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College of Adult & Professional Studies

At Bethel University, we're committed to excellence.

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

Contact

Admissions mailing address:

Bethel University
College of Adult & Professional Studies
3900 Bethel Drive
St. Paul, MN 55112-6999

Office Location:

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

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email: caps@bethel.edu

Website (<https://www.bethel.edu/adult-undergrad/>)

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

General Information

Policies

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

Compliance Officer
Bethel University
3900 Bethel Drive
St. Paul, MN 55112

Email: title-ix@bethel.edu

Phone: 651.638.6119 (800.255.8706, ext. 6119)

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

Publications

Bethel seeks to communicate requirements and opportunities to students through several publications. The first of these were included in the materials students received in their application to Bethel University. This academic catalog is the second. It provides details about academic programs and institutional policies. The third publication is the Student Handbook, which outlines university procedures, expectations for students, and student services. Every student should become familiar with and will be held responsible for the academic regulations and campus procedures as stated in these three publications. Students should also know and are accountable for the Bethel Community Expectations (p. 5), the Professional Expectations and Community Conduct Agreement (<https://confluence.bethel.edu/pages/viewpage.action?pageId=23724872>), and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email.

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

Catalog Information

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

<https://www.bethel.edu/adult-undergrad/academics/catalog/>

Catalog Updates

During the course of the academic year, catalog information may change. Any required changes made within the academic year will only be reflected in the online catalog, which may include addenda to the print catalog. The print catalog serves as an archive of catalog information available at the beginning of the academic year. The printable version of the catalog is available for download on the main catalog page (<http://catalog.bethel.edu/>) where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years' catalogs, and any catalog addenda. Together, the print version of the catalog and the online catalog serve as the official record of any catalog changes.

About Bethel University

Bethel University is a leader in Christ-centered higher education with more than 4,500 students from 50 states and 10 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world.

Bethel University offers its academic programs through multiple divisions:

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies has helped adults beginning or returning to school to earn their bachelor's or associate's degree. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. The school offers 6 bachelor's degree-completion programs taught from a Christian worldview in the areas of business, healthcare and human services, psychology, special education, and Christian ministries, along with two associate degree programs and two certificate programs. Nearly 500 students are enrolled in the Twin Cities or online.

Graduate School

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

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for more than 2,400 recent high school graduates and transfer students. This school takes a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty are dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern universities in many college rankings.

Bethel Seminary

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

Center for Access and Integration

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

Accreditation and Membership

Institutional Accreditation

Bethel University has been continuously accredited by the Higher Learning Commission since 1959. This institutional accreditor is recognized by the United States Department of Education. Bethel's Higher Learning Commission accreditation demonstrates that the university meets quality educational standards. Students may contact the Higher Learning Commission (<https://www.hlcommission.org/>) or by calling 312.263.0456.

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

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

Specialized Accreditation

Business

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

Nursing

The baccalaureate degree program in nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Social Work

Bethel's Bachelor of Social Work (BSW) Program is accredited by the Council on Social Work Education (CSWE). Graduates are eligible to be licensed as social workers. While preparation for generalist-level professional practice is the program's primary objective, academically qualified graduates are prepared to pursue graduate-level social work education. The students from Bethel's social work program are eligible for advanced standing admission to CSWE-accredited graduate schools. The 64-credit major includes classroom and field courses, and select social, and behavioral science foundational support courses.

Mission, Values, and Purpose

Bethel University Mission and Values

Mission

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

Values

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

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

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

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

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

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

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

CAPS Mission and Purpose

Mission

In the context of a Christian perspective, the College of Adult and Professional Studies provides innovative education that equips students to thrive and meaningfully impact the world.

Purpose

The College of Adult & Professional Studies prepares students for professional service and leadership through quality educational programs that build on the knowledge and competencies students have gained in their life experience.

CAPS programs at Bethel:

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

Bethel Community Expectations

Bethel University is an educational community committed to the integration of evangelical Christian faith with learning. A statement called *A Covenant for Life Together* has been adopted to help clarify how we intend for that faith to inform and guide the lives and actions of members of staff, faculty, Seminary, and College of Arts and Sciences students at Bethel. This document interprets the values by which Bethel has chosen to define itself and is intended to facilitate growth, development, and learning. We understand that some of these values relate to the developmental stages of traditional students and are not necessarily the norm for all Christians.

Students in the College of Adult & Professional Studies and Graduate School are asked to honor this community statement by abstaining from the use of tobacco, alcohol, and profane language on campus, in online classes, and at off-campus class sites. Additionally, CAPS & GS students are required to abide by the Professional Expectations & Community Conduct Agreement (<https://betheluniversity.atlassian.net/wiki/spaces/success/pages/51627070/Professional+Expectations+and+Community+Conduct+Agreement/>).

Military and Veteran Information

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

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

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

Resources

Military Benefits Verification Form:

Students who will receive military benefits for tuition and fees and/or books and supplies should use this form (<https://www.bethel.edu/financial-aid/forms/military-benefits-form-25-26/>) to report these amounts. At Bethel, students are required to submit a written request to use entitlement for military benefits, and the submission of this form completes this requirement.

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

Military Partnerships

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

Financial Aid and Military Benefits

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 CAPS Grants and Scholarships page (<https://www.bethel.edu/adult-undergrad/financial-aid/types/grants-scholarships/>).

Financial Aid:

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 their 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 CAPS Military Benefits site (<https://www.bethel.edu/adult-undergrad/financial-aid/types/military-benefits/>).

Academic Information

Continuing Bethel's tradition of academic excellence, the College of Adult & Professional Studies offers students the opportunity to earn undergraduate degrees in a flexible format designed especially for people who are busy with jobs, family, and other obligations.

Because Bethel values the rich and diverse experience that students bring to the classroom, they actively participate in the learning process. Performance is evaluated primarily on written assignments, projects, and interactions with others in the class through, for example, discussions or group assignments. Courses emphasize the application of learning to the professional needs and interests of each student. A Christian worldview is integrated with coursework throughout the program.

The College of Adult & Professional Studies offers all courses needed to earn an associate of arts degree (A.A.), an associate of science degree (A.S.), a bachelor of arts degree (B.A.), a bachelor of science degree (B.S.), a bachelor of science in nursing degree (B.S.N), and specific certificates. Detailed information about each degree, minor, and certificate, including admission and graduation requirements and course descriptions, is provided in this publication.

The core sequence of each major is typically structured as a series of courses taken one at a time. Most programs are fully online and allow students to study in ways that fit their schedules.

Degree Requirements

In order to be awarded a degree or certificate, students must complete all of the specific requirements outlined for each degree or program type.

- Associate of Arts Degree Requirements (p. 7)
- Associate of Science Degree Requirements (p. 7)
- Bachelor of Arts Degree Requirements (p. 8)
- Bachelor of Science Degree Requirements (p. 8)
- Bachelor of Science in Nursing (BSN) Degree Requirements (p. 9)
- Certificate Program Requirements (p. 9)

Program of Study

For associate's degrees, program of study includes the graduation requirements for an associate's degree and any additional majors declared by the student.

For bachelor's degrees, program of study includes the graduation requirements for a bachelor's degree as well as additional majors, minors, concentrations, and certificates declared by the student. Required Foundations of Math Readiness courses are also included.

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

Degree Requirements Associate of Arts Degree

Associate of Arts (A.A.)

- 1. A cumulative GPA of at least 2.0.
- 2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Level A.
 - c. Specific courses in a program may be required to be taken in residence.
- 3. Completion of required courses, lower-division (100-200 level only) general education curriculum and electives, distributed as indicated.
- 4. Upon completion of requirements 1–3, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Requirements

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

Courses must meet the Goal Area requirements (p. 11) below:

Goal Area 1: Communication	8 credit minimum: including ENGL 230R.
Goal Area 2: Critical Thinking	4 credit minimum: SOCS 110 (4 credits) is required in residence for Transfer Level A. Including HEPE 260 Physiology of Wellness (4 cr)
Goal Area 3: Natural Sciences	8 credit minimum with at least 4 credits of a lab science.
Goal Area 4: Mathematical/Logical Reasoning	4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	8 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum with at least 4 credits from BIBL 230 Bible in real life.

Degree Requirements Associate of Science Degree

Associate of Science (A.S.)

- 1. A cumulative GPA of at least 2.0.
- 2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Level A.
 - c. Specific courses in a program may be required to be taken in residence.
- 3. Completion of required courses, lower-division general education curriculum and electives, distributed as indicated. Also, the required courses for a major.
- 4. Upon completion of requirements 1–3, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Requirements

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

Courses required in the major are in addition to the Goal Area requirements (p. 11) below:

Goal Area 1: Communication	8 credit minimum: including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	2 credit minimum: SOCS 110 Succeeding in College is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	4 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	3-4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	4 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum

Degree Requirements for Bachelor of Arts Degree

Bachelor of Arts (B.A.)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated [see: General Requirements below].
4. Completion of the requirements of a major [see: Academic Programs and Disciplines (p. 25)].
5. A minimum of 36 credits at the upper-division (300 and 400) level.
6. Fulfillment of the residency requirements for the College of Adult and Professional Studies by taking the following from Bethel University:
 - a. At least 30 total credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Level A.
 - e. Specific courses in a program, if any, that are required to be taken in residence.
7. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
8. Completion of departmental and institutional assessment activities.
9. Upon completion of requirements 1–8, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Education Requirements

General requirements allow for the inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they began their studies at Bethel. If they have pursued more than one degree or certificate, the catalog that applies to them is the catalog in place when they most recently renewed their studies at Bethel. Any substitutions are determined by the College of Adult & Professional Studies.

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 11) requirements below.

CAPS Bethel Distinctives	CORE 300 and CORE 330H
Goal Area 1: Communication	8 credit minimum including an Academic Research and Writing course (R category)
Goal Area 2: Critical Thinking	4 credit minimum. SOCS 110 Succeeding in College is required in residence for Transfer Level A.
Goal Area 3: Natural Sciences	8 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	3-4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	8 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum
H Category: Ethics	2 credit minimum

Transfer Students

Incoming Transfer Students With MNTC Package Completion, A.A. or Bachelors Degree

MNTC: The Minnesota Transfer Curriculum (MNTC) completed at an institutionally accredited institution prior to enrollment in the College of Adult & Professional Studies (CAPS) fulfills many general education requirements. Students whose complete MNTC packages are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course. (not required for students pursuing Bethel A.A. or A.S. degree)

AA: An Associate of Arts degree (A.A.) earned at an institutionally accredited institution prior to enrollment in College of Adult & Professional Studies fulfills many general education requirements needed to complete a Bachelor's degree. Students whose A.A. degrees are accepted in transfer from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

Bachelor's Degree: A bachelor's degree earned at an institutionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose bachelor's degrees are accepted in transfer from an institution other than Bethel University must complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Ethics (H category) course.

Degree Requirements for Bachelor of Science Degree

Bachelor of Science (B.S.)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Requirements below).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 25)).
5. A minimum of 36 credits at the upper-division (300 and 400) level.
6. Fulfillment of the residency requirements of the College of Adult & Professional Studies by taking the following at Bethel University:
 - a. At least 30 total credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Level A.
 - e. Specific courses in a program, if any, that are required to be taken in residence.
7. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
8. Completion of departmental and institutional assessment activities.
9. Upon completion of requirements 1–8, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Education Requirements

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they began their studies at Bethel. If they have returned to Bethel for additional degrees or certificates, the catalog requirements they follow are based on their most recent return to Bethel. Any substitutions are determined by the College of Adult & Professional Studies.

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 11) requirements below.

CAPS Bethel Distinctives	CORE 300 and CORE 330
Goal Area 1: Communication	8 credit minimum including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	4 credit minimum. SOCS 110 Succeeding in College is required in residence for Transfer Level A.
Goal Area 3: Natural Sciences	8 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	3-4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	8 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum
H Category: Ethics	2 credit minimum

Transfer Students

Incoming Transfer Students With MNTC Package Completion, A.A. or Bachelors Degree

MNTC: The Minnesota Transfer Curriculum (MNTC) completed at an institutionally accredited institution prior to enrollment in the College of Adult & Professional Studies (CAPS) fulfills many general education requirements. Students whose complete MNTC packages are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course. (not required for students pursuing Bethel A.A. or A.S. degree)

AA: An Associate of Arts degree (A.A.) earned at an institutionally accredited institution prior to enrollment in College of Adult & Professional Studies fulfills many general education requirements needed to complete a Bachelor's degree. Students whose A.A. degrees are accepted in transfer from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

Bachelor's Degree: A bachelor's degree earned at an institutionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose bachelor's degrees are accepted in transfer from an institution other than Bethel University must complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Ethics (H category) course.

Degree Requirements Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing (Post-Baccalaureate)

1. Completion of a previous bachelors degree.
2. Maintain a major GPA of at least 3.0.
3. Earn a grade of C or better in each nursing course.
4. Completion of all of the required credits in the major. Refer to specific program residency requirements.
5. Meet the program progression and graduation requirements.
6. After completion of requirements 1–5, students are encouraged to participate in the commencement ceremony by submitting an Application for Commencement to the college.

Note: General Education and Bethel Distinctive courses are not a required part of this program.

General Requirements for a Certificate

Certificates

1. A cumulative GPA of 2.25 in certificate courses. This GPA includes all courses required in the certificate and all electives taken for the certificate.
2. At least 50% of the credits used to meet the requirements of the certificate must be taken at Bethel in order to meet Bethel's residency requirements. Specific courses in a certificate may be required to be taken in residence.
3. Completion of the requirements of a certificate (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.

Students are awarded a certificate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions for the catalog requirements must be reviewed and approved by the program director and the dean over a certificate program.

Curriculum

All Bethel undergraduate programs have general education and major requirements. Those two parts of the curriculum create an academic program that we intend to be personally transformative and enriching. The curriculum in the College of Adult & Professional Studies (CAPS) is designed to provide opportunities for students to develop the skills and insights to have successful careers, live good lives, and help others. Graduation requirements are focused on themes that form a coherent view of the world.

Programs will incorporate six common themes, including:

- Skills, strategies, and plans for self-directed learning.
- Critical thinking skills and dispositions.
- Ethical principles in areas of study and daily life.
- Collaboration, leadership, and communication skills.
- Relationships among Christian faith and program areas of study.
- Human, social, and environmental relationships in a global and diverse world.

The CAPS Bethel Distinctives (CORE 300 and CORE 330H) are required to be taken at Bethel. Students who have already completed a bachelor's degree at Bethel University are exempt from this requirement.

General Education

All degree-seeking CAPS students (those pursuing A.A., A.S., B.A., and B.S. degrees), must fulfill the general education requirements in addition to major and elective requirements. The CAPS general education curriculum contains courses categorized into six goal areas corresponding to the goal areas of the Minnesota Transfer Curriculum listed below. In each general education course, students work on personal capacities such as mathematics, writing, and speaking that help them succeed personally and professionally.

Goal Area 1	Communication
Goal Area 2	Critical Thinking
Goal Area 3	Mathematical/Logical Reasoning
Goal Area 5	History and the Social and Behavioral Sciences
Goal Area 6	The Humanities and Fine Arts

Students may transfer in some or all of those requirements from other colleges or universities. Students seeking to transfer in general education requirements should review the Catalog section entitled "Transfer Credit Policies."

The CAPS general education requirement in academic research writing may be fulfilled by the completion of a course or sequence of courses typically comprising at least 4 credit hours of instruction in written English only if the course(s) display all of the following components:

- Academic focus: Students compose, format, and edit text according to the language expectations of the academic community.
- Research: Students complete a library research project at the undergraduate level.
- Research writing: Students compose a formal essay compiling accumulated research.
- Documentation: Students document their information sources according to a standard academic format such as those maintained by the APA or MLA.
- Completion of sequence: The course completes a lower division sequence of writing courses required of all graduates.

Associate of Arts Degree

General Education and Electives	60 semester credit hours
Required to Graduate	60 semester credit hours

Associate of Science Degree

General Education and Electives	30 semester credit hours
Major	30 semester credit hours
Required to Graduate	60 semester credit hours

Baccalaureate Degree

Bethel Distinctives, General Education, and Electives	71-89 semester credit hours
Major	33-51 semester credit hours
Required to Graduate	122 semester credit hours

Students may take more than the minimum of 60 or 122 credits required to graduate. Additional elective credits are created when a course satisfies more than one requirement. This does not reduce the total credits required for graduation.

Minors (p. 38): Although minors are not required, many students choose to complete one in order to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in which they are earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

Bethel Distinctive Courses

The Bethel Distinctives curriculum comprises two upper-division courses (8 credits) required of students intending to earn a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Bethel Distinctive courses must be taken in residence. Students who have already completed a bachelor's degree from the College of Arts & Sciences are exempt from this requirement.

Code	Title	Credits
CORE 300	Community, Self and Formation	4
CORE 330H	Examining Crucial Questions	4
Total Credits		8

Outcomes

1. Understand foundational concepts of Christianity.
2. Develop method for evaluating sources of influence.
3. Apply sources of influence to personal and professional life philosophy.

Foundations of Math Readiness

The Foundations of Math Readiness (FMR) course helps students who need additional preparation to increase their probability of success in CAPS programs. Any CAPS student may take the FMR course, but it is required for all new students who are admitted to CAPS with fewer than 45 credits *and* who have a cumulative high school or college GPA below 2.5 or a combined GED score below 451. Students admitted with 45 or more credits are not required to take the FMR course.

MATH090 Foundations is a pre-college course that does not lead to college-level credit that would be applied to degree, certificate, or license requirements. The course does not result in a tuition charge to students but does require a fee that provides access to materials.

MATH 090 • Foundations of Mathematics 0 Credit

CAPS Courses by Goal Area

Goal Area 1: Communication

Code	Title	Credits
Category R: Academic Research Writing		
ENGL 230R	Inquiry Writing Seminar	4
Other Goal Area 1		
CHMN 451	Communication in Ministry	3
COMM 160	Basic Communication Skills	4
COMM 340	Cross-Cultural Communication	3
ENGL 130	College Composition	4

Goal Area 2: Critical Thinking

Code	Title	Credits
BUSN 104	Introduction to Business	4
BUSN 200	Business Problem Solving	2
BUSN 314	Intermediate Macroeconomics	2
CORE 300	Community, Self and Formation	4
CORE 330H	Examining Crucial Questions	4
ORGL 120	Personal Mission and Leadership	2
PSYC 400	Research Methods	4
SOCS 110	How Learning Works: Keys to College Success	4
SOCS 120	Introduction to Healthcare	2

Goal Area 3: Natural Sciences

Code	Title	Credits
BIOL 120 & BIOL 120L	Introduction to Molecular and Cellular Biology and Introduction to Molecular and Cellular Biology Lab	4
CHEM 101 & CHEM 101L	Introduction to Chemistry and Introduction to Chemistry Lab	4
CHEM 113 & CHEM 113L	General Chemistry and General Chemistry Lab	4
HEPE 260	Physiology of Wellness	4
NASC 275	Environment and Humanity (lab included)	4

Goal Area 4: Mathematical/Logical Reasoning

Code	Title	Credits
BUSN 115	Personal Financial Literacy	4
MATH 180	Mathematics in Real Life	4
MATH 201	Business Mathematics and Statistics	4
PSYC 335	Introduction to Statistics	4

Goal Area 5: History and the Social and Behavioral Sciences

Code	Title	Credits
ADST 445	Counseling Microskills	4
ADST 450	Introduction to Addictions Counseling	4
BUSN 310	Global Management and Leadership	2
BUSN 314	Intermediate Macroeconomics	2
BUSN 335	Business Law	4
COMM 340	Cross-Cultural Communication	3
CORE 300	Community, Self and Formation	4
CORE 330H	Examining Crucial Questions	4
ECON 202	Principles of Microeconomics	2
ECON 203	Principles of Macroeconomics	2
HIST 250	History of the United States	4
NURS 425	Cultural Diversity in Healthcare	3
POLS 100	American Government and Politics	4
PSYC 100	Introduction to Psychology 1	2

PSYC 205	Lifespan Development	4
PSYC 220	Social Psychology	4
PSYC 340	Psychopathology	4
PSYC 345	The Body's Response to Trauma	2
PSYC 380	Motivation and Emotion	4
PSYC 400	Research Methods	4
SOCS 100	Intro to Sociology	2
SOCS 101	Introduction to Sociology	4
SOCS 130	Christianity & Western Culture	4
SOCS 255	Introduction to American Cultures	2
SOWK 240	Socioeconomic & Justice Issues in Market Economies	2
THEO 341	Gospel in Cross-Cultural Perspective	3

Goal Area 6: The Humanities and Fine Arts

Code	Title	Credits
ARTC 150	Introduction to Art Appreciation	4
BIBL 230	The Bible in Real Life	4
BIBL 360	Making Sense of the Bible	4
CHMN 200	Foundations for Vocation and Christian Ministry	2
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CORE 330H	Examining Crucial Questions	4
ENGL 100	Literature: How Stories Change the World	4
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	4

Category H: Ethics

Code	Title	Credits
ADST 485H	Professional Issues and Ethics	2
CORE 330H	Examining Crucial Questions	4
NURS 330H	Ethical Theory and Applied Nursing Ethics	3
SPED 480H	Student Teaching: Academic Behavioral Strategist	4

*Associate of Arts students must fulfill General Education Goal Area requirements at the 100-200 level. Students may transfer in courses at a higher level.

Academic Honesty

Overview

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

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

Academic Dishonesty Definitions

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

- **Cheating:** Using or attempting to use assistance, materials, or study aids not authorized and/or specifically prohibited by the instructor.

- **Plagiarism:** Using the ideas (e.g. concepts, theories), data, language, media, or images of another source (e.g. human or artificial intelligence) and representing it as one's own original work, without specific and proper acknowledgement.
- **Fabrication:** Deliberately submitting false, fraudulent, or altered information in any academic work.
- **Multiple submission:** Submitting, without prior permission, any work previously or concurrently submitted to fulfill another academic requirement.
- **Misrepresentation of academic records:** Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.
- **Facilitating academic dishonesty:** Knowingly helping or attempting to help others violate any provision of this academic dishonesty policy.
- **Unfair advantage:** Exercising or attempting to exercise unauthorized or unfair academic advantage over others or impeding the academic work of others.

Academic Petitions

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

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

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

Academic petitions fall into two categories:

Exception Requests

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

Appeals

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

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

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

Academic Standing Overview

Academic standing is evaluated based on the student's cumulative GPA at the end of each term in which they have registered for one or more A-F graded courses,

starting with their first term of enrollment. "Term" is defined as Fall, Spring and Summer.

Academic standing is determined upon initial submission of final grades for Fall, Spring, and Summer terms. In addition, academic standing will be reassessed after students have received a change of grade (including incompletes) or have repeated a course.

The Office of the Registrar determines and makes the final decision on all academic standing designations assigned to any student. The Office of the Registrar notifies students of all standings except that of Good Standing and No Calculation.

Some Bethel University programs may have more stringent policies for continued enrollment than those expressed in the university academic standing policies. Such program specific requirements are listed with program information and/or the student handbook. Students must adhere to their specific program continuation or graduation requirements in addition to maintaining good academic standing. 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 Academic Standing

Students are in Good Academic Standing if they are not on Academic Probation or Academic Dismissal. The following chart prescribes the requirements for Good Standing:

Cumulative Semester Credit Hours	Minimum Cumulative GPA for Good Standing
0-16	1.7
17-32	1.8
33-48	1.9
49+	2.0

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

Academic Probation

Students whose Academic Standing has been evaluated and do not meet the requirements for Good Academic Standing will be placed on Academic Probation. Students can be on probation for no more than two consecutive terms. These are referred to as Academic Probation 1 and Academic Probation 2.

Students are placed on Academic Probation 1 when they were on Good Academic Standing or No Calculation in the last term in which they were enrolled.

Students are placed on Academic Probation 2 when they were on Academic Probation 1 in the last term in which they were enrolled or in the term in which they re-enrolled after Academic Dismissal.

Students must achieve Good Academic Standing at the end of the term in which they are on Academic Probation 2 to avoid Academic Dismissal.

Academic Dismissal

Students will be dismissed for low academic performance when:

- The cumulative GPA is below Good Academic Standing
- And they were on Academic Probation 2 in the last term in which they were enrolled.

Students receive a notice of Academic Dismissal from the Registrar's Office if the requirements for provisional admittance are not fulfilled at the time of provisional evaluation.(see the Provisional Evaluation catalog policy)

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

Certain Academic 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:

- A first term student who has not taken any A-F graded courses in the current term
- A student has earned 4 or fewer cumulative credits in A-F graded courses in the term being assessed.

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-admitted students may require more than one term to complete enough A-F letter-graded course credits at Bethel to be provisionally evaluated. For this reason, academic standing will not be determined until the term in which they are evaluated for having met the conditions of their provisional acceptance. Their status will show a "no calculation" for those terms until the required number of credits are taken.

Accessibility

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

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

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

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

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

Additional Baccalaureate Degree

An additional Bethel University Baccalaureate Degree (i.e. Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing) may be awarded, upon request, when a student has met all requirements of the additional degree and earned, in residence, a minimum of thirty (30) unduplicated Semester Credits from the department in which the additional degree is earned. Unduplicated semester credits are those that are not used to meet the requirements of any other Bethel University Baccalaureate Degree. Transfer students who hold a Baccalaureate Degree may earn a Bethel University Baccalaureate Degree if they meet all the requirements of the degree program including the general education requirement, Bethel Core Distinctives, and the residency requirements.

Attendance Policy

Overview

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

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

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

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

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

Attendance Requirements for Auditors

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

Program-specific Attendance Requirements

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

Calendar and Student Load

Bethel operates on a semester calendar. Students will collaborate with their student success advisor to determine an academic plan appropriate to achieve their educational goal.

Student load for each academic term is as follows:

- Full time = 12 credits or more
- Part time = 0.1 to 11.9 credits
 - Three-Quarter time = 9 - 11.9 credits
 - Half time = 6 - 8.9 credits
 - Less than half time = 0.1 to 5.9 credits

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

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

Classification of Students

The official classification of students is made on the basis of a student completing credits (including transferred credits) according to the following schedule:

Freshman	0-29.999 credits
Sophomore	30-59.999 credits
Junior	60-89.999 credits
Senior	90 credits or more

At the freshman and sophomore levels, students may enroll only in lower-division courses (100- and 200-level). Students must have at least junior standing to enroll in 300- and 400-level courses, except where noted in the course description in this catalog.

Commencement

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

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

Certain programs have additional requirements to be eligible for commencement.

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

Credit Hour Definition

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

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

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

Cross Enrollment

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

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

Directed Study

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

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

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

Double Majors

The overlapping of requirements in a combination of majors chosen by a student and allowed in the academic catalog is permitted as long as the student meets the requirements listed for each major. All completed programs (i.e. Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing) will be indicated on the transcript, regardless of overlapping course requirements and without the addition of extra required hours. The capstone in both majors is required of students unless the student gets written approval from one of the departments to waive that requirement. Students must have a student success advisor in one of the two majors, who will be responsible for the student's academic plan and will regularly

check with a student success advisor in the second major to make sure they are on track with that second major.

Electives

Overview

Elective courses are open to all College of Adult & Professional Studies students. They may be taken:

- To fulfill prerequisite or general education requirements.
- To meet minimum credit requirements for graduation.
- To fulfill prerequisites toward admission to a graduate program.
- For personal interest or to foster personal growth.

Taking elective credits which are not required as part of a student's degree requirements (program of study) could affect financial aid eligibility. Students should contact their student success advisor before registering for electives which are not listed on their academic plan.

Elective Credit Options

During the admission process, applicants receive a transcript evaluation to determine whether they have satisfied the general education requirements and whether any elective credits are needed for their degree program. The number of total credits needed for graduation is 60 for all associate's degrees and 122 for all bachelor's degrees (assuming all residency requirements are met).

Applicants who meet all the prerequisite and general education courses required for admission and graduation will not need to pursue additional elective credit options. Applicants pursuing elective credit options may do so using any combination of the following options. Credit is awarded only when the content does not overlap or repeat courses on a student's transcript. Students should obtain approval from their student success advisors in order to avoid overlap or repetition.

Option 1 • Credit from Bethel University or Institutionally Accredited Institutions
Elective courses offered through the College of Adult & Professional Studies at Bethel University are listed in this catalog in the respective academic disciplines. Students may opt to add a minor to their bachelor's degree program. A minor is a series of courses, between 18 and 24 credits, in an academic discipline outside of the student's major. Credit earned in other Bethel University schools is transferable to CAPS. Students may also request transfer of credit to CAPS by submitting official transcripts from an institution that has institutional accreditation that is approved by the U.S. Department of Education for evaluation.

Option 2 • Educational Experiences in the Armed Forces
Students may receive college credit earned through military training if the American Council on Education (ACE) has recommended credit. A Joint Services Transcript (<https://www.military.com/education/timesaving-programs/the-joint-services-transcript.html>) is required.

Option 3 • Standardized Subject Examinations
Students may earn college credits by successfully passing a standardized exam in content areas for which they have not already earned college credit. CAPS students can earn up to 40 credits through any combination of the AP, CLEP, DSST, Excelsior, and IB exams, which are equivalent to college courses. Official transcripts or official score reports from the examination programs are required for credit awards. Bethel awards credit based on recommendations from the American Council on Education (ACE).

- **DSST (DANTES Subject Standardized Tests):** For the convenience of students, Bethel offers online DSST examinations each month. More than 30 DSST examinations are available on a variety of academic subjects. With a passing score, three semester credits are earned. See the DSST website for more details. (http://getcollegecredit.com/test_takers/)
- **CLEP (College-Level Examination Program):** Examinations are administered at various testing sites in the Twin Cities. More than 30 CLEP examinations are available on a variety of academic subjects. With a passing score, college credit is earned. CLEP scores are valid for 20 years. See the CLEP website for more details (<https://clep.collegeboard.org/>).
- **AP (Advanced Placement), UExcel/ECE (Excelsior), and IB (Higher Level International Baccalaureate):** Students who have passed these exams may earn college credit based on their exam scores. See the respective websites for more information: AP (<https://apstudent.collegeboard.org/home/>), UExcel/

ECE (<https://www.excelsior.edu/start-with-more-credit/transfer-more-credits/>), and IB (<http://www.ibo.org/>).

Option 4 - ACE-approved Training
Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Students may earn PLA credit for completing such training that has been recommended for credit by the American Council on Education (ACE). Where applicable, Bethel will accept PLA credit at the value recommended by the ACE. For details see the Transfer Credit policy in this catalog.

Extracurricular Activities

Students in the College of Adult & Professional Studies are restricted from participation in extracurricular organizations and programs sponsored by the College of Arts & Sciences, including intercollegiate, club, and intramural sports.

Freedom of Inquiry

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

Grading System

Overview

Coursework is evaluated on the following scale:

Grade	Definition	Grade Points
A	Exceptional	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Minimally Acceptable	1.0
F	Failing	0.0
AU	Audit	NA
CR	Credit	NA
I	Incomplete (courses with letter grades)	NA
IN	Incomplete (courses graded S/U)	NA
IP	In Process	NA
N	No Grading	NA
NR	Not Reported	NA
S	Satisfactory	NA
U	Unsatisfactory	NA
W	Withdrawal	NA
WZ	Audit Withdrawal	NA

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

All grades are considered final and are not subject to change except for errors in calculation, or as a result of a successful academic petition. Students should contact their student success advisor about submitting a petition, if desired. The grade of I or IN is resolved to a grade when work is completed or the incomplete extension deadline has been reached (see: Grade of I or IN).

GPA Calculations

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted in A-F letter-graded courses at Bethel. When

a course is repeated, only the last attempt is used in computing the GPA. The exception is when a course is designated as repeatable, in which case it can be taken for a grade for a prescribed number of times, with each occurrence factoring into the GPA.

Cumulative GPA

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

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

Coursework not included in the cumulative GPA calculation are:

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

Honors

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

- Sigma Theta Tau International, Honor Society of Nursing

Graduates requesting to wear honors cords from societies that are NOT on the approved list must submit requests by email (caps-sem-gs-commencement@bethel.edu) by March 31 or October 31 for the spring and fall ceremonies respectively. The graduate will be informed of the decision (approved or denied), and approved societies will be listed in future catalogs.

Honors in the commencement program and ceremony for bachelor's degrees will be recognized for students who have achieved a cumulative Bethel undergraduate GPA of 3.90 or higher as of October 31 for the winter ceremony and as of March 31 for the spring ceremony.

Immunization Requirements

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

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

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

Students who must provide proof of immunization

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

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

Individualized Majors

Overview

Associate's Degrees

The Associate of Science Individualized Major allows associate's-degree seeking students to pursue approval for an individualized major during the admission process. See the A.S. Individualized Major admission requirements (<https://bethel-curr.courseleaf.com/adult-professional-studies/academic-programs-disciplines/associate-degrees/individualized-major-as-inda/#admissionrequirementstext>) for more details

Bachelor's Degrees

Bachelor's degree-seeking students may choose to develop an individualized major designed to meet their needs and interests. Any such program should have a coherent organizing principle that differs significantly from those underlying standard majors. The program must be developed in consultation with a student success advisor and a faculty advocate. The application must be submitted and approved before the student completes 94 credits toward their degree. Students wishing to consider such a possibility must first discuss it with their student success advisor. The student and student success advisor will then request a faculty advocate. If the faculty advocate accepts the request, the student and faculty advocate will collaborate to develop the curriculum, course of study, and learning outcomes. Any such programs must meet all of the following conditions:

1. The proposal must define a coherent purpose or organizing principle based on the student's needs and interests in accordance with the Degree Requirements for a Bachelor of Arts or Bachelor of Science degree. The proposal should identify coursework that will allow the student to achieve those goals.
2. Coursework must be no fewer than 30 and no more than 60 credits from at least two academic majors or disciplines and must differ significantly from all other existing majors. The proposal must make a clear, explicit, and convincing case for the theoretical and/or practical interconnectedness between the departmental disciplines. The proposal must also specify why existing programs of study will not meet the students' goals.
3. Because it is required that at least two disciplines or fields are included in the coursework, the proposal must show why the need met by the proposed individualized major cannot be met by any other single major, double major (two stand-alone majors), or multi-disciplinary major.
4. The proposal must contain junior level (300) courses from at least two standard disciplines or fields. In at least one of these disciplines or fields, work at the senior level (400) must be selected.
5. The proposed major must show how all other requirements for majors are met (e.g., the speaking, writing, and computing competencies). The requirements of the major must include the required upper division hours.
6. The proposal must include a culminating experience at the senior level (400), focused upon the organizing principles of the major and in the form of a senior seminar, internship, or directed study.
7. All general education provisions of the curriculum must be observed.

The following procedures shall be observed in preparing and obtaining approval for Individualized Majors:

1. The student obtains application forms and instructions in the Office of the Registrar or on their website.
2. The student and the student success advisor review the student's plan and seek a willing faculty advocate.
3. The student and faculty advocate create a plan with the proposed major's curriculum, course of study, and learning outcomes.
4. The student and student success advisor will jointly prepare the application, expressing the organizing principle and listing the courses that will make up the major.
5. If nine (9) or more credits are to be taken from any single program, the program director of that program must approve the proposal before review.
6. A review committee composed of the faculty advocate, the Registrar, and at least one of the overseeing divisional deans will evaluate the proposal. The divisional dean is responsible for forming this committee and calling the meeting. (If the proposal follows a previously approved program, the Registrar will approve it and place it on file.)

- The student submits the application to the Registrar. All proposals must be submitted and approved before the student's final term. When the proposal has been approved the student, and student success advisor will be notified.
- Programs that are rejected may be reviewed through the academic petition process.
- An approved program may subsequently be amended with the approval of the divisional dean(s) and the Registrar.

Individualized Study

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

Intellectual Property Rights

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

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

Internships

Overview

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

Academic Internship Policy

- An acceptable internship is one that expects the student to:
 - Make a deliberate application of one's academic knowledge and skills.
 - Continue to learn as stimulated by the problems and issues encountered.
 - Grow in one's personal maturity and confidence in one's abilities.
 - Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
- The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
- 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.

- The internship position may be part-time or full-time and may be salaried or non-salaried. Routine jobs or work that repeats experience does not qualify for an academic credit internship. The work must provide an opportunity to meet academic/educational objectives.
- The student must meet the following criteria:
 - Declare a major or minor in the department of the internship being proposed.
 - Hold junior, senior, or graduate standing. Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.
 - Have a minimum of 10 credit hours completed in the department.
 - Have good Academic Standing in the major. Individual departments may require a specific GPA.
 - Meet additional criteria as established by each department.
- An internship must be two to four credits with the following minimum time required onsite:

Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours
- A maximum of twelve credits in internships may be taken. Each separate internship must have goals and objectives different from the prior ones taken for credit.
- Internships are graded S/U (see: Grading System).
- Students in internships which cannot be completed in one term, will be given a grade of incomplete at the end of that term and automatically registered in no more than one additional extension term. The extension term may incur additional charges.
- For the following internship courses, the maximum deadline the instructor can assign for resolution of the I or IN grade is one year from the end of the course: ADST 481, ADST 491, CHMN 481, EDUC 886, EDUC 887, EDUC 888, EDUC 889.
- This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
- In some cases, a Contract for Academic Internship may be required as part of an internship course. When required, the form and process will be available through the instructor.

Military Service

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

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

Non-Degree Seeking Students

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

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

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

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

Prerequisites and Corequisites

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

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

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

Program Overlap

Students may not earn a minor that has the identical name as their major. Some minors and second majors are not allowed with particular majors. Consult the major/minor requirements listed in this catalog for further information.

Registration

Overview

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

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

Adding a Course

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

- Fall registration begins April 1
- Spring registration begins August 1
- Summer registration begins December 1

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

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

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

Dropping a Course

Students must drop a course soon after it begins in order to remove the course from their transcript and avoid charges. The exact number of days depends on the length of the class:

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

Withdrawing from a Course

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

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

Students who withdraw may be eligible to receive a prorated refund, starting on the first day of the withdrawal period and ending at the 50% point of the course. After this they are no longer eligible for any refund, even if they are still eligible to withdraw and earn a W on their transcript without petitioning to do so. The refund schedule may be found on the Business Office website.

Students may not withdraw after the course withdrawal deadline, except by petition. They will receive the grade earned for the course.

Changing from Credit to Audit

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

Charges Related to Registration Activities

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

Exceptions to Registration Policies

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

Religious Accommodation

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

To support this commitment, all university offices and faculty are asked to consider the needs of students observing recognized religious holidays or practices such as Salah, Eid, Diwali, Passover, and others. Faculty are asked to consider how they could make reasonable accommodations that allow students to meet their academic obligations without compromising their religious commitments. Examples of accommodations may include opportunities to make up missed exams, assignments, or other requirements.

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

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

Guidelines for Accommodations

Accommodations will be considered based on the following criteria:

1. The observance must be commonly recognized/observed by adherents to the student's faith tradition.
2. The observance must be short-term and not result in chronic absences (e.g., not most Fridays of a class).

3. The student must be able to meet all essential course outcomes with the accommodation.
4. The accommodation must be reasonable in light of the course requirements and impact on other students, academic partners, faculty, and university support services.
5. Students must request the accommodation by the deadline listed below.

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

Process

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

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

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

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

Advising Support

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

Appeals Process

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

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

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

Selecting a Major Overview

Students may choose a major program of study before starting classes at Bethel but are not required to do so in all cases.

Bachelors-seeking students

Students who start their degree program with 60 or more completed credits (including all transferred credits) must choose a major during the admissions process. Enrollment Counselors will assist new students in the process of choosing the intended major.

Students who start their degree program with fewer than 60 completed credits (including all transferred credits) have the option to admit as "exploratory" and may complete up to 60 credits before deciding on a major. After completing 60

cumulative credits, "exploratory" students must identify their major before they will be allowed to register for additional classes. Student success advisors will assist students in the process of choosing the intended major.

Associates-seeking students

Students who intend to earn an Associates degree must choose their degree or major during their admission to the college. Enrollment Counselors will assist new associates-seeking students in this process.

Student Success Advisors Overview

Location: Anderson Center

Each program has a designated student success advisor (SSA) who serves as the first point of contact for student advising and support. The SSA can assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus based on each student's particular needs. Contact information for each division is found below. The Office of Student Success and Retention website (<https://www.bethel.edu/student-success/>) is available for more information.

College of Adult & Professional Studies Advising Support

- caps-advising@bethel.edu
- 651.635.2463

Seminary Advising Support

- seminary-advising@bethel.edu
- 651.638.6868

Graduate School

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

Student Experience

- student-success@bethel.edu
- 651.635.8800

Summer Session

Summer session counts as a full academic term, along with fall semester and spring semester, for the purpose of assessing academic standing and application of grading policies. Some programs require coursework during day or evening hours in the summer months. Consult the course schedule, which shows the calendar of class sessions for the full Summer session.

Teach-Out Policy

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

Transcripts

The transcript includes coursework transferred from other schools and coursework completed at Bethel. All transcripts from other schools in the student's file remain

the property of Bethel University and cannot be released to the student or other parties. However, students have the right to view these documents upon request.

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

Transfer Credit Policies Overview

The College of Adult & Professional Studies accepts transfer credit based on the source of credit, level of credit, and grade earned.

Credit is acceptable from institutions that have institutional accreditation as approved by the U.S. Department of Education and comparably accredited international institutions of higher education. Credit from any other institution will be accepted only when there is an officially approved transfer articulation agreement with the institution, or when approved as Prior Learning Credit. Coursework must be designated by the originating institution as freshman-level or higher.

Courses in which the student received a grade of D or higher will be accepted for transfer. With limitations, grades of CR (Credit), P (Pass), and S (Satisfactory) are acceptable. When grades are transcribed as percentages only, grades must be 70% or higher. Students must have a cumulative GPA of 2.0 or higher on a 4.0 scale on all academic work accepted in transfer.

Some degree programs require a higher cumulative GPA on all academic work accepted in transfer, or a higher minimum grade for particular courses. Such requirements can be obtained from a student's enrollment counselor.

Courses accepted in transfer must be relevant or equivalent to courses required for the student's program of study at Bethel. CAPS broadly evaluates the relevancy or equivalency of transfer courses in light of its deep integration of the liberal arts and high quality professional education.

Transfer Levels

When a student enrolls as a degree-seeking student, a transfer level is assigned and general education requirements are determined and may not be modified unless at least two years have elapsed during which no courses have been taken at Bethel.

0-44.99 credits	Level A
45 credits or more	Level B

Students holding institutionally accredited Associate of Arts (A.A.) or Bachelor's degrees, participating in a Bethel Post Secondary Enrollment Option (PSEO) program, or transferring completed Minnesota Transfer Curriculum (MNTC) programs, are not categorized according to these numerical levels.

Prior Learning Assessment

A maximum of 30 combined CAPS undergraduate credits for prior learning assessment (PLA) may be awarded through the options described below. Credit earned through PLA is identified on the transcript as Prior Learning Assessment Credit and is eligible for elective credit only (not to fulfill the requirements of any major, minor, or certificate), unless otherwise stated in the options below.

Completion of the Bethel Distinctives and program-determined residency requirements for the degree cannot be fulfilled by any PLA option listed in this policy.

PLA Options:

1. Organizations with Formal Agreements

Students in CAPS academic programs that have formal agreements with non-accredited collegiate organizations or institutions may earn PLA credit for completing training at these organizations, as identified within the formal agreements.

If a formal agreement does not exist, students may petition Bethel to evaluate the possibility of a new formal PLA transfer agreement with a non-accredited collegiate or para-college institution or organization. If an agreement is established, students

may earn credit (retroactively, if applicable) for completing training as described within the formal agreement.

2. ACE-approved Training

Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Students may earn PLA credit for completing such training that has been recommended for credit by the American Council on Education (ACE).

Students may have their training evaluated by the Registrar's Office for potential credit by submitting appropriate documentation to the College of Adult and Professional Studies. Credit earned through this option is eligible to meet any CAPS requirement, with PD review and approval, as requested by the Registrar's Office. Exceptions to this include Bethel distinctives, program-determined residency requirements, capstone courses and 400 level courses; these requirements cannot be met through ACE-recommended PLA credit.

3. Other Non-Collegiate College-Level Learning

The training courses, examinations or certifications from a non-collegiate institution or organization in which no formal agreement exists, and which are not recognized by ACE, may, at the program director's discretion, be considered for formal evaluation by the Registrar's Office under the following circumstances:

- Students must submit to the College of Adult and Professional Studies, a comprehensive official description of the training course, examination or certification, which includes digital verification or contact information for the sponsoring organization, the format and content of the learning, estimated length of time to completion, and the standards for successful completion.
- Additional information may be required by the Registrar's Office or program director as part of the review and approval process.
- The Registrar's Office, in consultation with the program director, must approve the learning for PLA credit.
- Upon PD review based on Bethel course objectives, full credit (not partial) may be approved toward fulfilling a specific Bethel course requirement. The PD reserves the right to deny application of any PLA work toward Bethel course requirements.
- Students are awarded credits upon the successful completion of training courses, examinations, or certifications. Students must submit a verified certificate of completion, official transcript or examination score report to the College of Adult and Professional Studies as proof of that completion.

Withdrawal and Re-Enrollment

Overview

University Withdrawal

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

University Re-Enrollment

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

Re-enrolling students who had officially withdrawn will re-enter under the catalog of the year in which they re-enroll.

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

Re-Enrollment after Academic Dismissal

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

than the fourth term after the term of their academic dismissal or the last term of registration.

Students who are approved to re-enroll after academic dismissal will return on an academic standing equivalent to the second term of academic probation. Students must achieve the minimum cumulative GPA required for good standing at the end of their first term of re-enrollment. The one exception is for re-enrolled students who, in their first term of re-enrollment, achieve the minimum required *term GPA* for good standing. They will not be dismissed even if their cumulative GPA at the end of that term is below good standing. In this case, the student's academic standing remains equivalent to that of a second term of academic probation for no more than one additional term.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

Purpose and Applicability

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

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

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

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

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

Definitions

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

School Official:

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

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

Education records may include:

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

Education records do NOT include:

- records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records);
- Office of Security and Safety records maintained solely for law enforcement purposes and kept separate from the education records described above;
- employment records, except where a currently enrolled student is employed as a result of his or her status as a student;

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

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

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

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

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

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

Student Rights

Currently enrolled and former students have the right to:

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

Procedure for Inspecting Records

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

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

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

Procedure for Requesting the Amendment of Records

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

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

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

Procedure to Request Withholding of Directory Information

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

Parent Rights

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

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

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

Offices That Maintain Records

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

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.
- Business Office—Records related to charges, payments, emergency contact information, and Perkins loans for educational services rendered by Bethel.
- Office of Career Development and Calling—Placement data completed by the student, 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.
- University Relations—Personal data on alumni of the University.
- University Advancement—records of financial giving.
- Faculty Advisors—Notes from advising sessions; copies of various communications to and from advisee, faculty, and other offices; and related advising material.

Disclosure of Education Records

Conditions Under Which Directory Information May Be Released

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

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

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

- Authorized representatives of the Comptroller General of the United States.
- The Attorney General of the United States.
- The Secretary of Education.
- State or local educational authorities, for audit and evaluation of federal- and state-supported education programs, or for the enforcement of or compliance with federal legal requirements that related to those programs.
- Bethel University personnel or other school officials who have a legitimate educational interest in the records. This category includes a person or organization retained to be an agent for, or under contract with, Bethel University, such as financial auditors, attorneys, or National Student Clearinghouse. It also includes personnel from other institutions with whom Bethel University has made consortium arrangements. Disclosure to a school official having a legitimate educational interest does not constitute institutional authorization to transmit, share, or disclose any or all information received to a third party.
- Officials of another school in which the student seeks to enroll.
- Persons or organizations involving financial aid in order to determine the student's eligibility for financial aid; to determine the amount of financial aid; to determine conditions to be imposed regarding financial aid; and to enforce conditions of financial aid.

- State and local officials as allowed by state statutes concerning the juvenile justice system.
- Organizations that are conducting studies to develop, validate, and administer predictive tests; administer student aid programs; and improve instruction. Those organizations cannot redisclose personally identifiable information of students.
- Accrediting agencies carrying out their accrediting functions.
- Parents of dependent students (that is, students who are claimed as dependents on their parents'/guardians' most recent federal tax return). However, as a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Instead, Bethel provides all students with the ability to give parents and other third parties online proxy access to their education records.
- To comply with a judicial order or lawfully issued subpoena. The University will notify the student when such a request occurs without the student's knowledge unless prohibited by law.
- Appropriate persons in a health or safety emergency. If Bethel determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or others, provided that Bethel will only exercise this authority for the duration of the emergency.

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

Conditions Under Which Education Records Will Not Be Released

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

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

Criteria Used to Determine the Legitimate Educational Interest of School Officials

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

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

Other Faculty and Staff Responsibilities

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

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

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

Enforcement

Enforcement of this Act is the responsibility of the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

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

Academic Calendar

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

Fall Semester 2025

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

Spring Semester 2026

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

Summer Session 2026

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

Admission

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 24) for admission to the College. For admission to certain majors or certificates, applicants must meet additional admission requirements (p. 25).

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

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

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

Admission Calendar

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

Course/Cohort Cancellation

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

CAPS General Admission Requirements

The College of Adult & Professional Studies will consider applicants who:

- Submit a completed application form.
- Submit official transcripts from **all** U.S. schools attended for college credit.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credential Evaluators (AICE) member organization, or an Academic Report official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable to program admission requirements. Visit www.naces.org or [aice-eval.org](http://www.aice-eval.org) (<http://www.aice-eval.org>) for lists of member organizations.
- Submit an official high school transcript or GED, unless at least 30 credits have been accepted in transfer.
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Complete an interview, if requested by the CAPS admissions review committee.

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

Admission to the college does not guarantee admission to all majors. Specific CAPS majors and certificates may also require additional program-specific admission requirements (p. 25) which accompany these general admission requirements. Each programs' specific admission requirements are found within the program's page in this catalog.

International Student Admission Requirements

In addition to the general requirements in this section, international applicants to Bethel University's CAPS programs must meet additional criteria for admission. International candidates may enroll as fully online students who plan to complete their program outside the United States. CAPS does not enroll residential international applicants. Residential options for international applicants exist through the College of Arts and Sciences, Graduate School, and Seminary.

Fully Online International Applicants

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

- International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE Academic), or Duolingo English Test (DET) examination score report. Note: Some programs may require scores from a specific test such as TOEFL to be submitted. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.
 - TOEFL minimum score of 80 on the Internet-based test or 8 on the Essentials test.
 - IELTS minimum score of 6.5.
 - PTE minimum score of 55.
 - DET minimum score of 110.
- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. Unless excepted by a program's admission requirements, all non U.S. transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES (<http://www.naces.org/>)) or Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)) or the Commission on Graduates of Foreign Nursing Schools International, Inc. (CGFNS (<https://www.cgfns.org/>)) if the student's degree(s) is/are received outside of the U.S. It is advised that students received a course-by-course evaluation that shows a cumulative GPA.

Program-Specific Admission Requirements

Overview

In addition to the CAPS General Admission Requirements (p. 24), CAPS majors, certificates, and programs and certificates often require additional program-specific materials for admission to that particular program. All requested materials are listed in the program's details in the catalog.

Admission Categories

Applicants will be notified in writing of their admission decision. 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

Students entering Bethel with a cumulative high school or college GPA below 2.0 (on a 4.0 scale) are provisionally admitted. In addition, students entering with below 45 transfer credits are provisionally admitted.

- The college GPA will be used to determine provisional acceptance if 12 or more college credits have been completed in A-F letter-graded courses;
- The high school GPA will be used if fewer than 12 college credits have been completed in A-F letter-graded courses.

Students admitted provisionally with fewer than 45 transfer credits and below a 2.5 cumulative college GPA will not be allowed to proceed until the Foundations of Math Readiness (FMR) requirement is met. These students should work with their Student Success Advisor in order to fulfill the FMR requirements at the beginning of their course of study.

Provisional Evaluation

Provisional evaluation provides an early assessment of academic success specific to provisionally-admitted students. Provisional evaluation occurs at the end of the term in which a provisionally-admitted student has completed 12 credits in A-F graded courses at Bethel.

If the student meets the minimum required cumulative Bethel GPA for provisionally-admitted students (1.70) at the time of their provisional evaluation the student will be allowed to continue in their program of study and will then fall under the regular Academic Standing requirements.

If the student does not meet the minimum required cumulative Bethel GPA for provisionally-admitted students (1.70) at the time of their provisional evaluation, the student will be academically dismissed

Some Bethel University programs may have more stringent policies for continued enrollment than those expressed in the university Provisional Evaluation policy. Such program specific requirements are listed with program information and/or the student handbook

Limited Enrollment

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

Academic Programs

Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify its level of content and material and any necessary course background. CAPS course numbers consist of a 4-letter discipline code, a 3-digit number, and sometimes a 1-letter suffix code. Courses are primarily designed for students at the levels indicated below. Students must have at least junior standing to enroll in 300- or 400-level courses, except when noted in the course description in this catalog.

- Foundational
 - 000–099: Not degree applicable
- Undergraduate Lower Division
 - 100–199: Freshman | 200–299: Sophomore
- Undergraduate Upper Division
 - 300–399: Junior | 400–499: Senior

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

Subject Code	Description
ACCT	Accounting
ARTC	Art
ADST	Addiction Studies
BIBL	Biblical Studies
BUSN	Business
CHMN	Christian Ministries
COMM	Communication
CORE	Bethel Distinctives
ECON	Economics
EDUC	Education
ENGL	English
FINA	Finance
HEPE	Health and Physical Education
HIST	History
HUSE	Human Services
MATH	Mathematics
MIST	Management Information Systems
NASC	Natural Science
NURS	Nursing
ORGL	Organizational Leadership
PLAC	Prior Learning
PSYC	Psychology
SCLA	Senior Care Leadership & Administration
SOC	Sociocultural Studies
SOWK	Social Work
SPED	Special Education
THEO	Theology

Suffix Codes and Descriptions

Subject Code	Description
H	Ethics: A required category in General Education
R	Academic Research Writing (A required category in General Education Goal Area 1)

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

Associate of Arts Degree

The Associate of Arts degree contains a balanced program of liberal arts education without orientation to a particular major. Requirements for the degree (60 semester credit hours in total) include 40 semester credits of general education courses and 20 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

1. Communicate effectively using written, oral and technological methods of communication.
2. Articulate an ethical response to issues using a personal worldview.
3. Apply problem solving across disciplines through critical thinking, quantitative and qualitative skills.
4. Describe ways humans address their condition through imaginative work (art, literature, media, etc).
5. Illustrate aspects of personal and professional wellbeing (spiritual, physical, emotional, cognitive, relational, and meaning).
6. Analyze aspects of the world through a Christian worldview.

Admission Requirements

The A.A. degree program will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

Degree Requirements

Associate of Arts Degree

Requirements for the degree (60 semester credit hours in total) include 40 semester credits of general education courses and 20 semester credits of elective courses. These requirements can usually be met in two years of full-time study, and aligns with the requirements of the Minnesota Transfer Curriculum. Students transferring in 45 credits or fewer are required to take SOCS 110.

General Education requirements for the A.A. degree. (p. 7)

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1: including an Academic Research Writing course		8
Goal Area 2		4
Goal Area 3		8
Goal Area 4		3-4
Goal Area 5		8
Goal Area 6		8
General Education Total		40
Elective Courses		20-21
Total Credits		60

A list of the courses which fulfill each Goal Area is available on the CAPS Courses by Goal Area page. (p. 11)

A.S. Individualized Major

The Associate of Science degree (A.S.) contains a balanced program of liberal arts education in combination with a concentrated focus in a business major or an individualized major. Requirements for the degree (60 semester credit hours in total) include 30 semester credits of general education courses and 30 semester credits of major courses. These requirements can usually be met in two years of full-time study.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

1. Communicate effectively using written, oral and technological methods of communication.
2. Articulate an ethical response to issues using a personal worldview.
3. Apply problem solving across disciplines through critical thinking, quantitative, and qualitative skills.
4. Describe ways humans address their condition through imaginative work (Art, Literature, Media, etc.).
5. Illustrate aspects of their personal and professional well-being (Spiritual, Physical, Emotional, Cognitive, Relational, and Meaning).
6. Analyze aspects of the world through a Christian view.

Admission Requirements

Individualized (A.S.) majors will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Have a major approved that is created from at least 30 credits within a single academic discipline.

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

Degree Requirements

Associate of Science Individualized Major

The individualized major is an alternative that allows A.S. students to replace the Business major by creating a major from at least 30 credits of selected courses pre-approved courses by the AA/AS Program Director or courses within a single academic discipline that is more directly applicable to their individual educational and/or career goals, and 30 credits from the goal areas as defined for the Associate of Science degree (listed below). Consult a CAPS Student Success Advisor to learn more.

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1: including an Academic Research Writing course		8
Goal Area 2		2
Goal Area 3		4
Goal Area 4		3-4
Goal Area 5		4
Goal Area 6		8
General Education Total		30
Selected courses pre-approved by the AA/AS Program Director or courses of a single academic discipline		30
Total Credits		60

The listed courses for each Goal area can be found in the CAPS Courses by Goal Area page. (p. 11)

A.S. in Business

The Associate of Science degree (A.S.) contains a balanced program of liberal arts education in combination with a concentrated focus in a business major or an individualized major. Requirements for the degree (60 semester credit hours in total) include 30 semester credits of general education courses and 30 semester credits of major courses. These requirements can usually be met in two years of full-time study.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

- 1. Communicate effectively using written, oral and technological methods of communication.
- 2. Articulate an ethical response to issues using a personal worldview.
- 3. Apply problem solving across disciplines through critical thinking, quantitative, and qualitative skills.
- 4. Describe ways humans address their condition through imaginative work (Art, Literature, Media, etc.).
- 5. Illustrate aspects of their personal and professional well-being (Spiritual, Physical, Emotional, Cognitive, Relational, and Meaning).
- 6. Analyze aspects of the world through a Christian view.
- 7. Analyze business practices within organizations.
- 8. Apply appropriate technology and information literacy in business decisions.

Admission Requirements

The business and leadership major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

Degree Requirements

Associate of Science in Business

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1: including an Academic Research Writing course		8
Goal Area 2		2
Goal Area 3		4
Goal Area 4		4
Goal Area 5		4
Goal Area 6		8
General Education Total		30
Business Major		Credits
ACCT 200	Financial Accounting	4
BUSN 104	Introduction to Business	4
BUSN 115	Personal Financial Literacy	4
BUSN 118	Introduction to Business Programming	2
BUSN 200	Business Problem Solving	2
BUSN 220	Management Information Systems	4
BUSN 225H	Business Ethics	2
MATH 180	Mathematics in Real Life	4
ORGL 120	Personal Mission and Leadership	2
PSYC 100	Introduction to Psychology 1	2
Business and Leadership Major Total		30
Total Credits		60

* Course must be taken for credit at Bethel.

Business

All online undergraduate business programs at Bethel help students develop a repertoire of knowledge, skills, and values that allow them to grow professionally. Students may choose focused professional development by enrolling in a certificate program. They will gain a broad introduction to a business career by adding a business management minor. They will gain more expansive preparation by enrolling in the B.S. in Business Management.

Foundational knowledge and skills are integrated into all programs: the degree, minor, and certificates. Areas of focus include artificial intelligence, biblical literacy, collaboration in a diverse environment, creativity, diversity, ethics, experiential learning, global awareness, leadership, organizing, planning, problem-solving, public speaking, teamwork, technology literacy, and writing.

Students are expected to demonstrate character, ethics, and relational skills consistent with the role and responsibility of a business professional. They should support the learning of other students and demonstrate collaborative skills. Any student failing to meet these expectations may be asked to discuss other program options with the program director.

- A.S. in Business (p. 27)
- B.S. in Business Management (p. 27)
- Minor in Business Management (p. 29)
- New Supervisor or Manager Certificate (p. 29)
- Business Administration Certificate (p. 29)
- Data Analyst Certificate (p. 29)

B.S. in Business Management

Overview

The Business Management program equips working professionals with the knowledge and skills needed to excel in a dynamic business environment. Rooted in a Christian, liberal arts tradition, the program integrates ethical leadership, strategic decision-making, and real-world application of business principles. With a curriculum designed to address the complexities of a fast-paced, technology-driven, and globally connected marketplace, students gain practical skills and hands-on experience to drive meaningful impact in their businesses and communities.

Program Goals

Upon completion of the business management program students will:

- Demonstrate the ability to address problems within their disciplines by identifying strategies and/or tactics to answer questions or achieve goals in their discipline.
- Demonstrate their abilities to identify ethical dilemmas and responsible courses of action.
- Demonstrate the ability to analyze and interpret quantitative and/or qualitative information in their discipline.
- Demonstrate an understanding of functional areas of business.
- Reflect on how and why to integrate a Christian faith perspective into work and life.
- Demonstrate effective written communication skills.
- Demonstrate effective oral communication skills.
- Demonstrate the ability to explore issues, ideas, and/or events before accepting or formulating an opinion or conclusion.

Concentration Goals

Students choose one to two concentrations:

- Data Analytics: Apply data analytics within business contexts using theory, best practices, and ethics.
- Management: Apply the managerial functions of planning, organizing, leading and controlling to people and organizations.
- Healthcare Management: Demonstrate operational, financial, technical, and leadership skills that provide a foundation for effective management in healthcare systems.

Pathway to MBA

Students in this program may participate in the Business Management to MBA pathway which allows students in the business management program to take up to three MBA courses, or nine credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information, refer to the CAPS Business Management to MBA pathway page (p. 38).

Code	Title	Credits
BUSN 380	Strategic Management in Healthcare	4
BUSN 385	Healthcare Leadership	4
BUSN 387	Healthcare Law and Ethics	2
BUSN 389	Finance Systems in Healthcare	4
Total Credits		14

Admission Requirements

The business management major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.S. in Business Management

The required curriculum for the business management major comprises a 46 semester credit sequence of courses. For course sequence, request a program calendar from the College of Adult & Professional Studies. Concentration courses will be scheduled based on demand.

Code	Title	Credits
ACCT 200	Financial Accounting	4
ECON 202	Principles of Microeconomics	2
ECON 203	Principles of Macroeconomics	2
BUSN 301	Foundations of Business Management *	4
BUSN 302	Human Resource Management	2
BUSN 323	Marketing Fundamentals	4
BUSN 335	Business Law	4
BUSN 491	Business Capstone *	4
FINA 200	Financial Management	4
MATH 201	Business Mathematics and Statistics	4
Concentrations		12-14
Select one to two concentrations: Data Analytics, Management, or Healthcare Management		
Business Management Major Total		46-48
General Education, Bethel Distinctives, and Elective Courses **		74-76
Total Credits		122

* Course must be taken for credit in residence at Bethel.

** Students may take two instances of BUSN 481 Academic Internship in Business Management as an elective.

Business Management (B.S.) Concentrations

Data Analytics Concentration

Code	Title	Credits
BUSN 118	Introduction to Business Programming	2
BUSN 315	Business Analytics	4
BUSN 332	Business Analysis and Database Management	4
BUSN 426	Predictive Data Analytics	4
Total Credits		14

Healthcare Management Concentration

Healthcare Management concentration courses are offered fully online to Bethel University students through an arrangement with the University of Northwestern – St. Paul. Tuition for these courses is the same as for other courses in this program.

Management Concentration

Code	Title	Credits
BUSN 308	Strategic Management and Planning	4
BUSN 310	Global Management and Leadership	2
BUSN 315	Business Analytics	4
or BUSN 320	Professional Project Management	
BUSN 340	Operations and Supply Chain Management	2
Total Credits		12

Minor in Business Management

The required curriculum for a minor in business management comprises a 22 semester credit sequence of courses.

Code	Title	Credits
ACCT 200	Financial Accounting	4
BUSN 301	Foundations of Business Management *	4
BUSN 302	Human Resource Management	2
BUSN 308	Strategic Management and Planning	4
ECON 202	Principles of Microeconomics	2
ECON 203	Principles of Macroeconomics	2
FINA 200	Financial Management	4
Total Credits		22

* Course must be taken for credit in residence at Bethel.

New Supervisor or Manager Certificate

Overview

This is one of three business management certificates that equip new business professionals for front-line supervisory positions. Students may complete only this certificate or may pursue the other two certificates (New Supervisor or Manager, Data Analyst). Coursework from this certificate can be applied to the requirements for a Bachelor of Science in Business Administration.

Program Outcome

- Implement effective managerial skills by fostering collaboration, resolving conflicts, delegating responsibilities, managing performance, and implementing effective problem-solving strategies.

Admission Requirements

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.

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

Certificate Requirements

The required curriculum for the New Supervisor or Manager Certificate comprises of a 16 semester credit sequence of courses.

Code	Title	Credits
BUSN 104	Introduction to Business	4
BUSN 220	Management Information Systems	4
ACCT 200	Financial Accounting	4
BUSN 200	Business Problem Solving	2
BUSN 302	Human Resource Management	2
Total Credits		16

Business Administration Certificate

Overview

This certificate expands on the "New Supervisor or Manager Certificate" by developing managerial skills in marketing, finance, and operations. While it builds on concepts from the "New Supervisor or Manager Certificate," students may complete it before or after completing the other certificate. Coursework from this certificate may also count toward the requirements for a Bachelor of Science in Business Management.

Program Outcome

- Apply knowledge of organizational behavior, finance, marketing, law, and operations to management in business environments.

Admission Requirements

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.

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

Certificate Requirements

The required curriculum for the Business Administration Certificate comprises of an 18 semester credit sequence of courses.

Code	Title	Credits
BUSN 301	Foundations of Business Management	4
FINA 200	Financial Management	4
BUSN 323	Marketing Fundamentals	4
BUSN 335	Business Law	4
BUSN 340	Operations and Supply Chain Management	2
Total Credits		18

Data Analyst Certificate

Overview

This certificate is for a business professional who wants to move into a business analyst role or a business supervisor/manager who needs to understand the data analytics side of their business. Coursework from this certificate can be applied to the requirements for a Bachelor of Science in Business Administration.

Program Outcome

- Construct optimal solutions for problem-solving and decision-making informed by statistical analysis, data mining, and business analytics techniques.

Admission Requirements

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.

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

Certificate Requirements

The required curriculum for the Data Analyst Certificate comprises of an 18 semester credit sequence of courses.

Code	Title	Credits
BUSN 118	Introduction to Business Programming	2
MATH 201	Business Mathematics and Statistics	4
BUSN 315	Business Analytics	4
BUSN 332	Business Analysis and Database Management	4
BUSN 426	Predictive Data Analytics	4
Total Credits		18

Minor in Christian Ministries

The curriculum for the minor in Christian ministries comprises an 19-20 credit sequence of required courses.

Code	Title	Credits
BIBL 360	Making Sense of the Bible	4
CHMN 200	Foundations for Vocation and Christian Ministry	2
CHMN 410	Dynamics of Interpersonal Relationships	4
CHMN 452	Christian Perspectives on Leadership	2
THEO 441	Christian Theology	4
Choose 3-4 credits from the following		3-4
BIBL 230	The Bible in Real Life	
BIBL 205	Old Testament Survey	
BIBL 210	New Testament Survey	
CHMN 240	Paul's Letters & Church Today	
Total Credits		19-20

Nursing

Mission Statement

The mission of Bethel Nursing is to provide transformative academics in nursing education, leadership, practice, and scholarship that reflect the values of a Christ-centered community as we prepare nurses to serve, with excellence, a diverse and changing society.

Values

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

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

We value education that is evidence-based, relational, active, holistic, and promotes clinical judgment and lifelong learning.

We value nursing as a collaborative profession that fulfills multiple roles and requires a unique and expanding body of knowledge and skills to promote the health and safety of diverse individuals, families, communities, and systems.

We value nursing leadership that influences the quality of healthcare for all, respecting the uniqueness of individuals, with an emphasis on vulnerable and underserved populations.

Goals

- To prepare nurses for practice in entry-level nursing positions with the foundation for success in advanced education.
- To prepare nurses for lifelong learning with a foundation based on Christian values, the liberal arts, and sciences.
- To prepare nurses to serve diverse communities with Christian values through excellence in leadership, professional practice, and scholarship.

Bachelor of Science in Nursing (Post-Baccalaureate)

Bachelor of Science in Nursing (B.S.N.)

The B.S.N. degree is offered as a nursing major. The nursing major is offered through the Bethel University Department of Nursing. The Post-Baccalaureate Nursing program is administered through the College of Adult & Professional Studies.

The Post-Baccalaureate Nursing program is an accelerated pre-licensure program taken over 15 months (summer-start cohort) or 20 months (fall-start cohort).

The nursing major for post-baccalaureate students is offered through the Bethel University Department of Nursing and is administered through the College of Adult & Professional Studies. The Post-Baccalaureate Nursing program is for students already possessing a bachelor's degree in a non-nursing field. Students are prepared to practice in entry-level professional nursing positions in all types of healthcare agencies. Graduates of the program are eligible to apply to take the NCLEX® licensure examination (for registered nurses).

Accreditation

The baccalaureate degree program in nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Bachelor of Science in Nursing Program Outcomes

- Integrate nursing knowledge, the liberal arts, and a Christian worldview to fulfill nursing roles.
- Promote client health in a culturally relevant manner through collaborative processes.
- Provide competent care and meaningful comfort to clients who are healthy, ill, or dying.

- Use clinical judgment, healthcare information technology, and evidence-based findings to make decisions that promote safety and quality and improve client health outcomes.
- Communicate through verbal, nonverbal, and technological means with individuals, families, communities and systems to achieve mutually determined health outcomes.
- Advocate to increase access to healthcare and to promote justice for underserved clients.
- Conduct self as a member of the nursing profession by integrating Christian values, professional standards, and ethical perspectives.
- Demonstrate collaborative leadership to enhance the quality and effectiveness of nursing practice.

Progression and Graduation

To progress in the Post-Baccalaureate Nursing program, the student must meet the Bethel University requirements for academic progress. In addition, a student must:

- Earn a grade of C or better in each nursing course. Select nursing courses require that the overall combined exam score is at least 75% in order to pass the course. This indicates satisfactory achievement of objectives and completion of course requirements. Details are provided in the syllabi for the select courses.
- Maintain a major GPA of at least 3.0.
- Successfully complete each prerequisite nursing course before progressing to the next sequential course.
- Function in a safe, professional, and ethical manner.

Program Design

- This is an accelerated program delivering a 45-51 credit major in 15 or 20 months. The program is full-time, and students are advised not to work during the program.
- All courses (fully online and hybrid formats) are delivered using best practices in internet technology, instructional design, and adult learning.
- Seven 3-day skills intensives are held on the Bethel University campus during the program.
- Seven practicum courses are completed during the program requiring 500 clinical hours.
- Some online, synchronous learning activities are included during this program.
- A supportive learning community is achieved through the cohort model-a small group of students progressing through a degree program together.
- The curriculum prepares graduates to take the NCLEX® licensure examination (for registered nurses)

Program Performance Standards

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

Nursing Appeals Process

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

Admissions decisions are final and may not be appealed. Applicants may request a review of an admission decision by the Associate Dean of Nursing and Public and Community Health.

Admission Requirements

Eligibility

The Post-Baccalaureate B.S.N. will consider applicants with a Bachelor's degree in a non-nursing field from an accredited college or university.

Admission Criteria

The following are minimum threshold requirements to be considered for admission into the Post-Baccalaureate nursing program. Space is limited, however, and not all qualified applicants are guaranteed admission.

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Achieve a final cumulative GPA of at least 2.85 from an undergraduate degree institution.
- Achieve a cumulative GPA of at least 3.0 in the required prerequisite courses.
- Earn a C or better for all required prerequisite courses.
- Give evidence of personality, character, and emotional stability consistent with the mission of Bethel Nursing and the role and responsibility of the professional nurse. Submission of an essay addressing provided prompts and an interview are required.
- Applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination score report. This English proficiency requirement can be waived if the student completed a bachelor's degree in the United States with a final cumulative degree GPA of 2.85 or higher.
 - A TOEFL iBT overall score of 84 with a minimum speaking score of 26 is required.
 - An IELTS Academic overall score of 6.5 with a minimum score of 7.0 in the speaking module and a minimum of 6.0 in all other modules.
 - These scores were established by the Minnesota Board of Nursing as minimum eligibility criteria for taking the licensure examination for registered nurses.
- Any candidate meeting the minimum application requirements will be granted an interview.

Applicants who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for conditional and/or provisional acceptance. See Admission Categories (p. 25).

- Conditional acceptance: Students who have not met all of the admission requirements may be conditionally accepted. Students must meet all of the remaining admission requirements prior to starting the program. Examples include achieving degree, course, and GPA requirements; achieving TOEFL scores; and/or submitting official transcripts.

- Provisional acceptance: Students who have a final cumulative degree GPA below 2.85 or a final cumulative prerequisite GPA slightly below 3.0 may be considered for provisional acceptance. All other admission requirements must be met prior to starting the program.

Admission is not guaranteed. Candidates may reapply once for admission to the nursing program.

Prerequisite Courses

Prerequisite courses must be earned at an institutionally accredited (or internationally recognized as equivalent) institution. At least 4 of the 6 prerequisite courses must be completed by the application deadline. Three of the completed courses must be lab science courses. All prerequisite courses must be completed by the start of the program.

There is no requirement for how recently a prerequisite course was completed, however, students will be held accountable for the content. The nursing curriculum builds upon the prerequisite courses and requirements. Applicants may want to consider retaking one or more prerequisite courses, especially the science courses, to refresh knowledge and comprehension.

Lab Science Prerequisites:

- Anatomy (4 credits - including a lab)
- General Chemistry (4 credits - including a lab)
- Physiology (4 credits - including a lab)
- Microbiology (3-4 credits - including a lab)

Health and Psychology Prerequisites:

- Lifespan/Developmental Psychology (2-3 credits)
- Nutrition (3 credits)

Additional Program Enrollment Requirements

Accepted students will receive an official acceptance letter. Once admitted into the Post-Baccalaureate Nursing program, students must confirm their intention to enroll by providing a nonrefundable \$250 deposit within 14 days of receipt of the acceptance letter. The \$250 deposit is applied to the first term's tuition.

These requirements need to be met before the start of the program.

- Accepted students will receive an official acceptance letter. Once admitted into the Post-Baccalaureate Nursing program, students must confirm their intention to enroll by providing a nonrefundable \$250 deposit within 14 days of receipt of the acceptance letter. The \$250 deposit is applied to the first term's tuition.

A physical examination by a healthcare provider demonstrating a level of personal health consistent with safe nursing practice.

- Documentation of current immunizations as required by clinical agencies prior to beginning the program.
- Documentation of successful completion of a Certified Nursing Assistant/Nursing Assistant Registered Program prior to beginning the program.
- Documentation of recent American Heart Association or Red Cross Basic Life Support (BLS) Provider certification/re-certification.
- Evidence of current health insurance prior to beginning the program.
- Students must furnish their own transportation to and from clinical sites, some of which may not be conveniently reached by public transportation. Courses in the nursing program require students to spend substantial time in off-campus clinical settings, such as hospitals, clinics, and public health agencies.

• Completion of a background check, including fingerprinting. Minnesota state law requires that healthcare facilities complete background checks on all employees (and students). If an employee (or student) has been convicted of certain crimes, he/she may not be allowed to work in such facilities. All prospective students need to be aware of this law because a student convicted of these crimes may be unable to complete the clinical requirements of the nursing program and, consequently, may not be able to graduate from the program or be eligible to practice as a registered nurse. Any questions should be addressed to:

Minnesota Department of Human Services

Division of Licensing, Background Study

Unit 444 Lafayette Road

Saint Paul, MN 55155-3842

or

The Minnesota Board of Nursing

2829 University Ave. Suite 200

Minneapolis, MN 55414

NURS 311	Skills II: Adult Nursing *	3
NURS 325	Pathophysiology ±	2
NURS 326	*Pharmacology for Nursing	2
NURS 331	Mental Health Nursing *	2
NURS 350	Adult Nursing I *	3
NURS 351	Adult Nursing II *	3
NURS 405	Nursing Ethics *	3
NURS 433	Pediatric Nursing *	2
NURS 437	Maternity Nursing *	2
NURS 438	Practicum IV: Pediatric Nursing *	1
NURS 439	Practicum V: Maternity Nursing *	1
NURS 440	*Population-Based Nursing	3
NURS 446	Practicum VI: Population-Based Nursing *	2
NURS 447	Practicum VII: Capstone *	3
NURS 450	Leadership Development *	3
NURS 460	*Skills III: Nursing Synthesis	3
PSYC 335	Introduction to Statistics **	4
Total Credits		50-51

* Course must be taken for credit at Bethel.

± Courses submitted in transfer for NURS 325 must be taken within 5 years of starting the nursing program and provide at least 3 credits of similar human pathophysiology content with a final course grade of B- or higher.

** The statistics requirement may be met with transferred coursework of at least 3 credits or by taking **PSYC 335 Introduction to Statistics (4 Credits)** at Bethel during the nursing program.

Note: Course fees are subject to change.

Degree Requirements

Bachelor of Science in Nursing (Post Baccalaureate)

The Post-Baccalaureate Bachelor of Science in Nursing (BSN) major is delivered in an accelerated format for students already possessing a bachelor's degree in a non-nursing field. The Post-Baccalaureate BSN Nursing major is designed as a 45-51 credit major taken over 15 months (summer cohort) or 20 months (fall cohort) that is built on the student's existing degree. This program is designed for adult learners who are pursuing a career change to nursing. The program starts a new cohort each summer and fall.

Code	Title	Credits
NURS 305	Practicum I: Fundamentals of Nursing Practice *	1
NURS 306	*Practicum II: Adult Nursing	3
NURS 307	Practicum III: Mental Health Nursing *	1
NURS 310	Skills I: Health Assessment & Fundamentals of Nursing Practice *	4

B.A. in Psychology

The B.A. in Psychology acquaints students with many of the key concepts, theories, principles, trends, and applications of ideas in the field of psychology today. Since an understanding of the pervasiveness and impact of trauma on individuals and groups is critical to the field of psychology, we have infused a trauma-informed approach to psychology into the curriculum, which is a hallmark of our program. Completion of the B.A. in Psychology prepares graduates for entry-level positions in many people-helping careers in mental health, social services, and related fields. Students who complete this degree with the required GPA will have met the basic academic requirements for application to Bethel's graduate degrees in counseling, marriage and family therapy, and social work.

Program Outcomes

Upon completion of the psychology program, students will:

1. Describe key concepts, principles, and overarching themes in psychology.
2. Interpret basic psychological research.
3. Apply ethical standards to evaluate psychological sciences and practice.
4. Demonstrate effective writing for different purposes.
5. Apply psychological content and skills to career goals.
6. Engage in constructive dialogue, acquiring greater understanding of how faith and psychology each informs the other and the tensions between the two.

Admission Requirements

The psychology major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.A. in Psychology

The required curriculum for the psychology major comprises a 46 semester credit sequence of courses to be taken consecutively throughout the calendar year.

Code	Title	Credits
ADST 445	Counseling Microskills	4
PSYC 100	Introduction to Psychology 1	2
PSYC 102	Introduction to Psychology 2	2
PSYC 205	Lifespan Development	4
PSYC 220	Social Psychology	4
PSYC 330	Racial Trauma	4
PSYC 335	Introduction to Statistics	4
PSYC 340	Psychopathology	4
PSYC 345	The Body's Response to Trauma	2
PSYC 350	Trauma Informed Care	4
PSYC 380	Motivation and Emotion	4
PSYC 400	Research Methods	4
PSYC 480	Internship and Seminar	2
PSYC 490	Senior Seminar	2
Psychology Major Total		46
General Education, Core Distinctives, and Elective Courses		76
Total Credits		122

* Course must be taken for credit at Bethel.

Minor in Psychology

The curriculum for the Minor in Psychology comprises an 18 credit sequence of required courses.

Code	Title	Credits
PSYC 100	Introduction to Psychology 1	2
PSYC 205	Lifespan Development	4
PSYC 220	Social Psychology	4
Choose 8 credits from the following courses:		8
ADST 445	Counseling Microskills	
PSYC 335	Introduction to Statistics	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 400	Research Methods	
Total Credits		18

Minor in Psychological Trauma

The required curriculum for a minor in Trauma comprises an 18 semester credit sequence of courses.

Code	Title	Credits
PSYC 330	Racial Trauma	4
PSYC 345	The Body's Response to Trauma	2
PSYC 350	Trauma Informed Care	4
Choose two courses (8 credits) from the following options:		8
ADST 445	Counseling Microskills	
PSYC 335	Introduction to Statistics	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 400	Research Methods	
Total Credits		18

Certificate in Addiction Studies

The Addiction Studies Certificate and Alcohol and Drug Counseling Certificate programs offer students a path that prepares them to meet MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC). The Addiction Studies Certificate provides the coursework. The Alcohol and Drug Counseling Certificate provides the coursework and required practicum hours. Both of these certificates can be embedded in the B.A. in Psychology degree for those needing to complete a bachelor's degree.

Program Outcomes

To prepare for graduate study and entry-level social service careers in a variety of addiction treatment settings students will:

1. Demonstrate evidence-based approaches to addictions counseling through the application of addictions research and theories to practice.
2. Articulate ethical approaches to addictions counseling, informed by intercultural competency, Christian perspectives, and state and federal laws and regulations.
3. Synthesize the twelve core functions of an addictions counselor with personal, interpersonal, and professional skills.
4. Utilize knowledge about diversity in addictions counseling with individuals and families.
5. Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

Admission Requirements

The Certificate in Addiction Studies program will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

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

Certificate Requirements

The required curriculum for the certificate in addiction studies comprises an 18 semester credit sequence of courses.

Code	Title	Credits
ADST 445	Counseling Microskills	4
ADST 450	Introduction to Addictions Counseling	4
ADST 455	Pharmacology of Addictions	4
ADST 460	Assessment and Treatment of Co-Occurring Disorders	4
ADST 485H	Professional Issues and Ethics	2
Total Credits		18

Certificate in Alcohol and Drug Counseling

The Addiction Studies Certificate and Alcohol and Drug Counseling Certificate programs offer students a path that prepares them to meet MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC). The Addiction Studies Certificate provides the coursework. The Alcohol and Drug Counseling Certificate provides the coursework and required practicum hours.

Program Outcomes

To prepare for graduate study and entry-level social service careers in a variety of addiction treatment settings students will:

1. Demonstrate evidence-based approaches to addictions counseling through the application of addictions research and theories to practice.
2. Articulate ethical approaches to addictions counseling, informed by intercultural competency, Christian perspectives, and state and federal laws and regulations.
3. Synthesize the twelve core functions of an addictions counselor with personal, interpersonal, and professional skills.
4. Utilize knowledge about diversity in addictions counseling with individuals and families.
5. Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

Admission Requirements

The Certificate in Alcohol and Drug Counseling program will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Submit an essay addressing the following topic areas:
 - What is your motivation for completing the program? Include life experiences that contribute to your decision to complete the program.
 - What are your career goals/aspirations? How do you intend to use this education after completion of the program?

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

Certificate Requirements

The required curriculum for the certificate in alcohol and drug counseling comprises a 26 semester credit sequence of courses. A Licensed Alcohol and Drug Counselor (LADC) license requires completion of the 18 credits required for the certificate in addiction studies, the 880 hour practicum sequence, a bachelor's degree, and a passing score on the Minnesota Board of Behavioral Health and Therapy (BBHT) exam. Students with bachelor's degrees have the option of taking the practicum for graduate credit.

Code	Title	Credits
ADST 445	Counseling Microskills	4
ADST 450	Introduction to Addictions Counseling	4
ADST 455	Pharmacology of Addictions	4
ADST 460	Assessment and Treatment of Co-Occurring Disorders	4
ADST 481	Internship in Addictions Counseling I	4
ADST 485H	Professional Issues and Ethics	2
ADST 491	Internship in Addictions Counseling II	4
Total Credits		26

B.A. in Social Work

Overview

The Social Work Program at Bethel University prepares students for professional generalist social work practice, equipping them to be advocates of hope and change. Students learn to practice in a diverse world through scholarship, service, justice, and leadership within the context of a Christian liberal arts learning community.

- Students will demonstrate a commitment to critical thinking, ethical social work practice, scientific inquiry, and lifelong learning.
- Students will acquire social work knowledge, values, skills, and cognitive and affective processes that promote the well-being of individuals, families, groups, communities, and organizations.
- Students will integrate a faith and justice perspective that upholds the dignity and worth of all persons.
- Students will develop leadership abilities that promote human rights in a local and global context.

Accreditation

Bethel's Bachelor of Social Work (BSW) Program is accredited by the Council on Social Work Education (CSWE). Graduates are eligible to be licensed as social workers. While preparation for generalist-level professional practice is the program's primary objective, academically qualified graduates are prepared to pursue graduate-level social work education. The students from Bethel's social work program are eligible for advanced standing admission to CSWE-accredited graduate schools. The 64-credit major includes classroom and field courses, and select social, and behavioral science foundational support courses.

Program Outcomes

1. Demonstrate Ethical and Professional Behavior Reflecting a Justice Informed Perspective
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity and Inclusion in Practice
4. Engage Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice that is Justice Informed
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Progression and Graduation Requirements

To progress in the social work program and meet graduation requirements, students must meet set standards at various checkpoints throughout the program as laid out in the Social Work Policy Manual and Student Handbook.

Students must maintain a minimum 2.25 GPA in all required Social Work major courses.

Admission Requirements

The social work major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.A. in Social Work

The required curriculum for the social work major comprises a 64 semester credit sequence of courses to be taken consecutively throughout the calendar year.

Code	Title	Credits
POLS 100	American Government and Politics	4
PSYC 100	Introduction to Psychology 1	2
SOCS 101	Introduction to Sociology	4
SOWK 180	Human Behavior in the Social Environment	4
SOWK 210	Introduction to Social Work	4
SOWK 240	Socioeconomic & Justice Issues in Market Economies	2
SOWK 304	Social Work Practice with Organizations and Communities	2
SOWK 312	History of Social Change Through Policy	4
SOWK 313	Social Work Practice with Individuals	4
SOWK 320	Anti-Racism, Diversity, Equity, and Inclusion Experience I	2
SOWK 325	Anti-Racism, Diversity, Equity, and Inclusion Experience II	2
SOWK 327	Identity, Diversity, and Social Justice	4
SOWK 340	Environmental Justice and Health Disparities	2
SOWK 405	Social Work Practice with Families and Groups	4
SOWK 420	Social Work Field Instruction I *	4
SOWK 425	Social Work Field Instruction II *	4
SOWK 450	Abuse and Trauma and Mental Health in Social Work Practice	4
SOWK 451	Research for Social Work Practice	4
SOWK 499	Senior Integrative Seminar *	4
Social Work Major Total		64
General Education, Core Distinctive, and Elective Courses		58
Total Credits		122

* Course must be taken for credit at Bethel.

B.A. in Special Education, K-12 Academic Behavioral Strategist

Overview

Bethel's B.A. in Special Education Academic Behavioral Strategist license (ABS) will help you become a skilled professional in a high-demand profession. You'll learn to customize learning experiences with evidence-based practices in order to meet individual needs and serve students with compassion in a variety of roles. This program will build your knowledge base and refine your skills to assess, plan, and educate students with mild to moderate disabilities. You will also learn skills to become a collaborative professional in the field of special education.

Individuals who complete Bethel's BA in Special Education, including student teaching, will be eligible for a MN tier 3 special education teaching license. They will also be able to add additional licenses to serve students in several disability categories. Bethel offers stackable licenses in Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), and Emotional and Behavioral Disorders (EBD).

Students graduating with a Bachelors of Arts degree in Special Education will be able to:

- Develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education.
- Utilize critical thinking and data-based decision making in the implementation of appropriate special education programming.
- Apply ethical principles to the profession of special education.
- Demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies.
- Recognize the complexities of a diverse society, historic and current systems that marginalize individuals, and the impact/influence of personal identity in order to provide equitable delivery of special education services.
- Integrate a Christian perspective and personal values with the professional practice of special education.
- Satisfactorily meet required special education state standards.
- Write effectively to communicate with all stakeholders, including an academic audience.

Fieldwork and Licensing Requirements

The Minnesota Professional Educator Licensing and Standards Board (PELSB) requires all approved ABS programs to include coursework meeting state standards in three categories: Standards of Effective Practice, special education core skills, and ABS content standards. These required standards are addressed in the program coursework. Additionally, PELSB requires teacher candidates to complete a minimum of 100 field placement hours before 12 weeks of student teaching. Bethel's B.A. in Special Education program integrates four unique field experiences throughout the program and the final semester includes 12 weeks of student teaching.

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

Progression and Graduation

To progress in the program and graduate, the student must meet Bethel University requirements for academic progress. In addition to graduation requirements common to all undergraduate programs at Bethel, students in special education must:

- Earn a grade of C or better in each program course and maintain a cumulative GPA of 2.25 or higher. This indicates satisfactory achievement of objectives and completion of course requirements.
- Demonstrate the professional traits of educators.
- Uphold ethical practices in special education.

Admission Requirements

The Special Education major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

The required curriculum for the B.A. Special Education, K-12 Academic Behavioral Strategist major comprises a 60 semester credit sequence of courses intended to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

Code	Title	Credits
TEAC 395	School-Wide Field Experience	2
TEAC 451	Student Teaching Seminar	1
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
SPED 205	Introduction to Special Education	2
SPED 309	Introduction to Academic and Behavior Support	4
SPED 322	Teaching Reading (including field experience)	4
SPED 401	Characteristics of Students with Mild-Moderate Disabilities (and Field Experience)	4
SPED 410	Norm-Referenced Assessment	4
SPED 418	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 432	Responsive Intervention and Assessment	4
SPED 442	Introduction to Student Mental Health and Systems of Comprehensive Support	4
SPED 454	Classroom-based Assessment	2
SPED 470	Assessment Field Experience	1
SPED 474	Consultation and Collaboration in Programming for Students with Disabilities	4
SPED 480	ABS Student Teaching	6
Special Education Major Total		60
General Education, Core Distinctive, and Elective Courses ‡		62
Total Credits		122

* Course must be taken for credit at Bethel.
‡ Elective credits can include credits transferred from prior degrees and institutions.

B.A. in Special Education Studies

Overview

In the B.A. in Special Education Studies program, students become skilled professionals ready to serve in a high-demand profession. They learn to customize learning experiences and use evidence-based practices to meet individual needs and serve students with compassion in a variety of roles. This program will build their knowledge base and refine their skills to assess and educate students with mild and moderate disabilities.

After completing this program, students are eligible for a Tier 1 or 2 teaching license in the state of Minnesota. Students may then student teach and complete the student teaching seminar as a post-baccalaureate or graduate student to be eligible for a MN tier 3 special education teaching license. They will also be able to add additional licenses to serve students in several disability categories. Bethel offers stackable licenses in Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), and Emotional and Behavioral Disorders (EBD).

Students graduating with a Bachelors of Arts degree in Special Education Studies will be able to:

- Develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education.
- Utilize critical thinking and data-based decision making in the implementation of appropriate special education programming.
- Apply ethical principles to the profession of special education.
- Demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies.
- Recognize the complexities of a diverse society, historic and current systems that marginalize individuals, and the impact/influence of personal identity in order to provide equitable delivery of special education services.
- Integrate a Christian perspective and personal values with the professional practice of special education.
- Satisfactorily meet required special education state standards.
- Write effectively to communicate with all stakeholders, including an academic audience.

Admission Requirements

The Special Education Studies major will consider applicants who:

- Meet the general requirements (p. 24) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

The required curriculum for the B.A. Special Education Studies major comprises a 53 semester credit sequence of courses intended to be taken consecutively throughout the calendar year. For course sequence, request an academic plan from the College of Adult & Professional Studies. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

Code	Title	Credits
TEAC 395	School-Wide Field Experience	2
TEAC 521	Foundations of Education	2
TEAC 524	Educational Psychology	4
TEAC 526	General Methods of Instruction	4
TEAC 528	Diversity, Equity, and Inclusion in Education	4
SPED 205	Introduction to Special Education	2
SPED 309	Introduction to Academic and Behavior Support	4
SPED 322	Teaching Reading (including field experience)	4
SPED 401	Characteristics of Students with Mild-Moderate Disabilities (and Field Experience)	4
SPED 410	Norm-Referenced Assessment	4
SPED 470	Assessment Field Experience	1
SPED 418	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 432	Responsive Intervention and Assessment	4
SPED 442	Introduction to Student Mental Health and Systems of Comprehensive Support	4
SPED 454	Classroom-based Assessment	2
SPED 474	Consultation and Collaboration in Programming for Students with Disabilities	4
Special Education Studies Major Total		53
General Education, Core Distinctive, and Elective Courses *		69
Total Credits		122

* Elective Credits can include credits transferred from prior degrees and institutions.

CAPS Minors

Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in the same program that they are earning a major or certificate, except where specifically noted in the degree requirements sections of this catalog.

Minor in Business Management

The required curriculum for a minor in business management comprises a 22 semester credit sequence of courses.

Code	Title	Credits
ACCT 200	Financial Accounting	4
BUSN 301	Foundations of Business Management *	4
BUSN 302	Human Resource Management	2
BUSN 308	Strategic Management and Planning	4
ECON 202	Principles of Microeconomics	2
ECON 203	Principles of Macroeconomics	2
FINA 200	Financial Management	4
Total Credits		22

* Course must be taken for credit in residence at Bethel.

Minor in Christian Ministries

The curriculum for the minor in Christian ministries comprises an 19-20 credit sequence of required courses.

Code	Title	Credits
BIBL 360	Making Sense of the Bible	4
CHMN 200	Foundations for Vocation and Christian Ministry	2
CHMN 410	Dynamics of Interpersonal Relationships	4
CHMN 452	Christian Perspectives on Leadership	2
THEO 441	Christian Theology	4
Choose 3-4 credits from the following		3-4
BIBL 230	The Bible in Real Life	
BIBL 205	Old Testament Survey	
BIBL 210	New Testament Survey	
CHMN 240	Paul's Letters & Church Today	
Total Credits		19-20

Minor in Psychology

The curriculum for the Minor in Psychology comprises an 18 credit sequence of required courses.

Code	Title	Credits
PSYC 100	Introduction to Psychology 1	2
PSYC 205	Lifespan Development	4
PSYC 220	Social Psychology	4
Choose 8 credits from the following courses:		8
ADST 445	Counseling Microskills	
PSYC 335	Introduction to Statistics	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 400	Research Methods	
Total Credits		18

Minor in Psychological Trauma

The required curriculum for a minor in Trauma comprises an 18 semester credit sequence of courses.

Code	Title	Credits
PSYC 330	Racial Trauma	4
PSYC 345	The Body's Response to Trauma	2
PSYC 350	Trauma Informed Care	4
Choose two courses (8 credits) from the following options:		8
ADST 445	Counseling Microskills	
PSYC 335	Introduction to Statistics	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 400	Research Methods	
Total Credits		18

Special Programs

Some academic programs at Bethel are under special arrangements or in partnership with other institutions. Listed below is the special arrangement for certain CAPS students:

- CAPS Pathway to MBA (p. 38)

CAPS Pathways to MBA

Overview

Eligible students in the BS Business Management may cross enroll in select graduate-level MBA courses. These courses substitute for pre-selected courses, providing a pathway for the Business Management student to earn 3 to 9 credits to apply toward both their bachelor's degree and an accelerated completion of a future MBA degree.

Application and Eligibility Requirements

Business Management students must meet the following requirements to qualify for entry into the MBA pathway:

- At least a junior standing (60+ credits)
- Cumulative undergraduate GPA of 3.0

Eligible students who meet these requirements should contact their Student Success Advisor for verification to begin the pathway. Students who fulfill both requirements at the time of application, and are determined ready to participate in graduate-level courses, will be approved to participate in all three courses if desired.

Students who do not meet both eligibility requirements may still contact their Student Success Advisor about participation. For these cases, approval from the MBA Program Director may be required per course.

Registration and Completion

Students are aided by their Student Success Advisor to incorporate these graduate courses into their academic plan. Graduate-level course dates may differ from undergraduate course dates and could impact a student's academic schedule and course load.

Students must earn a grade of D or higher in the graduate course to fulfill the corresponding undergraduate course requirement. Business Management students who do not achieve a grade of D or higher may:

- Request to retake the graduate course with the Graduate School Program Director approval
- Take the corresponding undergraduate level course

Accelerated Application to Graduate School

Successful completion of a graduate course allows students to apply for the MBA program through an accelerated application process prior to completing their undergraduate degree.

B.S Business Management to MBA

Eligible Business Management majors may cross enroll into select graduate-level MBA courses. Participants in the Business Management to MBA pathway are allowed to take the following master's level courses to fulfill undergraduate degree requirements:

- Managerial Economics (ECON 635) fulfills ECON 202 Principles of Microeconomics and ECON 203 Principles of Macroeconomics
- Data Analytics for Leaders: Making Ethical Decisions (LEAD 661) fulfills Business Analytics (BUSN 315)
- Business Strategy (BUSN 680) fulfills Strategic Management and Planning (BUSN 308)

Programs in Teach-Out

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

- **B.A. in Organizational Leadership** - Spring 2026
- **Minor in Organizational Leadership** - Spring 2026
- **RN to BSN Program** - Summer 2026
- **B.S. in Accounting** - Fall 2026
- **B.A. in Christian Ministries** - Summer 2028

Course Descriptions

ACCT • Accounting

ACCT 200 • Financial Accounting 4 Credits

Explanation of accounting concepts used by sole proprietorships, partnerships and corporations. Preparation of financial statements. Calculation and interpretation of key financial ratios. Application of basic concepts of cost accounting. Discussion and evaluation of both biblical and ethical principles and their relationship to financial accounting and the profit goals of business.

ADST • Addiction Studies

ADST 294 • Topics in Addiction Studies 1-4 Credits

An in-depth study of a particular Addiction Studies theme.

Special Notes: Topics courses should serve as elective courses.

ADST 379PT • Portfolio in Addiction Studies 0.5-6 Credits

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

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

ADST 445 • Counseling Microskills 4 Credits

Examination of effective counseling skills that combines theoretical understanding and hands-on practice of essential microskills. Engagement in development of "self of the therapist" through reflective practice and observation of self and others.

Fulfills: CAPS Goal Area 5.

ADST 450 • Introduction to Addictions Counseling 4 Credits

Examination of addiction from a variety of perspectives and evaluation of the twelve core functions of an addictions counselor. Description of the process of change in the context of the continuum of care. Cultivation of a personal philosophy around spirituality and addiction.

Fulfills: CAPS Goal Area 5.

ADST 455 • Pharmacology of Addictions 4 Credits

Examination of the biopsychosocial and the neuro-physical effects of addictive substances. Evaluation of evidence-based medical treatment options for both addictions and co-occurring disorders. Integration of spirituality with medical approaches to treating addiction in an interculturally sensitive manner.

ADST 460 • Assessment and Treatment of Co-Occurring Disorders 4 Credits

Examination of the assessment and treatment, including identification of the appropriate level of care, for co-occurring disorders of substance use and various psychological disorders. Attention is given to evidence-based practices in treatment planning and intervention.

ADST 481 • Internship in Addictions Counseling I 4 Credits

Application of theory, interpersonal skills, and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 400-hour experience.

Prerequisites: ADST 445, ADST 450, ADST 455, ADST 460, ADST 485H. All can be taken concurrently. Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.

ADST 482 • Internship in Addictions Counseling III 1-4 Credits

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue remaining hours of the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience that were not completed in ADST 491.

Grade exceptions: Graded on an S/U basis.

ADST 485H • Professional Issues and Ethics 2 Credits

An examination of legal and ethical situations arising in the practice of helping professions, including alignment with the core functions for addictions counseling. Evaluation of legal and ethical issues in professional practice and decision making. Development of goals and strategies for continuing professional, personal, and spiritual growth.

Fulfills: CAPS General Education Category H.

ADST 491 • Internship in Addictions Counseling II 4 Credits

Application of theory and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 480-hour experience.

Prerequisites: ADST 445, ADST 450, ADST 455, ADST 460, ADST 485H. *Grade exceptions:* Graded on an S/U basis

ARTC • Art

ARTC 150 • Introduction to Art Appreciation 4 Credits

Cultivation of critical reading and writing skills through examination of artistic “texts” from a variety of genres: literature, drama, cinema, music, or the visual arts. Discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification.

Fulfills: CAPS Goal Area 6.

ARTC 294 • Topics in Art 1-4 Credits

An in-depth study of a particular Art theme.

Special Notes: Topics courses should serve as elective courses.

ARTC 379PT • Portfolio in Art 0.5-6 Credits

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

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

ASIN • Academic Internship

ASIN 281 • Individualized Internship I 2 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to build skills in areas which include safe engagement in the work environment, job-seeking skills, career exploration and transferable employability skills. Learn and practice essential skills such in the areas of communication, accepting feedback, adhering to employer expectations and cultivating a strong work ethic. Apply work appropriate expectations to successfully maintain employment. Create introductory materials for a portfolio showcasing work-based accomplishments.

ASIN 282 • Individualized Internship II 2 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to build skills in areas which include safe engagement in the work environment, job-seeking skills, career exploration and transferable employability skills. Learn and practice essential skills such in the areas of communication, accepting feedback, adhering to employer expectations and cultivating a strong work ethic. Apply work appropriate expectations to successfully maintain employment. Create introductory materials for a portfolio showcasing work-based accomplishments.

ASIN 283 • Individualized Internship III 2 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to improve employability skills. Engage in the career development process through learning experiences which help students match their skills/interests to the appropriate career field and workplace. Improve career-readiness skills through exploration of personal attributes for successful employment. Analyze personal characteristics such as integrity and apply them to the workplace. Compare models of good citizenship to define personal practices for positive interaction with others in the workplace. Create materials for a portfolio showcasing work-based accomplishments for use in the career development process.

ASIN 284 • Individualized Internship IV 2 Credits

In this culminating course, synthesize learning from the full internship process and finalize the employment portfolio. Define lifelong approaches to work skills such as communication and professional conduct. Explore standards of practice as it relates to faith, character and personal growth. Compose a personal mission statement to guide future employment endeavors. Obtain and reflect on a letter of recommendation to support future job-seeking and career development. On-going cultivation of career-readiness skills through on-the-job work experience combined with instructional activities designed to improve employability skills. Engage in an evaluation process to reflect on employer feedback to bolster propensity for lifelong career success.

ASIN 379PT • Portfolio in Academic Internship 0.5-6 Credits

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

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

BIBL • Bible

BIBL 205 • Old Testament Survey 3 Credits

Survey of the journey of God's people throughout the Old Testament biblical books, highlighting the unifying self-disclosure of God in the various cultures and types of writing in the Old Testament. Application of intertextual theological themes to personal spiritual life.

BIBL 210 • New Testament Survey 3 Credits

Survey of the New Testament books that reveal Jesus Christ and the emergence of early Christianity through specific people, events, cultures, and types of writing. Application of intertextual theological themes to personal spiritual life.

BIBL 230 • The Bible in Real Life 4 Credits

Exploration of key portions of the Bible, including personal reflection in regard to its purpose in the world today. Draws connections with the broad arc of the biblical narrative, tracing God's self-disclosure through the biblical text. Consideration of how the Scripture might intersect with daily life in the 21st century.

Fulfills: CAPS Goal Area 6.

BIBL 294 • Topics in Bible 1-4 Credits

An in-depth study of a particular Bible theme.

Special Notes: Topics courses should serve as elective courses.

BIBL 360 • Making Sense of the Bible 4 Credits

Introduction to biblical hermeneutics and exegesis including interpretive issues of genre and literary context, historical context, communicative intention, presuppositions, and metanarrative. Exploration of biblical inspiration, canonicity, and authority in light of Scripture as communication. Development of skills necessary for understanding the Bible in its original contexts and contextualizing its messages today.

Fulfills: CAPS Goal Area 6. *Special Notes:* Students are recommended to take their R course prior to taking this course.

BIBL 379PT • Portfolio in Bible 0.5-6 Credits

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

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

BIOL • Biology

BIOL 120 • Introduction to Molecular and Cellular Biology 3 Credits

An introduction to cellular and subcellular aspects of living organisms. Includes a study of basic chemistry, biological molecules, cells, enzymes, metabolism, classical genetics, and molecular genetics.

Corequisites: BIOL 120L. *Fulfills:* CAPS Goal Area 3.

BIOL 120L • Introduction to Molecular and Cellular Biology Lab 1 Credit

Laboratory experience accompanying BIOL 120.

Corequisites: BIOL 120. *Fulfills:* CAPS Goal Area 3.

BIOL 294 • Topics in Biology 1-4 Credits

An in-depth study of a particular Biology theme.

Special Notes: Topics courses should serve as elective courses.

BUSN • Business

BUSN 104 • Introduction to Business 4 Credits

Examination of business management and leadership styles applied to management and operations strategy. Analysis of how political, economic, social, technological and environmental factors impact functions of business in American and global contexts. Exploration of marketing, entrepreneurship, and small business ownership. Application of Christian and personal perspectives to ethical business dilemmas.

Fulfills: CAPS Goal Area 2.

BUSN 115 • Personal Financial Literacy 4 Credits

Exploration of personal financial literacy, ethical principles, and both short and long term goals. Understanding of financial budgets and their connection to decision making. Application of various money management concepts to make personal financial decisions in the areas of borrowing, saving, and investing.

Fulfills: CAPS Goal Area 4.

BUSN 118 • Introduction to Business Programming 2 Credits

Exploration of the evolution and categories of programming languages. Application of testing and debugging techniques. Use of object-oriented programming and dynamic scripting languages. Connection of programming languages to the language of the Bible using a Christian or personal worldview.

Special Notes: Enrollment is open to students with sophomore class standing and above.

BUSN 200 • Business Problem Solving 2 Credits

Builds a foundation for understanding and solving business problems. Introduces business concepts and terminology, along with skills needed to solve common business problems. Emphasizes how to identify problems and the application of tools and techniques in solving these problems. Encourages the development of critical-thinking and decision-making skills needed for success in business.

Fulfills: CAPS Goal Area 2.

BUSN 225H • Business Ethics 2 Credits

Application of business ethical theories to ethical dilemmas and responsible courses of action. Application of ethical decision-making to business. Examination of influences that ethics and faith have on personal and professional decisions. Improvement of skills in developing and supporting an ethical position through writing.

BUSN 294 • Topics in Business: 1-4 Credits

An in-depth study of a particular Business theme.

Special Notes: Topics courses should serve as elective courses.

BUSN 301 • Foundations of Business Management 4 Credits

Analysis of key managerial functions in a business environment. Identification of global, political, legal, sociocultural and demographic environments. Explanation of how mental, emotional, and spiritual characteristics result in purposeful management. Application of theories of organizational behavior to management and leadership in a business environment. Application of management decision-making models and managerial communication skills in a business environment. Explanation of concepts related to diversity, equity, and inclusion in business that promote a positive workplace culture.

Special Notes: Enrollment is open to sophomore class standing and above.

BUSN 302 • Human Resource Management 2 Credits

Exploration of the dynamic nature of human resource management from a Christian perspective. Application of talent acquisition and employee relation strategies. Analysis of strategies and responsibilities of human resource management and how organizations ensure compensation and benefits to produce results. Assessment of training and development practices. Identification of legal compliance and risk management. Preparation for the Associate Professional in Human Resources Certification exam.

BUSN 308 • Strategic Management and Planning 4 Credits

Application of strategic management and planning to business organizations. Evaluation of the internal and external forces that affect the planning, management, implementation and execution of business strategy. Application of key principles of strategic planning, management, implementation and execution to historical and current business problems. Analysis of how the functional areas (e.g. marketing, human resources, production, finance, and accounting) of business use effective strategic planning to solve problems.

BUSN 310 • Global Management and Leadership 2 Credits

Equip managers with a framework for understanding social, cultural, political, legal, and economic factors that impact the global business environment. Analyzation of macroeconomic factors influencing global trade and economy policy and marketing issues such as selection of foreign markets, characteristics of emerging markets, and export pricing strategies. Understanding of the role of political risk, international law, and forms of business ownership. Identification of multicultural communication issues and ways to communicate effectively with global business colleagues.

Fulfills: CAPS Goal Area 5. Special Notes: Prior completion of BUSN 323 recommended.

BUSN 315 • Business Analytics 4 Credits

Execution of the business analytics process. Measuring of uncertainty using statistical analysis tools. Summarizing of data using methods of descriptive statistics. Application of predictive analytics tools. Development of competency in software used in the field of business analytics. Articulation of ethical issues in business analytics from a Christian or personal perspective.

Prerequisites: MATH 201. Special Notes: Enrollment is open to sophomore class standing and above.

BUSN 320 • Professional Project Management 4 Credits

Exploration of traditional plan-based and agile frameworks and methodologies used for project management. Use of business analysis frameworks to determine and effectively communicate stakeholder requirements. Preparation for the PMI Project Management Ready certification. Exploration of project management ethics and professional conduct. Creation of project plans aligning customer requirements to project scope, schedule, and resources.

BUSN 323 • Marketing Fundamentals 4 Credits

Identification of the key elements of marketing including social media tools that influence marketing strategy. Application of the processes for analyzing, segmenting, pricing, branding and targeting customers in both consumer and business markets. Explanation of product development, the product life cycle, new products and line extensions. Description of promotional tactics and their influences on the marketing mix. Discussion of ethics and social responsibility in marketing from a Christian or personal perspective.

BUSN 332 • Business Analysis and Database Management 4 Credits

Identification of business analysis roles, responsibilities, and competencies. Application of business analysis elicitation activities, techniques, and lifecycle management. Application of business analysis techniques to a problem. Utilization of database techniques, including SQL, and appropriate business analysis tools. Exploration of impacts of data mining, data warehousing, and big data on business processes. Integration of ethical principles in business analysis and database management with a Christian or personal worldview.

Prerequisites: BUSN 315, MATH 201.

BUSN 335 • Business Law 4 Credits

Explanation of legal rules applying to personal, real, and intellectual property. Analysis of the relationships between contract law, law of sales, and consumer law. Exploration of sole proprietorships, partnerships, corporations, and limited liability companies operating within the socio-economic arena of the marketplace. Evaluation of ethical problems in the legal and regulatory environment using a Christian or personal worldview. Evaluation of how advances in technology impact intellectual property, contract law, criminal law, and tort law.

Fulfills: CAPS Goal Area 5.

BUSN 340 • Operations and Supply Chain Management 2 Credits

Explanation of major components of supply chains and their impact on competitiveness. Evaluation of supply chain performance to make recommendations for increasing effectiveness and efficiency. Identification of improvements using quality concepts. Recognition of risks and development of mitigations in supply chain operations. Emphasis on the importance of building relationships with customers and suppliers. Application of Christian or personal perspectives to operations and supply chain management.

BUSN 379PT • Portfolio in Business 0.5-6 Credits

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

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

BUSN 380 • Strategic Management in Healthcare 4 Credits

This course builds foundational understanding of the use of management systems in healthcare deliveries. Students will determine what management systems best align with an organization's mission. Application studies on both Lean and TQM management styles will be completed. This course also requires students to explore how managers build teams in highly regulated environments and ensure the processes for completing work are practical, compliant, and efficient.

Special Notes: Course is restricted to Business Management students only.

BUSN 385 • Healthcare Leadership 4 Credits

Students will learn strategies for building high-quality, high context teams centered on quality healthcare delivery. An assessment of how existing organizations integrate vision and values in to their care menu and delivery modalities will be required. This course is designed to help students formulate and articulate their own healthcare leadership principles, in both the stewardship of resources and the management of staff. Information interviews will create a platform for experiential and market-place relevant learning in this course.

Special Notes: Course is restricted to Business Management students only.

BUSN 387 • Healthcare Law and Ethics 2 Credits

This course is designed to give students an understanding of the common legal and ethical issues in healthcare delivery. Students will evaluate cases to better their understanding of informed consent, as it relates to existing conditions, risks, and cost. Students will learn and assess various risk mitigation techniques for human resource, technology, and malpractice liabilities. The positive and negative aspects of corporate governance, community, state, and federal accountability systems in healthcare will be explored.

Special Notes: Course is restricted to Business Management students only.

BUSN 389 • Finance Systems in Healthcare 4 Credits

This course will explore the unique and complex systems of healthcare reimbursement. Students will gain an understanding of how insurance reimbursement systems intersect with delivery and how providers use analytics to determine cost, cost sharing, and pricing. Students will also learn how hospital systems operate financially and how those systems comply with corporate governance and operational requirements. Students will use information interviews to build context for class content.

Special Notes: Course is restricted to Business Management students only.

BUSN 426 • Predictive Data Analytics 4 Credits

Application of predictive analytics to business applications that can guide strategic decisions. Preparation for the Microsoft Office Specialist Expert certification and the Tableau Desktop certification. Use of GenAI and other AI-based digital tools for business decision making. Development of proficiency in predictive analytics including data visualization and dashboarding, prediction, classification and data mining methods of clustering. Articulation of ethical issues in predictive analytics from a Christian faith perspective.

Prerequisites: BUSN 315, MATH 201.

BUSN 481 • Academic Internship in Business Management 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy.

Prerequisites: BUSN 301.

BUSN 491 • Business Capstone 4 Credits

Solving a business problem for an organization that is based on the functional areas of business. Demonstration of effective business communication skills. Exploration of career options using a variety of career exploration tools. Demonstration of knowledge of the functional areas of business by taking a summative exam. Completion of industry-recognized business certifications that show mastery of skills and knowledge in a specialized area.

Prerequisites: 10 courses from ACCT200-489, BUSN200-489, FINA200-489. Special Notes: Prior completion of BUSN 320 recommended.

CHEM • Chemistry

CHEM 101 • Introduction to Chemistry 3 Credits

Overview of atoms—their composition, their ability to form bonds, and their ability to interact as molecules. Open to all students but tailored for nursing and allied health fields. Corequisites: CHEM 101L.

Fulfills: Caps Goal Area 3.

CHEM 101L • Introduction to Chemistry Lab 1 Credit

Laboratory experience accompanying CHEM 101. Provides a hands-on extension of course topics in a collaborative, laboratory environment. Topics include: reactions, thermodynamics, acids and bases, nuclear decay, and others.

Corequisites: CHEM 101. Fulfills: CAPS Goal Area 3.

CHEM 113 • General Chemistry 3 Credits

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling.

Corequisites: CHEM 113L. Fulfills: CAPS Goal Area 3.

CHEM 113L • General Chemistry Lab 1 Credit

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling.

Corequisites: CHEM 113. Fulfills: CAPS Goal Area 3. Special Notes: Fulfills CAPS Goal Area 3 only when taken with CHEM 113.

CHEM 294 • Topics in Chemistry 1-4 Credits

An in-depth study of a particular Chemistry theme.

Special Notes: Topics courses should serve as elective courses.

CHEM 379PT • Portfolio in Chemistry 0.5-6 Credits

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

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

CHMN • Christian Ministries

CHMN 200 • Foundations for Vocation and Christian Ministry 2 Credits

Exploration of the Christian gospel and how it is applied through a wide range of ministry expressions today. Comparison of the ministry of Jesus with contemporary ministry practices. Reflection on personal strengths and how they apply in ministry settings, and identification of steps to continue to discern vocation and calling.

Fulfills: CAPS Goal Area 6.

CHMN 210 • Christian Formation 2 Credits

An exploration of self in the world, based on personal experience and Christian spiritual practices. Students are challenged to think systemically about contexts of family, faith community, workplace, and broader culture as they plan for lifelong Christian formation and contribution to the well-being of others.

CHMN 240 • Paul's Letters & Church Today 3 Credits

Examination of the people, practices, and mission of the early church, with attention to the relevance and application to current church practice and mission.

CHMN 294 • Topics in Christian Ministries 1-4 Credits

An in-depth study of a particular Christian Ministries theme.

Special Notes: Topics courses should serve as elective courses.

CHMN 300 • Foundations for Christian Ministry 3 Credits

Exploration of the Christian gospel and how it is applied through a wide range of ministry expressions today. Comparison of the ministry of Jesus with contemporary ministry practices. Reflection on personal strengths and how they apply in ministry settings, and identification of steps to continue to discern vocation and calling.

Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 320 • Personal Spiritual Formation 3 Credits

Introduction to the process of spiritual and personal formation. Exploration of models and themes for formation and faith development, with attention to cultural and gender dimensions of formation models and traditions. Examination of both individual and communal spiritual journeys, practices, and connections to God.

Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 379PT • Portfolio in Christian Ministries 0.5-6 Credits

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

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

CHMN 410 • Dynamics of Interpersonal Relationships 4 Credits

Development of a framework for leadership in ministry contexts. Evaluation of personal strengths, blindspots and interpersonal skills within leadership. Incorporation of leadership vocabulary in personal leadership practice and examination of scriptural definitions and examples of leadership. Understanding of collaborative leadership models.

CHMN 451 • Communication in Ministry 3 Credits

Introduction to the essential communication skills needed in ministry, including effective listening, storytelling, and public speaking skills. Application and evaluation of effective communication to present the gospel and its relevance in various contexts.

Prerequisites: General Education Category R course. Fulfills: CAPS Goal Area 1.

CHMN 452 • Christian Perspectives on Leadership 2 Credits

Development of a framework for leadership in ministry contexts. Evaluation of personal strengths, blindspots and interpersonal skills within leadership. Incorporation of leadership vocabulary in personal leadership practice and examination of scriptural definitions and examples of leadership. Understanding of collaborative leadership models.

CHMN 477 • Practical Experience Extension 0 Credit

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

CHMN 481 • Ministry Practicum 3 Credits

Practical integration of Christian ministries knowledge and skills under the direct supervision of an experienced mentor. Development of a working philosophy of ministry through reflection on personal and professional responses in ministry situations. Assessment of personal ministry skills and lifelong leadership development.

Grade exceptions: Graded on an S/U basis.

COMM • Communication

COMM 115 • Intro to Computer Applications 1 Credit

Introduction to basic computer software applications. Analysis of application capabilities and personal preferences. Development and application of troubleshooting skills.

COMM 160 • Basic Communication Skills 4 Credits

An examination of the fundamentals of the human communication process. Emphasis on communication in these areas: interpersonal, small group, public speaking and computer mediated. Concentration on how meaning is created, communicated, and transformed within personal, professional, and global contexts. *Fulfills: CAPS Goal Area 1.*

COMM 294 • Topics in Communication 1-4 Credits

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

COMM 340 • Cross-Cultural Communication 3 Credits

Examination of the influence of cultural values on human verbal and nonverbal interactions. Analysis of theories of cross-cultural communication and principles of effective cross-cultural process. *Fulfills: CAPS Goal Areas 1, 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

COMM 379PT • Portfolio in Communication 0.5-6 Credits

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

CORE • Bethel Distinctives

CORE 300 • Community, Self and Formation 4 Credits

An exploration of self in the world, based on personal experience and classical spiritual practices. Students are challenged to think systemically about contexts of family, faith community, workplace and broader culture as they plan for lifelong formation and contribution to the well-being of others. *Fulfills: CAPS Goal Areas 2, 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

CORE 330H • Examining Crucial Questions 4 Credits

Summary of the Christian biblical narrative. Identification of the roles of scripture, history, experience, and reason, as they form convictions related to social and ethical issues. Examination of selected theological concepts using the Wesleyan Quadrilateral, as well as the application of those concepts to real life situations. *Fulfills: CAPS Goal Areas 2, 5, 6, and category H. Special Notes: Enrollment is open to students with sophomore class standing and above.*

ECON • Economics

ECON 202 • Principles of Microeconomics 2 Credits

Analysis of market interactions using microeconomic supply and demand tools, considering market participants' values. Application of scarcity and opportunity costs to consumer and producer behavior. Application of production costs in perfectly competitive or monopolistic supplier models. Understanding of the value of human capital in microeconomic labor markets. Explanation of the economic bases of globalization and international trade. *Fulfills: CAPS Goal Area 5.*

ECON 203 • Principles of Macroeconomics 2 Credits

Analysis of fundamental macroeconomic concepts such as Gross Domestic Product, economic growth, unemployment, inflation, and government policies. Differentiation between Keynesian and neoclassical macroeconomic perspectives using aggregate supply and demand tools. Application of the Income-Expenditure macroeconomic model, the effects of fiscal and monetary policy, and the role of the Federal Reserve. Integration of Christian or personal perspectives with macroeconomic concepts. *Fulfills: CAPS Goal Area 5.*

EDUC • Education

EDUC 294 • Topics in Education 1-4 Credits

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

EDUC 355 • Diversity, Equity and Inclusion in Education 4 Credits

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

EDUC 379PT • Portfolio in Education 0.5-6 Credits

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

EDUC 396 • School-wide Systems Field Experience 2 Credits

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role. 30 hours over 10 weeks. *Special Notes: Enrollment is open to students with sophomore class standing and above.*

EDUC 451 • Special Education Student Teaching Seminar 3 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language. *Prerequisites: EDUC321, EDUC324, EDUC326, EDUC363, EDUC368, EDUC395, SPED305, SPED308, SPED320, SPED321, SPED400, SPED 410, SPED 418, SPED425, SPED431, SPED441, SPED455, SPED 470, SPED473, SPED475. Corequisites: SPED 480H.*

EDUC 452 • Special Education Teaching Seminar 2 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language. *Prerequisites: EDUC321, EDUC324, EDUC326, EDUC 355, EDUC 396, SPED305, SPED308, SPED320, SPED321, SPED400, SPED 410, SPED 418, SPED425, SPED431, SPED441, SPED455, SPED 470, SPED473, SPED475. Corequisites: SPED 480H. \$300 fee for the state-required edTPA (performance assessment).*

EDUC 520 • Education Standards Portfolio: Chemical Health 0.5 Credits

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

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

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

ENGL • English

ENGL 100 • Literature: How Stories Change the World 4 Credits

Introductory exploration of great stories (both poetry and prose) and their power to illuminate the human experience, connect with readers' minds and hearts, and portray great ideas, hopes, joys, and sorrows. Students gain experience interpreting literature with greater comprehension and pleasure. *Fulfills: CAPS Goal Area 6.*

ENGL 130 • College Composition 4 Credits

Development of skills necessary for expressing oneself competently through writing. Emphasis is on the writing process, critical thinking, sensitivity to audience, core documentation skills and responsibilities, and revision (with peer and instructor feedback). *Fulfills: CAPS Goal Area 1.*

ENGL 230R • Inquiry Writing Seminar 4 Credits

While exploring a topic of interest, students learn college-level skills in research, writing, and presentation. Collect, summarize, and evaluate sources. Formulate, develop, and support a thesis; document; plan, draft, edit. Consideration of rhetorical situations (purpose, audience, message). Develop, organize, and deliver oral presentations. Formative feedback from peers and instructors. Fulfills: CAPS Goal Area 1.

ENGL 294 • Topics in English 1-4 Credits

An in-depth study of a particular English theme.

Special Notes: Topics courses should serve as elective courses.

ENGL 379PT • Portfolio in English 0.5-6 Credits

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

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

FINA • Finance

FINA 200 • Financial Management 4 Credits

Usage of financial statements to identify information provided to managers and investors. Application of the time value of money and its impacts on the valuation of expected cash flows in making managerial finance decisions. Explanation of sources of financing, including costs and impacts on financial decisions. Measurement of financial risk and rates of return in managerial finance. Utilization of capital budgeting techniques including payback, discounted payback, net present value, and internal rates of return to make investment decisions. Integration of a Christian or personal worldview into financial management.

HEPE • Health

HEPE 210 • Group Fitness 1 Credit

Development of cardiovascular fitness through aerobic rhythms and exercise. Workout includes varied aerobic conditioning, minimal strength training, and stretching.

HEPE 260 • Physiology of Wellness 4 Credits

Synthesis of current evidence-based knowledge empowering healthy decisions around nutrition, fitness, emotional, and spiritual well-being. Identification of patterns of stress reduction through spiritual and physical health. Explanation of physiological processes in the body. Analysis of the influence of culture, media, technology, and other factors on health.

Fulfills: CAPS Goal Area 3.

HEPE 294 • Topics in Health 1-4 Credits

An in-depth study of a particular Health theme.

Special Notes: Topics courses should serve as elective courses.

HEPE 379PT • Portfolio in Health 0.5-6 Credits

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

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

HIST • History

HIST 250 • History of the United States 4 Credits

Examination of selected historical events using both primary and secondary sources. Development of connections between historical events with larger social, economical, and political trends and developments. Recognition of multiple perspectives when investigating historical questions as well as the influence these viewpoints have on both current developments and future challenges. Consideration of personal faith while exploring history's significance.

Fulfills: CAPS Goal Area 5.

HIST 294 • Topics in History 1-4 Credits

An in-depth study of a particular History theme.

Special Notes: Topics courses should serve as elective courses.

HIST 379PT • Portfolio in History 0.5-6 Credits

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

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

HUSE • Human Services

HUSE 379PT • Portfolio in Human Services 0.5-6 Credits

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

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

HUSE 470 • Directed Study 1-4 Credits

HUSE 477 • Practical Experience Extension 0 Credit

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

MATH • Math

MATH 090 • Foundations of Mathematics 0 Credit

MATH 180 • Mathematics in Real Life 4 Credits

Intermediate-level study of college liberal arts mathematics: financial mathematics, mathematical models of growth, statistics and probabilities. Emphasis on application of quantitative reasoning, analytical thinking, and problem-solving methods to real-life problems.

Fulfills: CAPS Goal Area 4.

MATH 201 • Business Mathematics and Statistics 4 Credits

Study of core statistical concepts and skills using practical business exercises, examples, and cases. Practice data acquisition, data visualization, and data analysis using Excel statistical tools. Application of quantitative reasoning, analytical thinking, and problem-solving methods to real-world business problems.

Fulfills: CAPS Goal Area 4. Special Notes: Completion of a 100 or 200-level statistics course is recommended, but not required.

MATH 294 • Topics in Math 1-4 Credits

An in-depth study of a particular Math theme.

Special Notes: Topics courses should serve as elective courses.

MATH 379PT • Portfolio in Math 0.5-6 Credits

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

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

MIST • Management Information Systems

MIST 294 • Topics in Management Information Systems 1-4 Credits

An in-depth study of a particular Management Information Systems theme.

Special Notes: Topics courses should serve as elective courses.

MIST 379PT • Portfolio in Management Information Systems 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Management Information Systems.

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

NASC • Natural Science

NASC 275 • Environment and Humanity 4 Credits

Examination of how science, engineering, and economics work together to address and solve environmental problems. Exploration of the importance of the scientific method as it relates to the environment, conservation of resources, and energy.

Evaluation of case studies will develop a deeper sense of stewardship to our planet.

Fulfills: CAPS Goal Area 3. Special Notes: Lab included.

NASC 294 • Topics in Natural Science 1-4 Credits

An in-depth study of a particular Natural Science theme.

Special Notes: Topics courses should serve as elective courses.

NASC 379PT • Portfolio in Natural Science 0.5-6 Credits

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

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

NURS • Nursing

NURS 294 • Topics in Nursing 1-4 Credits

An in-depth study of a particular Nursing theme.

Special Notes: Topics courses should serve as elective courses.

NURS 300 • Acute Care Clinical 3 Credits

Professional identity development through integration of ethical principles, Christian perspectives, nursing knowledge, and liberal arts. Practice within interprofessional teams using all baccalaureate roles. Clinical nursing problem analysis through critical thinking, enhanced clinical reasoning, evidence-based practice, and technology. Application of scope of practice knowledge to delegation and supervision of nursing personnel.

Special Notes: Recommended for all MANE Associate degree graduates; an elective for any other RN-BSN students.

NURS 305 • Practicum I: Fundamentals of Nursing Practice 1 Credit

Provision of holistic care for individuals in various health/illness states. Utilization of beginning clinical judgment skills to implement the nursing process in healthcare settings.

Corequisites: NURS 310, NURS 325, NURS 326. Total fees: \$401 (\$215 Nursing Central Resource Fee, \$91 Malpractice Fee, \$65 Criminal Background Check fee, and \$30 Clinical Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 306 • Practicum II: Adult Nursing 3 Credits

Provision of holistic care for adults and older adults in various health/illness states. Application of clinical judgment, liberal arts knowledge, and professional communication in adult acute care settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 311, NURS 350, NURS 351. \$30 Clinical Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 307 • Practicum III: Mental Health Nursing 1 Credit

Provision of holistic care for individuals with mental health needs. Application of clinical judgment skills, liberal arts knowledge, and professional communication in mental health settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 331, NURS 350, NURS 351. \$30 Clinical Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 310 • Skills I: Health Assessment & Fundamentals of Nursing Practice 4 Credits

Development of beginning nursing skills to promote health and manage illness, within the context of the nursing process. This course is a laboratory course.

Corequisites: NURS 305, NURS 325, NURS 326. Total fees: \$1170 (\$140 lab fee, \$975 ATI Resource Fee, \$55 Online test fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 311 • Skills II: Adult Nursing 3 Credits

Development of nursing skills to promote health and manage illness for adults and older adults, within the context of the nursing process. This course is a laboratory course.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 306, NURS 350, NURS 351. Total fees: \$195 (\$140 Lab Fee, \$55 Online Testing Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 325 • Pathophysiology 2 Credits

Examination of the physiologic basis for manifestations of altered structure and function. Exploration of differences in physiologic responses to health and illness in diverse populations across the lifespan from a nursing perspective.

Corequisites: NURS 305, NURS 310, NURS 326. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 326 • Pharmacology for Nursing 2 Credits

Exploration of the principles of pharmacotherapy to promote health and manage illness from a patient-centered perspective for diverse populations across the lifespan.

Corequisites: NURS 305, NURS 310, NURS 325. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 330H • Ethical Theory and Applied Nursing Ethics 3 Credits

Introduction to ethical theory and the language needed to discuss relevant ethical healthcare issues. Exploration of current ethical issues faced in healthcare settings, including potential outcomes, the role of the nurse, application of professional ethical codes, and differing viewpoints. Development of empathy for, respect of, and insight into differing ethical opinions.

Fulfills: CAPS General Education Category H.

NURS 331 • Mental Health Nursing 2 Credits

Exploration of the nursing care of adults experiencing mental health issues within the context of families and communities. Application of the ethical, legal, and evidence-based practice considerations associated with mental health nursing.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 307. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 350 • Adult Nursing I 3 Credits

Examination of the nursing care related to adults and older adults experiencing selected acute, chronic, and/or potential health issues. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 306, NURS 311, NURS 351. \$915 Nursing ATI Resource Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 351 • Adult Nursing II 3 Credits

Examination of the nursing care of adults and older adults experiencing selected acute, chronic, and/or potential health issues. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care. This course is a continuation of NURS 350.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. Corequisites: NURS 306, NURS 311, NURS 350. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 365 • The Professional Nurse 3 Credits

Exploration of the scope of professional nursing practice and nursing roles using ethical principles and Christian perspectives in the changing healthcare environment. Identification of the future of professional nursing and development of a personal philosophy of nursing.

NURS 379PT • Portfolio in Nursing 0.5-6 Credits

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

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

NURS 400 • Public Health Nursing 3 Credits

Population-focused principles, ethical principles and Christian perspectives in at-risk population care. Critical analysis of health disparities, barriers to adequate healthcare, and community resources for improving health equity. Evaluation of evidence-based public health nursing interventions to address health disparities in a given population. Demonstration of effective verbal, electronic and written communication.

NURS 401 • Public Health Nursing Clinical 3 Credits

Identification of disease prevalence, distribution, and control in a population, including environmental, protective, and risk factors. Evaluation of evidence-based interventions to address health disparities. Demonstration of ethical principles and Christian perspectives in at-risk population care. Application of public health nursing competencies and effective communication skills through virtual/real-world clinical experience.

Prerequisites: NURS 400.

NURS 405 • Nursing Ethics 3 Credits

Application of ethical inquiry and utilization of language needed to discuss relevant ethical healthcare issues. Analysis of current ethical issues faced in healthcare settings, including potential outcomes for patients experiencing ethical issues in the healthcare environment, the role of the nurse, and application of ethical perspectives. Fosters the development of empathy for, respect of, and insight into differing ethical opinions, including Christian and other faith perspectives.

Prerequisites: NURS 306, NURS 311, NURS 350, NURS 351. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 410 • Nursing Informatics 3 Credits

Exploration of the history, essential concepts, and use of information systems and patient care technologies in the healthcare environment. Identification of patient privacy and the use of software applications in nursing.

NURS 425 • Cultural Diversity in Healthcare 3 Credits

Study of culture and its impact on providing culturally appropriate nursing care. Assessment of patients and families using a transcultural nursing model. Analysis of societal issues, cultural beliefs and practices that impact the healthcare of culturally diverse patients. Integrating Christian perspectives and cultural understanding into the care of patients and families.

Fulfills: CAPS Goal Area 5.

NURS 433 • Pediatric Nursing 2 Credits

Examination of the nursing care of pediatric patients and families. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 438. \$55 Online Testing Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 435 • Introduction to Research and Evidence-Based Practice 3 Credits

Introduction to the steps of the research process and types of research. Development of a practice question related to nursing practice. Discussion of ethical principles and Christian perspectives in human subjects' research.

NURS 436 • Application of Research to Practice 3 Credits

Demonstration of critical thinking in evaluating research and other evidence for application to nursing practice. Development of a summary of findings related to a practice question. Recommendations for practice from the evidence. Integration of ethical principles and Christian perspectives into evidence-based nursing practice.

Prerequisites: NURS 435.

NURS 437 • Maternity Nursing 2 Credits

Examination of the nursing care of maternity patients and families. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 439. *Special Notes:* This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 438 • Practicum IV: Pediatric Nursing 1 Credit

Provision of holistic care for pediatric patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in pediatric settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 433. *Total Fees:* \$94 (\$40 Nursing Lab Fee, \$54 malpractice fee).

Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 439 • Practicum V: Maternity Nursing 1 Credit

Provision of holistic care for maternity patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in maternity settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 437. \$30 Clinical Site Placement Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 440 • Population-Based Nursing 3 Credits

Exploration of population-focused nursing care with an emphasis on diverse and underserved populations. Includes epidemiological consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 446. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 446 • Practicum VI: Population-Based Nursing 2 Credits

Provision of population-based nursing care with an emphasis on diverse and underserved populations. Application of public health competencies and theories in population-based settings.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 440. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 447 • Practicum VII: Capstone 3 Credits

Provision of comprehensive nursing care to patients with complex health needs. Synthesis of clinical judgment skills, liberal arts knowledge, leadership skills, and professional standards to manage care and improve health outcomes. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446 *Corequisites:* NURS 450, NURS 460 *Total fees:* \$94 (\$64 Malpractice Insurance Fee, \$30 Clinical Site Placement Fee). *Special Notes:* This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 450 • Leadership Development 3 Credits

Application of the leadership role in preparation to enter the professional nursing workforce. Integration of clinical judgment, evidence, leadership and management principles, and professional standards in professional practice.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446, PSYC 335. *Corequisites:* NURS 447, NURS 460. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 460 • Skills III: Nursing Synthesis 3 Credits

A focus on the transition from the student role to the role of the professional nurse. Synthesis of critical thinking, leadership skills, evidence, and professional standards to manage care in complex clinical situations. This course is a laboratory course.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440,

NURS 446. *Corequisites:* NURS 447, NURS 450. *Total fees:* \$195 (\$140 Lab Fee, and \$55 Online Testing Fee). *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 485 • Leadership in Nursing 3 Credits

Learners apply leadership theories and analyze nursing leadership roles in providing and coordinating client care with the incorporation of ethical principles, Christian perspectives and professional standards. Professional growth is evidenced through reflection on leadership, educational and professional experiences. Synthesis of professional experience and evidence are used to support positions on current nursing practice issues.

NURS 486 • Management in Nursing 3 Credits

Management theories and concepts to influence healthcare change. Incorporation of ethical principles, Christian perspectives, professional standards, and management principles to influence organizations. Synthesis of nursing management, educational and professional experiences through reflection on professional growth. Application of financial and legal concepts of management. Strategies for conflict management, teamwork and communication.

NURS 495 • Clinical Care Change Project 3 Credits

Improvement of nursing care by creation of a solution to a clinical issue. Definition of a clinical problem with rationale for change. Synthesis of evidence-based research principles in the implementation of a change project. Collaboration and communication in the management of a clinical change project.

Prerequisites: NURS 435.

ORGL • Organizational Leadership

ORGL 120 • Personal Mission and Leadership 2 Credits

Understanding of self and external factors as they affect personal leadership. Emphasis on personal faith, personal mission and developing goals for future roles. *Fulfills:* CAPS Goal Area 2.

ORGL 294 • Topics in Organizational Leadership 1-4 Credits

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

Special Notes: Topics courses should serve as elective courses.

ORGL 379PT • Portfolio in Organizational Leadership 0.5-6 Credits

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

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

ORGL 430 • Self-Leadership and Organizational Health 4 Credits

Analysis of components that contribute to healthy organizations, effective leaders and engaged followers. Apply self-leadership in real-world contexts. Recognition of appreciation in organizational environments. Assessment of personal understanding of cultural awareness and focused strategies. Exploration of how faith, worldviews and self-leadership inform organizational health.

ORGL 490 • Leading and Change 3 Credits

Study of the various components of change and transformation related to leading, managing, and following. Examination of the leader's role in promoting an environment that allows for the well-being of both the individual and the organization. Designed as a senior seminar integrating and synthesizing personal learning experiences in the program.

Prerequisites: ORGL310, ORGL400, ORGL462.

POLS • Political Science

POLS 100 • American Government and Politics 4 Credits

Examination of essential concepts, ideas, and facts from American politics and the discipline of political science. Development of connections between concepts and their relation to political phenomena. Recognition of the role of Christianity in American politics. Employment of political science methods of analysis rather than ideological opinions to explain institutions and behavior. Foster a thoughtful and civil approach to political engagement.

Fulfills: CAPS Goal Area 5.

POLS 294 • Topics in Political Science 1-4 Credits

An in-depth study of a particular Political Science theme.

Special Notes: Topics courses should serve as elective courses.

POLS 379PT • Portfolio in Political Science 0.5-6 Credits

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

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

PSYC • Psychology**PSYC 100 • Introduction to Psychology** 1 2 Credits

Description of key concepts, principles and overarching themes in psychology. Application of psychological principles to personal, social, and communal issues. Evaluation of methods used in the science of psychology. Application of an understanding of the scientific process and experimental design to a critique of scientific journal articles. Identification of ways that psychology and personal faith can be integrated.

Fulfills: CAPS Goal Area 5.

PSYC 102 • Introduction to Psychology 2 2 Credits

Continuation of PSYC 100. Description of key concepts, principles and overarching themes in psychology. Application of psychological principles to personal, social, and communal issues. Critique of methods used in the science of psychology. Application of an understanding of the scientific process and experimental design to a critique of scientific journal articles. Identification of ways that psychology and personal faith can be integrated.

PSYC 205 • Lifespan Development 4 Credits

Identification of the various stages of life from conception to death. Examination of the perspectives of various developmental theorists and their roles in historical, contemporary, and controversial issues. Analysis of the biosocial, cognitive, and psychosocial domains and their contribution to human development while maintaining a focus on individual differences.

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5.

PSYC 220 • Social Psychology 4 Credits

Exploration of key concepts, principles, and overarching themes in social psychology (including conformity, persuasion, social cognition, attraction, altruism, aggression, prejudice, and group behavior). Applications of social psychological principles to everyday life. Interpret and critique phenomena and controversial topics in social psychology.

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5.

PSYC 294 • Topics in Psychology 1-4 Credits

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

PSYC 330 • Racial Trauma 4 Credits

Review of the origins and impact of racial trauma on the individual, family, and community. Appraisal of the different, yet related, concepts of historical trauma, racial discrimination, and structural racism. Identification of the signs and symptoms of racial trauma in individuals and systems. Exploration of approaches to healing from racial trauma. Evaluation of services, resources, and advocacy strategies for system change.

PSYC 335 • Introduction to Statistics 4 Credits

Introduction to descriptive, correlational, non-parametric, and inferential statistics. Description of the uses of research and statistical concepts in society today. Perform and interpret statistical analyses from existing data sets. Interpret statistical analyses in published research articles.

Fulfills: CAPS Goal Area 4.

PSYC 340 • Psychopathology 4 Credits

Classification, causes, symptoms, treatment, and identification of various forms of psychopathology. Analysis of faith based and secular perspectives of psychopathology. Survey of some major issues in the study of psychopathology. Critique research in the field of psychopathology.

Prerequisites: PSYC 100 Fulfills: CAPS Goal Area 5.

PSYC 345 • The Body's Response to Trauma 2 Credits

Articulation of physiological responses to trauma. Explanation of the fundamentals of the memory process as it relates to trauma. Evaluation of treatment options that focus on the body-mind connection. Identification of how the body's response to trauma intersects with a personal faith worldview.

Fulfills: CAPS Goal Area 5.

PSYC 350 • Trauma Informed Care 4 Credits

Examination of common symptoms of trauma, exploration of current trends in trauma treatment, and appraisal of evidence-based trauma treatments. Investigation of the current mental health crisis, with special focus on prevalence and treatment of PTSD in the military. Consideration of the role of religion/spirituality in the healing process.

PSYC 379PT • Portfolio in Psychology 0.5-6 Credits

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

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

PSYC 380 • Motivation and Emotion 4 Credits

Explain how biological, environmental, cognitive, emotional, and personal systems interact to initiate and direct human behavior. Evaluate how experimental psychologists study emotional and motivational systems. Identify connections between personal faith and/or beliefs, motivation, and emotion..

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5.

PSYC 400 • Research Methods 4 Credits

Analysis of standard research methods and designs in empirical social sciences research. Application of empirical research and ethical practices with human subjects from various backgrounds. Critically evaluate published research. Application of research methods to answer a proposed research question.

Prerequisites: PSYC 100, PSYC 335. Fulfills: CAPS Goal Areas 2, 5.

PSYC 480 • Internship and Seminar 2 Credits

Application of theoretical knowledge in a field placement through demonstration of psychology-related skills suitable for the agency or setting. A minimum of 60 hours in the field placement is required. Integration of knowledge, practical experience, and personal faith/worldview. Enhancement of effectiveness in self-awareness, problem-solving, interpersonal skills, cultural competency, and professionalism. Adherence to the APA Code of Ethics in internship or workplace settings. Development of personal strategies for career exploration, professional growth, and job searching aligned with career goals in psychology.

Prerequisites: PSYC 335, PSYC 340, PSYC 400, ADST 445. Grade exceptions: Graded on an S/U basis.

PSYC 490 • Senior Seminar 2 Credits

Evaluation of foundational issues in psychology. Explanation of how life events, personality and personal history inform vocation and calling. Synthesis of concepts, principles and findings of research literature. Examination of how issues of faith and spirituality can integrate with psychology.

Prerequisites: PSYC 335, PSYC 340, PSYC 400, ADST 445.

SCLA • Senior Care Leadership & Administration**SCLA 379PT • Portfolio in Senior Care Leadership & Administration** 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Senior Care Leadership Administration.

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

SLP • Speech Language Pathology**SLP 200 • Anatomy and Physiology of the Speech and Swallowing Mechanisms** 4 Credits

Examination of the nervous, respiratory, phonatory, resonatory, articulatory, and swallowing systems associated with speech production and swallowing using models, lab activities, and a virtual cadaver anatomy lab. Analysis of case reports in applied/clinical anatomy based on structural, physiological, and pathological aspects of communication and swallowing disorders across the lifespan.

Prerequisites: BIO 104/BIO 104D or BIO 214. Offered: Spring.

SLP 201 • Introduction to Audiology 4 Credits

Discussion of the anatomy and physiology of hearing focuses on how sound travels through the ear and reaches the auditory cortex for final interpretation. Describe how various hearing disorders impact a person's quality of life. Includes auditory disorders, hearing screening, diagnostic assessment, differential diagnosis, and hearing loss rehabilitation.

Prerequisites: BIO 104/BIO 104D or BIO 214. Offered: Spring.

SLP 202 • Introduction to Phonetics 2 Credits

Exploration of the International Phonetic Alphabet (IPA) system that is used for transcribing the spoken speech sounds of the world's languages using specific symbols; transcribing typical and disordered speech samples based on intentional listening. Transcription and analysis of the speech while recognizing dialectical, cultural, and linguistic variations in verbal communication.

Offered: Fall.

SLP 204 • Introduction to Communication Disorders 4 Credits

Description of various communication differences/disorders affecting the pediatric, adult, and geriatric populations. Identification of communication disorders based on their etiology, signs, and symptoms, demonstration of basic knowledge of assessment, intervention methods, and management options. Includes guided observation of clinical sessions and writing of standardized observation reports.
Offered: Spring.

SLP 300 • Neuroanatomy and Neurophysiology for Communication and Swallowing 4 Credits

Exploration of the neuroanatomical and neurophysiological underpinnings of speech, language, and cognitive-communication disorders; a discussion of how the central, peripheral, and autonomic nervous systems control speech, hearing, language, cognition, and swallowing. Explanation of the development of the nervous system across the lifespan along with the neural mechanisms of aging. Application of neuroscience in neuroplasticity and rehabilitation processes.
Prerequisites: SLP 200. Offered: Fall.

SLP 301 • Speech Science 4 Credits

An in-depth study of acoustic theories of speech production and acoustic analysis of typical and atypical speech to identify atypical acoustical speech parameters in unintelligible utterances. Includes the application of speech perception and production theories/models to understand the nature and severity of communication disorders.
Prerequisites: SLP 200 and SLP 202. Offered: Spring.

SLP 400 • Language Development and Disorders in Children 4 Credits

Language development in infants, toddlers, and children; causes and characteristics of language disorders in children from birth through early adulthood. Addresses the social determinants of health, ethical, cultural, and socioeconomic issues that influence language development, diagnosis and treatment of disorders, and prevention of language disorders in educational and medical settings.
Prerequisites: SLP 204. Offered: Fall.

SLP 401 • Speech Sound Development and Disorders in Children 4 Credits

Typical and atypical phoneme acquisition in children. Application of phonetics and phonology to understand the nature, etiologies, standardized and non-standardized assessments, differential diagnosis, intervention, and evidence-based management of speech sound disorders, while considering cultural and linguistic issues in service delivery in various settings.
Prerequisites: SLP 202 and SLP 204. Offered: Spring.

SLP 402 • Aural Rehabilitation 4 Credits

Exploration of hearing disorders and central auditory processing disorders. Habilitative audiology and the range of communication options, including American Sign Language and cued speech, hearing aids, cochlear implants, speech reading, and auditory training. Aural rehabilitation options and strategies from a person-centered perspective will be included for effective clinical practice.
Prerequisites: SLP 201. Offered: Fall.

SLP 406 • Acquired Cognitive, Communication, and Swallowing Disorders 4 Credits

Simulated and real-world professional experiences in assessing, treating, and managing neurogenic language, cognitive-communication, and swallowing disorders. Reflections on clinical knowledge and case-based critical thinking skills within the context of students' experiences, faith, values, and beliefs. Incorporates patient-based learning, speech pathology services in various clinical settings, and interprofessional team care.
Prerequisites: SLP 204 and SLP 300. Offered: Spring.

SLP 408 • Reading, Writing, and Spelling Disorders in School-Age Children 4 Credits

Provides a foundational knowledge of language and literacy skills essential for children's social, functional, and academic progress in educational settings. Describes literacy development/differences/disorders in preschool and school-age children using various standardized and non-standardized tools while preparing clinical reports for literacy assessment and intervention.
Prerequisites: SLP 202 and SLP 204. Offered: Fall.

SLP 410 • Introduction to Clinical Methods 4 Credits

An in-depth experience of guided observation of the diagnostic and therapeutic management of speech and language disorders across the lifespan with a focus on assessment, client-clinician interactions, therapy-specific skills, and case management. Interprofessional practices in allied health, professional interactions, and techniques to implement outcome-based interprofessional activities through simulations/community-based experiences.
Prerequisites: SLP 204; SLP 400; SLP 401. Offered: Fall.

SLP 425 • Clinical Practicum for Speech-Language Pathology 4 Credits

Introduces behavioral assessment tools, instrumental evaluation, appraisal and diagnosis of speech and language disorders, and treatment of clients with culturally and linguistically diverse backgrounds; information about clinical/professional practice involving transition to practical environment and counseling/educational services to clients/families/caregivers regarding communication and swallowing disorders across the lifespan.
Prerequisites: SLP 400; SLP 401; SLP 408; SLP 410. Offered: Fall, Spring.

SOCS • Sociocultural Studies

SOCS 100 • Intro to Sociology 2 Credits

Major concepts, theories, methodologies, findings, controversies, and history of sociology. Contributions of sociology to Christian life and thought.
Fulfills: CAPS Goal Area 5.

SOCS 101 • Introduction to Sociology 4 Credits

Major concepts, theories, methodologies, findings, controversies, and history of sociology. Contributions of sociology to Christian life and thought. *Fulfills: CAPS Goal Area 5.*

SOCS 110 • How Learning Works: Keys to College Success 4 Credits

Equips students with essential study strategies to enhance cognitive skills. Through critical thinking and analysis of texts, students will use writing as a tool for reflection and personal growth, developing techniques to improve comprehension, communication, and academic success. *Fulfills: CAPS Goal Area 2.*

SOCS 120 • Introduction to Healthcare 2 Credits

An introduction to various health professions and the healthcare system in the United States. Emphasis on understanding the healthcare system, current issues in healthcare, and healthcare career paths. Development of healthcare literacy and navigating healthcare culture. Students examine education, training, and licensure and/or certification requirements for potential careers.
Fulfills: CAPS Goal Area 2.

SOCS 130 • Christianity & Western Culture 4 Credits

Seeks to help students understand the key movements that have influenced the lives of people in Europe and North America up through the Enlightenment. Students explore with insight and empathy the writings and lives of those who have influenced the course of world societies. Prepares students to appreciate and evaluate the diverse ways in which Christians have interacted with Western culture by shaping, absorbing, and criticizing the culture of the West.
Fulfills: CAPS Goal Area 5.

SOCS 255 • Introduction to American Cultures 2 Credits

Exploration of various diversity issues within the United States, particularly as they impact personal experience, identity, relationships, and opportunities. Examination of personal values, assumptions, and perspectives as they relate to diversity and strategies for approaching diverse or conflicted settings with a biblical, faith-based or peacemaking stance.
Fulfills: CAPS Goal Area 5.

SOCS 294 • Topics in Sociocultural Studies 1-4 Credits

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

SOCS 379PT • Portfolio in Sociocultural Studies 0.5-6 Credits

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

SOWK • Social Work

SOWK 180 • Human Behavior in the Social Environment 4 Credits

Analysis of individuals, families, and groups utilizing systems theory, learning theories and psychosocial frameworks as part of human behavior in the social environment perspective. Appraisal of important lifespan milestones and the influence of social environment on human development. Application of information and theories consistent with social work values, cultural diversity and the promotion of social justice.
\$50 Professional Training fee.

SOWK 210 • Introduction to Social Work 4 Credits

Understanding of social work mission, core values, history, and field of practice overview. Recognition of the dimensions of diversity, cultures, and structures that may oppress and marginalize people groups. Communication and collaboration with diverse individuals with community-based, cross-cultural service learning. Consideration of social work as career choice.

SOWK 240 • Socioeconomic & Justice Issues in Market Economies 2 Credits

Critical evaluation of how market economies operate, their broad socioeconomic consequences, and their impact on the lives of socially disadvantaged people. Evaluation of global and local processes and mechanisms. Analysis of theories and approaches to social justice that advocate and promote social and economic justice, and human rights.

Fulfills: CAPS Goal Area 5.

SOWK 294 • Topics in Social Work 1-4 Credits

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

Special Notes: Topics courses should serve as elective courses.

SOWK 304 • Social Work Practice with Organizations and Communities 2 Credits

Description of how cultural structures and values affect privilege and power. Identification of practices that ensure that rights and responsibilities are distributed equitably. Analysis of strength-based assets and community empowerment. Application of self-awareness and self-regulation, relationship building and interprofessional collaboration strategies, multidisciplinary theoretical frameworks, and intervention strategies based on assessment, research, values, and preferences of clients.

Prerequisites: SOWK 210 and either SOWK 180 or PSYC305. SOWK 180 can be taken concurrently.

SOWK 312 • History of Social Change Through Policy 4 Credits

Historical and critical examination of the interrelationship of social welfare history, social problems, social welfare policies, and service delivery from historical, economic, political, and program perspectives. Social systems content applied to social policy analysis. Students develop, analyze, advocate, and provide leadership for policy and service delivery that promote social, racial, economic and environmental justice.

Prerequisites: SOWK200, SOWK 180 or PSYC305. SOWK 180 or PSYC305 can be taken concurrently.

SOWK 313 • Social Work Practice with Individuals 4 Credits

Introduction to generalist social work theory and practice with individuals and families. Application of professional development, critical thinking, effective communication, Human Behavior and the Social Environment (HBSE), and ethical and evidence-based practice. Development of knowledge and skills of social work practice: engagement, assessment, planning, intervention, evaluation, and termination.

Prerequisites: SOWK 210 and either SOWK 180 or PSYC305. SOWK 180 can be taken concurrently.

SOWK 320 • Anti-Racism, Diversity, Equity, and Inclusion Experience I 2 Credits

Integration of anti-racism and anti-oppressive and justice-informed theories and practice to social work experience. Understanding of how one's own cultural identity impacts engagement and assessment with individuals, groups, families, organizations, and communities. Application of interpersonal skills within a multi-service community based agency setting.

Prerequisites: SOWK 210. Can be taken concurrently. Fees: \$215 software fee and \$15 ICD Intercultural Conflict Style Inventory. Special Notes: Students are recommended to take SOWK 325 immediately after this course.

SOWK 325 • Anti-Racism, Diversity, Equity, and Inclusion Experience II 2 Credits

Apply and integrate beginning knowledge, values, skills, and ethics for social work practice with an emphasis on diversity, human rights and justice, and professional generalist practice. Weekly field seminar supports integration while students work a minimum of 100 hours in field setting under agency supervision.

Prerequisites: SOWK 210, SOWK 320. SOWK 210 can be taken concurrently. \$15 FPPAI Fee. Special Notes: Students are recommended to take this course immediately after completing SOWK 320.

SOWK 327 • Identity, Diversity, and Social Justice 4 Credits

Exploration of historical factors to understand how systems of oppression and racism affect present-day individuals, families, and communities. Examination of societal concepts and terms to understand diverse social realities and intergroup relations. Consideration of cultural structures, social systems, and values to reveal how they oppose or enhance privilege and power. Development of antiracist and anti-oppressive counter-storytelling practices. Synthesis of diverse perspectives in response to social issues. Understanding how identity influences perspective.

SOWK 340 • Environmental Justice and Health Disparities 2 Credits

Examination of policies established to address the inequitable distribution of environmental risks. Explanation of theories and history of environmental justice. Analysis of environmental justice and health disparities in racial groups and communities. Identification of strategies to reduce environmental injustices and health disparities.

SOWK 379PT • Portfolio in Social Work 0.5-6 Credits

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

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

SOWK 405 • Social Work Practice with Families and Groups 4 Credits

Application of generalist social work theory to integrated practice within client systems. Emphasis on families/groups and on the planned change process. Application of critical thinking, research-informed practice and culture competence. Evaluation of assessment and intervention strategies applicable to a specific population.

Prerequisites: SOWK 210, SOWK 304, SOWK 313.

SOWK 420 • Social Work Field Instruction I 4 Credits

Field Practicum in which students perform the role of a professional social worker under the supervision of a qualified field instructor. A synchronous field seminar supports integration of theory with social work practice. Minimum of 200 hours in the field. A structured learning contract applies social work knowledge, values and skills.

Prerequisites: SOWK 210, SOWK 320, SOWK 325, SOWK 313, SOWK 327. SOWK 327 can be taken concurrently. Special Notes: Students must complete 200 field hours in this course. Students are encouraged to take SOWK 425 immediately after completing this course.

SOWK 425 • Social Work Field Instruction II 4 Credits

Demonstration of ethical and professional behavior. Engagement in Antiracist, Diversity, Equity, and Inclusion (ADEI), practice-informed research, research-informed practice, and policy practice. Advancement of human rights and social, economic, racial and environmental justice. Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Prerequisites: SOWK 210, SOWK 320, SOWK 325, SOWK 313, SOWK 327, SOWK 420. SOWK 327 can be taken concurrently. \$15 FPPAI fee. Special Notes: This course requires 200 hours of field experience. Students are recommended to take this course immediately after SOWK 425.

SOWK 450 • Abuse and Trauma and Mental Health in Social Work Practice 4 Credits

Presentation of the characteristics and consequences of family violence, intimate partner abuse and child and elder abuse. Identification of theoretical frameworks for assessment and intervention with survivors. Exploration of the role of racism and oppression in addressing abuse and trauma. Application of the DSM in case plans for client vignettes.

Prerequisites: PSYC 100, SOWK 180. Both can be taken concurrently.

SOWK 451 • Research for Social Work Practice 4 Credits

Analysis of research methods, with an emphasis on becoming proficient and critical consumers of research-based data, for the purposes of knowledge advancement, informed practice, and program and practice effectiveness evaluation.

Prerequisites: SOWK 210, SOWK 320, SOWK 325.

SOWK 499 • Senior Integrative Seminar 4 Credits

Examination of social work's most monumental and systemic challenges as a final integration of generalist social work knowledge, values, and skills. Review ethics-based case studies to demonstrate competence in professional and ethical practice. Professional licensure examination preparation. Advanced exploration of the ethical integration of faith and professional social work practice prior to graduation and licensure.

SPED • Special Education**SPED 205 • Introduction to Special Education 2 Credits**

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 294 • Topics in Special Education 1-4 Credits

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

Special Notes: Topics courses should serve as elective courses.

SPED 309 • Introduction to Academic and Behavior Support 4 Credits

Understanding of how special education and general education academic systems work together. Identification of functional behavioral assessments, processes and principles of individual and school-wide systems of support. Demonstration of how evidence-based instruction can be adapted. Exploration of co-teaching models. Identification of how required curricular components direct instruction. Analysis of positive instructional environments. Description of outside resources and supports.

SPED 322 • Teaching Reading (including field experience) 4 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia.. Assessment of reading ability and creation of lessons and application of reading instruction skills/strategies. Identification of how personal faith connects with the professional responsibilities of a teacher.

Special Notes: Includes 30 field experience hours over 12 weeks in supervised reading instruction in a K-12 setting.

SPED 379PT • Portfolio in Special Education 0.5-6 Credits

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

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

SPED 401 • Characteristics of Students with Mild-Moderate Disabilities (and Field Experience) 4 Credits

Exploration of the five disability categories represented under the Academic Behavioral Strategist (ABS) license. Recognition of students with mild to moderate disabilities through special education evaluation. Clarification of IEP components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Investigation of the impact culture and linguistics has on special education. Integration of faith and teaching. Includes 30 hours of field experience in a K-12 setting.

SPED 410 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. Corequisites: SPED 470, SPED 454.

SPED 418 • Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making instructional decisions. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education.

SPED 432 • Responsive Intervention and Assessment 4 Credits

Identification of appropriate assessment measures, including curriculum-based measures, and professional resources related to interventions and student learning preferences. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of instruction and modifications incorporating research-based interventions and based on data collected through collaboration with stakeholders. Identification of professional special education organizations, publications, and resources.

SPED 442 • Introduction to Student Mental Health and Systems of Comprehensive Support 4 Credits

Introduction to research and etiology of mental health diagnoses common among students with mild/moderate SPED needs including the impact of mental health and behavioral diagnoses, substance abuse, and suicide within K-12 education. The course will explore theory and application of therapeutic and trauma-informed Interventions considered best-practice for K-12 students with mental health needs along with identification of roles of professionals within and outside the school related to mental health and school safety.

SPED 454 • Classroom-based Assessment 2 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age and gender have on assessment.

Corequisites: SPED 410, SPED 470.

SPED 470 • Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Development of a Functional Behavioral Assessment (FBA). Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/12 weeks in a K-12 special education setting.

Corequisites: SPED 410, SPED 454.

SPED 474 • Consultation and Collaboration in Programming for Students with Disabilities 4 Credits

Focus on collaborating with various stakeholders to support students with disabilities. Development and evaluation of an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Clarification of personal beliefs and adjusting to diverse student needs within special education.

SPED 477 • Practical Experience Extension 0 Credit

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

SPED 480 • ABS Student Teaching 6 Credits

Management of timelines and responsibilities of a special education teacher/case manager. Implementation of procedures necessary to incorporate referral, assessment and evaluation, and IEP planning. Consultation with parents and professionals to provide special education services to students. Implementation of appropriate interventions. Analysis of personal and professional growth, development, and efficacy. Complete 12 consecutive weeks of student teaching in a K12 special education setting. Corequisites: TEAC 451 .

Prerequisites: TEAC 521, TEAC 524, TEAC 526, TEAC555, TEAC 395, SPED 205, SPED 309, SPED 410, SPED 470, SPED 322, SPED 474, SPED 401, SPED 418, SPED 432, SPED 442, SPED 454.

SPED 480H • Student Teaching: Academic Behavioral Strategist 4 Credits

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: EDUC321, EDUC324, EDUC326, EDUC 355, SPED305, SPED308, SPED320, SPED321, SPED400, SPED 410, SPED 418, SPED425, SPED431, SPED441, SPED455, SPED 470, SPED473, SPED475. Corequisites: EDUC 451. Fulfills: CAPS General Education Category H. Grade exceptions: Graded on an S/U basis.

SPED 510 • Education Standards Portfolio: Norm-Reference Assessment 0.5 Credits

Review of due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education in order to be able to complete the corresponding assessment field experience.

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

SPED 520 • Education Standards Portfolio: Dyslexia 0.5 Credits

Recognition of characteristics and instructional strategies for the specific learning disability dyslexia.

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

TEAC • Teaching

TEAC 395 • School-Wide Field Experience 2 Credits

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

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

TEAC 451 • Student Teaching Seminar 1 Credit

Analysis of the impact communication and teaching practices have on student learning. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment. Corequisites: SPED 480 .

Prerequisites: SPED 205, SPED 309, SPED 322, SPED 401, SPED 410, SPED 418, SPED 432, SPED 442, SPED 454, SPED 470, SPED 474, TEAC 395, TEAC 521, TEAC 524, TEAC 526.

TEAC 521 • Foundations of Education 2 Credits

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

TEAC 524 • Educational Psychology 4 Credits

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

TEAC 526 • General Methods of Instruction 4 Credits

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

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

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

TEAC 595 • School-Wide Systems Field Experience 1 Credit

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

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

TEAC 579PT • Portfolio in Teaching 0.5-6 Credits

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

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

THEO • Theology**THEO 230 • Theology for the Church 2 Credits**

Exploration of the roles of scripture, tradition, reason, and experience as they form convictions related to theological and ethical issues. Application of theological concepts to real life situations, with an emphasis on practical application in church ministry contexts.

THEO 294 • Topics in Theology 1-4 Credits

An in-depth study of a particular Theology theme.

Special Notes: Topics courses should serve as elective courses.

THEO 341 • Gospel in Cross-Cultural Perspective 3 Credits

Examination of one's own cultural framework in relation to other cultures. Analysis of cross-cultural ministry examples in scripture and how the gospel is influenced, expressed, and experienced through social and cultural systems. Understanding of the ministry of reconciliation. Interaction with individuals and environments in cross-cultural contexts, and development of capacity to communicate the gospel with cultural sensitivity.

Fulfills: CAPS Goal Areas 5, 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

THEO 379PT • Portfolio in Theology 0.5-6 Credits

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

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

THEO 441 • Christian Theology 4 Credits

Systematic examination of the foundational doctrines of the Christian faith, including, but not limited to, the triune God, the person and work of Jesus Christ (incarnation and atonement), and salvation. Evaluation of the unity and diversity of Christian belief as a backdrop for subjects covered. Identification of the role of scripture and other sources in the development of theological beliefs.

Prerequisites: CAPS General Education Category R course. Fulfills: CAPS Goal Area 6.

Tuition, Student Account, and Financial Aid

Tuition and Program-Specific Student Fees

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

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

Student Account Information

Online Monthly Statements

Around the 27th of each month, an email is sent to the student's Bethel email address alerting them that the monthly statement is available to view online. The email also provides a link to access your statement. Monthly statements will not be mailed to the home address.

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

Ways to Make a Payment

- **Online:** My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5th Level) between 9 a.m. - 4:00 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, C/O Business Office, 3900 Bethel Drive, St. Paul, MN, 55112. Please include your student ID number in the memo portion of the check.

Authorized Users

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

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

Holds

Business Office Hold

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

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

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

Official Hold

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

Transcript Hold

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

Financial Clearance for Graduation

A student will not receive his/her diploma until financial obligations have been met.

Financial Suspension

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

Late fees

A late fee of \$10 per month will be assessed on any charge more than 30 days past due.

Past Due Accounts

The following paragraphs apply to all students:

Default: I will be in default if: I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan, or any other fee (which may include, but is not limited to, parking fines, library fees, other charges for violations of Bethel University policies) or any other amount billed to my student account by the 25th day of the month following the month in which I am sent billing notice.

Failure to pay due to the following situations will not exempt me from entering default:

- withdrawal from Bethel University (whether voluntary or involuntary),
- insufficient funds in an account from which my payment was drawn (or similar circumstances),
- change of address without notifying Bethel University in writing,
- providing to Bethel University any false or misleading information,
- a case under U.S. Bankruptcy Code is started by or against me or any guarantor or cosigner.

If I am in default, Bethel University may require immediate payment of my Obligation in full along with any unpaid fees. If Bethel University demands immediate payment and I fail to comply, I agree that Bethel University may add my unpaid fees to my Obligation. If any payment is not paid in full by the 25th day of the month following the month in which it was due, I agree to pay Bethel University a default charge of six percent (6%) of the unpaid and past due amount of my Obligation. In addition, Bethel University may prohibit me from scheduling courses for the current or following semester; remove me from current courses; withhold course credits, academic transcripts, and my diploma without prior notice until the Obligation is paid in full. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder or taking legal actions to collect amounts due to it. In the event Bethel University incurs expenses collecting my Obligation, I agree to pay all reasonable attorneys' fees, legal expenses, and collections fees that result from my default (unless prohibited by law) at the rate of twenty-two percent (22%) of the unpaid Obligation. Even if I am in default, Bethel University may or may not require immediate payment, and may delay enforcing any of its rights without waiving them.

Returned Payment Fee

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

Refunds

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

Full payment is due on the start date of each course. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of \$10 per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of \$10 per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition and Fees Refund Schedule

Full Refund Period

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

Full Refund

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

Pro-Rata Refund

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

No Refund

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

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

Employer Tuition Reimbursement

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

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

The following information will be included on the invoices:

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

Financial Aid

Application Procedure

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

Financial Aid Programs

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

Financial Aid Criteria

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

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

Financial Aid Satisfactory Academic Progress Policy

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

Process Overview and Responsibilities

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

All financial aid recipients must progress at a reasonable rate ("make satisfactory progress") toward achieving a certificate or degree. This requirement applies to all terms regardless of whether or not the student received financial aid.

Program of Study

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

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

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

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

Evaluating Financial Aid SAP

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

- **Qualitative Measure.** Undergraduate and Bethel Seminary students must maintain a cumulative Grade Point Average (GPA) of at least 2.00. Graduate School students must maintain a cumulative GPA of at least 3.00. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School doctoral programs, Graduate School non-doctoral programs, Bethel Seminary doctoral programs, and Bethel Seminary non-doctoral programs.
- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum timeframe. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted (beginning January 2017 results will be rounded to the nearest percent – for example, 66.49% is rounded to 66% and 66.50 is rounded to 67%). Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement or College Level Examination Program-CLEP credit).
- **Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances like a program change or an illness that would prevent the students from completing their program of study within the normal time frame. To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

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

Transfer students who will transfer more than 50% of the credits needed for their program of study should request that only the credits that apply to their program of study are accepted by Bethel to ensure that they do not exceed the maximum timeframe prior to completing their program of study, and therefore become ineligible for financial aid. The following table illustrates how the maximum timeframe calculation applies to various programs of study:

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

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

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

Treatment of Special Academic Course Situations

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

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

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

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

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

Dropping or Withdrawing from a course.

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

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

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

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

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

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

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

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

Programs exempt from Financial Aid Satisfactory Academic Progress review.

Some private educational loans and employer educational benefits are available to students who are not demonstrating satisfactory academic progress. Students should check with their employer, or private educational loan provider, to see if they must be demonstrating satisfactory academic progress as a condition of receiving these funds.

Students enrolled solely in academic programs that are excluded from eligibility for federal, state and Bethel-funded financial aid are not subject to the Financial Aid Satisfactory Academic Progress policy. For example, since no federal, state, or unfunded regional funds are offered to Postsecondary Education Option students, they are exempt from the financial aid satisfactory academic progress review.

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

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

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

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

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

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

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

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

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

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

Transfer credits. College level courses taken outside of Bethel before students received their high school diploma or G.E.D. (e.g., CLEP, PSEO, AP) are treated as transfer credits. (Postsecondary Education Options credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both "attempted" and "completed" credits when measuring Pace, and are included in the maximum timeframe calculation. All transfer credits accepted by Bethel will be used in determining when the "maximum time frame" requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.

Failure to Meet Minimum SAP Standards

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

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

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

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

Appeal of Financial Aid Termination

Students who fail to meet Financial Aid Satisfactory Academic Progress standards and lose financial aid eligibility can appeal this decision. This appeal form (<https://www.bethel.edu/financial-aid/forms/sap-appeal-form.pdf>) must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email and should be accompanied by appropriate supporting documentation. However, the final deadline for submitting an appeal is no later than four weeks prior to the end of the semester for which they wish to receive financial assistance (with all supporting documentation). Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make satisfactory academic progress, and what has changed to resolve the issue(s) that prevented the student from demonstrating satisfactory academic progress. Acceptable reasons for appeal may include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Students who cannot demonstrate Financial Aid Satisfactory Academic Progress within one term will be required to submit an Academic Plan as a part of their appeal.

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

Financial Aid Academic Plan Probation.

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

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

Student Notification

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

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

Regaining Eligibility

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

Interpretation and Enforcement

The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy.

BUILD Program Satisfactory Academic Progress Addendum

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

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

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

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

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

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

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

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

Return of Title IV Funds Policy

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

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

Departmental Scholarships

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

CGCS Scholarship (CAPS)

This scholarship is for a student in the College of Adult & Professional Studies (ECC002)

Sagrid E. Edman Adult Undergraduate Scholarship

This scholarship is awarded to College of Adult & Professional Studies (CAPS) nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program. (ECE004)

Ray and Genevieve Brace Adult Undergraduate Nursing Scholarship

This scholarship is in memory of Ray and Genevieve Brace and will assist qualified College of Adult and Professional Studies students who are majoring in nursing. (ECB062)

Faculty and Administration

Administration: University

President's Cabinet

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

Academic Affairs

Diane L. Dahl	Associate Dean of Nursing and Public and Community Health
Mary Michener	Assistant Dean of Early College
Katie Bonawitz	Associate Dean of Education
Peter Vogt	Dean of School of Theology and Bethel Seminary
Barrett Fisher	Dean of Edgren College of Arts, Sciences, and Education
Matthew Vraa	Dean of Anderson Family College of Health Sciences
Vacant as of publication	Dean of School of Business

Admissions

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

Financial Aid

Vacant as of publication	Director of Financial Aid
Debra R. Cordova	Associate Director of Financial Aid
Marla J. Rupp	Associate Director of Financial Aid
Laura B. Ellwanger	Assistant Director of Financial Aid

Library

Matthew Theisen	Director of University Libraries
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Registrar

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

Student Life

Miranda Powers	VP of Student Experience
Liz Burd	Director of Accessibility Resources and Services
Kimberly Thorstad	Associate Dean of Student Success and Retention (CAPS, Seminary, and Graduate School)
Miriam Hill	Director of Counseling Services
Elizabeth K. Miller	Director of Health Services

Administration: College of Adult & Professional Studies

Katie Bonawitz	Associate Dean of Education
Diane L. Dahl	Associate Dean of Nursing and Public and Community Health
Mary Michener	Assistant Dean of Early College

Kimberly Thorstad	Associate Dean of Student Success and Retention
Peter Vogt	Dean of School of Theology and Bethel Seminary

Academic Resource Center

Lisa Bekemeyer	Director of the Academic Resource Center
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Program Directors

Emily Blackmer	Associate Program Director: B.A. in Social Work
Laura Gilbertson	Program Director: Christian Ministries
Kristina Gustafson	Program Director: Bachelor of Science in Nursing (Post-Baccalaureate)
Amy Evans	Program Director: Addiction Certificates
Joel Frederickson	Program Director: B.A. in Psychology
Mary Lindell	Program Director: Special Education
Mary Michener	Program Director: Associate of Arts and Science
Molly J. Wickam	Program Director: Business Management

Faculty

A

Tonya Allen, 2022. Adjunct Faculty. Bachelor of Arts in History, Drake University, 1995. Master of Social Work, University of Minnesota-Twin Cities, 1999. Education Specialist, Saint Mary's University of Minnesota, 2017. Doctor of Education in Educational Leadership, Minnesota State University-Moorhead, 2023.

Linda Anderson, 1990. Professor of Nursing. B.S. in Nursing, University of Minnesota, 1981. M.P.H. in Public Health Nursing, University of Minnesota, 1989. D.N.P., University of Minnesota, 2010.

Eric Asante, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Walden University, 2017. Master of Business Administration - Risk Management, Walden University, 2013.

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

B

Lori Ballantyne, 2011. Adjunct Instructor. M.A. in Nursing, Bethel University, 2011. Leadership in Health Information Technology for Health Professionals Certificate, University of Minnesota, 2012. BSN, Metropolitan State University, 2008. AD in Nursing, St. Catherine's University, 2005. Post-Master's DNP, University of Minnesota, 2016.

Kristina Barkey, September 2020. Adjunct Professor. Bachelors Degree in Nursing, Bethel University, 1985. Master of Science in Nursing-Education, Capella University, 2018.

Andrew Barrett-Bettcher, 2016. Adjunct Faculty Instructor. Bachelor of Aerospace Engineering, University of Minnesota, Institute of Technology, 1993. Master of Business Administration - Market Research, University of St. Thomas, Opus College of Business, 2000.

Lisa Bekemeyer, 2001. . B.A. in French, University of Notre Dame, 1994. M.Ed. in Second Language and Cultures, University of Minnesota, 1996.

L. Paul Bernard, 2021. Adjunct Faculty. PhD, Capella University, 2020. MA Clinical Psychology, Azusa Pacific University, 1996.

Zachariah Berry, 2021. Adjunct Faculty. B.A., Bethel University, 2015. M.A., University of Chicago, 2017. M.S., Cornell University, 2020.

Emily Blackmer, 2021. Associate Program Director. B.S.W. in Social Work, Azusa Pacific University, 2007. M.S.W. in Social Work, Azusa Pacific University, 2013.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Ph.D. in Educational Psychology, Regent University, 2020. Ed.D., Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern University-Saint Paul, 1997.

Robert Brock, 2019. Adjunct Instructor. Bachelor of Science - Biochemistry, University of Minnesota - College of Biological Sciences, 1999. Master of Business Administration - Marketing, University of Minnesota - Carlson School of Management, 2013.

Gus Broman, 2005. Adjunct Professor. BA in Communication, Bethel University, 1992. Masters of Business Administration, University of St. Thomas, 2000.

Ben Butters, 2008. Adjunct Professor. BA Physical Education K-12, Bethel College, 1999. MS Applied Kinesiology, University of Minnesota, 2003.

C

Craig Case, 2006. Teaching Partner in Christian Ministries. B.A. in English Literature, University of Minnesota, 1992. M.Div. in Theology, Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014.

Tara Cheath, 2018. Clinical Assistant Professor of Nursing. B.S.N. in Nursing, Metropolitan State University, 2008. M.S.N. in Nursing Education, Bethel University, 2022.

Cassie Clabaugh, MSN, RN, 2020. Clinical Instructor of Nursing. Bachelor's of Science in Nursing, Bethel University, 2016. Master's in Nursing Education, Western Governors University, 2020.

Melanie Cole, 2017. Adjunct Faculty. BA in Christian Ministry, Seattle Pacific University, 2005. MA in Ministry Leadership with Emphasis in Spiritual Formation, George Fox Evangelical Seminary, 2017. Doctoral Candidate, Bethel Seminary, Current.

Michael Crawford, 2020. Adjunct Faculty Instructor. M.A. Ministry Practice, Bethel Seminary, 2015.

D

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

Julie De Haan, 2011. Professor of Nursing. B.S. in Nursing, Calvin College, 1988. M.S.N. in Nursing Education, Walden University, 2009. Ed.D. in Higher Education, Bethel University, 2021.

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

George Dierberger, 2010. Adjunct Instructor. B.A., University of Minnesota, 1979. Ed.D, University of St. Thomas, 2006. M.A. in International Management, University of St. Thomas, 1996. MBA, University of St. Thomas, 1989.

Bekki Drewlo, 2015. Adjunct Instructor in Nursing. BSN, Pittsburg State University, 1994. MPA, University of North Dakota, 2013.

Diana Dutcher, 2023. Adjunct Instructor of General Studies. B.S. in Chemical Engineering, Chemistry, University of Minnesota, 2001. M.B.A., University of Phoenix, 2008.

E

David Edgerton Jr, 2017. Adjunct Instructor. MBA, Carlson School of Management, University of Minnesota, 2005. BS in Electrical Engineering, North Carolina Agricultural and Technical State University, 1995.

Nathan Elliott, 2013. Adjunct Instructor. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008. Ed.D., Bethel University, 2023.

Teresa Emenecker, 2023. Assistant Professor of Nursing. B.S.N. in Nursing, Arizona State University, 2000. M.S.N. in Nursing, Grand Canyon University, 2015.

Kasey Erickson, 2024. Adjunct Faculty. B.A. in Biblical and Theological Studies, Bethel University, 2016. M.A. in Marriage and Family Therapy, Bethel Seminary, 2021.

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

F

Joel Frederickson, 1996. Associate Dean of Institutional Assessment and Accreditation. B.A. in Psychology, Bethel College, 1989. M.A. in Educational Psychology, University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

Tori Furlong, 2020. Instructor of Nursing. B.S. in Nursing, Bethel University, 2015. M.S.N. in Nursing Education, Colorado Christian University, 2022.

G

Laura Gilbertson, 2005. Program Director. B.A., University of Minnesota, 2000. M.Div., Bethel Seminary, 2005. M.A. in Sociology, University of Minnesota, 2021.

Janiece Gray, 2021. Adjunct Faculty. B.S. in Social Work, Bethel University, 1997. M.H.A., University of Minnesota, 2001.

H

Rushika Hage, 2015. Adjunct Instructor of History. B.A. in History, College of St. Benedict, 1993. M.A. in Medieval History, University of California, 1997.

Raymon Hanson, 2001. Adjunct Instructor in Christian Ministries. B.A., University of Wisconsin - Eau Claire, 1985. M.Div., Bethel Seminary, 1989. Ph.D., Luther Seminary, 2013.

Annette Hibner, 2024. Adjunct Instructor. MS Marriage and Family Therapy, Edgewood College, 2023. MA Organizational Leadership, Bethel University, 2016. BA Organizational Leadership, Bethel University, 2010.

Samuel Hintz, 2021. Adjunct Professor. Ph.D., University of Minnesota, Twin Cities, 2013.

Hoyte Hoyte, 2022. Adjunct instructor. Doctor of Philosophy - Curriculum and Instruction - Mathematics, Florida International University, 2017. Education Specialist, Florida International University, 2013. Master of Science - Computer and Information Science, The Ohio State University, 1980. Bachelor of Science - Mathematics and Computer and Information Science, The Ohio State University, 1979.

(Lily) Xiaoqing Huang, 2018. Adjunct Instructor. B.S. in Mathematics Education, Guangxi Normal University, China, 1994. M.S. in Applied Mathematics, Guangxi University, China, 2003. M.B.A., University of Northwestern-St. Paul, 2017.

Krystal Humphreys, 2017. Adjunct Faculty. B.A. in Psychology, Texas Tech University, 2007. B.A. in Dance, Texas Tech University, 2017. M.Ed. in Counselor Education, Texas Tech University, 2013. Ph.D. in Counselor Education & Supervision, Texas Tech University, 2017.

I

Paul Ives, 2008. Adjunct Professor of Business. B.A. in Secondary Teaching, History, Briar-Cliff University, 2001. M.B.A., Cardinal Stritch University, 2008.

J

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

Kevin Johnson, 2014. Adjunct Instructor. B.S., Bethel University, 1994. M.A., Bethel University, 2008.

Rachel Jorgensen, 2017. Adjunct Instructor. B.A. in Education, Augsburg College, 2004. M.A. in Special Education, E/BD and SLD, Augsburg College, 2006.

K

Peter Kapsner, 2002. Teaching Partner in Christian Ministries. B.S., Bethel College, 1994. M.Div., Bethel Seminary, 2000. Ph.D., University of Edinburgh, 2012.

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Todd Kline, 2022. Adjunct Instructor of General Studies. B.A., Wheaton College, 1998. L.L.M., University of Virginia, 2012. J.D., University of Iowa College of Law, 2001.

L

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

Bradley Lind, M.S.N, RN, 2019. Adjunct Instructor of Nursing. B.A. in Biology, Concordia College, 1981. B.S. in Nursing, University of Minnesota, 1986. M.S. in Nursing Education, University of North Dakota, 2017.

Gregg Lindberg, 2006. Teaching Partner. B.A. in Business, Bethel University, 2004. M.A. in Organizational Leadership, Bethel University, 2006. M.A. in Public Administration, Hamline University, 2013.

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

Helen Nazarian Lole, 2021. Adjunct Faculty. B.S.W., Azusa Pacific University, 2009. M.S.W., Arizona State University, 2010. J.D., University of La Verne College of Law, 2020.

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

Keith Loy, 2022. Adjunct Professor. Bachelors of Arts, Psychology, Dakota Wesleyan University, 1994. Masters of Divinity, Theological Studies, Briercrest Biblical Seminary, 2004. Doctorate of Ministry, Emphasis in Missional Leadership, Sioux Falls Seminary, 2014.

M

Elizabeth Marie, BSN, MAOL, 2024. Adjunct Instructor of Nursing. B.S.N. in Nursing, Bethel University, 2005. M.A.O.L., Bethel University, 2008. M.B.A., Bethel University, 2024.

Phillip Martin, 2020. Adjunct Faculty Instructor. Bachelor of Arts, Bethel University, 2010. Master of Arts, University of Minnesota, 2013.

Jenna Meese, 2016. Adjunct Faculty. BA in Psychology, Bethel University, 2009. MA in Counseling Psychology, University of St. Thomas, 2011. MA in Human Resource Management, Concordia University - St. Paul, 2019.

Kimberley Meyer, 1997. Associate Professor of Nursing. B.A. in Nursing, College of St. Catherine, 1979. M.S.N. in Psychiatric-Mental Health Nursing, University of Minnesota, 1987. Ed.D. in Educational Leadership, University of St. Thomas, 2004.

Shawn Meyer, 2021. Adjunct Nursing Faculty. Associate Degree Science of Nursing, Presentation College, 1989. Bachelor's Degree in Science of Nursing, Minnesota State University Moorhead, 2010. Master's Degree: Nurse Educator, Minnesota State University Moorhead, 2014.

Mary Michener, 2012. Associate Professor. B.S. in Child/Adolescent Psychology, University of Minnesota, 1992. Ed.D. in Work, Community, and Family, University of Minnesota, 2002.

Maia Miller, 2014. Adjunct Faculty. B.A. English Literature, University of MN- Twin Cities, 2005. M.A. Special Education (LD & E/BD), Bethel University, 2007. Autism License, University of St. Thomas, 2007. Developmental/Cognitive Disorders License, St. Cloud State University, 2009. Work-Based Learning License, Bethel University, 2016.

Bernita Missal, 2002. Professor of Nursing Emerita. R.N., Methodist-Kahler School of Nursing, 1968. B.S., Moody Bible Institute, 1975. M.A., Wheaton Graduate School, 1983. M.P.H., University of Minnesota, 1989. Ph.D., University of Minnesota, 2003.

Shawn Moore, 2010. Teaching Partner in Christian Ministries. B.S. in Ministries, Northwestern College, 2004. M.A. in Global and Contextual Studies, Bethel Seminary, 2009. M.Div., United Seminary, 2013. D.Min. in Public Theology, United Seminary, 2020.

Darrell Morgan, 2023. Adjunct Faculty. B.A. in Social Work, University of Michigan, 1991. M.Div., Southwestern Baptist Theological Seminary, 2002. D.Min., Southeastern Baptist Theological Seminary, 2015.

Barbara Mork, 2023. Adjunct Instructor of Nursing. B.S.N., St. Olaf College, 1984.

Joe Moussa, 2020. Adjunct Business Instructor. Master of Business Administration – Accounting Emphasis, Touro University Worldwide, 2013.

Jan Mrozinski, 2016. Adjunct Faculty. B.A. in Individual/Family Studies, Kent State University, 1993. M.A. in Professional Counseling, Colorado Christian University, 1997. M.Ed. in Emotionally and Behaviorally Disordered, Specific Learning Disabilities, Bethel University, 2003.

Alicia Murphy, 2020. Adjunct Faculty. BSN, Augustana University, 1999. MSN, Walden University, 2013. DNP, American Sentinel University, 2017.

N

Brad Nauman, 2011. Adjunct Instructor. B.A., Bethel University, 1982. M.A., Bethel University, 2010.

Anthony Nichols, 2024. Adjunct Professor. PhD in Clinical Psychology, Walden University, 2013. MA Latin American Studies, University of Texas at Austin, 1992. Master's of Public Affairs, University of Texas at Austin, 1992.

Jana Nohrenberg, DNP, RN, CCNS, CCRN, 2023. Associate Professor of Nursing. B.S. in Nursing, Bethel University, 1995. M.S.N. in Nursing, University of Texas Health Science Center, 2006. D.N.P., University of Cincinnati, 2022.

Sara Nylin, DNP, RNC, 2015. Associate Professor of Nursing. B.S.N. in Nursing, University of Nebraska, 1997. M.S.N. in Maternal/Women's Health, University of Nebraska, 2002. D.N.P., Bethel University, 2021.

O

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

Joel Olson, 2014. Instructor. B.A. in Theatre, Gustavus Adolphus College, 1989. M.A. in Teaching, Bethel University, 2013.

Lisa Ouren, 2016. Adjunct Professor. B.A. in Elementary Education, Northwestern University, 1997. M.A. in Special Education (Emotional Behavior Disorders and Learning Disabilities), Bethel University, 2001.

P

Jeanine Parolini, 2007. Associate Professor. B.A., Dominican University, 1983. M.B.A., Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Eric Peterson, 2022. Adjunct Faculty. B.A. in Psychology, Bethel University, 2015. M.A. in Counseling and Psychological Services, Saint Mary's University of Minnesota, 2020.

Albert Prentice, 2007. Teaching Partner. B.A. in Psychology, Azusa Pacific University, 1969. M.S. in Social Psychology, Azusa Pacific University, 1971. M.A. in Theological Studies, Bethel Seminary, 1999.

Linda Probert, 1997. Adjunct Associate Professor of Education. B.S. in Education, Ashland University, 1980. M.A. in Reading, University of Northern Iowa, 1987. Ed.D. in Higher Education, Nova Southeastern University, 2005.

R

Lance Radziej, 2017. Adjunct Faculty. Master of Business Administration, University of Minnesota, 2012. Master of Accountancy, University of Minnesota, 2011. Master of Business Taxation, University of Minnesota, 2010.

Kemi Rampi, 2019. Adjunct Professor. Juris Doctor, St. Thomas School of Law, 2007. Bachelor of Science (Magna Cum Laude), Southeast Missouri State University, 2003.

Kaylena Riendeau, 2023. Adjunct Instructor of Social Work. B.A. in English Education 5-12, Bethel University, 2014. M.S.W., University of Southern California, 2018.

S

Kathlene Scholljegerdes, 1998. Adjunct Faculty. M.A. in Organizational Leadership, Bethel University, 2001. M.A. in Counseling Psychology, Bethel University, 2004. Ph.D. in Counseling Psychology, University of St. Thomas, 2008.

Jennifer Scott, 2002. Adjunct Instructor of Biblical and Theological Studies. B.A. in Youth Ministries, Bethel College, 1995. M.A. in Theological Studies, Bethel Seminary, 2002.

Janelle Shearer, 2010. Adjunct Instructor. B.S., University of Iowa, 1993. M.A., Bethel University, 2007.

Linda Shell, 2008. Teaching Partner. B.S.N., Bethel University, 2004. Masters in Nursing, Bethel University, 2008. Doctorate in Nursing Practice, University of Minnesota, 2014.

Bethany Simpson, 2019. Adjunct Faculty. B.S.N., Bethel University, 1989. M.S.N., University of Phoenix, 2007. Ed.M., University of Illinois, Urbana-Champaign, 2014.

Debbie Solomon, DNP, FNP-C, PHN, 1998. Adjunct Instructor of Nursing. B.S. in Nursing, Bethel College, 1984. M.S. in Nursing, Metropolitan State University, 1998. D.N.P., Indiana Wesleyan University, 2019.

Andrea Sorensen, 1994. Adjunct Instructor. B.A., Bethel University, 1988. M.A., Alfred Adler Institute of Minnesota, 1994.

Krista Soria, 2016. Adjunct Faculty. Doctorate in Higher Education Policy, University of Minnesota, 2013.

Sue Steen, 1983. Adjunct Assistant Professor of Nursing. B.A. in Nursing, Gustavus Adolphus College, 1978. M.S. in Nursing, University of Minnesota, 1982.

Michelle Steffenhagen, 2015. Teaching Partner. B.A. in Communication, Bethel University, 2003. M.S. in Mental Health Counseling, Lee University, 2007. M.S. in College Student Development, Lee University, 2014. Ed.D. in Leadership in Higher Education, Bethel University, 2021.

Jim Stern, 2014. Instructor. B.S. in Life Science, Earth Science, and General Science Education, University of Minnesota, 1983. M.Ed. in Science Education, University of Minnesota, 1986.

T

Wendy Thompson, 1998. Associate Professor of Nursing. B.A. in Nursing, Early Childhood Education, Bethel College, 1984. M.P.H., University of Minnesota, 1994. D.N.P., University of Minnesota, 2012.

Mark Thorson, 1995. Associate Professor. PhD, University of Minnesota, 1987.

Shatera Thorson, 2024. Adjunct Instructor of Psychology. B.A. in Communication Studies, Bethel University, 2016. M.A. in Marriage and Family Therapy, Bethel Seminary, 2021.

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