

Concentration content course to fulfill DMin requirement when paired with the corresponding project course, PC 820P. Concentration topic varies based on scheduling and student interest.

**PC 820P • Understanding and Managing Conflict: Project** 3 Credits

Concentration project course to fulfill DMin requirement.

*Prerequisites: PC 820.*

**PC 862 • Topics in Pastoral Care** 3 Credits

Concentration content course to fulfill DMin requirement when paired with the corresponding project course, PC 862P. Concentration topic varies based on scheduling and student interest.

**PC 862P • Project in Pastoral Care** 3 Credits

Concentration project course to fulfill DMin requirement.

*Prerequisites: PC 862.*

**PC 870 • Directed Study in Pastoral Care** 1-9 Credits

Research and study by arrangement with the professor. Permission is required.

**PC 870P • Independent Study in Pastoral Care Project** 1-9 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

## Spiritual and Personal Formation

A significant part of a student's experience within the Center for Spiritual and Personal Formation is the opportunity to join others in the journey toward wholeness and holiness. The group reflection process transforms the theological doctrines learned in class into character-shaping wisdom that can result in personal godliness.

**SP 510 • Introduction to Spiritual and Personal Formation** 3 Credits

Demonstration of ability to develop and monitor both individual and communal formation strategies using various biblical, theological, and theoretical perspectives. Consideration of the implications of one's own personal formation journey in contrast with those on differing formation trajectories, while expressing a non-anxious, reflective, and dialogue-centered approach.

*Prerequisites: SP 001 or SP002 or SP003.*



**SP 556 • Spiritual and Personal Formation: Foundations and Traditions I** 0.5 Credits

This first-year course introduces students to the process of spiritual and personal formation. Students will explore spiritual theology, models and themes for formation, and faith development and traditions. Students will examine their own spiritual journeys, spiritual disciplines, and relationships with God and others. Students will be encouraged to integrate what they are learning and experiencing at Bethel with who they are as children of God and with their vocational trajectories. Psychological assessment instruments are utilized.

*Prerequisites:* SP 004. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**SP 557 • Spiritual and Personal Formation: Foundations and Traditions II** 0.5 Credits

This first-year course introduces students to the process of spiritual and personal formation. Students will explore spiritual theology, models and themes for formation, and faith development and traditions. Students will examine their own spiritual journeys, spiritual disciplines, and relationships with God and others. Students will be encouraged to integrate what they are learning and experiencing at Bethel with who they are as children of God and with their vocational trajectories. Psychological assessment instruments are utilized.

*Prerequisites:* SP 004. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**SP 610 • Spiritual and Personal Formation II: Relational Spirituality** 1.5,3 Credits

Evaluation of one's personal theology, identity, and wholeness in light of Scripture, Christian tradition, and social science. Self-examination of emotional strengths and limitations, within the context of one's cultural background and family system. Pursuit of intentional and sustained spiritual growth and integration. Continued exploration of individual, relational, and corporate health and spiritual well-being.

*Prerequisites:* SP 510.

**SP 652 • Christian Spiritual Life: Henri Nouwen** 1.5-3 Credits

A study of major themes in the thought of Henri Nouwen (1932-1996), one of the most influential Christian spiritual writers of our generation. The emphasis is on primary sources, set in the framework of his life and development, and complemented by reflections from the instructor, who served as a teaching fellow with Nouwen during the author's Harvard years (1983-1985). The goal is for this experience to provide critical insights and personal values that illuminate and encourage our lives as beloved and faithful children of the Lord.

*Special Notes:* Crosslisted with HS 652.

**SP 656 • Spiritual and Personal Formation: Self in Community I** 0.5 Credits

This second-year course invites students to participate in small, facilitated reflection groups that explore topics such as human nature, sin, grace, sanctification, and Christian community. The group reflection process transforms theological doctrines into character-shaping wisdom that, when faithfully acted upon and integrated into students' lives, leads to greater realization of God's intention for wholeness and holiness and to deeper integration of theological, theoretical, and experiential truths. Students are challenged to articulate the intersections of their experience with the wisdom of Scripture and the Christian tradition; to demonstrate the ability to use theological reflection to better understand both their own experience and the Christian tradition; and to analyze the impact of theological reflection on their personal integration journeys.

*Prerequisites:* SP 556, SP 557. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**SP 657 • Spiritual and Personal Formation: Self in Community II** 0.5 Credits

This second-year course invites students to participate in small, facilitated reflection groups that explore topics such as human nature, sin, grace, sanctification, and Christian community. The group reflection process transforms theological doctrines into character-shaping wisdom that, when faithfully acted upon and integrated into students' lives, leads to greater realization of God's intention for wholeness and holiness and to deeper integration of theological, theoretical, and experiential truths. Students are challenged to articulate the intersections of their experience with the wisdom of Scripture and the Christian tradition; to demonstrate the ability to use theological reflection to better understand both their own experience and the Christian tradition; and to analyze the impact of theological reflection on their personal integration journeys.

*Prerequisites:* SP 556, SP 557. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**SP 686 • The Pietist Tradition** 1.5,3 Credits

Pietism, "a religion of the heart," signifies a movement launched in the 17th century to reclaim the experiential dimension of Christian faith. This course traces the Pietist impulse in Christian history, evaluates its varied manifestations, and explores the relevance of a biblically-anchored Pietism to the renewal of the contemporary church.

*Special Notes:* Crosslisted with HS686 and TS 686.

**SP 703 • Christian Classics** 1.5,3 Credits

An evaluation of important Christian literature, from Augustine's Confessions to C.S. Lewis' Till We Have Faces. Attention will be directed to the context of several types of classics, as well as to their authors and messages.

*Special Notes:* Crosslisted with HS 703.

**SP 749 • Spiritual Direction** 1.5,3 Credits

Development of a working definition of spiritual direction and an understanding of the unique characteristics of discipling, mentoring, counseling, and directing relationships. The roles of director and directee, the life of faith and the growth of prayer, the conduct of spiritual direction relationships, and possible benefits and hazards are among the topics considered. Christian educators, pastors, and lay persons respond to the assignments of the course in ways that are suitable for their particular situations.

*Special Notes:* Crosslisted with DC 749.

**SP 756 • Spiritual and Personal Formation: Moral and Clinical Integration I** 0.5 Credits

This third-year course encourages students to examine the moral and clinical integration of their personal and professional identities. From global and local lenses, students will explore contemporary social challenges such as diversity and racism, human sexuality, economics and poverty, oppression and marginalization, immigration, technological and medical advancements, and additional issues at the discretion of the instructor. Students will be asked to reflect on their personal integration journeys.

*Prerequisites:* SP 656, SP 657. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**SP 757 • Spiritual and Personal Formation: Moral and Clinical Integration II** 0.5 Credits

This third-year course encourages students to examine the moral and clinical integration of their personal and professional identities. From global and local lenses, students will explore contemporary social challenges such as diversity and racism, human sexuality, economics and poverty, oppression and marginalization, immigration, technological and medical advancements, and additional issues at the discretion of the instructor. Students will be asked to reflect on their personal integration journeys.

*Prerequisites:* SP 656, SP 657. *Special Notes:* Enrollment limited to students in M.A.M.F.T., or the Post-Graduate Certificate in M.F.T.

**TS 735 • Spiritual Theology** 1.5,3 Credits

This course clarifies the nature of Christian spirituality, makes a case for studying it, examines its biblical, doctrinal and psychological foundations, and then, finally, explores its three Spirit-directed dynamics of relating (to God, others and creation), becoming (holy and whole), and doing (finding our place in the larger purposes of God). Practical assignments and directed experiences provide opportunities to move beyond theory to personal formation.

*Prerequisites:* TS 512 (recommended).

## Assessments

**SP 001 • Formation Assessments: Masters Level** 0 Credit

Formation assessments are a program requirement for all masters degree seeking students. Formation is an important value at Bethel Seminary. With a focus on self-awareness, Formation Assessments are designed to promote spiritual and personal development.

**SP 004 • Formation Assessments: MFT Degree** 0 Credit

Formation assessments are a program requirement for all MFT degree seeking students. Formation is an important value at Bethel Seminary. With a focus on self-awareness, Formation Assessments are designed to promote spiritual and personal development.

## The Center for Transformational Leadership

The Center for Transformational Leadership seeks to develop catalysts for healthy, substantive, and lasting Kingdom change, first in ourselves, then in others. The test of transformational leadership is not the development of followers but the reproduction of a new generation of transformational leaders. Educational experiences beyond the classroom are employed to expose students to the biblical theory and practice of spiritual leadership. These include supervised ministry, church-based ministry, and opportunities for mentoring.

## Children's and Family Ministry

### CF 510 • Introduction to Children's and Family Ministry 3 Credits

This foundational course presents a broad overview of contemporary ministry to children and families set within the broader educational ministries of the church. The field of children's ministry are analyzed in the context of cultural trends affecting children, families, and the church. Students explore a survey of the history of religious education from Old Testament times to the present day as well as current theories of ministry to children and families. These experiences guide students in developing a biblical philosophy of ministry to children and families.

### CF 610 • Ministry with Families throughout the Life Cycle 1.5,3 Credits

This course is an exploration of church ministry with families; focusing on leadership functions towards strengthening family ministry in the church and faith formation in the home. Students will examine the developmental life cycle of individuals and families. Participants will be introduced to five models of family ministry including the educational model, the counseling model, the nuclear family model, the family of families model, and the family in service model. Varied resources for family ministry will be referenced.

### CF 612 • Global/Missional Perspectives 1.5,3 Credits

This course is an invitation to learn about what God is doing in children's and family ministry in the global domain. Exploration of the 4/14 Window is foundational to understanding children as a key demographic in global ministry. Various global movements will be examined. Students will explore holistic child development and be introduced to advocacy for children and families at risk in both the North American context and the global context. Children as both recipients and agents of missional movements will be explored.

*Prerequisites: CF 510.*

### CF 620 • The Teaching and Learning Process 1.5,3 Credits

This course is a study of the concepts which undergird learning theory, curriculum development, and curriculum assessment in children's and family ministry. It is designed to provide an understanding of the teaching-learning process, the process of curriculum planning, curriculum evaluation and writing of curriculum materials. It also includes planning, implementing and evaluating teaching/learning experiences. The areas of creativity, learning styles, brain-based learning and multiple intelligences will be investigated through reading, discussion, classroom experiences and student-led teaching opportunities. Students will present in class, receive peer review and instructor feedback. Learning through evaluation is a key component of this course including self-evaluation.

*Prerequisites: CF 510. A participation fee is associated with this course.*

### CF 630 • Leadership of Children's and Family Ministry 1.5,3 Credits

This course explores the essence of Christian leadership development and its influence on staff dynamics and the many facets of the administrative process within the context of a staff ministry position. Leadership emergence theory, grounded in the comparative study of life histories of biblical, historical, and contemporary leaders, forms the basis of analysis. Students will be encouraged to examine biblical leadership and the practical skills of creating and maintaining effective ministry teams, healthy staff relationships and dynamic programs for children and families.

*Prerequisites: CF 510.*

### CF 670 • Directed Study in Children's and Family Ministries 1-9 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

### CF 751 • Seminar in C & F Ministry 1.5,3 Credits

A Master of Divinity concentration course; an in-depth study of a particular children and family ministry theme.

## Community Ministry

### CM 601 • Street Culture, the Poor and Urban Ministry 1.5,3 Credits

This course explores the current problems of urban society and the challenges these realities present to churches. A review of past and present responses to urban society by the church is considered with a view toward developing strategies for the present and future. The course is intended for all interested in formulating a theology of ministry—not solely for those interested in urban ministry.

### CM 605 • Theology of Poverty and Biblical Justice 1.5,3 Credits

This course is designed to provide a theological and practical framework on poverty and biblical justice. How we help the poor and respond to issues of social justice from biblical values shapes our strategy and mission. Topics include but are not limited to: poverty, immigration reform, economic inequality and prison reform movements, etc. The focus on the class will examine social issues from both a historical, theological and practical perspective. This class will place special emphasis on guiding local congregations to understand a specific social issue and develop an appropriate response.

### CM 606 • Nonprofit Management 1.5,3 Credits

This is an introduction course that is intended to prepare students for management roles in nonprofit organizations and to provide an understanding of key management functions. This course provides a foundation for understanding nonprofit organizations within the greater context of the nonprofit sector and society as a whole. Topics will include: history of nonprofits, current "nonprofit nation," management and leadership theory, program development operating strategies, board responsibilities, human resource management and advocacy.

### CM 607 • Community Organizing 1.5,3 Credits

The study of social change prepares non-profit practitioners to understand the historic and regional environment in which they operate. Students will be exposed to different change models with an emphasis on the history and development of Consensus Organizing as a practical approach. Participants will learn concrete skills necessary to apply Consensus Organizing within their practice setting.

### CM 608 • Fund Development and Marketing 1.5,3 Credits

This course is intended to explore the fundamentals of fund development and marketing programs within nonprofit organizations. Students will learn to design messages and communication materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders and gain knowledge of common fundraising cycles and philanthropy programs. Special emphasis will be placed on accessing government funding and planning, researching and writing grants. Students will learn about developing a brand and marketing strategy and implementation tactics including social media, video, and public relations. Throughout the course there will be discussions on the ethical issues, technical tools and skills inherent within resource development and marketing in a nonprofit setting. The goal of this course is to ensure that each student gains a broad understanding of resource development and marketing communications.

### CM 652 • Practice in Community Development 1.5,3 Credits

The application of principles of holistic community development as studied through case studies and field experiences either in the local or global contexts - allowing the student to build a project that is contiguous with vocational goals.

### CM 670 • Directed Study in Community Ministry 1-6 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

### CM 751 • Seminar in Community Ministry 1.5,3 Credits

A Masters Degree elective course; an in-depth study of a particular community ministry theme.

## Discipleship in Community

The goal of Christian education is to present all people mature in Christ (Col. 1:28). When the message is embodied in a Spirit-filled, captivating teacher like Christ Himself, the Bible comes alive and people are changed. Thus, studies in Christian education are designed to help ministers become effective orchestrators of learning in their faith communities.

## Objectives for students:

- Develop a biblical/theological framework for discipleship in community;
- Appreciate different program models of educational ministry;
- Design an effective structure for directing volunteer services;



- Develop a process for building dynamic ministry teams; and
- Cultivate personal teaching skills and small group leadership abilities.

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**DC 645 • Foundations of Youth Ministry** 1.5,3 Credits

A philosophy of ministry to young people and their families is developed. The needs and characteristics of youth and methods of relating to them for purposes of Christian commitment and growth are presented. Family context is studied to understand youth and develop a holistic approach toward ministry.

**DC 646 • Communicating the Gospel to Teens** 1.5,3 Credits

A study of the communication process as it relates to teenagers. Strategies to communicate the gospel, evangelize, and nurture faith in teenagers are discussed. Effective proclamation and teaching techniques are studied.

**DC 661 • Team Leadership** 1.5,3 Credits

This course offers an overview of the knowledge, skills, and abilities necessary for sustained success in team leadership. The Bible, contemporary literature, and congregational studies are drawn together to inform the student's leadership awareness. Principles and practices for attracting, developing, and maintaining high-performance ministry teams are examined. Special emphasis is given to identifying and discussing the critical knowledge, skills, and abilities required for sustained success in a team-based, entrepreneurial organizational setting.

**DC 670 • Directed Study in Discipleship in Community** 1-9 Credits

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

**DC 710 • Pastoral Care of Youth** 1.5,3 Credits

Investigation is made into the function of the pastor in relation to counseling with youth. Social and psychological factors in adolescence are studied. Problems to be considered are youth culture, youth identity crises, drug abuse, adolescent rebellion, evangelism, vocational guidance, sex education, and parent-child conflict. The role of the pastor and the church in ministering to youth and their families is stressed.

*Special Notes: Crosslisted with PC 710.*

**DC 712 • Teaching for Transformation** 1.5,3 Credits

Effective teaching is studied from the perspective of the learner, including motivational factors, needs, learning styles, life stage, and personal development. Analysis of the role of the teacher as the orchestrator of the teaching-learning process includes character, beliefs, lesson design, communication strategies, and teaching style. Course methodologies include readings, discussions, analysis of classroom teaching (via video), live observations, compressed video, focus groups, guest practitioners, and practice teaching.

**DC 720 • Congregational Systems** 1.5,3 Credits

A study of the local church as an organism and organization. Each congregation is unique in identity, context, process, and program. Effective ministry requires a full and accurate interpretation of church life. This course develops basic approaches, methods, and tools for analysis of a congregation. A model for church health provides a basis for the creation of ministry strategy and problem solutions.

*Special Notes: Crosslisted with ML720.*

**DC 741 • Ministering to Adults** 1.5,3 Credits

This course is an examination of adult developmental life cycles (including transitions), with attention given to specific ways the congregation can minister to adults in each life stage. Students conduct contextual studies on particular areas of adult programming such as ministry to singles, ministry to women, and ministry to senior adults. The impact of motivation and learning theory on the improvement of instruction and learner achievement is considered. Models of effective church and parachurch programs to adults are studied. Adult ministry plans, both developmental and functional, are developed.

**DC 742 • Ministering to Families** 1.5,3 Credits

Students study the sociology of the family with special concentration on problems of the contemporary American family. Problems such as mobility, divorce, unemployment, and changing sexual ethics are discussed. New forms of the family are studied in light of the Scriptures. Church ministries to various styles of family life are developed and analyzed. Students seek to answer the question of how the church can meet the needs of families in the 21st century.

*Special Notes: Crosslisted with PC 742.*

**DC 743 • Ministering with and to Senior Adults** 1.5,3 Credits

An overview of the characteristics of life after typical retirement age provides the basis for exploring ministry to senior adults. Biblical and psychological foundations for communicating and ministering to senior adults are described and analyzed. The course addresses the challenge of providing meaningful involvement, learning, and ministry within the church and larger community.

**DC 745 • Family Systems** 1.5,3 Credits

This course discusses basic family dynamics (such as intimacy, communication, power, and shame) with special emphasis given to examining those dynamics from the family system and family development theoretical perspectives. Relevant family topics (health, sexuality, spirituality, abuse, compulsive behavior, and divorce) are addressed, with opportunities for students to apply theoretical principles to real-life family situations. Special attention is given to families' interactions with the institutional church and ways in which pastors can minister more effectively to a broad range of families.

*Special Notes: Crosslisted with PC 745.*

**DC 755 • Family Systems** 1.5,3 Credits

This course discusses basic family dynamics (such as intimacy, communication, power, and shame) with special emphasis given to examining those dynamics from the family system and family development theoretical perspectives. Relevant family topics (health, sexuality, spirituality, abuse, compulsive behavior, and divorce) are addressed, with opportunities for students to apply theoretical principles to real-life family situations. Special attention is given to families' interactions with the institutional church and ways in which pastors can minister more effectively to a broad range of families.

*Special Notes: Crosslisted with PC 755.*

**DC 759 • Growing through Small Groups** 1.5,3 Credits

Examines the need for small groups within congregational life, strategies for forming groups, leading groups, how they provide the basic needs for pastoral care, and how they become the essential building block for growing a missional church.

*Special Notes: Crosslisted with PC 759 and ML759.*

## Global and Contextual Studies

Our opportunities are greater than ever for equipping church planters around the world with a vision to disciple leaders from every people, language, and nation. We recognize the growing importance of emerging leaders from the many cultures of American cities and from around the world. We are called to disciple people in the context of their home cultures.

## Objectives for students

- Come to terms with the biblical mandate to disciple people of every nation and to lead them into maturity in Jesus Christ as our Lord requires;
- Grow in awareness of the current movements of people to Christ around the world with an appreciation of the diversity of God's ways among us;
- Appreciate and critically evaluate the effectiveness of various strategies in starting and growing healthy, prevailing churches in suburban and urban contexts;
- Grow in our ability to make use of the enormous potential for global discipleship of our growing communities of culturally diverse peoples in North America;
- Develop leadership skills and gifts required for the ministry of reconciliation in changing cultural contexts; and
- Develop skills in discipleship evangelism for ministry at home and around the world.

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**GC 512 • Global, Cultural and Contextual Ministry** 3 Credits

Examination of culture through a biblical lens as the context of all ministry. Development and application of one's understanding of cultures to the missional mandate of the local and global church. Exploration of structural impediments to the church's mission, including racism, sexism, power differentials, and the reconciling power of the gospel to transform churches and their communities. *\$100 IDI Assessment Fee.*

**GC 610 • Cross-Cultural Communication** 1.5,3 Credits

This course examines the dynamics of the communication process and the ways in which various cultures, audience segments, or value orientations condition the interpretation of different symbol systems. Each student selects a culture or subculture to evaluate its most dominant worldview components and the approaches to church work that are most likely to be effective in that setting.

**GC 611 • Christianity in Culture** 1.5,3 Credits

Culture is studied to help those serving in various ministry contexts to identify the distinctives of culture and Christian heritage; to distinguish the secular aspects of heritage from the distinctly Christian elements; and to know when to hold firm or to be flexible when providing pastoral care for people of other generations or cultures.

**GC 612 • Cross Cultural Leadership** 1.5,3 Credits

This course examines the biblical purposes and function of leadership through a cross-cultural understanding of how to first serve and then lead. Aspects of vision casting, influencing change, and becoming missional leaders are discussed as to cultural leadership characteristics. The emphasis for the student is on how to encourage and develop leaders more than how to function as a leader in a host culture.

**GC 615 • Communications and Culture** 1.5,3 Credits

This course seeks to explore various ways in which culture affects the effective communication of the Christian message. It is largely a study of issues and practices related to effective cross-cultural or intercultural communication, with attention to understanding cultural contexts and barriers and applications to effective Christian witness across, and within, cultures. The course examines the dynamics of the communication process and the ways in which various cultures, audience segments, or value orientations condition the interpretation and communication of the Bible and other messages. Areas of focus include the nature of cultural contexts and their impact upon perceptions, values, beliefs, and social structures. Each student selects a culture or sub-culture, evaluating the dominant worldview components and developing a strategy for effectively communicating the Christian faith to persons within such cultures.

**GC 632 • World Religions** 1.5,3 Credits

This course is a study of the world religions that provide structures of belief and meaning for vast numbers of people in America and globally. A primary goal is to develop the understanding and sensitivities necessary to represent Christ attractively, and communicate His Gospel intelligibly, to adherents of these faiths. It is also an opportunity to develop an informed Christian theology of religions.  
*Prerequisites:* TS 512 (recommended). *Special Notes:* Crosslisted with TS 632.

**GC 660 • Change Agency** 1.5,3 Credits

This is a course in applied anthropology and cultural dynamics with special attention given to how culture change occurs, the dynamics and variables that effect change, and appropriate strategies for the effective change agent, whether an individual or an organization. The course will also focus on contemporary areas of social responsibility for Christian advocates and agents of change. This course will assist church leaders (in the U.S. or overseas), missionaries, anthropologists, development agencies, social ministries, and others in understanding how change occurs, how to effectively introduce change into organizations and communities, how to evaluate when we should and should not introduce change, and what the biblical and theological foundation is for our personal involvement as advocates for and agents of change.

**GC 670 • Directed Study in Global and Contextual Ministries** 1-9 Credits

Research and study by arrangement with the professor.  
*Special Notes:* Permission is required.

**GC 673 • Cross-Cultural Experience** 1.5,3 Credits

Shaped as an independent study around a cross-cultural experience of the student, usually as part of a global mission project or as a local ethnic ministry. This is arranged with the ML professor to create an in-depth study in which the experience will occur.

**GC 700 • Understanding Islam** 1.5,3 Credits

The study of Islam as both a system of beliefs and as a culture, how Islam is growing and accomplishing its own 'evangelism,' and ways in which the Gospel can engage Muslim followers within their particular culture and sect of Islam.

**GC 704 • Religion in Anthropology** 1.5,3 Credits

The study of basic roles of religion in society, including its role as explanation system and means of social regulation; how worldviews influence cultures, how to use ethnography and to analyze culture to describe religion, worldview values, tradition, and structures of faith.

**GC 708 • History of World Missions** 1.5,3 Credits

A survey of the missionary movements on the major continents with special emphasis on biographies, types of mission field, and missionary strategy. *Special Notes:* May be taken in substitute for HS 510.  
*Special Notes:* Crosslisted with HS 708.

**GC 711 • Spiritism and Folk Beliefs** 1.5,3 Credits

A study of how folk beliefs become the practice in major religions (Islam, Buddhism, Hinduism, and Hispanic Catholicism), the importance of recognizing the 'excluded middle' in cultural beliefs, and issues of spiritual warfare and syncretism to be considered in communicating the Gospel.

**GC 739 • Theology in a Global Context** 1.5,3 Credits

This course addresses key intersections between theology and culture and explores questions and issues related to contextuality in theologizing. It does so by close readings, discussions, and analysis of contemporary theologies coming from beyond the traditional Euro-American context, including African, Asian, Latin American, and other non-Western contexts. Themes of focus include Christology, anthropology, and the doctrine of salvation.  
*Special Notes:* Crosslisted with TS 739.

## Ministry Leadership

Studies in ministry leadership are designed to provide an exposure to, and an understanding of, pastoral ministry and transformational leadership in the varied social contexts and forms of the church, missions agencies, and parachurch organizations. Attention is given to theory and practice in the Christian worker's implementation of spiritual leadership through worship, church governance, discipleship, evangelism, and service activities of the church.

## Objectives for students

- Critically examine the theory and practice of transformational leadership in a variety of ministry and cultural settings;
- Manifest a growing appreciation for one's capacity to provide transformational leadership;
- Develop the leadership, management, and ministry skills required for effective service in and through the local church and/or mission agencies;
- Identify the resources to facilitate one's lifelong development as a spiritual leader;
- Effectively implement a variety of leadership tools and processes for organizational leadership, including strategic planning, decision making, congregational analysis, team building, conflict management, and organizational change; and
- Implement leadership practices that contribute to the healthy, sustained growth of the local church and/or mission agencies.

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**ML 505 • Holistic Discipleship** 3 Credits

An investigation into the ways that our spirituality is tied to our emotional, physical, intellectual, and relational health. This class is designed to encourage each student to develop an integrated and holistic understanding of spirituality with special emphasis on what it means to love God with your heart, soul, strength, and mind and to love your neighbor as yourself.

**ML 507 • Missional Outreach and Evangelism** 1.5 Credits

Demonstration of effective communication of the gospel of Jesus Christ to meet the needs of the whole person (physical, emotional, intellectual, and spiritual). Evaluation of various non-Christian worldviews while planning ways to articulate the gospel as truly good news. Intentional sensitivity in developing missional strategies to reach people from different religious or cultural backgrounds, as well as across differences related to gender, disability, and economic status.

**ML 517 • Christian Social Ethics for the Workplace** 3 Credits

A study of the ethical dimensions of Christian theology for leadership and workplace contexts. The class begins with an overview and analysis of ethical theory, terminology, approaches, and biblical bases, and then brings this ethical reflection into conversation with leadership theory and an emerging theology of faith, work, and economics. Application of ethical theory will focus on leadership and workplace issues facing Christian leaders today.  
*Special Notes:* Crosslisted with TS 517.

**ML 523 • Introduction to Transformational Leadership: Theory and Practice in Global Perspective** 3 Credits

Various leadership theories are explored. A model of transformational leadership theory is presented, with application made to the learner's personal context as well as a diverse range of global contexts. Biblical and "secular" approaches to leadership practice are compared and contrasted and applied to the student's ministry context.  
*Prerequisites:* SP 001 or SP002.

**ML 527 • Leading Worship in the Christian Life Cycle** 1.5 Credits

Biblical-theological foundations and practical skills for leading weekly worship and marking special celebration moments in Christian life and community. Analysis of approaches to community worship in ceremonies such as dedication, baptism, communion, weddings, memorials/funerals, and holy days. Integration of theological insight, scriptural guidance, and awareness of personal cultural framework with worship leadership practice.

**ML 603 • Missional Leadership Development** 1.5,3 Credits

This course introduces biblical foundations and strategies to develop leaders in rising generations. It discusses the biblical purposes of Christian leadership and the church; examines the cultural and generational characteristics of rising leaders; surveys leadership development models used in ministry; and studies practical, multiplicative strategies that would develop rising leaders within an organization. The final project offers students the opportunity to create a simple, yet comprehensive, plan to develop leaders and foster a leadership development culture.

**ML 606 • Missional Spirituality** 1.5,3 Credits

A study of how to embody the love for God and neighbor from the inside out, the theological foundations and spiritual practices centered in the Great Commandment and what it means to live as incarnational missionaries who love the Lord with all our heart, mind, and strength.

**ML 610 • Communication and Organizational Leadership** 1.5,3 Credits

This course is designed to address the essential elements of leadership communication. A model for leadership communication is presented, and students are challenged to process a wide range of material related to the foundations of leadership communication, organizational culture, organizational conflict, and organizational change.

*Special Notes: Crosslisted with CP 610.*

**ML 615 • Organizational Leadership and Church Governance** 1.5,3 Credits

This course is designed to address the role of organizational leaders in congregational and ministry settings. Attention is given to both the pastoral and governance dimensions of leadership, with special focus on relevant strategies and approaches for guiding congregations and ministry communities. This course will focus on the leader's role in working with church staff and board, understanding diverse congregational polities, communicating effectively as a leader, fostering a healthy organizational culture, and navigating conflict and change that may arise in these churches and ministry organizations.

**ML 630 • Team Leadership in Global Perspective** 1.5,3 Credits

This course examines the biblical purposes and function of leadership through a cross-cultural (or global) understanding of how to first serve and then to lead. Aspects of vision casting, influencing change, and becoming missional leaders who foster the development of effective team ministries will be discussed. Principles and practices required for developing and maintaining high performance, sustainable ministry teams are examined. Special emphasis is given to identifying and discussing the critical knowledge, skills, and abilities required for sustained leadership success in a team-based, entrepreneurial organizational setting. Cases are presented from a wide range of global contexts. The application of intercultural competence is explored.

**ML 632 • The Global Mission of the Church** 1.5,3 Credits

This course includes a biblical and historical overview of the key leadership principles and practices involved in the global diffusion of Christianity. The course draws on insights from a variety of disciplines including the Bible and biblical theology for evangelism, leadership studies, the history of Christian missions, and the social sciences particularly cultural anthropology. Learners are provided opportunity to develop in intercultural competence, to develop a personal philosophy and the theology of missions and evangelism and to formulate a missional approach to ministry appropriate to their particular cultural and situational context.

**ML 633 • Stewardship, Change and the Missional Community** 1.5,3 Credits

This is a course in applied anthropology and cultural and leadership dynamics with special attention given to how culture change occurs, the dynamics and variables that effect change, and appropriate strategies for the effective change agent, whether an individual or an organization. A biblical theology of stewardship is explored and application made to the work of securing the welfare and progress of a missional community, with an emphasis on dealing with change. A process for gaining feedback on personal leadership performance as well as the collective performance of the community is presented and applied to the learner's context. The course focuses on contemporary areas of social responsibility for Christian advocates and agents of change. Cases are presented from a wide range of global contexts.

**ML 634 • Leading and Theologizing in Global Perspective** 1.5,3 Credits

This course considers the rationale and models for doing contextual theology (contextual theologizing), and how this impacts and intersects with leadership studies in relation to the development and implementation of contextual models for ministry. The course provides a survey of the leadership models and theological methods and criteria these employ. Selected cases emphasizing the role leaders play in this process are examined.

**ML 675 • Presbyterian Polity** 1.5,3 Credits

Designed to give students a theological, historical, practical, and pragmatic understanding of how things happen within the Presbyterian Church (U.S.A.). It also is designed to prepare students to pass the Polity Section that is part of the ordination examination for the ministry of Word and Sacrament.

**ML 676 • Reformed Worship and Sacraments** 1.5,3 Credits

An introduction to the history, tradition, and structure of Reformed worship. The course answers questions, give practical applications, and considers the meaning and observance of the sacraments.

*Special Notes: Crosslisted with HS676 and TS 676.*

**ML 707 • Change Strategies and Conflict Resolution** 1.5,3 Credits

Effective leaders must be prepared to take their ministries through seasons of change, as well as to manage the conflict that inevitably results. Without change, a ministry will become ineffective and irrelevant and will eventually die. If conflict is not resolved, a ministry may leave a trail of wounded people in its wake, or even self-destruct. This course teaches two of the skills most essential for 21st-century ministry leadership. Students learn strategies for bringing about transformational change in their ministry. They also learn how to lead people to greater wholeness and maturity in Christ through a biblical process of conflict resolution.

**ML 726 • History and Theology of Ministry** 1.5,3 Credits

This course invites the student to a survey of important theological expressions and models in the history of Christian ministries from the first century through the present day. We consider selected themes (WISHMAP), illustrated by classic and contemporary sources, within a chronological framework. The goal is for these "voices" to enlighten and inspire our lives in faithful, fruitful service for Jesus Christ and the kingdom.

**ML 730 • Planting Missional Churches** 1.5-3 Credits

The study of how to plant and grow missional churches, what it means for a church to have a missional vision, how to determine methodologies appropriate for the context, and case studies of churches that are effective models of missional strategies.

**ML 751 • Seminar in Ministry Leadership** 1.5-3 Credits

An in-depth study of particular ministry leadership theme.

*Prerequisites: ML 523.*

**ML 780 • Senior Integrative Seminar: Global Leadership in the 21st-Century** 1.5 Credits

A summative and integrative reflection on the MATL program is offered. Integrative cases featuring content from each of the Three Centers are used to prompt a collaborative discussion around leadership issues learners are likely to encounter in their immediate context, as well as a wide range of global contexts.

**ML 791 • Case Studies in Transformational Leadership** 1.5,3 Credits

This course provides students the opportunity for integrative reflection on the biblical foundations, contemporary research, and historical and contemporary practice of transformational, serving leadership. The course focuses on biblical, historical, and contemporary case studies of transformational leadership as it is expressed in a variety of cultural and community contexts.

**ML 826 • The Transformed and Transforming Leader** 3 Credits

This course is designed to facilitate personal reflection for transformational ministry leaders. Effective transformational leadership begins with effective self-leadership. While theories associated with self-leadership will be explored in light of general leadership theory, the emphasis of this course will be on the individual student's reflective journey throughout the course. Because, for better or worse, leaders cast their shadow on many people inside and outside of their organizations, a commitment to personal and spiritual transformation will be a high priority for students in this Doctor of Ministry program and course.

**ML 826P • The Transformed and Transforming Leader: Project** 3 Credits

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: ML 826.*



**ML 827 • Trans Min Ldrsp:Theory & Pract 3 Credits**

Focused on providing an introduction to the theory and practice of transformational ministry leadership, this course will expose students to foundational leadership and organizational theories, encourage thoughtful reflection on the nature of studying leadership from a Christian perspective, introduce students to the priorities and expectations of doctoral studies, and challenge students to implement empowering models of leadership in their unique leadership contexts.

**ML 827P • Transformational Ministry Leadership Theory and Practice: Project 3 Credits**

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: ML 827.*

**ML 923 • Leading Transforming Organizations 3 Credits**

Focused on the role of executive leaders in churches and organizations, this course explores the application and impact of transformational leadership at an organizational level. Complementing self, dyadic, and team-oriented leadership theories, a focus on systems thinking at both the organizational and working group levels will be engaged alongside the executive ministry leader's role in empowering others within the context of organizational leadership. In addition to examining the executive leader's role in facilitating organizational transformation, the leader's role of working with boards, working over distance and culture, managing conflict and crucial conversations well, and engaging with effective communication practice will be considered. The course will also introduce students to the priorities and expectations of doctoral studies.

**ML 923P • Leading Transforming Organizations: Project 3 Credits**

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: ML 923.*

**ML 924 • Teams, Grps & the Transfmg Ldr 3 Credits**

The course is focused on the art and practice of team leadership. Research and theories associated with effective team leadership will be explored. Special attention will be given to the biblical foundations for decentralized leadership structures, and students will consider the opportunities and challenges associated with teams in contemporary organizations. Factors associated with effective team members will be explored alongside strategies for effective team development and team practice. The course will also introduce students to priorities and expectations of doctoral studies.

**ML 924P • Teams, Groups, and the Transforming Leader: Project 3 Credits**

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: ML 924.*

**ML 925 • Case Studies in Transfm Ldrshp 3 Credits**

This course engages students with biblical, historical and contemporary case studies in transformational leadership. Information will be presented and discussed, which is critical to understanding transformational leadership theory, and appreciating the factors that contribute to the exercise of transformational leadership in a variety of settings. The case study method will be employed to listen to, "read" and interpret the lives of individuals who have served and led in a transforming manner. This course is animated by the encouragement given in Hebrews 13:7-8 to reflect on the lives of spiritual leaders. "Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith." The student will learn to glean and value life and leadership lessons from these individuals in order to facilitate his/her spiritual formation, enlarge his/her personal leadership capacity, sharpen his/her philosophy of leadership and consequently grow more effective in the practice of serving, transforming leadership.

**ML 925P • Case Studies in Transformational Leadership: Project 3 Credits**

The successful completion of a series of course-related ministry projects is an important component of the Doctor of Ministry program. Project courses in the Doctor of Ministry program take two forms: (1) projects prescribed by the course instructor that relate to the previous Content Course, or (2) student-designed projects related to the student's ministry setting. The specific expectations of the course project will be approved by the course instructor during the Content Course prior to the Project Course.

*Prerequisites: ML 925.*

## Research

**ML 670 • Directed Study in Ministry Leadership 0.5-9 Credits**

Research and study by arrangement with the professor.

*Special Notes: Permission is required.*

## Preaching and Communication

The effective transformational leader possesses the ability to communicate the Word of God in a manner that produces lasting and healthy change at personal, interpersonal, organizational, community, and global levels. This includes preaching, teaching, leading small groups, and one-to-one communication of biblical truth.

### Objectives for students:

- Effectively communicate the Word of God to contemporary people and cultures;
- Effectively prepare, communicate, and evaluate a variety of types and styles of sermons, with emphasis given to the expository approach to preaching;
- Effectively communicate the Word of God in a variety of life situations; and
- Effectively communicate the Word of God to a racially and culturally diverse world.

**CP 510 • Introduction to Preaching 3 Credits**

Demonstration of the effective communication of God's Word using clarity, purpose, and relevance to contemporary contexts. Creation of transformational opportunities for listeners. Application of Scriptural messages in both personal and professional practice while integrating exegetical insights and intercultural understanding.

*Prerequisites: BT 510.*

**CP 610 • Communication and Organizational Leadership 1.5,3 Credits**

This course is designed to address the essential elements of leadership communication. A model for leadership communication is presented, and students are challenged to process a wide range of material related to the foundations of leadership communication, organizational culture, organizational conflict, and organizational change.

*Prerequisites: CP 510. Special Notes: Crosslisted with ML 610.*

**CP 720 • Finding Your Voice in Preaching 1.5,3 Credits**

This course focuses on helping students discover the preaching style that best fits their unique makeup. Focus is given to the study of various styles of preaching, including styles found in diverse contexts. Students are encouraged to discover their own voice in communicating the message of the Bible by integrating the learning they have done in personal spiritual development.

*Prerequisites: CP 510.*

**CP 743 • Effective Communication from Old Testament Genres 1.5,3 Credits**

Students learn how to faithfully communicate the depth of truth found in the passages of the Old Testament. We focus on the process of personally internalizing the biblical text in preparation for preaching it. Attention is given to the preparation of sermons that are biblically and hermeneutically sound as well as transformative in the lives of the preacher and the listener.

*Prerequisites: CP 510.*

**CP 744 • Effective Communication from New Testament Genres 1.5,3 Credits**

The recording of Jesus' life, death, and resurrection and the impact it had on the entire world has radical implications for our lives today. Students work to create effective communication that brings to bear the revelation of the New Testament on today's world. This course involves the study of the hermeneutical issues related to the arranging of representative genres of the New Testament materials for preaching.

*Prerequisites: CP 510.*

**CP 762 • Understanding Your Audience** 1.5,3 Credits

This course focuses on preparing speakers to shape their messages to communicate effectively with different audiences. Speakers develop an understanding of how to address audiences with whom they will interact regularly, as well as those with whom they have significant differences in background, worldview, and culture. Students develop and deliver two sermons for audiences that are foreign to their experience and background.

*Prerequisites:* CP 510.

**CP 763 • Integrating Media and the Arts in Preaching** 1.5,3 Credits

This class explores the use of different forms of media as tools for communicating a given message. Attention is given to the use of media such as PowerPoint, video, film clips, drama, art, and music, as well as to the study of communicators who use the media and arts effectively in preaching. Students preach a minimum of two sermons using media and the arts to communicate their message. An understanding of the approach to preaching presented in CP 510 is assumed.

*Prerequisites:* CP 510.

## Supervised Ministry

Christian ministry in our world requires leaders who demonstrate a thorough understanding of Scripture and theology, competence in ministerial functions, and spiritual maturity (including personal holiness, integrity, wisdom, love, and both emotional and psychological wholeness). Supervised ministry provides opportunities for students to develop and demonstrate their giftedness and suitability for professional ministry through a continuing process of discernment, real-life application, self-evaluation, and formation.

Objectives for students

- Ongoing development of self-knowledge and personal maturity that contributes to worldview, personal integrity, responsible functioning, and interpersonal relationships;
- Ongoing development of a biblically-based philosophy of ministry that closes the gap between theory and practice;
- Ongoing development of their own relationship with God through prayer, Bible study, meditation, and accountability; and
- Ongoing development of skills in the basic functions of ministry such as preaching, teaching, evangelism, administration, and pastoral care.

## Internship Preparation

The student is required to consult with the Director of Supervised Ministry/ Internship at least two academic terms prior to the student's desired internship start date. Internship preparation includes:

- Reviewing prerequisites
- Reviewing the internship process and requirements
- Choosing a site, supervisor, and mentor
- Writing a reflective paper (Personal and Professional Development Plan)
- Preparing and signing an Internship Agreement
- Vocational Formation Interview and approval to begin an internship

**TL 566A • Professional Internship for MDiv A** 1.5 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites:* SP 001, TL 001, SP 510, CP 510, ML 527, PC 512. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received pre-approval from the Director of Supervised Ministry/Internship. 400 hours are required between TL 566A and TL 566B. This course is intended for MDiv students. The corresponding MA Ministry internship course is TL 568A.

**TL 566B • Professional Internship for MDiv B** 1.5 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites:* TL 566A. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received preapproval from the Director of Supervised Ministry/Internship. This course is intended for MDiv students. The corresponding MA Ministry internship course is TL 568B.

**TL 568A • Professional Internship for MA in Ministry A** 1.5 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites:* SP 001, TL 001, SP 510. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received pre-approval from the Director of Supervised Ministry/Internship. 400 hours are required between TL 568A and TL 568B. This course is intended for MA Ministry students. The corresponding MDiv internship course is TL 566A.

**TL 568B • Professional Internship for MA in Ministry B** 1.5 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites:* TL 568A. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received preapproval from the Director of Supervised Ministry/Internship. This course is intended for MA Ministry students. The corresponding MDiv internship course is TL 566A.

**PC 566A • Chaplaincy Internship A** 1.5 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

*Prerequisites:* For MA students, Formation Assessments, Vocational Assessments, SP 510, and PC 512; For MDiv students, Formation Assessments, Vocational Assessments, SP 510, PC 512. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship.

**PC 566B • Chaplaincy Internship B** 1.5 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

*Prerequisites:* For MA and MDiv students, PC 566A. *Special Notes:* Internship should be taken in the student's final year.

**PC 705 • Clinical Pastoral Education** 1-3 Credits

Students contract under an accredited CPE center for one unit of CPE, a 400-hour supervised experience, usually in a hospital or nursing care center. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds, but it is also applicable to many other ministry settings. The credits may be applied as pastoral care electives but may not be applied to professional internship requirements.

*Prerequisites:* PC 512. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. Grade exceptions: This course is Pass/Fail. *Special Notes:* A passing grade will be assigned when the Office of the Registrar receives, from the student, a notarized copy of the ACPE Certificate of Completion.



## **Mentored Leadership Development**

The Mentored Leadership Development (MLD) courses, ML 551 and ML 552, are uniquely designed experiences. The MLD sequence of courses is tailored to the MATL degree program. The focus of coursework is on facilitating students as they integrate their seminary learning experience into their ministry contexts and walk through specific developmental goals. Through a process of self-examination, developmental assessments, facilitated mentoring, group supervision, and reflection, students demonstrate the capacity for practical application of learning outcomes from the Three Centers learning philosophy.

### **ML 551 • Mentored Leadership Development (MATL) A 0.75 Credits**

This course seeks to align the student with the vision, values, mission and philosophy systems and strategic objectives of the local ministry of which the student is a part. Through the use of psychometric and developmental testing, self-reflection, and mentor and group feedback, the student will identify and progressively clarify life purpose, mission and vision. Based on reflective work, the student will develop goals for spiritual, personal and vocational development, and identify unique personal needs that require intentional focus, in order to develop as a whole and holy leader.

*Prerequisites: SP 001.*

### **ML 552 • Mentored Leadership B 0.75 Credits**

This course seeks to align the student with the vision, values, mission and philosophy systems and strategic objectives of the local ministry of which the student is a part. Through the use of psychometric and developmental testing, self-reflection, and mentor and group feedback, the student will identify and progressively clarify life purpose, mission and vision. Based on reflective work, the student will develop goals for spiritual, personal and vocational development, and identify unique personal needs that require intentional focus, in order to develop as a whole and holy leader.

*Prerequisites: ML 551, TL 001.*

## Tuition and Financial Aid

### Overview

Bethel Seminary is part of the missionary enterprise of Converge Worldwide (formerly the Baptist General Conference). It is supported by the churches of the conference in order to train competent leaders for places of service in the United States, Canada, and other countries. The greater part of the cost of educating a seminary student is cared for by supporters of Bethel Seminary. The Board of Trustees reserves the right to change any charges or regulations listed in this catalog.

This section includes:

- Cost of Education
- Payments
- Financial Aid
- Departmental Scholarships

## Cost of Education 2022-2023

### Tuition

Visit the tuition and costs webpage for current tuition costs. Any changes 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. Bethel Seminary reserves the right to change any financial charges or regulations listed in this catalog.

Seminary Finances Description	Cost	\$518/credit
Master's Level Tuition per credit: all MA and Certificate programs except Marriage & Family Therapy		
MA in Marriage & Family Therapy Tuition per credit:	\$530/credit	
Doctor of Ministry: Self-directed program tuition	\$445/credit	
Doctor of Ministry: Cohort-based program tuition	\$520/credit	

### Fees

Application fee, online application	free of charge
Community and Senate fee, all programs, per semester (Fall and Spring)	\$31
GC 512 Intercultural Development Inventory Assessment	\$100
Graduate Research Seminar fee	\$26
Independent study surcharge, master's and doctoral programs (in addition to course tuition)	\$255
Marriage and Family Therapy Supervised Clinical Experience Continuation Fee	\$357
Professional Internship Continuation Fee	\$350
MF 645 Prepare and Enrich Workshop Fee	\$200
Continuing fee for MF 785 & MH 785 until completion of Senior project	\$250

### Auditing Charge

Normal Audit Rate	\$50 per audit hour
Spouses of Current Seminary Students	\$0 per audit hour

### Assessment, Testing, and Participation Fees

These fees are charged in addition to regular tuition for these courses.

SP 001 Formation Assessments	\$565
SP 004 Formation Assessments	\$500
TL 001 Vocational Assessments	\$382

### Participation

CF 620 Participation Fee	\$50
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### D.Min. students

Assessments TL 005	\$465
Extension fee per semester	\$375

### Clinical Pastoral Education Fee

Students who take Clinical Pastoral Education (CPE) and are registered in PC 705 or PC 566A and PC 566B will pay site supervisory fees directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit. See the Director of Internship and Placement for details.

### Transcripts

Transcripts cannot be issued until all accounts are paid in full. The charge for each transcript issued is \$8. Visit the registrar's website to request transcripts.

## 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 .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

## Tuition, Fees, and Payments on Student Accounts

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

## Tuition and Fees Refund Schedule

### Full Refund Period

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

### Full Refund

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

### Pro-Rata Refund

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

### No Refund

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

For detailed billing refund dates, see the Business Office website.

## Tuition, Fees, and Payments

Full payment or enrollment in the 4-Month Semester Payment Plan is required at the beginning of the fall and spring semesters. Full payment is due on the first day of class for summer school.

Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for succeeding terms is dependent on full payment of the previous term's expenses.

## Payment Options

### Full Payment (Option 1)

Full payment for **Fall Semester** is due on **August 25, 2022**.

Full payment for **Interim/Spring Semester** is due **January 25, 2023**.

Full payment for **Summer School** is due on **May 25, 2023**.

### 4-Month Semester Payment Plan (Option 2)

Students have the option to enroll in a 4-Month Semester Payment Plan. See the important enrollment dates and information in the next section.

#### Fall Semester Payment Plan

Enrollment in the fall payment plan is available beginning on approximately August 14, 2022. **The deadline to enroll in the payment plan and pay your first installment is September 25, 2022.** The remaining installment payments for fall are due on October 25, November 25, and December 25.

#### Spring Semester Payment Plan

Enrollment in the spring payment plan is available beginning on approximately December 22, 2022. **The deadline to enroll in the payment plan and pay your first installment is January 25, 2023.** The remaining installment payments for spring are due on February 25, March 25, and April 25.

The 4-Month Semester Payment Plan is for all charges on the student account. Enrollment in the payment plan is elected online on a semester-by-semester basis, with payments spread out over the semester. The enrollment fee is \$30 per semester. The monthly payment amount is recalculated each time there is a new transaction posted to the account. Therefore, your monthly payment amounts may differ each month. You will be notified by email each time your payment amount changes. If a student does not stay current on their monthly installment payment(s) they may be removed from the payment plan. If removed from the payment plan, a registration hold will be placed on the student account if the balance is \$500 or more. Also, a late fee of .5% will be assessed each month for any unpaid balance on the account. (Payment plans are not offered for summer school.)

Visit [bethel.edu/business-office/seminary/account/payment-plan](http://bethel.edu/business-office/seminary/account/payment-plan) for more information about payment plans.

## Online Monthly Statements

Around the 27th of each month, an email will be sent to the student's Bethel email address alerting them that the monthly statement is available to view online with a link to access your statement. Monthly statements will not be mailed to your home address.

View Online Monthly Statements through MyBethel: My Statements and Finances > Bethel Account.

## 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. To enroll in a Semester Payment Plan click "Enroll in Payment Plan" and follow the prompts.
  - Online by Electronic Check: Authorize automatic withdrawal from your checking or savings account with no fee.
  - Online by credit card: Visa, MasterCard, American Express, or Discover with a non-refundable fee of 2.85% or \$3 minimum, charged by PayPal (processing service).
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5<sup>th</sup> Level) 8 a.m. - 4:30 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located next to the ATM machine near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, Business Office, 3900 Bethel Drive, St. Paul, MN 55112. Please include your student ID number in the memo portion of the check.

## Authorized Users

If a student would like to give electronic access to a spouse or another person to view their account, enroll in a Semester Payment Plan, and make online payments; the student will need to authorize him/her as a user.

Visit this webpage for more information.

## Registration Hold

Registration for classes in succeeding terms is dependent on full payment of the previous term's expenses. Students whose accounts are in arrears will have a registration hold on their accounts and will not be permitted to register for the subsequent term.

Any student who pays an outstanding balance by check will have their registration dropped (for future terms) if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, registration will be granted in 10 business days.

Any student in good standing on a payment plan (current on their monthly payment installments) will be allowed to register for future terms. If the student fails to pay their remaining monthly installments in full, their registration will be dropped.

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

## Transcript Hold

A transcript hold is placed on the student account if the account balance due is more than \$250. A transcript hold will prevent an official transcript from being issued by the Office of the Registrar.

## Financial Clearance for Graduation

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

## Financial Suspension

Bethel reserves the right to suspend a student from a program or 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 from their classes.

## Late Fee

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

## Past Due Accounts

The following paragraphs apply to all students:

I will be in default if: I fail to pay the total amount payable when due (including my failure to pay because of insufficient funds in an account on which my payment was drawn or other similar circumstances) any scheduled payment under either a semester payment plan or installment permanent address without notifying Bethel University in writing; I fail to pay any assessment (which is a charge such as a parking fine, library fee or other charge for violations of Bethel University policies) by the 15<sup>th</sup> day of the month following the month in which I am sent the notice of assessment; I at any time provide Bethel University with any false or misleading information; I die; or a case under U.S. Bankruptcy Code is started by or against me or any guarantor or consignor.

If I am in default, Bethel University may require immediate payment of my Obligation in full and any unpaid assessments. If Bethel University demands immediate payment and I fail to comply, I agree that Bethel University may add my unpaid assessments to my Obligation. If any payment is not paid in full by the 25<sup>th</sup> day of the month following the month in which it was due, I agree to pay Bethel University a default charge of six percent (6%) of the unpaid and past due amount of my Obligation. In addition, Bethel University may: prohibit me from scheduling courses for the current or following semester; remove me from current courses; withhold course credits, academic transcripts and my diploma without providing me prior notice thereof 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 any 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 principal balance. 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.

## Non-Sufficient Funds Fee

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

## Military Education Benefits

If you have questions about military benefits, please contact the Office of Military & Veteran Services at 651.635.2470 or email (veteran-services@bethel.edu).

For more information, visit the Military & Veteran Services website.

## Questions?

### *Business Office Questions*

For more student account and payment information, visit the Business Office webpage or call 651.638.6208 (800.255.8706, ext. 6208).

### *Financial Aid Questions*

For more financial aid information, visit the Office of Financial Aid webpage or call 651.638.6241 (800.255.8706, ext. 6241).

# Financial Aid

## Principles

The financial aid program at Bethel Seminary is designed to assist students who have limited resources for their seminary education. It is hoped that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable indebtedness. The student is responsible for his or her educational and living expenses. However, the seminary seeks to assist the student in meeting expenses through a combination of scholarships and loans. The financial aid program is based on the following principles, which have been approved by the Association of Theological Schools:

### Guiding Principles

1. The student is responsible for his or her educational and living expenses. The school's aid will augment the student's efforts.
2. Students are encouraged to seek scholarships from third-party sources. (This includes church scholarships, employer reimbursement, etc.) When private scholarships are reported to the financial aid office, loan eligibility may be reduced, if needed, to keep the student's total aid package within federal need limits. Institutionally controlled gift aid is reduced if total gift aid from all sources exceeds the financial aid budget for tuition, fees, living expenses, books, and supplies.
3. Recipients of military-related educational benefits (e.g. federal tuition assistance, veteran benefits, etc.) will have their institutionally controlled gift aid reduced if total military benefits, grants, and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies.
4. All financial aid, excluding job earnings, is first credited to a student's Bethel account. Only after all current term charges are satisfied will a credit balance be disbursed to students for use in meeting other expenses.

## Types of Aid

Master's students enrolled for at least six (6) credits per semester may be eligible for scholarships. Visit [seminary.bethel.edu/financial-aid/types](http://seminary.bethel.edu/financial-aid/types) for details.

Master's and doctoral students enrolled for at least three (3) credits per semester may be eligible for federal direct student loans. Visit [seminary.bethel.edu/financial-aid/types/loans](http://seminary.bethel.edu/financial-aid/types/loans) for details.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

### Applying for Financial Aid

To apply for financial aid at Bethel Seminary, a student must submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov). Students applying for endowed and restricted scholarships must complete an additional online application. Students applying for military benefits should visit [seminary.bethel.edu/financial-aid/types/military-benefits](http://seminary.bethel.edu/financial-aid/types/military-benefits) for information and application procedures.

### Assistantships

A limited number of assistantships are open to students with good academic records. Each student works under the supervision of one or more faculty members. Students should contact individual faculty members directly to inquire about potential opportunities.

### Student Loans

#### Compare Loans

Most students take out loans to help pay a portion of their seminary bill. Weigh your options to make sure you're borrowing loans you can manage.

Refer to your financial aid award to see what loans you're eligible to borrow.

Which loan is best for you? Take a look at the differences between educational loan programs to find the best loan based on your eligibility.

Loan Type	Fees	Make payments while in school?	Interest Rate	Repayment
<b>Direct Unsubsidized Loans</b>	For current fees rates visit: <a href="https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#additional-charges">https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#additional-charges</a>	Interest accrues. Optional in-school payment	For current rates visit: <a href="https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#interest-rates">https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#interest-rates</a>	10 years
<b>Direct PLUS Loans</b>	For current fees rates visit: <a href="https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#fees">https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#fees</a>	Yes	For current rates visit: <a href="https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#interest">https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#interest</a>	10 years
<b>Private Loans</b>	Varies	Yes	Varies	Varies (10+ years)

\*Note - Graduate and professional students are no longer eligible to receive Federal Direct Subsidized Loans after 7/1/2012.

### What's the average student loan debt?

The average student loan debt of seminary borrowers who graduated between July 1, 2016, and June 30, 2017, was \$45,376. Assuming a 6.8% interest rate and 10 years to repay their loans, average seminary student borrowers will make monthly loan payments of about \$520. Bethel's most recent cohort default rate was 1.9% compared to the national cohort default rate of 11.5%.

### How much should you borrow?

It's important to avoid borrowing more than you'll be able to repay after graduation. A reasonable monthly student loan payment would be 8-10% of your monthly income.

Check out the Budgeting and Loan Repayment Calculator information offered by the U.S. Department of Education. These are good tools to help you plan your expenses and loan debt.

Take a look at this chart based on a 10-year repayment period to see what your monthly payments could look like. Payments reflect a 6.8% interest rate.

Amount Borrowed	Estimated Monthly Payment
\$3,500	\$50
\$5,500	\$63
\$7,500	\$86
\$10,500	\$121
\$15,000	\$173
\$18,500	\$213
\$23,000	\$265
\$31,000	\$357
\$40,000	\$460
\$50,000	\$575
\$60,000	\$690
\$65,500	\$754
\$80,000	\$920
\$100,000	\$1,151
\$138,500	\$1,594



## Entrance & Exit Counseling

### Financial Aid

If you're borrowing federal loans, you'll need to complete entrance counseling before you receive your funds and exit counseling when you leave Bethel to go over your rights and responsibilities.

### Loan Entrance Counseling

You must complete this online counseling prior to the disbursement of your loan. Parents who borrow a PLUS loan are not required to complete entrance counseling.

Remember to complete entrance counseling for each type of loan you will use:

- Direct Loan entrance counseling for Direct Subsidized, Direct Unsubsidized and Graduate PLUS (on the StudentLoans.gov website). Be sure to select "Complete Entrance Counseling." Please note - if you complete the "Financial Awareness Counseling," this does not satisfy the loan entrance counseling requirements.
- Perkins Loan entrance counseling (on the ECSI website)

### Loan Exit Counseling

Upon graduation, withdrawing, or dropping below half-time status, you must complete loan exit counseling to review your rights and responsibilities as you enter repayment of your student loans.

- Subsidized, Unsubsidized, and PLUS Loan exit counseling can be completed on the StudentLoans.gov website. Completing this session satisfies Bethel University's exit counseling requirements.
- Perkins Loan exit counseling is located on the ECSI website. If you have questions about Perkins Loan Exit Counseling, contact Jane Thielen at j-thielen@bethel.edu or 651.635.1003.

### How much should you borrow?

It's important to avoid borrowing more than you'll be able to repay after graduation. A reasonable monthly student loan payment would be 8-10% of your monthly income.

Check out the Budgeting and Loan Repayment Calculator information offered by the U.S. Department of Education. These are good tools to help you plan your expenses and loan debt.

## Financial Aid Satisfactory Academic Progress Policy

Bethel University has two methods of monitoring student achievement. There is an Academic Progress, Probation, and Dismissal process administered by faculty committees. Please see policies on Academic Probation in the Scholastic Regulations section of the catalog for standards governing this process. There is also a Financial Aid Satisfactory Academic Progress (FA-SAP) policy administered by the Office of Financial Aid.

The FA-SAP policy is mandated by federal and state laws and regulations, and involves the monitoring of cumulative grade point average, pace of completion (ratio of completed to attempted courses), and the total number of courses students attempt. Students who do not meet the minimum FA-SAP standards may lose eligibility for federal, state, and institutional financial aid. Appeals are submitted to the financial aid office and reviewed by a cross-departmental Financial Aid Satisfactory Academic Progress committee.

### Process Overview and Responsibilities

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

The Code of Regulations Title 38, Section 21.4253 also requires a clear policy regarding the Satisfactory Academic Progress (SAP) standards that Title 38 beneficiaries are held to under 38 CFR §21.4253(d)(1)(ii). Title 38 beneficiaries are held to the same SAP standards that all Bethel Seminary students—including those receiving Title 34 financial aid—must follow. These standards are set forth below.

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, whether or not the student received financial aid. For further information and full disclosures, please see the Satisfactory Academic Progress page of the Bethel Seminary website.

### Evaluating Financial Aid Satisfactory Academic Progress

Financial aid satisfactory academic progress evaluation begins six (6) days after the end of each term (fall, spring and summer) using three benchmarks: Qualitative Measure, Pace, and Maximum Timeframe.

**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 credit).

**Maximum timeframe.** Students are expected to complete their program within the normal time for completion. However, there may be special circumstances, like a program change or an illness, that would prevent students from completing their programs 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.

### Treatment of Special Academic Course Situations

**Term.** The financial aid office evaluates Satisfactory Academic Progress (SAP) at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid. Courses taken during Interim are evaluated as part of spring semester.

**Remedial courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace and maximum timeframe. Foundations for Academic Readiness courses are considered remedial courses.

**Pass/Fail courses.** 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.

**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 graded as "attempted" and "earned," as appropriate (depending on the student's course 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.

**Repeated courses.** Repeated courses are included when determining the student's enrollment status for Title IV purposes, provided 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.

**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 institutional financial aid programs.

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

**Transfer credits.** College level courses taken outside of Bethel before students received their high school diploma or 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.

**Dropping a course.** Courses that the student drops after the 100 percent refund period are included in the cumulative credits attempted and in the maximum timeframe. (If a student fails 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.)

**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.

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

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

**Concurrent enrollment in Bethel's schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one Financial Aid 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.

**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 institutional 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.

### **Failure to Meet Minimum Satisfactory Academic Progress Standards**

**Financial aid warning.** 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.

### **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. The appeal must be made in writing and should be accompanied by appropriate supporting documentation.

Appeals must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email. Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make 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 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.

*Note: Seminary students will work with their Student Success Adviser to develop Academic Plans.*

### **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 for Financial Aid**

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.

## **Financial Aid Refunds**

There are four sources of financial aid: federal government (Title IV funds), state governments, Bethel University, and private third-party organizations. Financial aid

is refunded in accordance with policies established by each entity. Refunds are first calculated for federal funds, then state funds, then Bethel and third-party funds.

### **Federal (Return of Title IV Funds) Refund Policy**

If a student withdraws or is expelled from Bethel after a term 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" policy is required by federal rules and went into effect at Bethel on July 1, 2000.

The federal formula requires a return of Title IV (federal) aid if the student received federal financial assistance in the form of a direct loan, and withdrew on or before completing 60% of the term. The percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded.

### **Financial Aid Refunds for Institutional and Third-Party Funds**

After calculating the federal refund policy, Bethel calculates the potential refunds of state, institutional, and private funds. Students who borrow a Minnesota SELF loan are subject to the Minnesota refund calculation. Students with institutional aid and/or third-party sources of gift aid will have their aid reduced by the same percent as their tuition was reduced.

Because there are several different refund policies involved in most withdrawals, students may still owe money to the school after all calculations have been completed. Students considering withdrawal are encouraged to visit a financial aid counselor and simulate the financial effect of withdrawing before officially withdrawing from the institution.

## Departmental Scholarships

Scholarship funds are available to students who maintain a cumulative GPA of 3.0. Students must be enrolled for a minimum of six (6) credits per semester to receive a full scholarship. Scholarships may be prorated for less than full time attendance. Scholarships are disbursed evenly between fall, spring and summer semesters. Most scholarships are offered only to current students in a master's program who already have established a GPA at Bethel Seminary, unless otherwise noted.

To be considered for scholarship funds, returning students must complete an online application made available during the spring semester. New students just beginning Seminary are not eligible for returning student scholarships. Instead, new students may be considered for a renewable incoming student scholarship by completing the Seminary Merit Scholarship Application.

The deadline for returning students to apply is April 15<sup>th</sup> each year. The deadline for incoming students varies depending on start date.

Scholarship details and application links can be found: <https://www.bethel.edu/seminary/financial-aid/types/scholarships/>

## Scholarships for Bethel Seminary

**The Mr. and Mrs. A. Dwight Anderson Seminary Scholarship** was established by Mr. and Mrs. A. Dwight Anderson to encourage students interested in foreign missions. This scholarship shall be awarded to a middle recommended by the faculty, with special preference given to a student committed to foreign mission service. (EPA179)

**The Aiton Family Mission Scholarship** is awarded to a student who is preparing for full-time missionary service overseas (EPA002).

**The B. Willard Anderson Memorial Scholarship** provides an annual award to deserving students who demonstrate need (EPA003).

**The Dagmar Esther Anderson Endowment Fund** is awarded to seminary students who demonstrate need and are preparing for pastoral ministry, preferably in the Midwest (EPA004).

**The Roy A. and Shirley M. Anderson Scholarship Fund** is awarded to Bethel Seminary students who demonstrate financial need who are also from impoverished countries. The donors want to provide greater assistance to fewer students rather than smaller amounts to many. First consideration shall be given to students who plan to return to their country following graduation. If no students meet the above criteria, second consideration will be given to students from the United States (EPA005).

**The Vernon D. Anderson Memorial Scholarship** was established by Mrs. Ruth Anderson, in memory of her husband Vernon D. Anderson, to assist seminary students interested in missions (EPA007).

**The Walter R. Anderson Memorial Award** was established by Walter R. Anderson, former president of Vancouver Bible College, and is awarded to a Converge Worldwide student planning to enter Christian ministry, with preference given to a student interested in camping or the chaplaincy (EPA006).

**The Lawrence T. Arlander Memorial Scholarship** is awarded to a worthy student preparing for service as a minister or missionary (EPA008).

**The Rev. William G. and Ruth J. Backlund Memorial Scholarship** is awarded to a student planning to enter ministry with Converge Worldwide (EPB011).

**The Jeannette and Stanley Bakke Women in Ministry Scholarship** is awarded to a female Master of Divinity student who is preparing for pastoral ministry or further graduate education directed toward teaching at the college or seminary level. First preference is given to a Converge Worldwide student (EPB012).

**The Doris and Clarence Bass Scholarship for Women in Theology** is awarded to a female student for the study and/or application of theology. It is awarded at the discretion of the theology faculty on the basis of need and experience (EPB014).

**The Berean Scholarship** is awarded to students who show a passion for searching the Scriptures for biblical understanding. This scholarship is not restricted to those concentrating in Old or New Testament studies. It can be given to students in any program who demonstrate a passion to know and understand the Word of God (EPB142).

**The Arthur and Gloria Bergeson Scholarship** is awarded to a second-year student preparing for ministry (EPB015).

**The Jack and Gladys Bergeson Church Planting Scholarship** is given in memory and honor of Jack and Gladys Bergeson to any Bethel Seminary student with financial need who is planning for church planting ministries. (EPB159)

**The Lawrence and Audrey Berglund Scholarship** is awarded annually to qualified students who demonstrate both academic achievement and financial need (EPB016).

**The Hazel and George Berquist Memorial Scholarship** is awarded annually to prospective seminary students who come from the Midwestern states (excluding Minnesota) and are members of Converge Worldwide churches (EPB017).

**The Ellen M. Borden Memorial Scholarship Fund** has been established in memory of the mother of Mrs. Gordon G. Johnson. Income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPB019).

**The Mr. and Mrs. Erik A. Borg Memorial Scholarship** has been established by Mr. and Mrs. Ragnar Borg. The annual income from this fund is given to one or more students of good academic standing, with demonstrated financial need, who are planning for pastoral ministry (EPB020).

**The Gust Brobry Memorial Scholarship Fund** has been donated by the late Mrs. Gust Brobry in memory of her husband. The annual income from this fund is awarded to a Converge Worldwide student with high scholastic achievement who is a candidate for overseas missions (EPB021).

**The George and Darleen Brushaber/Ralph Hammond Seminary Scholarship** is awarded to seminary students of color within Converge Worldwide (EPB022).

**The Ralph and Marie Brushaber Memorial Scholarship** is awarded to students who show high promise of future leadership and service and who give evidence of vital faith in Jesus Christ (EPB023).

**The Dr. and Mrs. Carl G. Burton Memorial Scholarship** was established by Dr. Richard Burton in memory of Carl and Esther Burton. This scholarship shall be awarded to a Bethel Seminary student who shows leadership, character, and scholastic achievement. (EPB024).

**The Floyd E. and Margaret M. Buschbom Scholarship** is awarded to worthy seminary students with financial need. The student must be enrolled full time, have completed satisfactorily the first year of the Master of Divinity program and must be seeking a pastoral or Christian ministry vocation. The award recipient will be asked to sign a faith statement whereby he or she must:

- proclaim agreement with all elements of the Apostle's Creed, the Nicene Creed and the Athanasian Creed; and
- must proclaim that "there is one God, and there is one mediator between God and men, the man Christ Jesus, who gave himself as a ransom for all" (1 Timothy 2: 5-6) (RPB138).

**The Elton T. Cable Scholarship** is for a student with a world missions emphasis or with plans for a career in world missions. Special consideration will be given to a student either from Calvary Baptist Church in Warren, Pennsylvania, or an international student intending to return to his or her own country (EPC025).

**The James Cable Memorial Scholarship** is provided annually to a student entering his or her senior year who exhibits an adequate level of spirituality, aptitude, and accomplishment to warrant scholarship assistance and who is planning to enter ministry in Converge Worldwide. Preference will be given to students from Calvary Baptist Church of Warren, Pennsylvania, and to students from the Converge MidAtlantic district of Converge Worldwide (EPC026).

**The James and Edith Calhoun Memorial Scholarship** is awarded to students preparing for missions (EPC027).

**The Carlson Family Pastoral Scholarship** is awarded annually to a student(s) who are preparing for pastoral ministry and who exemplify in their personal lives the highest example of servanthood and servant leadership (EPC028).

**The Alma Carlson Memorial Scholarship** provides an annual award to a student preparing for pastoral ministry who demonstrates financial need (EPC029).

**The Rev. Carlton G. and Marian E. Christenson Scholarship** provides annual awards to students from American Baptist Churches with preference given to students who have chosen ministry as a second career (EPC032).

**The Evelyn and Harold Christenson Scholarship in Evangelism** is awarded to a student who has distinguished himself or herself in the ministry of prayer and/or evangelism and outreach (EPC033).

**Classes of 1968-1970 Seminary Scholarship Fund** is established in gratitude to God by the members of the classes of 1968, 1969 and 1970 who found Bethel Seminary to be a place of growth and encouragement. It will be used to assist Bethel Seminary students pursuing ministry preparation (EPC158).

**The Suzanne Strange Collins Memorial Scholarship** has been established by an alumnus, Kenneth Collins, in memory of his wife, who also attended the seminary. The annual income from this fund is awarded to a woman in the Master of Arts in Children and Family Ministry program looking forward to service in the church whether as a layperson or in a salaried position (EPC034).

**The Alphin C. Conrad Memorial Missions Scholarship** has been established in memory of Dr. Alphin C. Conrad, who served on the faculty of the seminary from 1950 to 1970. It is awarded annually to a qualified student preparing for missionary service (EPC035).

**The Alice C. and Edwin N. Conrad Memorial Scholarship** provides an annual award to a student committed to Christian ministry and who comes from a Converge Worldwide background (EPC036).

**The J. Ben Cording Memorial Scholarship** is awarded to students who are preparing for church planting ministries (EPC144).

**The Crystal Scholarship**, provided by Terry and Francis Eggart, is awarded annually to a worthy Converge Worldwide student (EPC044).

**The Barbara Dahl Memorial Scholarship** is awarded to students with demonstrated interest in ministering to families, and who are in the marriage and family therapy program. Preference will be given to those with a background in the medical professions (EPD037).

**The Edith A. and Simon R. Dahlberg Memorial Scholarship.** The income from this fund is given to one or more Converge Worldwide students who are preparing for pastoral ministry and who are in need of financial assistance (EPC038).

**The Helen L. Diebold Scholarship** is to be awarded annually to an American student of color who has completed one year of seminary. Preference is given to students who are involved in church-related ministry while attending seminary (EPC039).

**The Ford and Loine Dobesh Memorial Scholarship** is given to students preparing for ministry to the city. The scholarship honors the lives of Ford and Loine Dobesh (EPC040).

**The Louis and Anne Dunlop Memorial Scholarship** is awarded to a worthy student preparing for the ministry (EPD041).

**The East Park Baptist Scholarship** has been established to assist a married student who demonstrates financial need and is preparing for ministry with Converge Worldwide (EPE042).

**The Ebenezer Baptist Church Scholarship** is made possible by a special fund given to Bethel Seminary by the former Ebenezer Church in Duluth, Minnesota, and is awarded to a student preparing for pastoral ministry (EPE043).

**The Esther Ehnbohm Scholarship** has been established by the sisters and brothers of Esther Ehnbohm, an alumna of the seminary who worked as a nurse in Zaire. It is given annually to a student dedicated to world missions (EPE045).

**The Leland V. and Carol Eliason Scholarship** is given to an incoming or current seminary student who embraces the vision of the Bethel Seminary "Three Centers" philosophy of education. (EPE047).

**The Leland and Carol Eliason/Ralph Hammond Scholarship** provides an annual award to a full-time seminary student of color, with preference to a member of Converge Worldwide (EPE046).

**The Dorothy Erickson Memorial Award** provides a scholarship to incoming or continuing students who demonstrate leadership gifts and abilities as spirit-filled



change agents. It is awarded by nomination from the admissions office, faculty, or deans (EPE048).

**The Ellen A. Erickson Memorial Scholarship** is awarded to a student preparing for Christian ministry (EPE049).

**The Ernest and Laura Erickson Memorial Scholarship** was given in memory of Ernest and Laura Erickson by their children and is given to a Bethel Seminary St. Paul student who demonstrates financial need (EPE160).

**The Millard J. Erickson Minority Student Leadership Award** is provided to assist promising minority students who are preparing for ministry (EPE120).

**The C. George Ericson Memorial Scholarship**, established by the Rev. Ericson, long-time editor of *The Standard* and a Baptist General Conference leader, is given annually to a student preparing for a ministry in print or other media (EPE050).

**The Thelma Esmay Memorial Scholarship** has been established for ministerial students through the estate of Kate Esmay. Preference will be given to students who are members of Oak Hill Baptist Church of Humboldt, Iowa (EPE051).

**The George Floyd Scholarship Fund** reflects Bethel University's theological and practical commitment to stand unequivocally against racism and every form of sin that destroys the image of God in humanity. The scholarship will be awarded to an incoming or returning student in any Bethel University school who demonstrates a commitment to increasing opportunities for members of underrepresented groups, breaking down stereotypes, enabling others to better understand persons of different races or ethnicities, excellence in leadership, dedication to community engagement, commitment to Biblical justice and advancement of the gospel (EZF007).

**The Wes and Gwen Forsline Scholarship** is awarded to students preparing for service as pastors, with a preference for Baptist students who express a concern for a ministry to the disenfranchised that stresses the Baptist distinctives of justice with liberty (EPF140).

**The Margareta Forssman Memorial Scholarship** provides an annual award to a student preparing for pastoral ministry (EPF053).

**The Nils and Audrey Friberg Pastoral Care Scholarship** is awarded to a Bethel Seminary student concentrating in pastoral care (EPF054).

**The Donald and Peggy Frost Seminary Scholarship Fund** scholarship is given to a worthy Bethel University student at Bethel Seminary St. Paul who is preparing for pastoral ministry (EPF165).

**The Future Fund** is awarded annually to a worthy Bethel Seminary student. (EPF055).

**The Ivan and Eva Viola Geis Living Memorial Scholarship** is awarded to deserving students preparing for a career as a pastor, missionary, or Christian educator (EPG154).

**The Donald R. Geis Family Seminary Scholarship** provides an annual award to a graduating Bethel University student enrolling at Bethel Seminary or to a current Bethel Seminary student. It is awarded to students who show significant evidence of leadership, academic excellence, and a desire to enter Christian ministry (EPG003).

**The Bonnie E. Goodwin Memorial Scholarship** provides an annual award to needy and deserving students (EPG078).

**The Gordh Memorial Scholarship Fund** has been raised by friends of Dr. G. Arvid Gordh, dean of Bethel Theological Seminary from 1922 to 1925, as a memorial to him. The income from this fund is distributed annually to the student who has made the best progress in New Testament Greek during the year (EPG056).

**The Charles and Pearl Grayum Missions Scholarship** is awarded to a student preparing for ministry within the Christian and Missionary Alliance (EPG057).

**The Ralph E. and Mary Hammond Scholarship** is awarded to a multicultural full-time seminary student in honor of Ralph Hammond (EPHAMM).

**The Irene Hanwell Memorial Scholarship** provides awards to deserving students preparing for pastoral ministry (EPH059).

**The John and Millie Hasselblad Scholarship** is given in honor of John Hasselblad and his wife Millie to incoming students at Bethel Seminary St. Paul who show exceptional ability and promise for ministry (EPH060).

**The Heitzman-Moberg Memorial Scholarship** honors John and Marie Heitzman, conference pastor Fred L. and Anna Moberg, and alumni and former Bethel professor David O. Moberg and his wife Helen (Heitzman) Moberg. Preference (in declining order) shall be given to international students, children of career missionaries, and pastors' children (EPH062).

**The Hispanic Ministry Scholarship Endowment Fund** is established to meet the pressing need for Hispanic ministry leaders to lead churches and other ministries for the advancement of the Gospel. These scholarships, in the amount of \$1,500, are given annually to full-time Hispanic seminary students whose cumulative GPA is 2.5 or higher. Preference will be given to students with financial need. Applicants may be enrolled in any ministry degree program and attending any campus (EPH176).

**The Bill and June Horn Memorial Scholarship** is awarded to Bethel Seminary students, on either campus, with a preference for international students who will return to their home country to positions of significant denominational or seminary leadership. A secondary preference is for American students who are committed to an overseas mission career (EPH063).

**The Albert and Ethel Horst Memorial Scholarship** is awarded to incoming students showing exceptional ability and promise in ministry (EPH064).

**The Siri Mahal Erickson Inoferio Memorial Scholarship** is awarded annually on the basis of need to an American ethnic minority or student from an economically developing nation, with preference given to a woman of color (EPE065).

**The Virgil and Norma Jean Iverson Family Scholarship** is given by Virgil and Norma Jean Iverson and is awarded to Bethel Seminary St. Paul students who have the potential to best exemplify the Bethel Seminary mission to graduate students of competence and character in order to engage the culture and change the world (EPI161).

**The Rev. Layton N. and Ruth J. Jackson Memorial Scholarship** has been established in memory of the Rev. Jackson by his wife. The income from this fund is awarded annually to a student preparing for pastoral ministry (EPJ066).

**The John and Elaine Jahnke Missionary Scholarship** provides annual awards to students committed to multicultural ministry (EPJ067).

**The Johnson-Norman Memorial Scholarship** is awarded to a student preparing for ministry who demonstrates financial need and also shows good scholastic attainment (EPJ068).

**The Gordon and Alta Johnson Scholarship in Expository Preaching** is awarded to a Converge Worldwide student showing promise of developing excellence in proclaiming the Scriptures expositively and relevantly, and who is planning to serve in a local church or on the mission field under Converge Worldwide. This award is available on both the St. Paul and San Diego campuses (EPJ069).

**The Bob and Gina Johnson Endowed Seminary Scholarship** is given to worthy Bethel Seminary St. Paul students who demonstrate financial need (EPJ153).

**The Gordon and Alta Johnson Scholarship for Full-time Ministry Scholarship** is given by friends of Dr. and Mrs. Johnson in honor of their 50th wedding anniversary, and is awarded to a Converge Worldwide student planning to enter full-time Christian ministry (EPJ070).

**The Gordon G. Johnson Scholarship** is awarded by Converge Worldwide in recognition and appreciation for the contribution Dr. Johnson has made to the local church through his book, *My Church*. This award is made to a Converge Worldwide student, preparing to serve in the conference, who demonstrates qualities desired in a pastor-teacher and gives evidence of commitment to the educational ministries of the local church (EPJ071).

**The Paul D and Darla R Johnson Scholarship** has been established in recognition of Paul and Darla's experience and to encourage more young leaders to dream a God-shaped dream for the church. The scholarship shall be awarded to Bethel Seminary students who plan to serve as pastors of local churches and who demonstrate leadership and innovation (EPJ183).



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**The L. Ted and Eloise Johnson Scholarship** is awarded to students preparing for pastoral ministry with a love for preaching and teaching God's Word, with a preference given to members of Converge Worldwide (EPJ073).

**The William F. & Jacqueline L. Johnson Seminary Scholarship** is awarded to students attending Bethel Seminary with financial need (EPJ186).

**The William and Helen Johnstone Scholarship** is awarded to students preparing for missionary service (EPJ074).

**The Dr. Karl J. Karlson and Dr. Karl E. Karlson Memorial Scholarship** has been established by the families of Karl J. Karlson and Karl E. Karlson. Karl J. was dean of Bethel Seminary from 1925-48. His son, Karl E., was a renowned physician. The scholarship is awarded annually to assist qualified students who are interested in pursuing graduate work in addition to theological education in preparation for service in Converge Worldwide (EPK075).

**The Elsie Knox Memorial Scholarship** provides an annual award to a deserving student preparing for pastoral ministry (EPK076).

**The Oliver C. Kronholm Family Scholarship** is awarded to students who are preparing for careers in pastoral ministry and who demonstrate financial need (EPK077).

**The Carl Gustaf Lagergren Memorial Scholarship Fund** has been established by the Lagergren family in memory of their father, Carl Gustaf Lagergren, D.B., dean of Bethel Theological Seminary from 1889 to 1922. An annual scholarship is presented to the Converge Worldwide student who attains the highest scholastic achievement in systematic theology (EPL079).

**The Clifford E. Larson and Adda Mary Larson Memorial Scholarship** has been established for scholarships and programming assistance related to ministries of social welfare, social justice, and concern for the poor (EPL080).

**The Victor and Elna Larson Memorial Scholarship** is provided by the family and designated for a student preparing for pastoral ministry in Converge Worldwide (EPL081).

**The Andrew Liliemark Memorial Scholarship** is awarded to a student preparing for ministry (EPL082).

**The Rev. Edwin Lindholm Memorial Scholarship for Rural and Small Town Pastoral Ministry** is established in recognition of a life dedicated to rural ministry and shall be awarded to students interested in and who have been called by the Lord to serve in pastoral ministry in a rural or small town setting, or to an aviation ministry to remote areas. (EPL184).

**The Rev. E. "Fritz" Lindquist Scholarship Fund** is established in honor of Rev. E. "Fritz" Lindquist and is awarded to Seminary St. Paul students who demonstrate financial need (EPL164).

**The Chester R. and Cecile E. Lindsey Memorial Scholarship** is awarded annually to a student preparing for ministry (EPL083).

**The Maynard L. Linngren Memorial Scholarship** provides an annual award to a student preparing for pastoral ministry (EPL084).

**The Alden "Bud" and Mary Lou Lynch Seminary Scholarship Fund** is given to worthy and needy international students who plan to return to their country of origin (EPL145).

**Rick and JoAnn McNamara Seminary Scholarship Fund** is given in appreciation for the seminary faculty and shall be awarded to worthy students in the Master of Arts in Theological Studies (M.A.T.S.) program with a preference to students who intend to pursue a Ph.D. program after graduation (EPM172).

**The D. Wilbur and Pearl B. Magnuson Scholarship** provides an annual award to a worthy and needy student (EPM091).

**The Edwin Magnuson Memorial Scholarship** has been established by the family in memory of this faithful, active layman of Bethlehem Baptist Church of Minneapolis, Minnesota. The award is given to a worthy student preparing for pastoral ministry in Converge Worldwide (EPM085).

**The George and Esther Magnuson Memorial Scholarship** has been established by the family in memory of their parents, who pastored in Converge Worldwide for four decades. The award is given to a deserving conference student preparing for pastoral ministry or for world missions service (EPM088).

**The Linden O. Magnuson Memorial Scholarship in Pastoral Leadership** was established by his family in recognition of many years of effective pastoral service, and is given annually to a male Converge Worldwide student who is preparing to be a senior pastor (EPM087).

**The Norris and Beverly Magnuson Church History Scholarship** is awarded to an outstanding student who has done work in church history, to encourage further study related to prayer, the devotional life, revivalism, and Christian social work (EPM092).

**The Warren R. Magnuson Scholarship** is awarded to worthy Seminary St. Paul students who demonstrate financial need. First preference is given to international students from countries that are a mission outreach of Converge Worldwide. If no student is found who meet the criteria, any worthy student demonstrating financial need may be awarded the scholarship. (EPW168).

**The Gordon Martin and Ruth Martin Scholarship** is awarded to a second or third year Master of Divinity student who is preparing for pastoral ministry in the American Baptist Denomination (EPM086).

**The Samuel C. and Eva Gertrude McClure Memorial Scholarship** is given by the McClure family to a student who demonstrates an interest in Jewish evangelism. First preference would be someone engaged in doing research in Jewish evangelism. However, if no suitable student is found, the award can be made to students engaged in or preparing for careers in cross-cultural evangelism either in the United States or abroad. (EPM089).

**The Garvin and Lynne McGettrick Pastoral Ministry Scholarship** is awarded in memory of Garvin's parents, Peter and Jessie McGettrick, to a student who gives evidence of a vital faith in Christ and call to pastoral ministry (EPM090).

**The Alvera Mickelsen Scholarship Fund** was given by the estate of Alvera Mickelsen in recognition of her lifelong interest in young people, her interests in education and women in ministry, her loyalty and devotion to the cause of Christ, and is to be awarded to worthy female seminary students with financial need (EPM174).

**The Berkeley Mickelsen Memorial Scholarship**, given in memory of the parents of the late Berkeley Mickelsen, is awarded annually to a student who shows ability and skill in biblical theology (historical theology of the Old and New Testaments). The student receiving this scholarship will seek to make full use of biblical theology in preaching and teaching (EPM093).

**The Nicholas Severin Miller Memorial Scholarship Fund** provides an annual sum that is given to a deserving senior who has taken all his or her theological work at Bethel (EPM094).

**The Mora Presbyterian Scholarship Fund** has been established to assist Presbyterian students seeking ordination in that denomination, with priority given to seniors who have financial need (EPM095).

**The John and Dorothy Morley Seminary Scholarship Fund** is awarded to worthy Bethel Seminary students who demonstrate financial need (EPM151).

**The Judith Sandberg Mortensen Memorial Scholarship** is awarded to a worthy student preparing for ministry who demonstrates financial need (EPM096).

**The Hilmer and Ethel Nelson Endowed Scholarship** is established in memory of Hilmer and Ethel Nelson as a continuation of a lifetime of ministry in the name of Jesus Christ and because of their particular interest in assisting the students of Bethel Seminary St Paul. This scholarship shall be awarded to a Bethel Seminary St Paul student who demonstrates commitment to evangelism, and to a Bethel Seminary St Paul student who demonstrates commitment to church planting (EPN180).

**The Clemmie and John Noble Memorial Scholarship for International Students** provides an annual award to an international student committed to returning to his or her country following seminary studies (EPN098).

**The Signie Johnson and Lorraine Norman Scholarship** is given to incoming Bethel Seminary students who show exceptional ability and promise in ministry and who intend to prepare for pastoral ministry (EPJ072).

**The Gordon D. Nymann Memorial Scholarship** is awarded to a married student more than 30 years of age who has a clear call to the ministry of administration (EPN099).

**The Carolyn Nelson Olson International Ministry Scholarship** is awarded to international students or students preparing for international mission service (EPO146).

**The Edwin and Marie Omark Memorial Scholarship** has been established in memory of the Rev. Omark, the sixth dean of Bethel Seminary, to assist Converge Worldwide students showing promise in pastoral ministry and preaching (EPO101).

**The Reuben and Lillian Omark Memorial International Student Scholarship** is given to an international student who demonstrates doctrinal orthodoxy and Christian maturity, and who plans to return to his or her home country to a position of leadership in the church. The recipient is chosen by the faculty upon recommendation of a Converge Worldwide missionary or other Christian worker in the student's home country (EPO100).

**The Oscar E. and Mary Ostling Memorial Scholarship** is awarded to a student of exceptional promise and ability (EPO102).

**The Philip and Ardell Palmquist Scholarship Fund** is awarded to married students who need financial assistance (EPP103).

**The Larry and Linda Perkins Seminary Scholarship** is established in recognition of their lifelong interest in young people, their interests in education and evangelism, their loyalty and devotion to the cause of Christ and shall be awarded with preference to students with 41 credits or more who are pursuing the pastorate or a vocation in missions ministry. (EPP173).

**The Peterson Family Seminary Scholarship** has been established as a need-based scholarship to help men and women who might not otherwise be able to afford a Bethel Seminary education. (EPP157).

**The John and Lois Petersen Scholarship** has been established in recognition of their lifelong interest in young people, their interests in education, their loyalty and devotion to the cause of Christ, their heart and investment of prayer, encouragement and financial support for those who make the sacrifice to go into full-time ministry and missions. This scholarship is awarded to a worthy seminary student with financial need with preference given to students who plan to go into full-time ministry or missions (EPP178).

**The Rev. and Mrs. L.E. Petersen Scholarship Fund** has been established to assist qualified students in the seminary. The income from the fund is awarded annually to a middler student whose work merits recognition (EPP107).

**The F. Curtis and Margaret A. Peterson Scholarship** in the amount of \$1,500 is given to a seminary student on the basis of need and potential to succeed in the pastoral ministry of the Baptist General Conference (now Converge Worldwide) (EPP104).

**The Rev. John E. Peterson Memorial Scholarship** is awarded to students determined by need and ministry promise (EPP105).

**The Karl Y. and Esther H. Peterson Memorial Scholarship** has been established by Mrs. Esther Peterson in memory of her husband and is given annually to a student in financial need (EPP106).

**The Rev. John Propert Scholarship** is awarded to incoming students of exceptional ability and promise in ministry (EPP108).

**Fred and Anita Prinzing Scholarship** was established to assist a second career seminary student who is preparing for pastoral ministry (EPP004).

**The Rev. Milton D. Quiggle Scholarship** is awarded to students whose country of origin is the Cameroon and who intend to return to minister in that country (EPQ110).

**The J. Stanley Rendahl Scholarship** is awarded to a Bethel Seminary St. Paul student, preference to the child of a Converge Worldwide (BGC) pastor or missionary, who intends to serve in ministry. Student must demonstrate financial need. (EPR162).

**The Paula Rietz Memorial Missions Scholarship** provides an annual award to a needy student preparing for missionary service. A secondary preference is for students who are children of pastors or students who have young children (EPR111).

**The Yvonne V. Rietz Memorial Missions Scholarship** provides an annual award to a needy student preparing for missionary service (EPR112).

**The H. J. Robertson Memorial Ministerial Scholarship** provides an annual award to a student preparing for pastoral ministry (EPR113).

**The Bernard A. and Winnie L. Rust Memorial Scholarship** is awarded to a student preparing for ministry (EPR115).

**The Scholarship in Cross-cultural Ministry** is awarded to worthy recipients who have a strong interest in ministry in a cross-cultural setting upon graduation. If such students are not available, it will be awarded to a worthy recipient who will be seeking pastoral ministry (EPC008).

**The Chaplain James (Jim) M. Schonberg Memorial Scholarship** is awarded to a deserving student (EPS148).

**The Edna Schultz Scholarship in Urban Ministries** is given to assist students preparing for ministry in an urban environment in North America or overseas (EPS139).

**The Augusta M. Seaholm Memorial Scholarship Fund** has been established to assist seminary students in preparing for possible overseas missionary service. Income from the fund is awarded annually (EPS116).

**The Lawrence and Mariette Seiffert Seminary Scholarship Fund** has been established in honor and recognition of their lifelong devotion to the cause of Christ, their interest in seminary training and church planting, and in consideration of the blessings God bestowed on them and shall be used to assist worthy Seminary students with financial need who intend to plant a Converge church. (EPS185).

**The Chaplain Lawrence L. and Mabel E. Selin Memorial Scholarship** is given by Mr. and Mrs. John Blomgren and Mr. and Mrs. Jack Newell in memory of their parents to a student on the basis of need and achievement (EPS117).

**The Dr. Adair and Carmen Sherbeck Scholarship** is awarded to a deserving seminary student (EPS149).

**The Christopher Silene Scholarship Fund** is awarded to incoming students of exceptional ability and promise (EPS118).

**The Seminary Christian Leadership Fund** is given to worthy Seminary St. Paul students who show strong leadership abilities and demonstrates financial need (EPS163).

**The Wilbur and Pearl Sorley Memorial Scholarship** is awarded with a preference for students preparing for rural ministries (EPS147).

**The James L. and Carole L. Spickelmier Seminary Scholarship** is given in memory of James L. Spickelmier in recognition of his lifelong interest in young people, his interests in theological education and pastoral ministry, his loyalty and devotion to the cause of Christ, in recognition of his service as a humble leader, an engaging fundraiser, and a devoted chronicler of the history of both Bethel University and the Baptist General Conference (BGC), now Converge Worldwide, to assist worthy and needy Bethel University students in Bethel Seminary who are preparing for ministry as senior pastors (EPS171).

**The St. George Family Seminary Scholarship** is awarded to Seminary students with a minimum 3.0 GPA with preference to students focusing on Marriage and Family Therapy, Missions, or Pastoral Care. The scholarship is renewable if the student maintains a 3.0 GPA (EPS1487).

**The Pastor Doug and June Stimers Scholarship** is awarded to a promising Canadian student who wishes to pursue pastoral or missionary ministry in Canada. If no such student is available, this scholarship may be given to a student planning to be a rural pastor or a church planting pastor (EPS143).

**The E. June Stimers Scholarship** is awarded to a female student who gives credible evidence of having the spiritual gift of hospitality as in I Peter 4:7-11 and who intends to use this gift for the enrichment of the ministry and reputation of the church in which she serves (EPS141).

**The Sylvania Heights Baptist Church Scholarship** provides an annual award to a Baptist student preparing for Christian ministry (EPS121).

**The Bill and Anne Tanyas Scholarship** is established in recognition of their lifelong interest in young people, their heart for international students, their interest in seminary education, and their loyalty and devotion to the cause of Christ. This scholarship is given to assist worthy Bethel University students with financial need attending Bethel Seminary. Preference will be given to international seminary students (EPP181).

**The Urban Ministry Scholarship Endowment Fund**, was established in memory of Eula Attaway's lifelong interest in young people, her interest in preparing

leaders for ministry, and her loyalty and devotion to the cause of Christ. These scholarships, in the amount of \$1,500, are given annually to full-time seminary students whose cumulative GPA is 2.5 or higher and are from underprivileged community backgrounds with financial need. Applicants may be enrolled in any ministry degree program (EPU175).

**The Malcolm and Benetah VanAntwerp Scholarship for the Study of Dynamic Church Growth** provides an annual award to a student who has engaged in significant study of the characteristics and causes of dynamic church growth (EPV127).

**The Malcolm and Benetah VanAntwerp "Spurgeon" Scholarship in preaching** is awarded to a student demonstrating ability and excellence in preaching combined with readings from Charles Haddon Spurgeon (EPV128).

**The VanAntwerp Exceptional Student Scholarship** is awarded to incoming students of exceptional ability and promise for ministry (EPV125).

**The Astrid and Ray Van Hoy Seminary Scholarship** is given for their long-standing appreciation for caring and capable ministers of the Gospel. It was through Astrid's careful savings that this scholarship has been made possible to Bethel Seminary St. Paul students who have financial need and are preparing for pastoral ministry. It was Astrid's hope that this scholarship would enable recipients to study at Bethel and pursue God's call to the pastorate (EPV156).

**The Jack and Hanna VanMark Rural Ministry Scholarship** is awarded to a student preparing for pastoral ministry in a rural or small town setting (EPV129).

**The Donald J. Verseput Memorial Scholarship** is awarded to Bethel Seminary international students or students of color with interest and ability in New Testament studies (EPV126).

**The Walbert Scholarship for Women in Ministry** is awarded to female students preparing for ministry (EPW152).

**Dr. Carl and Julia Wall & Melvin and Charlotte (Wall) Koshiol Scholarship** shall be awarded to Bethel Seminary Saint Paul students with financial need. Preference is given to students pursuing a pastoral ministry within Converge Worldwide (BGC). (EPW132).

**The Maurice A. (Duff) Wessman Memorial Scholarship in Pastoral Ministry** is awarded to a middler student who demonstrates faithfulness and concern for the outcast, and is a dynamic witness for the Savior to those in all walks of life (EPW130).

**The Vern A. Wessman Memorial Scholarship in Pastoral Ministry** has been established by the family and friends of this alumnus who served in meaningful pastoral ministries for 40 years in various churches of Converge Worldwide. The income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPW133).

**The Wilmot Road Baptist Church Scholarship** provides annual awards to students preparing for ministry in Converge Worldwide (EPW135).

**The Witham and Bear Family Scholarship** is awarded to a female student interested in spiritual formation (EPW136).

**The Fred and Ellen Wolf Memorial Pastoral Scholarship** is awarded to a student preparing for pastoral ministry (EPW137).

## Scholarships for Doctor of Ministry Students

**The Rev. and Mrs. S. Adolph Carlson Memorial Scholarship** has been established from the estate of this couple who faithfully served Christ in Canada. It is awarded to Baptist pastors from Western Canada or the Western United States who are pursuing the Doctor of Ministry degree (EPC030).

**The Bengt and Alma M. Carlton Grant**, which was established in the name of the Rev. Bengt Carlton and his wife Alma M. Carlton, is given annually to assist Doctor of Ministry students. Consideration is given to students showing financial need, academic achievement, and personal qualifications (EPC031).

**The Town and Country Scholarship** is awarded annually to Doctor of Ministry students serving in town and country ministries, and may be used by such persons to support research in issues of significance to town and country ministries (EPT124).

## University Administration

### Bethel University Administration

Ross Allen	President
James H. Barnes III.	President Emeritus 1995-2020
Robin Rylaarsdam	Provost
Randy Bergen	Associate Provost for CAPS, Seminary, and GS
Peter Vogt	Dean of Bethel Seminary
Cheryl Fisk	University Registrar
Rahn Franklin, Jr.	Vice President for Diversity, Equity, and Inclusion
Cara Wald	Chief Human Resources Officer
Miranda Powers	Vice President of Student Experience
Scott Moats	Interim VP of Finance
Wade Holmberg	Assistant Controller
Mark Posner	Vice President for Facilities & Information Technology Services
Jim Bender	Chief Advancement Officer
Jennifer Scott	Director of Alumni & Family Relations
Angela Hjelle	Executive Director, Bethel Foundation
Tim Hammer	Director of Marketing
Dan Nelson	Chief Institutional Data and Research Officer

## Seminary Administration and Staff

### Seminary Administration and Staff

Randy Bergen	Associate Provost for CAPS, Seminary, GS
Peter T. Vogt	Seminary Dean
Jeff Sanders	Associate Dean of Spiritual Formation and Professional Development
Cindy Anderson	Administrative Assistant for Internship and Placement
Lori Matchefts	Administrative Assistant for Assessment
John Dunne	Program Director, Doctor of Ministry
Denise Muir Kjesbo	Program Director, Master of Arts in Children's and Family Ministry
Mark McCloskey	Program Director, Master of Arts in Transformational Leadership
Barb Cionca	Associate Director of the Cory Center
Lori Beyer	Associate Registrar
Michelle Graber	Assistant Registrar
Jordan DeBord	Transfer Evaluation Specialist
Jeff Olson	Director of Financial Aid
Debra Cordova	Associate Director of Financial Aid
Marla Rupp	Associate Director of Financial Aid
Laura Ellwanger	Assistant Director of Financial Aid
Ryan Gunderson	Dean of Student Success and Retention
Kim Thorstad	Interim Dean of Student Success and Retention
Holly Pierson	Student Experience Manager
Marsha Bradt	Student Success Coach

### Seminary Admissions

Janna Collins	Director of Admissions
Kristin Marvin	Director of First Impressions

### Auxiliary Personnel

Liz Miller, R.N.	Director of Health Services
Liz Burd	Director of Accessibility Resources and Services
Miriam Hill	Director of Counseling Services

## Faculty

### A

**AMY ANDERSON**, 2021. Adjunct Faculty. Bachelor of Science in Dairy Science, University of Wisconsin - River Falls, 1980. Master of Arts in New Testament, Fuller Theological Seminary, 1996. PhD in New Testament Textual Criticism, University of Birmingham, England, 1999.

**Leith Anderson**, 2010. Faculty.

**Tucker Anderson**, 2021. Adjunct Faculty. B.A. Biblical and Theological Studies, Bethel University, 2011. M.Div., Bethel Seminary, 2015. D.Min. New Testament Exposition, The Southern Baptist Theological Seminary, 2020.

### B

**Charles Bradshaw**, 2013. Adjunct Faculty. Ph.D., Claremont Graduate University. M.A. Christian Education, Talbot Seminary. B.A. History, Biola University.

**Janice Bros**, 2014. Adjunct. Organizational Studies, Bethel University, 1992. Master of Divinity, Bethel Seminary, 1997.

**Jeannine Brown**, 2000. Professor of New Testament. Bachelors of Music, University of Wisconsin-Eau Claire, 1984. Master of Divinity, Bethel Seminary, 1991. Ph.D., Luther Seminary, 2001.

**Eric Bryant**, 2013. Professor. D.Min., Bethel Seminary, 2010.

**Paula Bunn**, 2011. Adjunct Faculty. M.A. Marital and Family Therapy, Bethel Seminary, 2005. M.S. School Counseling, Butler University, 1992.

### C

**Rod Casey**, 2005. Instructor in Preaching. Master of Theology, Dallas Theological Seminary, 1987. Doctor of Ministry, Talbot School of Theology/Biola University, 2003.

**Norah Caudill**, 2008. Faculty Associate of Old Testament. Ph.D. in Theology (Old Testament Major), Fuller Theological Seminary, 2006. Master of Arts in Exegetical Theology (Old Testament Major), Western Conservative Baptist Seminary, 1988.

**David Clark**, 1988. Professor of Theology. Ph.D., Northwestern University, 1982. M.A., Trinity Evangelical Divinity School, 1976. B.A., Houghton College, 1974.

### D

**John Anthony Dunne**, 2017. Assistant Professor of New Testament. B.A. in Biblical and Theological Studies, Biola University, 2008. M.A. in New Testament and Literature, Talbot School of Theology, 2010. M.A. in Old Testament and Semitics, Talbot School of Theology, 2011. Ph.D. in New Testament, University of St. Andrews, 2016.

### F

**Paul Ferris**, 1998. Professor Emeritus. Ph.D., Dropsie College of Hebrew & Cognate Learning. M.Div., Trinity Evangelical Divinity School. M.A., Trinity Evangelical Divinity School / Jerusalem University College.

**Anne-Marie Finsaas**, 2007. Adjunct Professor. B.S. Nutrition and Dietetics, University of Minnesota, 1988. M.A. Children's and Family Ministry, Bethel Theological Seminary, 2004. D.Min. Leadership and Spiritual Formation, George Fox Evangelical Seminary, 2015.

**Katie Friesen Smith**, 2008. Faculty, D.Min. Thesis Advisor. D.Min., Bethel University, 2008. M.Div., Bethel Seminary, 1995. B.S. Youth Ministry, Christian Education, Bible, University of Northwestern, 1990.

### G

**Curtis Gruber**, 1981. Adjunct Faculty. D.Min., Fuller Theological Seminary. M.Div., Bethel Seminary, 1982. B.A. Biblical and Theological Studies, Bethel University, 1979.

### H

**Tim Henderson**, 2006. Adjunct Instructor of Biblical Studies. B.A., Bethel University, 1999. M.A.T.S., Bethel Seminary, 2004. Ph.D., Marquette University, 2010.

**Natalie Hendrickson**, 2000. Adjunct Faculty. D.Min., Bethel Seminary, 2018. M.Div., Bethel Seminary, 1998. B.A. Applied Arts & Sciences, San Diego State University, 1988.

**Terri Hightower**, 2012. Adjunct Faculty. M.A. Marriage and Family Therapy, Bethel Seminary San Diego, 2002. B.A. Psychology, cum laude, San Diego State University, 1999.

**DesAnne Hippe**, 2003. Adjunct Faculty. B.A., Berea College, 1990. M.S.W., The Southern Baptist Theological Seminary, 1993. Ph.D., Marquette University, 2002.

**Heather Hoshiko**, 2016. Adjunct Faculty. D.Clin. Psy., Southern California Seminary, 2015. M.S. Marriage and Family Therapy, University of Nevada - Las Vegas, 2012. B.A. Psychology, Point Loma Nazarene University, 2010.

**Wendy Huisken**, 2016. Adjunct Faculty. PhD. University of the Free State, 2012. Master of Arts, University of Wisconsin-Madison, 2008. Master of Divinity, Grand Rapids Theological Seminary, 2004.

### I

**Justin Irving**, 2000. Adjunct Faculty. Ph.D., Organizational Leadership, Regent University, 2005. M.Div., New Testament, Greek, Hebrew, Bethel Seminary, 2000. MBA, Bethel University, 2016. B.A., Bible, Psychology, Spanish, University of Northwestern, St. Paul, 1995.

### J

**Joel Jueckstock**, 2009. Adjunct Professor. B.A., Bethel University, 2005. M.Div., Bethel Seminary, 2008. Ph.D., Luther Seminary, 2016.

### K

**Peter Kapsner**, 2002. Teaching Partner in Theological Studies. B.S., Bethel College, 1994. Masters of Divinity, Bethel Seminary, 2000. Ph.D., University of Edinburgh, 2012.

**Richard Kohler**, 2017. Adjunct Professor. Doctorate in Psychology, Alliant International University, 1996.

**Jennifer Konzen**, Adjunct Faculty. M.A., Alliant International University. B.A., Arizona State University.

### L

**David Leatherberry**, 2016. Adjunct Faculty. J.D., University of San Diego School of Law, 2002. B.A. in English, University of California, Berkeley, 1990.

**Ben K Lim**, 2002. Professor Emeritus. Ph.D., Texas Tech University, 2000. MA, Fuller Theological Seminary, 1989. B. Agric. Science, University of Malaya, 1975.

**Alison Lo**, 2019. Associate Professor of Old Testament. Ph.D., University of Gloucestershire, 2002. M.Div., Trinity International University, 1998. BTh, Evangel Seminary, 1995.

### M

**Mark McCloskey**, 1998. Lead Faculty. Ph.D., University of South Florida, 2000. M.Div., Bethel Seminary, 1987. Sociology-Social Work, Miami (Ohio), 1974.

**Kimberley Meyer**, 1997. Adjunct in Marriage and Family Studies. 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.

**Deb Moncauskas**, 2004. Adjunct Professor. B.A. Biblical Literature, Azusa Pacific University, 1978. M.A. Children and Family Ministry, Bethel Seminary, 2003. D.Min. Strengths-Based Congregational Leadership, Bethel Seminary, 2013.

**Arnell Motz**, 2008. Adjunct Professor. Ph.D., in Intercultural Education, Biola University, in progress. D.Min., Westminster Seminary California, 1992. M.Div., Talbot Seminary, 1976.



**Denise Muir Kjesbo**, 2000. Professor. B.A. in Psychology, Bethel University, 1979. M.Div. with a focus on Family Ministry, North American Baptist Seminary, 1983. Ph.D. in Education - Dissertation Topic: Role Models for Women in Vocational Christian Ministry, Trinity Evangelical University, 1995.

## N

**Lyn Nixon**, 2009. Adjunct Faculty. PhD, London School of Theology (Middlesex University), 2014. M.Div., Bethel Seminary, 2004. M.B.A., University of Chicago, 1982. M.Sc. Econ, London School of Economics and Political Science, 1982. B.A., Smith College, 1975.

**Meredith Nyberg**, 2017. Adjunct Instructor of Old Testament/ Hebrew Bible. B.F.A. in Visual Communications/Graphic Design, University of Kansas, 1989. M.Div. in Biblical Studies with Hebrew and Greek, Bethel Seminary, 2011. Ph.D. in Old Testament Theology, University of Gloucestershire, Cheltenham, England, 2018.

## O

**Stephanie O'Brien**, 2005. Adjunct Faculty in Preaching and Biblical Communication. B.A. in Psychology, Bethel University, 2005. M.Div. - Biblical Communication and Preaching Concentration, Bethel Seminary, 2012.

**Andre Ong**, 2008. Adjunct Professor. Ph.D., Claremont Graduate University, 2007. M.A., Bethel Theological Seminary San Diego, 1996.

**Sandra Oslund**, 2003. Collection Planning and Interlibrary Loan Librarian. B.A., Crown College, 1982. M.A.C.E., Bethel Seminary, 1991. M.L.I.S., Dominican University, 1996.

## P

**Jeanine Parolini**, 2007. Associate Professor, Dissertation Adviser, Faculty Reader. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

**Ramon Pastrano**, 2003. Adjunct Faculty. Doctor in Global and Contextual Leadership, Bethel University and Seminary, 2013.

## Q

**Karen Quek**, 2016. Associate Professor. Ph.D. Marital & Family Therapy, Loma Linda University, 2004. M.S. Marriage, Family & Child Counseling, California State University, 1993. M.A. in Christian Education, Biola University, 1990.

## R

**Ebony Ramquist**, 2021. Adjunct Faculty. M.A. - Christian Thought/Apologetics, Bethel Seminary, 2013. B.S. - Applied Economics, University of Minnesota - Twin Cities, 2006.

**Kenneth A. Reinhout**, 2014. Lead Faculty. B.A., Bethel University, 1990. M.S., University of Michigan, 1992. M.A.C.T., Bethel Seminary, 2005. Ph.D., Princeton Theological Seminary, 2012.

**Andrew Rowell**, 2013. Assistant Professor of Ministry Leadership. Th.D., Duke Divinity School, 2016. M.Div., Regent College, 2002. B.A., Taylor University, 1998.

**Andrew Russell**, 2013. Teaching Partner. B.S. in Mathematics Education, Northwestern College, 2001. M.A. in Theological Studies, Bethel Seminary, 2005. Ph.D. in Historical Theology, Saint Louis University, 2013.

## S

**John Sanders**, 2000. Faculty. BA in English, Judson University, 1968. M.Div., Bethel Seminary, 1972. Doctor of Ministry, Fuller, 1995.

**Glen G. Scorgie**, 1996. Professor of Theology. Ph.D., University of St Andrews, Scotland, 1986. M.C.S, Regent College, Vancouver, 1982. M.A., Wheaton Graduate School, 1974.

**Donna Scott**, 2007. Adjunct Faculty. Bachelor of Arts in Psychology, Biola University, 1984. Master of Arts in Marriage, Family and Child Therapy, United States International University, 1986.

**James D. Smith III**, 1988. Professor. AB, San Diego State University, 1972. M.Div., Bethel Seminary, 1976. Th.M., Harvard Divinity School, 1977. Th.D., Harvard University, 1986.

**Mark Strauss**, 1993. University Professor of New Testament. Ph.D., University of Aberdeen, 1992. Th.M., Talbot School of Theology, 1988. M.Div., Talbot School of Theology, 1985.

## T

**Katherine Turner**, 2016. Adjunct Faculty. Ph.D., Stanford University, 2001. B.A. Psychology, San Francisco State University, 1996.

## V

**Peter Vogt**, 2001-2014 as Professor, 2019 as Dean. Seminary Dean. Ph.D., University of Gloucestershire, 2003. M.Div., Bethel Seminary, 1997. B.A., Foreign Affairs, American University, 1989.

## W

**Nikki Watkins**, 2019. Adjunct Professor. PsyD, Southern California Seminary, 2015. MA Counseling Psychology, Southern California Seminary, 2008. MA Religious Studies, Southern California Seminary, 2009. BA Journalism, San Diego State University, 1995.

**Tina Watson Wiens**, 2013. Program Director. M.A. Marriage and Family Therapy, Bethel Seminary, 2001.

**Andee Woolf**, 2014. Clinical Training Coordinator. M.A. MFT, Bethel Seminary San Diego, 2004.

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## SEMINARY

3900 Bethel Drive  
St. Paul, MN 55112-6999

651.635.8000  
899.255.8706, ext. 8000

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