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Bethel Seminary

Academic Catalog 2025-2026

This is the Bethel Seminary catalog for the academic year of Fall 2025 through Summer 2026. For a complete listing of important dates in the 2025-2026 academic year, please see the full Academic Calendar (p. 25) in this catalog.

Contact

Phone: 651.638.6659 or 800.255.8706

Website (<https://www.bethel.edu/seminary/>)

Location:

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

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

Message from President and Dean

Welcome to Bethel Seminary,

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

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

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

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

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

Ross Allen
President, Bethel University

General Information

Bethel Seminary, a school of Bethel University, has been advancing the gospel of Jesus Christ since 1871. Today, we are one of the largest evangelical institutions in the world offering post-baccalaureate study. We serve a diverse student population in the United States and globally through a variety of online programs.

As we seek to educate and energize men and women for excellence in leadership, scholarship, and service, we have the honor of preparing whole and holy persons for ministry. Strengthened by an exceptional education led by a world-class faculty, Bethel prepares graduates who are purposeful leaders whose service makes a difference around the world.

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

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

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

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.

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/seminary/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.

Publications

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

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

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

Accreditation

Bethel Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS). ATS is the national accrediting agency for theological schools in the United States and Canada. The seminary is a school within Bethel University, which is accredited by the Higher Learning Commission (HLC). Both ATS and HLC are recognized by the United States Department of Education (http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html) and by the Council for Higher Education Accreditation (<http://www.chea.org/>).

Administration

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

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

What Makes Us Distinct

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

Academic Rigor and Excellence

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

Alumni

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

Ministry Involvement

Students are encouraged to be actively involved in church or parachurch ministry throughout their seminary program. Students choose ministries and churches in line with their sense of call to ministry.

Transformative Education Model

At Bethel Seminary, we're preparing well-rounded ministry leaders using our Transformative Education Model, which ensures all programs and courses incorporate:

1. **Biblical and theological foundations:** As an evangelical seminary, Bethel Seminary is grounded in Scripture. It is the basis for all that we do, and it informs our approach to personal and professional development.
2. **Spiritual and personal formation:** We're never done growing and are constantly being formed. As a student at Bethel Seminary, you'll discover more about who you are and who God is calling you to be, so that you can guide others to do the same.
3. **Leadership development:** We incorporate principles of proven leadership practices to empower you to lead effectively and ethically, in ministry, in the workplace, and beyond.

All seminaries teach Bible and theology, and most teach spiritual formation—but Bethel Seminary is unique in the way it takes both elements and infuses them with robust leadership development. This ensures graduates leave equipped to effectively lead people and faith communities toward all God is calling them to be.

Strategic Alliances

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

Bethel Seminary offers credit for specific courses taught by the staff of these select partnership organizations:

- Cru
- Gateway Church (Austin, TX)
- Young Life
- Wooddale Church (MN)

More details and information can be acquired through contacting the office of the registrar.

Additionally, Bethel Seminary is in strategic partnership with MN Adult and Teen Challenge, and the Fellowship of Evangelical Churches. Those who are interested in more information on these specific partnerships may contact the office of admissions.

Small-Town and Rural Ministry

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

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

History

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

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

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

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

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

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

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

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

Mission, Vision, and Values

Mission

A statement of who we are and why we exist

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

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

Vision

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

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

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

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

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

Values

- **We are Christ-followers**—orthodox, conversionist, and evangelical; rooted in the authority of Scripture.
- **We are character-builders**—concerned with personal and spiritual formation and therefore committed to the development of whole and holy persons.
- **We are truth-seekers**—recognizing that all truth has its source in God as revealed in creation and Scripture and personified in Christ.
- **We are learners**—committed to academic excellence within a community characterized by teaching, scholarship, and service.
- **We are reconcilers**—honoring the worth and dignity of people from all races and purposely seeking to create a community that reflects the diversity of the Body of Christ.
- **We are salt and light**—relating to the world and society in culturally relevant ways while being informed by our pietistic denominational heritage and characterized by an irenic spirit.
- **We are world-changers**—driven to prepare graduates who will shape and change the world through exemplary leadership in the church and throughout society.

Faith Statement

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

Affirmation of our Faith

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

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

Doctrinal Position

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

Spiritual Life

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

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

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

All aspects of life at Bethel Seminary are intended to be part of the student's ongoing growth in relationship with God, including academic study and a life of prayer and service. The call to be a student is a serious Christian commitment, no less spiritual than aspects considered to be devotional. It is expected that students enter into all aspects of life at Bethel as "unto God."

Statement on Women and Men

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

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

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

Multiculturalism

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

A Covenant for Life Together: Becoming Whole and Holy Persons

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

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

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

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

Living a Biblical Lifestyle

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

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

Special Expectations for the Bethel Community

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

- Our understanding of the Bible and its importance;
- Our desire to promote wellness and health in all areas: social, emotional, mental, physical, and spiritual;

- Our theological and cultural heritage; and
- Our understanding of our mission and calling.

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

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

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

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

- We will value human life in all its diversity and fullness, recognizing that women and men of all races, ages, and ability levels reflect the creative genius of our Maker.
- We view racism and sexism as sinful and reflective of some of the most harmful aspects of our culture. We will abstain from discrimination based on race, ethnicity, gender, age, and disability. We will also abstain from gossip, deliberate divisiveness, and malicious humor.

We believe that our relationships should reflect our connections in the body of Christ.⁸

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

We believe our minds and bodies should be used in God-honoring ways.⁹

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

We view sexuality as one of God's good gifts.¹⁰

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

We value the wise stewardship of resources.¹¹

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

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

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

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

Conclusions about Community Life

Community life at Bethel should be marked by mutual encouragement, sensitivity, and consideration for others. This is particularly important when dealing with our differences. One of the special values of this community is the opportunity to

learn from one another, including those within other Christian faith traditions. We celebrate our diversity as well as what we hold in common.

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

Living out the call to whole and holy living is challenging. No one does it perfectly. Community members who struggle to follow Bethel's lifestyle expectations and who would like help in living within them are encouraged to talk with appropriate Bethel personnel to seek help in changing.

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

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

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

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

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

¹ Matthew 22:37-40.

² John 14:15, 21.

³ Micah 6:8, Matthew 23:23-24.

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

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

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

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

⁸ Romans 12:3-21; I Corinthians 12:12-31; Ephesians 4.

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

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

¹¹ Genesis 1:28-31.

¹² Romans 14:1-23; I Corinthians 6:12, 10:23-24.

¹³ Ephesians 5:18.

¹⁴ Colossians 3:15-17.

Student Resources

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

Academic Support

The specialists at Bethel's CAPS, Seminary, and Graduate School Academic Resource Center can help build students' skills in academic work and professional life. Students may schedule an appointment by visiting the academic support page (<https://www.bethel.edu/graduate/academics/support/>) or by emailing: caps-sem-gs-arc@bethel.edu, or calling 651.635.8777.

Accessibility Resources and Services

Bethel Seminary provides services and reasonable accommodations for students with documented disabilities, such as sensory, physical, systemic, learning, and psychiatric disabilities through the Office of Accessibility Resources and Services (<https://www.bethel.edu/accessibility/>). Contact them at 651.638.6833 as soon as possible if disability-related accommodations are needed.

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

Athletics and Wellness

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

Course Materials

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

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

Community Worship Opportunities

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

Computer Access

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

Counseling

Bethel provides two resources for students who desire personal counseling:

- *Short-Term Counseling:* The Associate Dean of Formation and Professional Development (651.635.8524), has a limited number of counseling hours available for students free of charge. Students can contact the associate dean directly.
- *Professional Counseling:* The Office of Counseling Services (<https://www.bethel.edu/counseling-services/>) provides short-term individual and relational counseling. The number of sessions will be limited based on available resources. All Bethel students are welcome to access services at the 3900 Bethel Drive campus during normal business hours.

Email

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

Food Service

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

Health Services

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

Health Insurance

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

Jerusalem University College

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

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

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

For more information, contact Bethel's JUC representative Kaz Hayashi (kah54922@bethel.edu) or:

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

Library

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

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

My Bethel

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

Office of Formation and Professional Development

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

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

Office of Student Success and Retention

As students prepare for their programs, student success coaches will help all students become oriented to Bethel through an online orientation course. A tutorial for all incoming students to complete at their own pace and on their own time. Students may contact the coaching team at 651.635.8800 or student-success@bethel.edu to schedule an orientation appointment or talk through support services available.

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

Placement

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

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

Publications

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

Special Events

Special events are designed to enrich community life, facilitate open discussion of ideas and issues, and provide opportunities to develop meaningful relationships.

These events encourage interaction beyond the classroom and include seminars on information not covered in the curriculum, in-depth interaction through weekend retreats, pizza nights, banquets, concerts, and entertainment for the entire community. Special programs are also planned for children and spouses of seminary students.

Adolf Olson Memorial Lectures

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

Edwin J. Omark Preaching Competition

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

Zondervan Awards

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

Residential International Students

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

- Graduate School: 6 credits per term
- Seminary: 6 credits per term

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

Contact

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

Exceptions to the Full-Course-Of-Study Requirement

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

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

Distance Education Limits

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

Employment

On-Campus Employment

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

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

Off-Campus Employment

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

Severe Economic Hardship

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

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

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

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

Curricular Practical Training (CPT)

Curricular Practical Training (CPT) is alternate work/study, internship, cooperative education, or any other type of required internship or practicum for international students that is offered by sponsoring employers through cooperative agreements with the school. This school's curriculum includes opportunities for CPT either through required or optional, credit or non-credit, full-time or part-time, paid or unpaid, on-campus or off-campus internships. To qualify as CPT, the internship must be formally approved by the student's program director (signifying that the CPT is relevant to the student's program of study) and by the Designated School Official (signifying that the CPT is in regulatory compliance with current legislation). Course number 176 (undergraduate) or 576 (graduate) in the appropriate discipline is assigned to non-credit CPT, and the student will be billed a \$400 course fee for the first term of non-credit CPT. Course numbers 476 (undergraduate) and 776 (graduate) in the appropriate discipline is assigned to CPT for credit, and may be taken for 1–6 credits per term. This course is repeatable.

Policy:

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

10. Students must submit Curricular Practical Training Request form no later than 30 days prior to the desired employment start date. More information on CPT and a link to this form is available here (<https://www.bethel.edu/international-services/living-in-us/employment/>).
 - a. Students will register for the course associated with the CPT experience for one term. The curricular aspects of the CPT employment must be completed within one term.

Requirements and guidelines:

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

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

Optional Practical Training (OPT)

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

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

Social Security Card

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

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

Health Insurance

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

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

Student Visas

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

Multi-Language Learners

Bethel University does not provide translators for multi-language learners. All courses and instruction will occur in the English language. Therefore, it is expected that each student will possess the ability to write and speak English clearly and correctly.

Military 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

Scholarships

The Bethel Military Scholarship is available to regularly admitted, degree-seeking students in CAPS, Seminary, and GS, who are, or have served, in the U.S. armed forces. For more information, see the Seminary Scholarships and Awards page (<https://www.bethel.edu/seminary/financial-aid/types/scholarships/>).

Financial Aid and Military Benefits:

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

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

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

information on military benefits, visit the Seminary Military Benefits page (<https://www.bethel.edu/seminary/financial-aid/types/military-benefits/>).

Family Educational Rights and Privacy Act of 1974 (FERPA)

Purpose and Applicability

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

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

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

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

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

Definitions

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

School Official:

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

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

Education records may include:

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

Education records do NOT include:

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

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

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

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

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

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

Student Rights

Currently enrolled and former students have the right to:

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

Procedure for Inspecting Records

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

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

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

Procedure for Requesting the Amendment of Records

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

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

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

Procedure to Request Withholding of Directory Information

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

Parent Rights

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

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

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

Offices That Maintain Records

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

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.

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

Disclosure of Education Records

Conditions Under Which Directory Information May Be Released

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

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

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

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

- To comply with a judicial order or lawfully issued subpoena. The University will notify the student when such a request occurs without the student's knowledge unless prohibited by law.
- Appropriate persons in a health or safety emergency. If Bethel determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or others, provided that Bethel will only exercise this authority for the duration of the emergency.

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

Conditions Under Which Education Records Will Not Be Released

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

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

Criteria Used to Determine the Legitimate Educational Interest of School Officials

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

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

Other Faculty and Staff Responsibilities

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

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

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

Enforcement

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

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

Academic Advising

Academic advising for all seminary programs is provided by the Office of Student Success and Retention. These programs have a designated student success advisor (SSA) who serves as the first point of contact for student advising and support. Students are introduced to their SSA once they enroll in classes. The SSA will assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs.

Academic Honesty

Overview

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

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

Academic Dishonesty Definitions

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

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

Academic Petitions

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

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

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

Academic petitions fall into two categories:

Exception Requests

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

Appeals

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

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

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

Academic Standing

Overview

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

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

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

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

Good Standing

Good Standing is defined as a cumulative GPA of (2.0) or above.

Academic Alert

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

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

During the first term of enrollment, the student:

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

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

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

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

Academic Probation

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

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

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

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

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

Academic Dismissal

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

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

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

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

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

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

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

Special Cases

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

No Calculation

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

- The only course a student has taken in a term is of a grade type not included in the cumulative GPA calculation.
- Students taking courses at more than one level in a term will see No Calculation for the level which does not apply to the degree/credential of pursuit.

- If a student has a grade of I (Incomplete for A-F letter-graded courses only) in one or more courses in a term.

- Once all grades of I for a term have been resolved with an A-F letter grade, academic standing will be re-evaluated and assigned for that term. This may or may not occur at the end of a term.

Provisionally Admitted Students

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

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

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

Accessibility

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

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

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

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

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

Advanced Standing

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

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

standing in the Elementary Greek courses and will be able to select other courses in place of the basic language courses.

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

Attendance

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

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

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

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

Auditing Courses

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

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

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

All auditors must apply via the Application to Audit form.

Calendar and Student Load

Students will collaborate with their student success advisor to determine an academic plan appropriate to achieve their educational goal. Bethel operates on a semester calendar (Fall term, Spring term, Summer term). A four credit semester-hour course represents 150-170 hours of classroom experience, academic preparation, and research. A two credit semester-hour course represents 75-85 hours of classroom experience, academic preparation, and research.

Student load for each academic term is as follows:

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

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

Students are not permitted to enroll for more than 16 semester credits per term without permission of the Associate Dean of Formation and Professional Development. A student whose grade point average is lower than 3.0 (B) is not permitted to carry more than four courses per semester.

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

Challenge Examinations and Achievement Tests

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

Change in Degree Program

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

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

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

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

Classification of Students

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

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

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

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

Clinical Pastoral Education

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

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.

Course Numbers

- 500s – 600s represent master's level, graduate credit
- 700s represent advanced master's and/or introductory doctoral level
- 800s – 900s represent doctoral level

Course Papers

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

Courses in Nonacademic Settings

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

1. The amount of time spent in the course must be 80 hours for a 2 semester hour course; 160 hours for a three semester hour course.
2. The course must be taken under the direct guidance of a Bethel professor who will oversee the work.
3. Credit must be arranged with the registrar before taking the course.
4. A written evaluation must be prepared and submitted to the Bethel professor overseeing the work.
5. Tuition will be billed by Bethel at the current rate for course credit.

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

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

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

Students may find the Directed Study Application form through the Office of the Registrar website or by accessing the form directly (<https://www.bethel.edu/registrar/registration/seminary/changes-petitions/directed-study-application/>).

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

- The proposed study will consist of approximately 160 hours of study (for a four-semester-hour class).
- Any course that the student takes in a nonacademic setting will count as a directed study course.
- Only three directed study courses may be taken in the student's degree program.
- Students may take a maximum of 16 credits in their degree program in combination of directed studies, correspondence courses, or extension courses.
- A directed study course may not substitute for a required course.

Earned-To-Required Credit Ratio

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

Evaluation of Student Progress

Overview

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

Non-Academic Probation

The Associate Dean of Formation and Professional Development and the seminary dean act upon recommendations from faculty and staff. Students who fail to make adequate progress in areas of development or formation may be placed on non-academic probation and are required to follow an individualized developmental plan to continue their degree program. Students will be notified if they are being placed on non-academic probation and/or if their continuance at Bethel Seminary is in question. Appropriate action will be taken to teach, influence, discipline, or even dismiss those students who disregard these community expectations.

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

Examinations

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

Experiential Learning

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

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

Extensions for Thesis, Capstone, or Dissertation Courses

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

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

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

Extracurricular Activities

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

Grades

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

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

F	0.0
AU	N/A
WZ	N/A

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

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

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

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

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

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

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

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

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

The following stipulations apply to P/F courses:

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

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

S/U: Satisfactory/Unsatisfactory.

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

Graduation Requirements

Overview

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

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

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

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

Program of Study

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

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

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

Honors

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

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

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

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.

Incomplete Overview

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

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

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

Special Cases

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

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

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

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.

Registration

Overview

To add, drop, withdraw, or otherwise change course registration, students should refer to the self-registration website (<https://www.bethel.edu/student-success/self-registration/>) and to MyBethel. The student's unique Academic Plan and other resources for registration are located here. When taking any registration

activity, students should refer to the CRNs (Course Registration Numbers) on their Academic Plan, to identify specific scheduled course sections and streamline self-registration. Regardless of the actual first day that a class “meets” face to face or online, most courses officially begin on a Monday.

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

Adding a Course

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

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

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

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

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

Dropping a Course

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

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

Withdrawing from a Course

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

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

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

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

Changing from Credit to Audit

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

Charges Related to Registration Activities

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

Exceptions to Registration Policies

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

Registration for Courses at Other Twin Cities Seminaries

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

1. Complete the consortium registration form found on [bethel.edu/registrar/forms](https://www.bethel.edu/registrar/forms) (<https://www.bethel.edu/registrar/pdfs/sem-consortium-registration-form.pdf>);
2. Return the completed form to the registrar’s office;
3. Pay the tuition rate of Bethel Seminary; and
4. Ensure that the consortium registrar sends a transcript back to Bethel.

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

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

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.

Technology Requirement

General Requirements

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

Hardware Requirements

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

Software Requirements

- Assignments must be submitted in Microsoft Office Format (i.e., .docx, .pptx, .xlsx), unless otherwise specified by the instructor.
- Virus and Malware protection (more information (<https://confluence.bethel.edu/display/ITSKB/Computer+Security+and+Safety+Information/>)) (<http://www.bethel.edu/its/students/antivirus-software/>)
- Updated web browser (Mozilla Firefox (<https://www.mozilla.org/en-US/firefox/new/>), Microsoft Edge (<https://www.microsoft.com/en-us/edge/?exp=e00&form=MA13FJ>), Google Chrome (<https://www.google.com/chrome/?hl=en-GB>), or Safari (<https://www.apple.com/safari/>) for Mac)

Students are expected to develop basic competency with Google Meet (<https://support.google.com/meet/?hl=en#topic=7306097>).

Thesis

Thesis

Master's level students may opt to complete a thesis as a free elective option within their degree program. The student is responsible to find an instructor who is willing to work with them throughout the process to completion of the thesis. A thesis is completed once a student satisfactorily finishes the 2 credit Thesis Proposal course and a 4 credit Thesis Writing course. If the student does not complete their Thesis Writing course within the term allotted, they must complete the requirements as described in the Extensions for Thesis/Capstone/Dissertation Courses policy.

Time Limits for Degree Completion

Overview

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

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

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

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

Time Limits for Credits Applied Toward Degree Requirements

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

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 of Credit

Overview

Residency Requirements

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

Transfer Coursework and Accreditation Requirements

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

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

Credit may be given for coursework completed at non-accredited seminaries or graduate schools based on instructor approval. Current students who desire to complete coursework at non-accredited institutions must request approval in advance from the Registrar's Office. The request must be accompanied by evidence that demonstrates the academic rigor of the program (syllabi, course descriptions, textbooks, qualifications of instructors, etc.). Approval is not automatically granted.

Duration of Credits

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

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

MDiv/MA Transfer Work

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

Bethel Seminary Partnerships

Bethel Seminary does partner with various churches and parachurch organizations to make seminary education more affordable. These partnerships allow prospective students to earn credit toward a Bethel Seminary certificate or degree based on training they receive at these partnership organizations. For more information regarding Bethel's partnership organizations, please see the Academic Partnerships webpage (<https://www.bethel.edu/seminary/admissions/academic-partnerships/>).

Transferability of Credits and Credentials Earned at Bethel

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

Verification of Student Status

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

Veterans

The seminary is approved for veterans' educational benefits. For students who receive military educational benefits (Title 38 beneficiaries), prior credit from another institutionally accredited graduate-level institution is normally granted. The student's transcript will be evaluated in terms of required courses and standards of Bethel Seminary. Veteran students are held to the same Satisfactory Academic Progress (SAP) standards as all other seminary students. For more information, refer to the Financial Aid (p. 54) section of this catalog under "Evaluating Financial Aid Satisfactory Academic Progress." If a veteran finds it necessary to discontinue school during the course of any semester, tuition will be refunded in accordance with accepted governmental regulations.

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.

Special Programs

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

Ministry Scholars Program

Overview

The Ministry Scholars program (<https://www.bethel.edu/academics/5-year-ministry/>) is Bethel University's bachelor's to master's degree program that reduces cost and time-to-completion by streamlining undergraduate and graduate education. Graduates receive a bachelor's degree from Bethel University's College of Arts and Sciences (CAS) and a master's from Bethel Seminary. This program is well suited for a variety of majors who want to become equipped to lead churches, parachurch organizations, and other ministries. It is also a good fit for ministry-minded students who want to pursue bi-vocational ministry or work outside of professional ministry. Students learn from successful ministry leaders and experts in Biblical and Theological Studies, Spiritual and Personal Formation, and Transformational Leadership. This program offers supplemental training resources, developmental activities, and discipleship opportunities to prepare ministry-minded students for effective ministry leadership. Students also gain valuable field experience in local churches and ministry settings.

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

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

What is Bethel looking for in a Ministry Scholar?

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

General Criteria for Participation in the Ministry Scholars Program

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

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

Prior to Seminary enrollment, students will be evaluated by the Ministry Scholars Program Director for their readiness to transition to graduate level education. The evaluation will be based primarily on academic ability, spiritual maturity, character, and the continued discovery of the student's calling. This evaluation will take place before the student enrolls in seminary level courses. In order for students to begin taking seminary courses, they will need to have completed 60 credits counting towards their bachelor's degree and have taken the two prerequisite courses: BIB101 Introduction to the Bible and THE201 Christian Theology.

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

Degree Requirements

Ministry Scholars will take courses offered at Bethel Seminary as part of their baccalaureate program (totaling a minimum of 122 credits). While the program is meant for those interested in ministry, any major may take seminary courses. In each major, seminary courses can be taken with elective undergraduate credit.

Courses taken at the seminary as part of the undergraduate degree will count towards both undergraduate and seminary credit. These courses are offered through the seminary and students may take them in-person (when offered) or online.

In order for students to begin their seminary courses, they must:

- Complete at least 60 credits towards their bachelor's degree
- Complete and earn at least a 3.0 GPA in the following prerequisite courses: Introduction to the Bible (BIB 101) and Christian Theology (THE 201)

Students may take seminary courses but cannot exceed more than half of the total credits for the seminary degree that they are pursuing. The greater amount of credits for a graduate degree must be taken while as a graduate student in the seminary. The seminary degree options which students can take courses in will be limited by the seminary advisors.

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

Academic Calendar

2025-2026 Academic Calendar

Fall Semester 2025

August 25	Fall Semester begins
August 25-October 16	First-half Classes
September 1	No classes - Labor Day
October 20-December 12	Second-half Classes
November 27-28	No classes - Thanksgiving holiday
December 12	Fall Semester ends

Spring Semester (January Session) 2026

January 5	Spring Semester - January Session begins
January 19	No classes - Martin Luther King Jr. Day
January 30	Spring Semester - January Session ends

Spring Semester (Extended Session) 2026

Feb 2	Spring Semester - Extended Session begins
Feb 2-March 26	First-half Classes
March 30-May 22	Second-half Classes
April 3	No classes - Good Friday
May 22	Spring Semester - Extended Session ends
May 23	Commencement

Summer 2026

May 26	Summer Term begins
May 26-July 2 (6 weeks)	First-half Classes
May 26-August 14 (12 weeks)	Full Summer Courses
May 25	No classes - Memorial Day
June 8-August 14 (10 weeks)	Summer Term
June 19	No classes - Juneteenth
July 3	No classes - Observance of Independence Day
July 6-August 14 (6 weeks)	Second-half Classes
August 14	Summer Term ends

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

Admission

Overview

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

Pre-Seminary Studies

Function of Pre-Seminary Studies

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

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

Subjects in Pre-Seminary Study

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

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

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

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.

General Admission Requirements

Christian Experience

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

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

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

College Degree

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

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

Ability-to-benefit Students

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

Admission Process

General Application for Admission

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

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

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

Prospective students are encouraged to visit the Seminary in St. Paul, MN or connect with us virtually. Set up (<https://www.bethel.edu/seminary/admissions/visit/>) an appointment by filling out our online form (<https://www.bethel.edu/seminary/admissions/visit/schedule-visit/>) or call our office at 651.635.8000. Any questions can be directed to seminary-admissions@bethel.edu.

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

Applying Online

Prospective students may apply online (<https://www.bethel.edu/seminary/admissions/apply/>).

Special Students and Auditors

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

Non-Bachelors Applicants

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

- 35 years of age or older.
- Have significant prior ministry experience.
- Have earned an Associate of Arts or an Associate of Science degree or have earned 60 undergraduate credits.
- Provide a writing sample as directed by the Enrollment Counselor.

International Student Admission Requirements

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

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.

Residential International Applicants

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

International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE Academic), or Duolingo English Test (DET) examination score report.

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

This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.

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

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

- A copy of the I-94 (applicants living in the U.S.).
- A copy of their passport (applicants living in or traveling to the U.S.).

- A copy of their current visa (applicants living in or traveling to the U.S.).
- Documentation of health insurance.
- Transcripts from all colleges and/or universities attended. The transcript(s) is/are required to be evaluated by one of the members of the National Association of Credential Evaluation Services (NACES (<http://www.naces.org/>)), the Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)), or the Commission on Graduates of Foreign Nursing Schools International, Inc. (CGFNS (<https://www.cgfns.org/>)) if the student's degree(s) is/are received outside of the U.S. It is advised that students receive a course-by-course evaluation that shows a cumulative GPA.
- A completed Certificate of Finances form, along with the most current bank statement(s) available (Most Recent 6 Months worth) providing evidence of adequate funds based on U.S. currency to cover a minimum of one year's full tuition and living expenses.

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

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

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

Additional Requirements for U.S. Permanent Resident Alien Applicants

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

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

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

Provisional Evaluation

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

If the student meets the minimum required cumulative Bethel GPA for good standing (2.0) at the time of their provisional evaluation:

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

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

Doctor of Ministry Admission

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

Applicants who have not completed a Master of Divinity degree may be accepted if they have completed a master's degree in theology or a ministry-related field; in that case admitted applicants will need to complete, with a grade of B or higher, a 4-unit integrative seminar (e.g. GS 780) at the start of the Doctor of Ministry program. All other applicants who have completed a master's degree in some other field of study, may be admitted into the Master of Christian Thought program as a pathway into the Doctor of Ministry program.

Additional materials required with the application include:

- Undergraduate and graduate transcripts.
- A personal statement detailing the applicant's ministry experience (three to four pages).
- A statement of personal objectives for the Doctor of Ministry program (three to four pages).
- Specified recommendations.
- A recommendation of support for involvement in the program from the congregation and/or board of the institution in which the student ministers.
- A professional writing sample from previous master-level work.
- An admission interview may be required.

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

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

Part-time visiting students from other ATS-accredited Doctor of Ministry programs may take up to 12 credits that may be transferred into their current programs.

Academic Programs

Master of Arts Degrees

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

List of Master of Arts Degrees

- Master of Arts in Children's, Youth, and Family Ministry (p. 30)
- Master of Arts (Christian Thought) (p. 30)
- Master of Arts in Marriage and Family Therapy (p. 31)
- Master of Arts in Ministry (p. 32)
- Master of Arts (Theological Studies) (p. 33)

Master of Arts in Children's, Youth, and Family Ministry

Overview

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

The objectives of the program are as follows:

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

Degree Requirements

Master of Arts in Children's, Youth, and Family Ministry

Code	Title	Credits
Core Requirements		
BT 510	Biblical Hermeneutics	4
OT 516	Reading Old Testament Literature	4
or NT 516	Reading New Testament Literature	
SP 540	Spiritual and Personal Formation	4
TS 525	Survey in Systematic Theology for MFT and MACYFM	4
Degree Specific Requirements		
CF 510	Introduction to Children's, Youth and Family Ministry	4
CF 610	Ministry with Families Throughout the Life Cycle	4
CF 620	The Teaching Learning Process	4
CF 630	Leadership in Children's, Youth, and Family Ministry	4
PC 632	Pastoral Care of Children, Youth and Families	4
Other Requirements		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 001	Vocational Assessments	0
Total Credits		36

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

Master of Arts (Christian Thought)

Overview

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

The objectives of the program are as follows:

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

Degree Requirements

Master of Arts (Christian Thought)

Code	Title	Credits
Core Requirements		
BT 510	Biblical Hermeneutics	4
HS 510	Church History	4
NT 516	Reading New Testament Literature	4
OT 516	Reading Old Testament Literature	4
TS 535	Theology and Ethics I	4
TS 536	Theology and Ethics II	4
Degree Specific Requirements		
GS 780	Senior Integrative Seminar	4
SP 540	Spiritual and Personal Formation	4
TS 605	Christian Worldview in Global Perspective	4
Other Requirements		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
Total Credits		36

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

Master of Arts in Marriage and Family Therapy

Overview

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

Necessary for the completion of the program are:

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

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

Coursework meets the academic requirements for licensure as a marriage and family therapist in the state of Minnesota. To obtain independent licensure, graduates will need to obtain additional supervised clinical experience and pass both the National Exam and a state exam.

Admission Requirements

In addition to the general seminary admission process (p. 27), a student applying for this program will need:

- At least 9 semester hours in the behavioral health sciences
- An undergraduate GPA of at least 3.0
- A 1,500-2,000 word paper discussing personal family of origin experiences
- Submit three references:
 - One supervisor reference
 - One pastoral reference
 - One personal reference

A group interview will also occur by invitation only.

Degree Requirements

Master of Arts in Marriage and Family Therapy

Code	Title	Credits
Seminary Core Requirements		
BT 510	Biblical Hermeneutics	4
SP 540	Spiritual and Personal Formation	4
TS 525	Survey in Systematic Theology for MFT and MACYFM	4
Degree Specific Requirements		
MF 611	Foundations of Marriage and Family Studies	3
MF 612	Families in Context: Gender, Class and Culture	3
MF 613	Dynamics of Family Interaction: Sexuality, Spirituality and Socialization	3
MF 621	Individual Development Within the Family	3
MF 622	Individual and Family Psychopathology I	3
MF 623	Individual and Family Psychopathology II	3
MF 624	Challenges over the Family Life Cycle	3
MF 631	Professional and Ethical Issues in Marriage & Family Therapy	3
MF 640	Clinical Skills in Marriage and Family Therapy	3
MF 641	Theories of Marriage and Family Therapy	3
MF 642	Couple and Family Assessment	3
MF 643	Advanced Clinical Issues	3
MF 651	Research Design & Evaluation in Marriage & Family Therapy	3
MF 711	Supervised Clinical Experience I	3
MF 712	Supervised Clinical Experience II	3
Other Requirements		
GS 006	Graduate Research Seminar: MFT Degree	0
MF 780	Senior Integrative Seminar: Worldview, Ethics, and Practice	3
SP 004	Formation Assessments: MFT Degree	0
Total Credits		60

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

Master of Arts in Ministry

Overview

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

The objectives of the program are as follows:

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

M.A.Min. students are not required to declare a concentration. For those who choose to pursue a concentration, a complete list of all concentrations is available in the "Concentration (p. 38)" section of this program. Students who choose a concentration may need to take independent studies or extend the length of time to degree completion in order to fulfill the requirements of a particular concentration.

The M.A.Min is the seminary degree involved with a special academic program from another Bethel University school:

- The Ministry Scholars Program (p. 24) with the College of Arts and Sciences

Degree Requirements

Master of Arts in Ministry

Code	Title	Credits
Core Requirements		
BT 510	Biblical Hermeneutics	4
HS 510	Church History	4
NT 516	Reading New Testament Literature	4
OT 516	Reading Old Testament Literature	4
TS 535	Theology and Ethics I	4
TS 536	Theology and Ethics II	4
Degree Specific Courses		
GC 520	Mission and Evangelism	4
GS 780	Senior Integrative Seminar	4
ML 540	Transformational Leadership	4
SP 540	Spiritual and Personal Formation	4
Concentration Courses and Electives		
Electives (CTL or CSPF) ¹		8
Supervised Ministry and Other Requirements		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 002A & TL 002B	Professional Internship Assessment and Preparation A and Professional Internship Assessment and Preparation B	0
TL 568A	Professional Internship for MA in Ministry A	2
TL 568B	Professional Internship for MA in Ministry B	2
Total Credits		52

¹ CTL Electives are any CF, CP, CM, DC, GC, ML, or TL courses.

CSPF Electives are any MF, MH, PC, or SP courses.

Students may complete a thesis to fulfill a portion of the required elective credits. No concentration is required for this degree. If a student is earning a concentration, concentration requirements will be taken instead of electives.

A minimum of 52 semester credits is required for graduation from the M.A.Min. program. The student is responsible for meeting all graduation deadlines and requirements.

Master of Arts (Theological Studies)

Overview

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

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

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

The degree is awarded upon completion of 52 semester credits.

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

Degree Requirements

Master of Arts (Theological Studies)

Code	Title	Credits
Core Requirements		
BT 510	Biblical Hermeneutics	4
BT 615	Exegesis and Biblical Theology	4
HS 510	Church History	4
NT 516	Reading New Testament Literature	4
OT 516	Reading Old Testament Literature	4
TS 535	Theology and Ethics I	4
TS 536	Theology and Ethics II	4
Degree Requirements		
GS 780	Senior Integrative Seminar	4
SP 540	Spiritual and Personal Formation	4
Concentration Courses and Electives		
Electives (CBTF Courses) ¹		16
Other Requirements		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
Total Credits		52

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

A minimum of 52 semester credits is required for graduation from the M.A.(T.S.) program. The student is responsible for meeting all graduation deadlines and requirements.

Concentrations

Biblical Studies Concentration

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

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 10 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Theological and Historical Studies Concentration

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

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 10 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

Master of Divinity

Overview

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

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

Graduation and Progression

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

Language Tracks

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

Single Language Track

- Greek Track: In the Greek language track, students take Greek I: Beginning Greek (NT 541), and Greek II: Intermediate Greek Grammar and Exegesis (NT 625). Students with sufficient knowledge of Greek may take a qualifying examination for advanced standing.
- Hebrew Track: In the Hebrew language track, students take Hebrew I: Beginning Hebrew (OT 541), and Hebrew II: Intermediate Hebrew Grammar and Exegesis (OT 625). Students with sufficient knowledge of Hebrew may take a qualifying examination for advanced standing.

Dual Language Track

The Greek and Hebrew Track is for students desiring competency in both biblical languages or who are required to take both languages by the denomination in which they seek to be ordained. Students in this dual language track take Greek I: Beginning Greek (NT 541), Greek II: Intermediate Greek Grammar and Exegesis (NT 625), Hebrew I: Beginning Hebrew (OT 541), and Hebrew II: Intermediate Hebrew Grammar and Exegesis (OT 625). Students with sufficient competency in either language may take a qualifying examination for advanced standing.

Degree Requirements

Master of Divinity

Code	Title	Credits
Core Requirements		
BT 510	Biblical Hermeneutics	4
BT 615	Exegesis and Biblical Theology	4
HS 510	Church History	4
ML 540	Transformational Leadership	4
NT 516	Reading New Testament Literature	4
NT 541	Greek I: Beginning Greek	4
or OT 541	Hebrew I: Beginning Hebrew	
NT 625	Greek II: Intermediate Greek Grammar and Exegesis	4
or OT 625	Hebrew II: Intermediate Hebrew Grammar and Exegesis	
OT 516	Reading Old Testament Literature	4
SP 540	Spiritual and Personal Formation	4
TS 535	Theology and Ethics I	4
TS 536	Theology and Ethics II	4
Degree Specific Requirements		
CP 510	Preaching for Transformation	4
GC 520	Mission and Evangelism	4
GS 780	Senior Integrative Seminar	4
ML 545	Discipleship and Worship	4
PC 512	Pastoral Care	4
Supervised Ministry and other Requirements		
GS 001	Graduate Research Seminar: Masters Level	0
SP 001	Formation Assessments: Masters Level	0
TL 002A & TL 002B	Professional Internship Assessment and Preparation A and Professional Internship Assessment and Preparation B	0
TL 566A	Professional Internship for MDiv A	2
or PC 566A	Chaplaincy Internship A	
TL 566B	Professional Internship for MDiv B	2
or PC 566B	Chaplaincy Internship B	
Concentration Courses and Electives *		10
Total Credits		78

*

Students may complete a thesis to fulfill a portion of the required elective credits

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

Concentrations

Biblical Studies Concentration

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

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 10 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Children's, Youth, and Family Ministry

- M.Div. only

Concentration requires students to complete 10 credits of courses in the Children's, Youth, and Family Ministry subject area. Possible CF courses in this area include CF 510 Introduction to Children's, Youth and Family Ministry; CF 610 Ministry with Families Throughout the Life Cycle; CF 620 The Teaching Learning Process; CF 630 Leadership in Children's, Youth, and Family Ministry; and PC 632 Pastoral Care of Children, Youth and Families.

Christian Thought Concentration

- M.Div.

A concentration in Christian Thought is designed to enable M.Div. students to focus on the intellectual exploration of the Christian faith and the intersection of Christianity and culture. It serves students who desire church ministry vocations in teaching, discipleship, and apologetics as well as students who may wish to go on for further graduate study in theological studies. Students participate in internships with the Office of Formation, Supervised Ministry, and Placement. Those who sense a call to teaching, outreach, or discipleship ministry using the concentration in Christian Thought may develop their internships with those ministries in view. Concentration requires 10 credits of courses in the Theological Studies and/or Philosophy of Religion subject areas.

Theological and Historical Studies Concentration

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

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 10 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

Doctor of Ministry

Overview

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

For complete admission requirements for the Doctor of Ministry program, please refer to the "Doctor of Ministry (p. 29)" page under the Admissions section of this catalog.

Program Goals

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

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

Critical Issues

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

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

Doctor of Ministry Candidacy

Qualifications to become a candidate for the Doctor of Ministry degree are: completion of 36 semester hours of coursework, completion of the thesis proposal foundations and thesis proposal workshop, and an approved thesis project proposal. Students are also required to complete the mid-career assessment process.

Certificate of Advanced Graduate Studies

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

Delivery

Self-Directed (Intensive)

Bethel Seminary's Self-Directed Doctor of Ministry program is dedicated to producing transformed, godly leaders ready for 21st-century ministry and is

convenient, relevant, progressive, focused, and empathetic. In the self-directed program, students choose among the following concentrations: Biblical and Theological Engagement, Church Leadership, and Congregation and Family Care. Courses with onsite intensives are offered in the summer and winter on the St. Paul campus.

Cohort-Based (Fully Online)

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

Admission Requirements

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

Applicants who have not completed a Master of Divinity degree may be accepted if they have completed a master's degree in theology or a ministry-related field; in that case admitted applicants will need to complete, with a grade of B or higher, a 4-unit integrative seminar (e.g. GS 780) at the start of the Doctor of Ministry program. All other applicants who have completed a master's degree in some other field of study, may be admitted into the Master of Christian Thought program as a pathway into the Doctor of Ministry program.

Additional materials required with the application include:

- Undergraduate and graduate transcripts.
- A personal statement detailing the applicant's ministry experience (three to four pages).
- A statement of personal objectives for the Doctor of Ministry program (three to four pages).
- Specified recommendations.
- A recommendation of support for involvement in the program from the congregation and/or board of the institution in which the student ministers.
- A professional writing sample from previous master-level work.
- An admission interview may be required.

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

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

Part-time visiting students from other ATS-accredited Doctor of Ministry programs may take up to 12 credits that may be transferred into their current programs.

Degree Requirements

Earning the Doctor of Ministry degree requires completion of 36 semester credits and the completion of the Mid-Career Assessment Process.

Code	Title	Credits
Core Requirements		
GS 007	Graduate Research Seminar: Doctoral Level	0
GS 801	Integral Research and Writing	4
GS 901	Thesis Proposal Foundations	2
GS 902	Thesis Proposal Workshop	4
TL 005	Doctor of Ministry Assessments	0
Select a Concentration		16
Thesis Project Courses and Requirements		
GS 991	Thesis Project A	4
GS 992	Thesis Project B	4
GS 993	Thesis Project C	2
Oral Defense, Final Editorial Revisions, & Colloquium *		
Mid-Career Assessments		
Total Credits		36

* Fees apply

Thesis Notes

The student must meet all of the thesis deadline submissions and requirements, as listed in the current version of the student manual (section 6). Students who want to work on their thesis longer than three terms can remain in extension status for up to a total of six years (18 terms) in the program. Students will be required to register for Thesis Project courses once they complete Thesis Proposal Workshop. They will also be required to register for thesis extension status each term between the time of completion of the three required Thesis Project courses (GS 991, GS 992, GS 993) and their actual thesis completion and graduation.

Concentrations

These courses are the student's choice based on course offerings and personal interest. Students are encouraged, but not required, to take at least one fully distance online content course.

Concentration in Biblical and Theological Engagement

The Self-Directed Doctor of Ministry in Biblical and Theological Engagement program is designed for pastors and ministry staff of churches as well as for those with other responsibilities in Christian organizations that focus on critical aspects of ministry practice from a place of thoughtful biblical and theological engagement. For persons in the program, it will develop personal and spiritual well-being for ministry effectiveness and satisfaction; increase capacities for understanding biblical, theological, and historical resources; and, provide opportunities to investigate the biblical and theological emphases that undergird relationships in Christian organizations and the people they serve.

Code	Title	Credits
ML 810	Personal Well-Being and Ministry Effectiveness	4
BTE Concentration Course		4
BTE Concentration Course		4
Bible/Theology Course		4
Total Credits		16

Concentration in Congregation and Family Care

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

Code	Title	Credits
ML 810	Personal Well-Being and Ministry Effectiveness	4
CFC Concentration Course		4
CFC Concentration Course		4
Bible/Theology Course		4
Total Credits		16

Concentration in Church Leadership

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

Code	Title	Credits
ML 810	Personal Well-Being and Ministry Effectiveness	4
CL Concentration Course		4
CL Concentration Course		4
Bible/Theology Course		4
Total Credits		16

Concentration in Transformational Leadership

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

Code	Title	Credits
Select three courses from the following		12
ML 826	The Transformed and Transforming Leader	
ML 827	Transformational Ministry Leadership: Theory and Practice	
ML 923	Leading Transforming Organizations	
ML 924	Teams, Groups and the Transforming Leader	
Elective		4
Total Credits		16

Certificate Programs

Certificate in Biblical Studies

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

All three required courses must be taken at Bethel, and only courses taken for credit will apply toward the certificate. Coursework from other institutions is not transferable. After receiving this certificate, students who later choose to pursue a Bethel degree, may receive credit toward their specific degree program for courses taken, if applicable.

Program Outcomes

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

Certificate Requirements

Code	Title	Credits
BT 510	Biblical Hermeneutics	4
NT 516	Reading New Testament Literature	4
OT 516	Reading Old Testament Literature	4
Total Credits		12

Certificate in Children's, Youth, and Family Ministry

The Certificate in Children's, Youth and Family Ministry will provide students with a solid foundation for those serving in Children's, Youth and Family Ministry. The Certificate allows students to experience the leadership development offered at Bethel Seminary with a three course option. It will focus on developing the head, heart and hands of ministry leaders who serve children, youth and families in church and community. Should graduates wish to continue on into the M.A. in Children's, Youth and Families, their Certificate will fold seamlessly into this degree.

Program Outcomes

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

Certificate Requirements

Code	Title	Credits
SP 540	Spiritual and Personal Formation	4
CF 510	Introduction to Children's, Youth and Family Ministry	4
CF 610	Ministry with Families Throughout the Life Cycle	4
Total Credits		12

Certificate in Theological Studies

The 12 credit Certificate in Theological Studies is offered for individuals who want more depth in biblical studies and theology to enhance their current ministries and occupations; for those needing biblical and theological studies for missions and parachurch organizations; or for individuals seeking direction regarding their future vocations who want a limited course of study to guide them in making a decision about vocational Christian ministry.

Program Outcomes

1. A comprehensive understanding of biblical content, a discerning approach to biblical interpretation, and theological reflection informed by historical traditions.
2. Capacity and skills in the area of theology
3. Intentional integration of faith, learning, life and practice.
4. Intercultural competence for the purpose of advancing the gospel of Jesus Christ.
5. Intentional integration of faith, learning, life and practice.

Certificate Requirements

Code	Title	Credits
BT 510	Biblical Hermeneutics	4
TS 535	Theology and Ethics I	4
TS 536	Theology and Ethics II	4
Total Credits		12

Concentrations

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

Biblical Studies Concentration

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

The Biblical Studies concentration deepens students' understanding of the Bible's history and its integrative themes, and equips them with additional skills for responsible interpretation of the biblical message. The concentration is also recommended as preparation for advanced degrees in biblical studies. Concentration requires 10 credits of courses in the Biblical Interpretation, Biblical Theology, Old Testament, and/or New Testament subject areas.

Children's, Youth, and Family Ministry

- M.Div. only

Concentration requires students to complete 10 credits of courses in the Children's, Youth, and Family Ministry subject area. Possible CF courses in this area include CF 510 Introduction to Children's, Youth and Family Ministry; CF 610 Ministry with Families Throughout the Life Cycle; CF 620 The Teaching Learning Process; CF 630 Leadership in Children's, Youth, and Family Ministry; and PC 632 Pastoral Care of Children, Youth and Families.

Theological and Historical Studies Concentration

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

This concentration acquaints students more fully with the theological resources of the Christian tradition and the church's experience through the centuries. It provides opportunity to develop theological skills and to selectively appropriate from the Christian heritage what may be usefully applied to contemporary challenges and opportunities. The concentration is also recommended as preparation for advanced degrees in these fields. Concentration requires: 10 credits of courses in the Historical Studies, Theological Studies, and/or Philosophy of Religion subject areas.

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.

- **M.A. in Transformational Leadership** - Spring 2026
- **Christian Studies Certificate** - Spring 2028
- **Ministry Practice Certificate** - Spring 2028
- **Young Life Youth Ministry Certificate** - Spring 2028
- **Post-Graduate Certificate in Marriage and Family Therapy** - Spring 2028

Course Descriptions

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

Transformative Education Model

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

Biblical and Theological Foundations (p. 39)

Spiritual and Personal Formation (p. 43)

Transformational Leadership (p. 47)

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

Each course has a three-digit number with a two- or three-letter prefix. Foundational courses are numbered in the 500 series and advanced courses 600. Courses numbered in the 700 series are more advanced. Courses numbered above 751 are considered “advanced master’s” or “introductory doctorate” level and may be taken by master’s students or Doctor of Ministry students. The 800 and 900 series indicate courses taken in the Doctor of Ministry program. Courses with a “DE” suffix are fully distance courses. Courses with a “U, L, J, or P” suffix are taken with other students from the theological consortium. The prefix indicates the department as follows:

Subject Code	Description
BT (p. 39)	Biblical Theology
CF (p. 47)	Children’s and Family Ministry
CP (p. 50)	Communications and Preaching
CM (p. 47)	Community Ministry
DC (p. 47)	Discipleship in Community
GC (p. 48)	Global and Contextual Studies
GS (p. 43)	General or Interdisciplinary Studies
HS (p. 39)	Historical Studies
MF (p. 43)	Marriage and Family
ML (p. 48)	Ministry Leadership
NT (p. 40)	New Testament
OT (p. 41)	Old Testament
PC (p. 45)	Pastoral Care
PH (p. 42)	Philosophy of Religion
SP (p. 46)	Spiritual and Personal Formation
TL (p. 51)	Transformational Leadership
TS (p. 42)	Theological Studies

Biblical and Theological Foundations

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

Biblical Theology

BT 510 • Biblical Hermeneutics 4 Credits

Introduction to biblical interpretation. Analysis of relationship of author, text, and reader in the interpretive process. Analysis of biblical books using sound exegetical method, within their original cultural and literary contexts. Summarization and exploration of overarching biblical story. Application of scriptural messages to contemporary contexts, respectfully engaging realities of human diversity.

BT 615 • Exegesis and Biblical Theology 4 Credits

Exegesis of Old and New Testament texts. Tracing and synthesizing of select themes throughout biblical literature and the developing storyline of Scripture. Evaluation of personal assumptions and framework. Application of scriptural messages to contemporary contexts.

Prerequisites: BT 510, and NT 516 or OT 516.

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

Research and study by arrangement with the professor.

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

BT 697 • Thesis Extension 0 Credit

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

BT 699PT • Portfolio in Biblical Theology 0.5-6 Credits

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

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

BT 772 • Seminar in Biblical Theology 1,2 Credit

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular biblical theology or Old and/or New Testaments theme.

Prerequisites: BT 510. *Special Notes:* Fulfills DMin elective requirements.

BT 774 • Seminar in Biblical Theology 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular biblical theology or Old and/or New Testaments theme.

Prerequisites: BT 510. *Special Notes:* Fulfills DMin elective requirements.

BT 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. *Special Notes:* Approval of faculty member in relevant discipline is required.

BT 795B • Thesis Writing 4 Credits

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

Prerequisites: BT 795A.

BT 899PT • Portfolio in Biblical Theology 0.5-6 Credits

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

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

Historical Studies

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

Objectives for students

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

HS 510 • Church History 4 Credits

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

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

Research and study by arrangement with the professor.
Special Notes: Permission is required.

HS 697 • Thesis Extension 0 Credit

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

HS 699PT • Portfolio in Historical Studies 0.5-6 Credits

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

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

HS 772 • Seminar in Historical Studies 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Historical Studies theme.

Special Notes: This course will fulfill DMin concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.

HS 774 • Seminar in Historical Studies 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Historical Studies theme.

Special Notes: Fulfills DMin elective requirements.

HS 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. Special Notes: Approval of faculty member in relevant discipline is required.

HS 795B • Thesis Writing 4 Credits

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

Prerequisites: HS 795A.

HS 815 • Christian Lives and Traditions as Ministry Resources 4 Credits

Concentration content course to fulfill DMin requirement for either Congregation and Family Care or Church Leadership.

Prerequisites: GS 801. Special Notes: This course will fulfill concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.

HS 862 • Topics in Historical Studies 4 Credits

Concentration content course to fulfill DMin requirement when paired with the corresponding project course, HS 862P. Concentration topic varies based on scheduling and student interest.

HS 862P • Project in Historical Studies 4 Credits

Concentration project course to fulfill DMin requirement.
Prerequisites: HS 862.

HS 899PT • Portfolio in Historical Studies 0.5-6 Credits

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

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

New Testament

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

Objectives for students

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

NT 516 • Reading New Testament Literature 4 Credits

Introduction to the New Testament writings, focused on the message and proper interpretation of New Testament books, their historical and literary contexts, and theological purposes. Summarization of the New Testament's main theological themes. Contextualization of New Testament messages for Christian ministry contexts today and for personal faith and practice.

Prerequisites: BT 510, can be taken concurrently.

NT 516YL • Gospels and Acts (Young Life Staff Training) 4 Credits

An introduction and survey of the New Testament Gospels and Acts. The course will examine methodologies for the study of the Gospels (historical-critical and literary approaches), historical and cultural setting, the unique portrait of Jesus and narrative theology of the Gospels and Acts, and an introduction to the study of the historical Jesus.

NT 541 • Greek I: Beginning Greek 4 Credits

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

NT 625 • Greek II: Intermediate Greek Grammar and Exegesis 4 Credits

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

Prerequisites: Successful completion of NT 541 with a grade of B or higher; or passing of Greek Qualifying Exam.

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

Research and study by arrangement with the professor.

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

NT 697 • Thesis Extension 0 Credit

Extension course for continued enrollment following the term in which NT 795B was taken; required when the thesis course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the dissertation is granted final approval and receives a grade.
\$375.

NT 699PT • Portfolio in New Testament 0.5-6 Credits

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

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

NT 772 • Seminar in New Testament 1,2 Credit

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular New Testament theme.

Prerequisites: BT 510. Special Notes: Fulfills DMin elective requirements.

NT 774 • Seminar in New Testament 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular New Testament theme .

Prerequisites: BT 510. *Special Notes:* Fulfills DMin elective requirements.

NT 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. *Special Notes:* Approval of faculty member in relevant discipline is required.

NT 795B • Thesis Writing 4 Credits

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

Prerequisites: NT 795A.

NT 814 • Topics in the New Testament 4 Credits

Concentration content course to fulfill DMin requirement for either Biblical and Theological Engagement or Church Leadership.

Prerequisites: GS 801. *Special Notes:* This course will fulfill concentration requirements for BTE or CL concentration students or an elective requirement for other concentrations

NT 899PT • Portfolio in New Testament 0.5-6 Credits

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

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

Old Testament

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

Objectives for students

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

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

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

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

OT 516 • Reading Old Testament Literature 4 Credits

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

Prerequisites: BT 510, can be taken concurrently.

OT 516YL • Old Testament Introduction (Young Life Staff Training) 3 Credits

The course introduces the study of the Old Testament as the Word of God by an exploration of the Writings (Ketubim), the third portion of the Hebrew canon in English translation. This section includes Psalms, Job, Proverbs, the Scrolls (Ruth, Ecclesiastes, Song of Songs, Lamentations, and Esther), Daniel, Ezra-Nehemiah, and Chronicles. These varied books will be studied from a historical, literary, and theological perspective. Focus will be on original meaning, contemporary significance and the hermeneutical principles that allow us living at the beginning of the twenty-first century to appropriate these ancient books.

OT 541 • Hebrew I: Beginning Hebrew 4 Credits

Introduction to biblical interpretation using OT Hebrew. Translation of Hebrew texts containing common Old Testament Hebrew words and basic grammatical forms and syntax. Identification of the forms and basic grammatical/syntactical functions of Hebrew nouns, adjectives, pronouns, and verbs. Definition of common Old Testament Hebrew words. Includes emphasis on production of biblical Hebrew in communication to facilitate mastery of grammar and syntax.

OT 625 • Hebrew II: Intermediate Hebrew Grammar and Exegesis 4 Credits

Advancement of biblical interpretation using OT Hebrew. Reading of Hebrew texts at an intermediate level of proficiency, attending to a greater range of grammatical/ syntactical functions. Use of exegetical tools, including textual criticism, diagramming, lexical analysis, and intertextual analysis. Definition of additional common Old Testament Hebrew words.

Prerequisites: Successful completion of OT 541 with a grade of B or higher; or passing of Hebrew Qualifying Exam.

OT 670 • Directed Study in Old Testament 0.5-9 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

OT 697 • Thesis Extension 0 Credit

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

OT 699PT • Portfolio in Old Testament 0.5-6 Credits

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

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

OT 772 • Seminar in Old Testament 1,2 Credit

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Old Testament theme .

Prerequisites: BT 510. *Special Notes:* Fulfills DMin elective requirements.

OT 774 • Seminar in Old Testament 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Old Testament theme .

Prerequisites: BT 510. *Special Notes:* Fulfills DMin elective requirements.

OT 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. *Special Notes:* Approval of faculty member in relevant discipline is required.

OT 795B • Thesis Writing 4 Credits

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

Prerequisites: OT 795A.

OT 811 • BTE Topics in Old Testament 3 Credits

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

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

OT 899PT • Portfolio in Old Testament 0.5-6 Credits

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

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

Theological Studies

Theology is the study of God, the discipline that seeks knowledge of God's being and all of his works. Theology synthesizes and interprets Christian beliefs and applies them to today's world. Theology leads to wisdom. Living in light of wisdom from God shapes and motivates a passionate love for God and growth in maturity.

Objectives for Students

- Acquire orderly understandings of the major doctrinal and biblical themes of the Christian worldview;
- Gain awareness of contemporary intellectual movements and proper Christian response;
- Form reasons for faith and ability to offer reasoned defenses of Christian truth;
- Develop the habit of interpreting all of life through the practice of theological reflection;
- Uncover the connections of Christian truth with the living of life and the practice of leadership in ministry; and
- Find guidance and motivation for pursuing personal spiritual growth by encountering the transforming power of divine truth.

Systematic Theology

Systematic theology synthesizes Christian beliefs and applies them to today's world. Building chiefly on a foundation of biblical data, it also interacts with other areas of knowledge such as philosophy, historical and contemporary theology, and the sciences, using them to illuminate and confirm essential biblical teachings. A primary goal of coursework in systematic theology is to help students work toward developing an intelligible system of Christian thought that is at once biblically sound, rationally coherent, and culturally relevant. Systematic theology courses should normally be taken in the middle or senior years. Students should plan to take TS 535 before taking upper-level electives in systematic theology.

TS 525 • Survey in Systematic Theology for MFT and MACYFM 4 Credits

Exploration of methods and foundations in systematic theology, covering the subjects of the nature of God and God's self-revelation through scripture; humanity in its created and fallen condition; the person of Jesus Christ and the provision of salvation through Christ; the person of the Holy Spirit and the Spirit's redemptive and reconciling mission; and God's purposes for both the church and the future of all creation. Evaluation of one's personal theology in light of historical Christianity and emerging theologies. Contextualization of the gospel and integration of key learnings into one's faith and ministry.

TS 535 • Theology and Ethics I 4 Credits

Exploration of methods and foundations in systematic theology and ethics, including the subjects of the nature of God, God's self-revelation through scripture, and humanity in its created and fallen condition. Evaluation of one's self-identity, personal theology, moral agency, and cultural framework in light of historical and emerging theologies. Contextualization of the gospel and integration of key learnings into faith and practice.

TS 536 • Theology and Ethics II 4 Credits

Builds on the knowledge of Theology and Ethics I. Includes the exploration of the person of Jesus Christ and the provision of salvation through Christ; the person of the Holy Spirit and the Spirit's redemptive and reconciling mission; and God's purposes for both the church and the future of all creation. Evaluation of one's self-identity, personal theology, and cultural framework in light of historical and emerging theologies and ethical issues. Exploration of select ethical issues and the self as a moral agent in relation to others. Contextualization of the gospel and integration of key learnings into faith and practice.

Prerequisites: TS 535 recommended.

TS 605 • Christian Worldview in Global Perspective 4 Credits

Description of the nature of a worldview and culture. Analysis of worldview commitments found in culture in light of a Christian worldview. Articulation of Christian faith in ways that are responsive to contemporary culture and in conversation with historical and theological realities of the early church. Evaluation of Christianity in its global theological context.

Special Notes: Recommended prerequisite of TS 535 or TS 536.

TS 670 • Directed Study in Theology 1-9 Credits

Research focused on a particular theological issue or topic may be pursued under independent arrangement with the professor involved.

Prerequisites: TS512. Special Notes: Permission is required.

TS 697 • Thesis Extension 0 Credit

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

TS 699PT • Portfolio in Theological Studies 0.5-6 Credits

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

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

TS 772 • Seminar in Theology 1,2 Credit

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Spiritual and Personal Formation theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of TS 535 and TS 536 recommended.

TS 774 • Seminar in Theology 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Theological Studies theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of TS 535 and TS 536 recommended.

TS 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. Special Notes: Approval of faculty member in relevant discipline is required.

TS 795B • Thesis Writing 4 Credits

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

Prerequisites: TS 795A.

TS 814 • Topics in Theological Studies 4 Credits

Assessment of the significance of theological studies to the study and practice of ministry and leadership. Analysis of the relationship between theological studies and human behavior in a contextually relevant manner. Synthesis of an appropriate ministry and leadership response, through theological studies and the integration of faith and ethical values.

Prerequisites: GS 801. Special Notes: This course will fulfill concentration requirements for BTE or CL concentration students or an elective requirement for other concentrations.

TS 899PT • Portfolio in Theological Studies 0.5-6 Credits

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

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

Philosophy of Religion

PH 772 • Seminar in Philosophy of Religion 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Philosophy of Religion theme.

Special Notes: Fulfills DMin elective requirements.

PH 774 • Seminar in Philosophy of Religion 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Philosophy of Religion theme.

Special Notes: Fulfills DMin elective requirements.

Spiritual and Personal Formation

The discipline of Spiritual and Personal Formation makes the formation process part of the entire Bethel Seminary experience. Spiritual and personal formation is the process of opening ourselves to the work of God in our lives. Our goal is that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ (Eph. 4:12-13). As students address issues of spiritual and personal formation, they are increasingly likely to demonstrate:

- A desire for and commitment to living in a covenant love relationship with God that is marked by a passion for the Word of God, personal obedience and discipleship, spiritual hunger, and a lifestyle of holiness and spiritual maturity;
- A desire for and commitment to living with others in covenantal love relationships that are marked by integrity, respect, justice, service, reconciliation, and the ability to build bridges across the potential barriers of racial, gender, and theological differences;
- An ability to develop a biblically grounded theology of spiritual and personal formation, to recognize historical instances of the movement of the Holy Spirit, and to examine critically the practice of formation as understood by a variety of Christian traditions;
- An awareness of their own brokenness, call, and gifting that enables them to maintain healthy personal and professional boundaries, appropriately use authority and power, and respond sensitively to the pain of others; and
- An ability to respond to God's call in their lives with proactive, lifelong personal and professional development strategies that are characterized by honesty, accountability, and a commitment to wholeness spiritually, emotionally, physically, financially, and relationally.

Interdisciplinary Courses

GS 001 • Graduate Research Seminar: Masters Level 0 Credit

The Graduate Research Seminar is a requirement for all students in a masters degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

Grade exceptions: This course is graded Satisfactory/Unsatisfactory.

GS 006 • Graduate Research Seminar: MFT Degree 0 Credit

The Graduate Research Seminar is a requirement for all students in the MFT degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

GS 007 • Graduate Research Seminar: Doctoral Level 0 Credit

The Graduate Research Seminar is a requirement for all students in a degree program. The seminar teaches students to design their research methodologies to most effectively complete course assignments. By learning how to efficiently use library tools and services, a student will save time and effort when completing assignments. The class will also focus on evaluating, citing, and using source material properly.

Grade exceptions: S/U Grading.

GS 670 • Directed Study in General Studies 1-3 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

GS 699PT • Portfolio in General or Interdisciplinary Studies 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of General or Interdisciplinary Studies.

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

GS 772 • Seminar in General Studies 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular General Studies theme.

Special Notes: Fulfills DMin elective requirements.

GS 774 • Seminar in General Studies 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular General Studies theme.

Special Notes: Fulfills DMin elective requirements.

GS 780 • Senior Integrative Seminar 4 Credits

Integration of theology, leadership, formation, intercultural awareness, and worldview analysis into personal, professional, and interdisciplinary understanding and practice. Exploration and analysis of diverse case dilemmas across multiple disciplines, with the ability to contextualize the messages of scripture in respectful and engaging ways. Demonstration of critical thinking, intercultural competence, and integration, within the context of respectful, professional dialogue. *Special Notes: This course must be taken in the student's final year.*

GS 801 • Integral Research and Writing 4 Credits

Introduction to research methodologies for literature review and biblical research for the purpose of gaining understanding of research methods and writing characteristics for future thesis work; and improving research and source evaluation skills. Exposure to matters related to doctoral-level research writing and familiarization with the style guide that dictates the final form the research project report will take.

Special Notes: This should be the very first course that DMin students take.

GS 897 • Dissertation Extension 0 Credit

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

GS 899PT • Portfolio in General or Interdisciplinary Studies 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of General or Interdisciplinary Studies.

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

GS 901 • Thesis Proposal Foundations 2 Credits

Orientation to the nature of research proposals and the purpose of doctoral research. Identification of research topic, a problem and response statement, exploration of relevant literature and development of a preliminary bibliography. Thesis Proposal Foundations (GS 901) and Thesis Proposal Workshop (GS 902) are a combined course unit to be taken sequentially in subsequent terms.

Special Notes: Students cannot take this course until all other required and concentration courses are completed.

GS 902 • Thesis Proposal Workshop 4 Credits

Develop and draft a thesis proposal based upon work done in GS 901. Students will engage in a process of modifying, expanding, and refining a thesis proposal, as well as developing a strategy for proposal implementation and writing of their thesis. Thesis Proposal Foundations (GS 901) and Thesis Proposal Workshop (GS 902) are a combined course unit to be taken sequentially in subsequent terms.

Prerequisites: GS 901.

GS 991 • Thesis Project A 4 Credits

Completion and defense of an approved thesis proposal, involving thesis writing, and engagement with their Thesis Advisor, keeping in line with the requirements and deadlines listed in the DMin Manual for finishing the thesis during GS 993.

Prerequisites: GS 901, GS 902. Grade exceptions: This course is required and is Pass/Fail grading.

GS 992 • Thesis Project B 4 Credits

Continuation of working toward completion and defense of an approved thesis, involving thesis writing, and engagement with their Thesis Advisor, keeping in line with the requirements and deadlines listed in the DMin Manual for finishing the thesis during GS 993.

Prerequisites: GS 991. Grade exceptions: This course is required and is Pass/Fail.

GS 993 • Thesis Project C 2 Credits

Completion and defense of an approved thesis proposal, involving thesis writing, and engagement with their Thesis Advisor, keeping in line with the requirements and deadlines listed in the DMin Manual for finishing the thesis. It is taken in the spring semester of the year they intend to graduate. This course is required and is graded by the Thesis Advisor based on the entire thesis and the oral defense. Students not meeting the guidelines will be put in extension status and required to meet graduation deadlines again the following year.

Prerequisites: GS 991, GS 992.

Marriage and Family Therapy

The primary focus of the Master of Arts in Marriage and Family Therapy (M.A.M.F.T.) (p. 31)—is designed for persons who would like to work as a licensed marriage and family therapist in a variety of settings. Completion of this degree also prepares students for doctoral studies in this field.

Necessary for the completion of the program are:

Participation in required formation assessments and activities Satisfactory completion of the practicum readiness process A nine to twelve month practicum experience of 300 clinical client contact hours. Completion of a senior integrative project

In addition to maintaining a cumulative grade point average of 2.0 or higher, Marriage and Family Therapy students are required to maintain a minimum grade point average of 3.0 in required Marriage and Family Therapy courses to graduate.

Coursework meets the academic requirements for licensure in the state of Minnesota. To obtain licensure, graduates will need to obtain additional supervised clinical experience and pass both the Examination in Marriage & Family Therapy and the Minnesota State Exam.

MF 611 • Foundations of Marriage and Family Studies 3 Credits

This course examines the historical development and theoretical foundations of marriage and family studies, as well as theological issues in the study of marriage and family and the practice of marriage and family therapy. Special attention is given to family systems theory. Students are encouraged to examine their own assumptions about families and to develop increased congruence between their theological convictions and their theoretical perspectives.

MF 612 • Families in Context: Gender, Class and Culture 3 Credits

This course explores differences in family structure and interaction related to race, ethnicity, culture, and socioeconomic status. The influences of gender role perceptions are examined. Students identify challenges of providing therapy and pastoral care to families who differ from themselves in terms of gender, class, and culture.

Prerequisites: MF 611.

MF 613 • Dynamics of Family Interaction: Sexuality, Spirituality and Socialization 3 Credits

This course analyzes dynamic processes of family and couple relationships such as love and intimacy; communication; shame; power; family stress; and coping. Family changes such as divorce, remarriage, and grief are also addressed. Special attention is given to the ways couples and families interact around issues of sexuality and spirituality. Students are encouraged to develop an awareness of the influences of these family dynamics in their own families of origin.

Prerequisites: MF 611.

MF 621 • Individual Development Within the Family 3 Credits

This course explores the development of individuals within the family over the life cycle. Childhood, adolescent, and adult development and aging are examined with attention given to physical, spiritual, intellectual, and social development and their implications for the practice of therapy and pastoral care.

Prerequisites: MF 611.

MF 622 • Individual and Family Psychopathology I 3 Credits

This course helps students understand and identify individual and relational problems and gain awareness of abnormal and/or unhealthy development of individuals and relationships. The course includes introduction to and critique of the most current DSM diagnostic criteria.

Prerequisites: MF 611, MF 621, or concurrent with MF 621.

MF 623 • Individual and Family Psychopathology II 3 Credits

This course helps students assess and diagnose relational problems and mental illness and disorders in children, adolescents, and adults. The course includes thorough interaction with the most current DSM diagnostic criteria.

Prerequisites: MF 611, MF 622.

MF 624 • Challenges over the Family Life Cycle 3 Credits

Students examine therapeutic strategies for addressing developmental issues throughout the family life cycle, such as marriage preparation, transition to parenthood, parenting over the life cycle, work and family issues, chronic illness, and aging.

Prerequisites: MF 611.

MF 631 • Professional and Ethical Issues in Marriage & Family Therapy 3 Credits

This course address legal and ethical situations arising in the practice of marital and family therapy and examine unique challenges of maintaining appropriate boundaries within ministry settings. Issues of professional development are discussed, and students are encouraged to develop strategies for continuing professional, personal, and spiritual growth.

Prerequisites: MF 611.

MF 640 • Clinical Skills in Marriage and Family Therapy 3 Credits

This course provides a survey of theory and essential skills in the practice of Marriage Family Therapy. The main focus of the course is to develop a better understanding of the therapy process through the lens of foundational theories and concepts. This course will introduce students to theories and techniques of individual, group, couples and family therapy. This course will focus on beginning training and practice in basic therapy skills, providing experiential exposure to the therapy process.

MF 641 • Theories of Marriage and Family Therapy 3 Credits

Students review and critique, from theological and theoretical perspectives, major approaches to family therapy, including structural, strategic, transgenerational, experiential, object relations, contextual, systemic, and other emerging models of therapy. Application of techniques from these approaches is practiced in class. Students also examine the place of marriage and family therapy in pastoral care and begin to articulate their own approaches to working with families.

Prerequisites: MF 611.

MF 642 • Couple and Family Assessment 3 Credits

Theoretical perspectives on marital and family assessment are presented, along with an overview of and experience with frequently used personality and relationship assessment tools. This course also introduces the student to the fundamental skills necessary for mental health diagnostic assessment and treatment planning. Students will learn and practice the skills essential to the first three sessions of family treatment. Both medical model and systems integration will be addressed so that students may become bilingual in their ability to negotiate professional relationships with insurance companies, Rule 29 agencies, and other professionals who use a medical model as their primary approach to mental health, while retaining an inherently systemic approach to treatment.

Prerequisites: MF 611.

MF 643 • Advanced Clinical Issues 3 Credits

This course focuses on developing therapeutic and pastoral care strategies based on research, theory, and theological reflection to address issues such as separation and divorce, single-parent and remarried families, infertility, adultery, sexual dysfunction, abuse and violence in the family, and addictive and compulsive behaviors.

Prerequisites: MF 611 and MF 642.

MF 651 • Research Design & Evaluation in Marriage & Family Therapy 3 Credits

Students explore the interpretation and design of qualitative and quantitative research in family issues and in processes and outcomes of marriage and family therapy. Principles of understanding and critiquing published research are examined, with the goal of enabling students to use current literature to ground their therapeutic and pastoral responses to family concerns.

Prerequisites: MF 611.

MF 670 • Directed Study in Marriage and Family Studies 1-9 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

MF 699PT • Portfolio in Marriage and Family 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Marriage and Family.

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

MF 711 • Supervised Clinical Experience I 3 Credits

MF 711 and MF 712. These two units constitute a nine month practicum including 300 hours of clinical contact and 80 hours of supervision by a licensed marriage and family therapist and/or an AA M.F.T.- approved supervisor. The practicum must conform to the guidelines of the M.F.T. program manual.

Prerequisites: MF 631 and permission of the director of the M.F.T. program. Special Notes: Audit unavailable. A continuation fee of \$375 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for M.F.T. students, or for any extension required in certificate programs. \$200 software fee.

MF 712 • Supervised Clinical Experience II 3 Credits

MF 711 and MF 712. These two units constitute a nine month practicum including 300 hours of clinical contact and 80 hours of supervision by a licensed marriage and family therapist and/or an AA M.F.T.- approved supervisor. The practicum must conform to the guidelines of the M.F.T. program manual. A continuation fee of \$375 is assessed for any semester of participation in group supervision beyond the second S.C.E. unit for M.F.T. students, or for any extension required in certificate programs.

Prerequisites: MF 631 and permission of the director of the M.F.T. program. Special Notes: Audit unavailable.

MF 713 • Supervised Clinical Experience Extension 0 Credit

Continued enrollment beyond the last term of Internship registration, required when the internship is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the internship is finalized and receives a grade.

MF 780 • Senior Integrative Seminar: Worldview, Ethics, and Practice 3 Credits

This seminar is designed to encourage students to integrate theoretical, theological, and clinical elements into a coherent worldview that will facilitate congruence in professional therapy and ministry practice. Attention will be given to epistemological theories in shaping integrative knowledge; the moral nature of clinical practice, research, and theory; and the value of paradigms of virtue ethics and wisdom for effective ministry to individuals and families.

Prerequisites: MF 611. *Special Notes:* Limited to graduating seniors in the M.A.M.F.T. degree program. Audit not available.

MF 899PT • Portfolio in Marriage and Family 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Marriage and Family.

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

Pastoral Care

Pastoral care courses are offered from the perspective of the church-based minister rather than the clinic-based specialist. They help students combine reflective self-understanding, spiritual formation, pastoral care theory, and ministerial practice by drawing on the rich historic traditions of soul care found in the writings of the church and on observation and understanding from both biblical revelation and well-grounded social science exploration.

Objectives for students

- Describe the most common spiritual, mental health, and relational issues encountered in a church or other ministry context;
- Plan appropriate strategies of care and guidance for these issues, whether within the church structure or by referral to other professionals;
- Attain insight into how their own spiritual, mental, emotional, theological, and cultural formation affects the ministry they offer to those in need;
- Practice contextualization and theological reflection with regard to issues of human need and pastoral care, for both the purposes of offering personal guidance and developing preventive community strategies, paying particular attention to the distinctives (e.g., geographic, demographic, socioeconomic, and ethnic factors) found within a particular ministry setting.

Pastoral Care

PC 512 • Pastoral Care 4 Credits

Preparation for effective care of self, others, and society. Evaluation of resources through faith, science, church and community to meet needs of people, families, and groups, including those with critical needs. Reflection on pastoral care and counseling. Consideration of the impact culture and ethnicity have on relationships. Exploration of unique needs of caregivers, development of programs to provide care to individuals and groups, and strategies to avoid burnout and fatigue while providing care.

Prerequisites: SP 540.

PC 566A • Chaplaincy Internship A 2 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

Prerequisites: TL 002A, TL 002B, SP 540, PC 512. *Grade exceptions:* Graded on a Pass Fail basis. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. *Special Notes:* Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship.

PC 566B • Chaplaincy Internship B 2 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

Prerequisites: For MA and MDiv students, PC 566A. *Grade exceptions:* Graded on a Pass Fail basis. *Special Notes:* Internship should be taken in the student's final year.

PC 607YL • The Minister as Person (Young Life Staff Training) 3 Credits

This course is designed to equip individual to lead an incarnational youth ministry with effective discipleship of young people. Building volunteer teams for ministry is also an important element of the course. Focus is given to spiritual development of the student, the ministry of discipleship, development of volunteer teams for ministry, fundraising and administration. The role of camping ministry and its implications for discipleship is also emphasized.

PC 632 • Pastoral Care of Children, Youth and Families 4 Credits

Formulation of appropriate pastoral care responses to specific crises and problems. Implementation of prayer, scripture, and other pastoral care resources in care situations. Development of a network of resources within your church and community. Identification of ethical, legal, and professional pastoral care issues. Demonstration of basic attending skills. Examination of their own story and how it impacts your in care situations. Explanation of how race, ethnicity, socioeconomic status, gender identity affect expressions of pastoral care.

PC 670 • Directed Study in Pastoral Care and Counseling 1-9 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

PC 699PT • Portfolio in Pastoral Care 0.5-6 Credits

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

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

PC 705 • Clinical Pastoral Education 1-4 Credits

Students contract under an accredited CPE center for one unit of CPE, a 400-hour supervised experience, usually in a hospital or nursing care center. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds, but it is also applicable to many other ministry settings. The credits may be applied as pastoral care electives but may not be applied to professional internship requirements.

Prerequisites: PC 512. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. *Grade exceptions:* This course is Pass/Fail. *Special Notes:* A passing grade will be assigned when the Office of the Registrar receives, from the student, a notarized copy of the ACPE Certificate of Completion.

PC 772 • Seminar in Pastoral Care 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Pastoral Care theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of SP 540 recommended.

PC 774 • Seminar in Pastoral Care 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Pastoral Care theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of SP 540 recommended.

PC 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. *Special Notes:* Approval of faculty member in relevant discipline is required.

PC 795B • Thesis Writing 4 Credits

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

Prerequisites: PC 795A.

PC 812 • Understanding and Managing 4 Credits

Exploration of the rich history, diverse methods, and practices of Spiritual Guidance with a focus on preparing the student to catalyze spiritual growth in their own lives, in the lives of others, and in the life of their community.

Prerequisites: GS 801. Special Notes: Concentration content course to fulfill DMin requirement. Concentration topic varies based on scheduling and student interest.

PC 815 • Models for Pastoral Care in the Local Church 4 Credits

Concentration content course to fulfill DMin requirement for either Congregation and Family Care or Church Leadership.

Prerequisites: GS 801. Special Notes: This course will fulfill concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.

PC 862 • Topics in Pastoral Care 4 Credits

Concentration content course to fulfill DMin requirement. Concentration topic varies based on scheduling and student interest.

PC 870 • Directed Study in Pastoral Care 1-9 Credits

Research and study by arrangement with the professor. Permission is required.

PC 899PT • Portfolio in Pastoral Care 0.5-6 Credits

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

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

Spiritual and Personal Formation

A significant part of a student's experience with Spiritual and Personal Formation is the opportunity to join others in the journey toward wholeness and holiness. The group reflection process transforms the theological doctrines learned in class into character-shaping wisdom that can result in personal godliness.

SP 001 • Formation Assessments: Masters Level 0 Credit

This course is a program requirement for all students in a masters degree program (except MFT). Formation Assessments provides students with an opportunity to reflect more deeply on who they are, how they are wired and why that might matter for self and service to others. This reflection is done through the completion of three personal assessment inventories and an individual conversation with a professional counselor to interpret and discuss the results of the inventories.

SP 004 • Formation Assessments: MFT Degree 0 Credit

This course is a program requirement for all students in the Master of Arts in Marriage and Family Therapy program. Formation Assessments - MFT provides students with an opportunity to reflect more deeply on who they are, how they are wired and why that might matter for self and service to others. This reflection is done through the completion of two personal assessment inventories and an individual conversation with a professional counselor to interpret and discuss the results of the inventories.

SP 540 • Spiritual and Personal Formation 4 Credits

Demonstration of ability to develop and monitor both individual and communal formation strategies using various biblical, theological, and theoretical perspectives. Consideration of the implications of one's own personal formation journey in contrast with those on differing formation trajectories, while expressing a non-anxious, reflective, and dialogue-centered approach. Exploration and facilitation of individual, relational and corporate health and spiritual well-being within one's own community setting.

Prerequisites: SP 001 or SP 004; can be taken concurrently.

SP 670 • Directed Study in Spiritual Formation 1.5,3 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

SP 699PT • Portfolio in Spiritual and Personal Formation 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Spiritual and Personal Formation.

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

SP 772 • Seminar in Spiritual and Personal Formation 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Spiritual and Personal Formation theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of SP 540 recommended.

SP 774 • Seminar in Spiritual and Personal Formation 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Spiritual and Personal Formation theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of SP 540 recommended.

SP 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. Special Notes: Approval of faculty member in relevant discipline is required.

SP 795B • Thesis Writing 4 Credits

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

Prerequisites: SP 795A.

SP 870 • Directed Study in Spiritual Formation 1-9 Credits

Research and study by arrangement with the professor. Permission is required.

SP 899PT • Portfolio in Spiritual and Personal Formation 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Spiritual and Personal Formation.

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

Transformational Leadership

The discipline of Transformational Leadership seeks to develop catalysts for healthy, substantive, and lasting Kingdom change, first in ourselves, then in others. The test of transformational leadership is not the development of followers but the reproduction of a new generation of transformational leaders. Educational experiences beyond the classroom are employed to expose students to the biblical theory and practice of spiritual leadership. These include supervised ministry, church-based ministry, and opportunities for mentoring.

Children's and Family Ministry

CF 510 • Introduction to Children's, Youth and Family Ministry 4 Credits
Exploration of the biblical foundations of ministry to children, youth, and families will be addressed in this course. Examination of current theories, contemporary models, developmental perspectives, and biblical, practical and ethical considerations of evangelism of children and youth in the local and global context.

CF 610 • Ministry with Families Throughout the Life Cycle 4 Credits
Exploration of church ministry with families, focused on leadership toward strengthening family life, education in the church, and family nurture in the home. Examination of the family life cycle as a means of assessing educational intervention opportunities. Analysis of family types and relationships, along with potential ministry options and practical models of family ministry.

CF 620 • The Teaching Learning Process 4 Credits
Explanation of the theological, biblical, and philosophical purposes that undergird Christian teaching. Application of curricular theory as it relates to ministry teaching contexts. Development of original curricula/lessons for children, youth and family ministry. Explanation of awareness of personal learning and teaching styles. Demonstration of skills of evaluation (self and peer review), which can be transferred into teacher training/ leadership. Evaluation of various denominational and independent curriculum publications.
A participation fee is associated with this course.

CF 630 • Leadership in Children's, Youth, and Family Ministry 4 Credits
Explanation of the theological foundation for ministry to children, including those at risk. Analysis of the biblical foundations and contemporary practices for leaders. Examination of the character, skills, and strategic emergence of a leader. Detection of culture, climate and other organizational dynamics that influence a ministry. Development of techniques and strategies for team building and staff development. Evaluation of leadership growth strategies. Demonstration of management strategies and personal ministry skills.

CF 670 • Directed Study in Children's and Family Ministries 1-9 Credits
Research and study by arrangement with the professor.
Special Notes: Permission is required.

CF 699PT • Portfolio in Children's and Family Ministry 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Children's and Family Ministry.
Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

CF 772 • Seminar in Children's, Youth, and Family Ministry 2 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Children's, Youth, and Family Ministry theme.
Special Notes: Fulfills DMin elective requirements.

CF 774 • Seminar in Children's, Youth, and Family Ministry 4 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Children's, Youth, and Family Ministry theme.
Special Notes: Fulfills DMin elective requirements.

CF 899PT • Portfolio in Children's and Family Ministry 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Children's and Family Ministry.
Special Notes: Portfolio courses are created upon request with permission by an overseeing Program Director.

Community Ministry

CM 670 • Directed Study in Community Ministry 1-6 Credits
Research and study by arrangement with the professor.
Special Notes: Permission is required.

CM 772 • Seminar in Community Ministry 2 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Community Ministry theme.
Special Notes: Fulfills DMin elective requirements.

CM 774 • Seminar in Community Ministry 4 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Community Ministry theme.
Special Notes: Fulfills DMin elective requirements.

Discipleship in Community

The goal of Christian education is to present all people mature in Christ (Col. 1:28). When the message is embodied in a Spirit-filled, captivating teacher like Christ Himself, the Bible comes alive and people are changed. Thus, studies in Christian education are designed to help ministers become effective orchestrators of learning in their faith communities.

Objectives for students:

- Develop a biblical/theological framework for discipleship in community;
- Appreciate different program models of educational ministry;
- Design an effective structure for directing volunteer services;
- Develop a process for building dynamic ministry teams; and
- Cultivate personal teaching skills and small group leadership abilities.

DC 635YL • Foundations of Incarnational Youth Ministry (Young Life Staff Training)

 4 Credits

This course gives an overview of contemporary culture, especially as it affects youth ministry, and provides historical and theological youth ministry concepts and grounding. In addition, a broad spectrum of ministry programs and issues will be addressed, such as "youth ministry as practical theology," the changing family, organizing a ministry program, missions and service, and ministering in a multi-cultural, multi-contextual world.

DC 636YL • Life of Christ: Communicating Christ to Adolescent Culture (Young Life Staff Trng)

 1.5,3 Credits

Focuses on the process of communicating the person and work of Jesus to adolescents. Communication principles involving small and large groups as well as individual discussions will be applied as the student seeks to understand insights from the four Gospels and learns to communicate those effectively in contemporary youth culture.

DC 637YL • Youth Ministry Leadership and Community Dev (Young Life Staff Training)

 1.5,3 Credits

This course provides students with the foundational principles and skills involved in leading/managing a team of people as a youth minister. Special attention will be given to thinking and living biblically as a leader and also to strategic planning for building ministry. Emphasis will also be placed on developing community resources for ministry and clarifying one's theology of leadership in the context of their ministry calling.

DC 645YL • Foundations of Youth Ministry

 1.5,3 Credits

A philosophy of ministry to young people and their families is developed. The needs and characteristics of youth and methods of relating to them for purposes of Christian commitment and growth are presented. Family context is studied to understand youth and develop a holistic approach toward ministry.

DC 646YL • Communicating the Gospel to Teens

 1.5,3 Credits

A study of the communication process as it relates to teenagers. Strategies to communicate the gospel, evangelize, and nurture faith in teenagers are discussed. Effective proclamation and teaching techniques are studied.

DC 670 • Directed Study in Discipleship in Community

 1-9 Credits

Research and study by arrangement with the professor.
Special Notes: Permission is required.

DC 699PT • Portfolio in Discipleship in Community

 0.5-6 Credits

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

DC 772 • Seminar in Discipleship in Community

 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Discipleship in Community theme.
Special Notes: Fulfills DMin elective requirements.

DC 774 • Seminar in Discipleship in Community 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Discipleship in Community theme.

Special Notes: Fulfills DMin elective requirements.

DC 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. Special Notes: Approval of faculty member in relevant discipline is required.

DC 795B • Thesis Writing 4 Credits

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

Prerequisites: DC 795A.

DC 899PT • Portfolio in Discipleship in Community 0.5-6 Credits

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

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

Global and Contextual Studies

Our opportunities are greater than ever for equipping church planters around the world with a vision to disciple leaders from every people, language, and nation. We recognize the growing importance of emerging leaders from the many cultures of American cities and from around the world. We are called to disciple people in the context of their home cultures.

Objectives for students

- Come to terms with the biblical mandate to disciple people of every nation and to lead them into maturity in Jesus Christ as our Lord requires;
- Grow in awareness of the current movements of people to Christ around the world with an appreciation of the diversity of God's ways among us;
- Appreciate and critically evaluate the effectiveness of various strategies in starting and growing healthy, prevailing churches in suburban and urban contexts;
- Grow in our ability to make use of the enormous potential for global discipleship of our growing communities of culturally diverse peoples in North America;
- Develop leadership skills and gifts required for the ministry of reconciliation in changing cultural contexts; and
- Develop skills in discipleship evangelism for ministry at home and around the world.

GC 520 • Mission and Evangelism 4 Credits

Demonstration of effective communication of the gospel of Jesus Christ to meet the needs of the whole person (physical, emotional, intellectual, and spiritual). Evaluation of various non-Christian worldviews while planning ways to articulate the gospel as truly good news. Intentional sensitivity in developing missional strategies to reach people from different religious or cultural backgrounds, as well as across differences related to gender, race, ethnicity, disability, and economic status. Appreciation for the variety of ways Christians can love others and steward creation well through the helping professions and through involvement in business and engagement in politics.

GC 618YL • The Kingdom of God and Cultural Intelligence (Young Life Staff Training) 1.5,3 Credits

This course addresses cultural self-awareness and cross-cultural competence for building healthy relationships within diverse communities. Drawing upon biblical, anthropological, sociological and cross-cultural communication theories, students gain basic tools for researching and interacting among a variety of cultural, ethnic, and religious groups.

GC 670 • Directed Study in Global and Contextual Ministries 1-9 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

GC 699PT • Portfolio in Global and Contextual Studies 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Global and Contextual Studies.

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

GC 772 • Seminar in Global and Contextual Studies 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Global and Contextual Studies theme.

Special Notes: Fulfills DMin elective requirements.

GC 774 • Seminar in Global and Contextual Studies 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Global and Contextual Studies theme.

Special Notes: Fulfills DMin elective requirements.

GC 795A • Thesis Proposal 2 Credits

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

Grade exceptions: This course is graded Pass/Fail. Special Notes: Approval of faculty member in relevant discipline is required.

GC 795B • Thesis Writing 4 Credits

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

Prerequisites: GC 795A.

GC 899PT • Portfolio in Global and Contextual Studies 0.5-6 Credits

Portfolio course of preselected topics within an existing course in the field of Global and Contextual Studies.

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

Ministry Leadership

Studies in ministry leadership are designed to provide an exposure to, and an understanding of, pastoral ministry and transformational leadership in the varied social contexts and forms of the church, missions agencies, and parachurch organizations. Attention is given to theory and practice in the Christian worker's implementation of spiritual leadership through worship, church governance, discipleship, evangelism, and service activities of the church.

Objectives for students

- Critically examine the theory and practice of transformational leadership in a variety of ministry and cultural settings;
- Manifest a growing appreciation for one's capacity to provide transformational leadership;
- Develop the leadership, management, and ministry skills required for effective service in and through the local church and/or mission agencies;
- Identify the resources to facilitate one's lifelong development as a spiritual leader;
- Effectively implement a variety of leadership tools and processes for organizational leadership, including strategic planning, decision making, congregational analysis, team building, conflict management, and organizational change; and
- Implement leadership practices that contribute to the healthy, sustained growth of the local church and/or mission agencies.

ML 540 • Transformational Leadership 4 Credits

Development of the ability to lead well and manage a congregation. Articulation of a biblical-theological rationale for leadership and leaders as moral agents, with attention to historical examples, cultural differences, and psychological research. Analysis of the dynamics of collaboration and individual agency for effective leadership. Analysis of the biblical-theological basis and organizational strengths of different church polity structures. Development of strategies for innovation, change, and conflict management in organizations. Development of management, legal, and financial approaches that prevent harm of the vulnerable.

ML 545 • Discipleship and Worship 4 Credits

Articulation of a biblical-theological rationale for intentional discipleship, spiritual growth, spiritual formation, and Christian education in a congregational context. Analysis of different approaches to discipleship throughout church history. Utilization of insights from educational psychology. Teaching of the Bible effectively in a variety of settings. Fostering of in-person and online community in response to loneliness and isolation. Evaluation of contemporary trends in discipleship in community for different ages and in different cultures. Development of the ability to conduct worship. Articulation of a biblical-theological basis for planning weekly worship. Develop a biblical-theological understanding of prayer. Analysis of the formational and expressive ideals of worship. Analysis of the value of human physical community gathering in comparison to rarely attending or only gathering online. Exploration of the range of biblical-theological approaches to communion and baptism. Drawing from historical and global resources in planning worship.

ML 612YL • Leadership I (Young Life Staff Training) 3 Credits

This course is designed to equip individuals to lead an effective incarnational ministry with young people. Trainers in the field lead students through a curriculum in which action and reflection are emphasized. This course equips people specifically in the areas of spiritual formation, direct ministry with young people, leadership development of volunteers, fundraising, and administration. Emphasis is placed on incarnationally expressing the Gospel of Jesus Christ in the world of adolescents.

ML 613YL • Leadership II (Young Life Staff Training) 3 Credits

This course is designed to equip individual to lead an incarnational youth ministry with effective discipleship of young people. Building volunteer teams for ministry is also an important element of the course. Focus is given to spiritual development of the student, the ministry of discipleship, development of volunteer teams for ministry, fundraising and administration. The role of camping ministry and its implications for discipleship is also emphasized.

ML 615YL • Supervision and Organizational Leadership (Young Life Staff Trng) 4 Credits

This course focuses on the theory, reflection, and practice of effective supervision in ministry. Students will explore the philosophical foundations for effective organizational leadership as well as practical guidance on such issues as personal leadership style, the emotional intelligence of the leader, team building, conflict resolution, interviewing, placement, delegation, supervision, and evaluation.

ML 620YL • Equipping Leaders Who Volunteer (Young Life Staff Training) 4 Credits

This course will provide students with a biblical/theological and theoretical foundation and the practical experience in equipping leaders who volunteer. The course will focus on recruiting, training, and retaining volunteers within the ministry context of several organizations. Emphasis will be placed on understanding the contextual impact of "age and stage".

ML 621YL • The Kingdom of God and Cultural Intelligence (Young Life Staff Training) 3 Credits

This course addresses cultural self-awareness and cross-cultural competence for building healthy relationships within diverse communities. Drawing upon biblical, anthropological, sociological and cross-cultural communication theories, students gain basic tools for researching and interacting among a variety of cultural, ethnic, and religious groups.

ML 627YL • Supervision and Organizational Leadership (Young Life Staff Training) 3 Credits

This course focuses on the theory, reflection, and practice of effective supervision in ministry. Students will explore the philosophical foundations for effective organizational leadership as well as practical guidance on such issues as personal leadership style, the emotional intelligence of the leader, team building, conflict resolution, interviewing, placement, delegation, supervision, and evaluation.

ML 670 • Directed Study in Ministry Leadership 0.5-9 Credits

Research and study by arrangement with the professor.

Special Notes: Permission is required.

ML 682 • Missional Innovation (Gateway Church) 3 Credits

For transfer only from Gateway Church. God's heart for every nation, people group, and tribe means His message of faith, love, and hope should be communicated in light of the context. The Apostle Paul seemed to use different methods in the different places he would travel even as his message remained the same. Whether he was in Athens, Berea, Thessalonika, or any other location, Paul strategically communicated the message of Jesus in way that was contextually appropriate. In fact, Paul wrote in 1 Corinthians 9:20-22 the following: "To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all people so that by all possible means I might save some." If we are rejected, we want to be rejected because of the message rather than because of our methods or cultural insensitivity. We all know people who were "persecuted" because of their obvious lack of relational intelligence (and sometimes we have fallen into that trap), but we want to make sure we don't create any barriers between us and the message of God.

ML 685 • Gateway Cultivate Experience (Gateway Church) 9 Credits

For transfer only from Gateway Church. "Cultivate" is a proprietary process, built on software designed for individualized instruction in entrepreneurial contexts, and delivered by Gateway Leaders. It is framed as 60 sequenced learning experiences, which lead students through a learning/application/reflection process integrating 12 key themes. These experiences contribute toward the goal of building successful church plants. It is intended only for the Gateway Leaders Church Planting concentration in the MAMP and MDiv programs.

ML 699PT • Portfolio in Ministry Leadership 0.5-6 Credits

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

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

ML 772 • Seminar in Ministry Leadership 2 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Ministry Leadership theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of ML 540 recommended.

ML 774 • Seminar in Ministry Leadership 4 Credits

A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Ministry Leadership theme.

Special Notes: Fulfills DMin elective requirements. Prior completion of ML 540 recommended.

ML 795A • Thesis Proposal 2 Credits

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

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

ML 795B • Thesis Writing 4 Credits

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

Prerequisites: ML 795A.

ML 810 • Personal Well-Being and Ministry Effectiveness 4 Credits

Ministry remains a marathon rather than a sprint. This course will help you build the character and the foundation necessary to experience long-lasting personal transformation, rejuvenation, and create a plan for transforming others. Jesus gave us a great example of how to do this. Knowing who He was, where He came from, and where He was going, Jesus chose to serve by washing the disciple's feet (John 13:3-4). Along the same lines, you will discover your identity, core values, calling, and your path towards personal rejuvenation and effectiveness. The specific expectations of the course project will be approved by the course instructor.

Prerequisites: GS 801.

ML 812 • Theological and Organizational Approaches to Discipleship and Missions 4 Credits

Concentration content course to fulfill DMin requirement for Church Leadership.

Prerequisites: GS 801. Special Notes: This course will fulfill concentration requirements for CL concentration students or an elective requirement for other concentrations.

ML 815 • Innovation and Change for Long-term Ministry Effectiveness 4 Credits
Concentration content course to fulfill DMin requirement for either Congregation and Family Care or Church Leadership.

Prerequisites: GS 801. Special Notes: This course will fulfill concentration requirements for CFC or CL concentration students or an elective requirement for other concentrations.

ML 826 • The Transformed and Transforming Leader 4 Credits
Reflection of strategies for transformational ministry leaders. Explanation of the relationship between personal and spiritual formation and leadership effectiveness. Exploration of strategies for leader soul care and spiritual formation. Examination of self-leadership practices for authentic and purposeful leadership. Application of learning through field-based reflection.

Prerequisites: GS 801.

ML 827 • Transformational Ministry Leadership: Theory and Practice 4 Credits
Focused on providing an introduction to the theory and practice of transformational ministry leadership, this course will expose students to foundational leadership and organizational theories, encourage thoughtful reflection on the nature of studying leadership from a Christian perspective, introduce students to the priorities and expectations of doctoral studies, and challenge students to implement empowering models of leadership in their unique leadership contexts. The specific expectations of the course project will be approved by the course instructor.

Prerequisites: GS 801.

ML 862 • Topics in Ministry Leadership 4 Credits
Concentration content course to fulfill DMin requirement when paired with the corresponding project course, ML 862P. Concentration topic varies based on scheduling and student interest.

ML 862P • Project in Ministry Leadership 4 Credits
Concentration project course to fulfill DMin requirement.

Prerequisites: ML 862.

ML 870 • Directed Study in Ministry Leadership 1-9 Credits
Research and study by arrangement with the professor.

Special Notes: Permission is required.

ML 899PT • Portfolio in Ministry Leadership 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Ministry Leadership.

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

ML 923 • Leading Transforming Organizations 4 Credits
Focused on the role of executive leaders in churches and organizations, this course explores the application and impact of transformational leadership at an organizational level. Complementing self, dyadic, and team-oriented leadership theories, a focus on systems thinking at both the organizational and working group levels will be engaged alongside the executive ministry leader's role in empowering others within the context of organizational leadership. In addition to examining the executive leader's role in facilitating organizational transformation, the leader's role of working with boards, working over distance and culture, managing conflict and crucial conversations well, and engaging with effective communication practice will be considered. The course will also introduce students to the priorities and expectations of doctoral studies. The specific expectations of the course project will be approved by the course instructor.

Prerequisites: GS 801.

ML 924 • Teams, Groups and the Transforming Leader 4 Credits
The course is focused on the art and practice of team leadership. Research and theories associated with effective team leadership will be explored. Special attention will be given to the biblical foundations for decentralized leadership structures, and students will consider the opportunities and challenges associated with teams in contemporary organizations. Factors associated with effective team members will be explored alongside strategies for effective team development and team practice. The course will also introduce students to priorities and expectations of doctoral studies. The specific expectations of the course project will be approved by the course instructor.

Prerequisites: GS 801.

Preaching and Communication

The effective transformational leader possesses the ability to communicate the Word of God in a manner that produces lasting and healthy change at personal, interpersonal, organizational, community, and global levels. This includes preaching, teaching, leading small groups, and one-to-one communication of biblical truth.

Objectives for students:

- Effectively communicate the Word of God to contemporary people and cultures;
- Effectively prepare, communicate, and evaluate a variety of types and styles of sermons, with emphasis given to the expository approach to preaching;
- Effectively communicate the Word of God in a variety of life situations; and
- Effectively communicate the Word of God to a racially and culturally diverse world.

CP 510 • Preaching for Transformation 4 Credits
Demonstration of the effective communication of God's Word using clarity, purpose, and relevance to contemporary contexts. Creation of transformational opportunities for listeners. Application of Scriptural messages in both personal and professional practice while integrating exegetical insights and intercultural understanding. Articulation of the human psychological value of weddings and funerals in contrast to forgoing such gatherings. Development of an approach to a Christian officiating a wedding from serving as a Christian witness in a largely secular situation to proclaiming principles of an ideal Christian marriage. Development of a biblical-theological response to tragic death considering God's providence and Jesus' mourning over death. Articulation of ways weddings and funerals have been harmed by overly passive or harsh approaches by pastors.

Prerequisites: BT 510, can be taken concurrently.

CP 699PT • Portfolio in Communications and Preaching 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Communications and Preaching.

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

CP 772 • Seminar in Communications and Preaching 2 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Communications and Preaching theme.

Special Notes: Fulfills DMin elective requirements.

CP 774 • Seminar in Communications and Preaching 4 Credits
A Master of Divinity or Doctor of Ministry concentration course; an in-depth study of a particular Communications and Preaching theme.

Special Notes: Fulfills DMin elective requirements.

CP 870 • Directed Study in Communications and Preaching 1-9 Credits
Research and study by arrangement with the professor. Permission is required.

CP 870P • Independent Study Project in Communications and Preaching 1-9 Credits
Research and study project by arrangement with the professor. Permission is required.

CP 899PT • Portfolio in Communications and Preaching 0.5-6 Credits
Portfolio course of preselected topics within an existing course in the field of Communications and Preaching.

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

Supervised Ministry

Christian ministry in our world requires leaders who demonstrate a thorough understanding of Scripture and theology, competence in ministerial functions, and spiritual maturity (including personal holiness, integrity, wisdom, love, and both emotional and psychological wholeness). Supervised ministry provides opportunities for students to develop and demonstrate their giftedness and suitability for professional ministry through a continuing process of discernment, real-life application, self-evaluation, and formation.

Objectives for students

- Ongoing development of self-knowledge and personal maturity that contributes to worldview, personal integrity, responsible functioning, and interpersonal relationships;
- Ongoing development of a biblically-based philosophy of ministry that closes the gap between theory and practice;
- Ongoing development of their own relationship with God through prayer, Bible study, meditation, and accountability; and
- Ongoing development of skills in the basic functions of ministry such as preaching, teaching, evangelism, administration, and pastoral care.

Internship Preparation

Students are required to participate in the internship preparation courses TL 002A and TL 002B at least two academic terms prior to the student's desired internship start date. Internship preparation includes:

- Reviewing prerequisites
- Reviewing the internship process and requirements
- Choosing a site supervisor, and mentor
- Writing a reflective paper (Personal and Professional Development Plan)
- Preparing and signing an Internship Agreement
- Vocational Formation Interview and approval to begin an internship

TL 002A • Professional Internship Assessment and Preparation A 0 Credit

This course is a program requirement for all students in the Master of Divinity and Masters of Arts in Ministry degree programs. In this course students complete two assessment inventories and an individual conversation with a professional counselor to interpret and discuss the results of the inventories. The personal inventories focus on the student's vocational and conflict management skills, promoting vocational discernment and integration as well as helping students assess and develop their vocational skills.

TL 002B • Professional Internship Assessment and Preparation B 0 Credit

Students will explore the ten modules in preparation for the internship. The modules will address Internship plans, outcomes, pedagogy, the site supervisor and mentor role, and required experiences. Essential pre-coursework includes the Internship Agreement and Personal and Professional Development paper. The students will use the experience from the TL 002A course and chosen measurable goals to craft their personal and professional development papers.

Internship Courses

TL 566A • Professional Internship for MDiv A 2 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites: SP 001, TL 002A, TL 002B, SP 540, CP 510, ML 545, PC 512. Grade exceptions: Graded on a Pass/Fail basis. Special Notes: Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received pre-approval from the Director of Supervised Ministry/Internship. 400 hours are required between TL 566A and TL 566B. This course is intended for MDiv students.*

TL 566B • Professional Internship for MDiv B 2 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites: TL 566A. Grade exceptions: Graded on a Pass/Fail basis. Special Notes: Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received preapproval from the Director of Supervised Ministry/Internship. This course is intended for MDiv students.*

TL 568A • Professional Internship for MA in Ministry A 2 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites: SP 001, TL 002A, TL 002B, SP 540. Grade exceptions: Graded on a Pass/Fail basis. Special Notes: Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received pre-approval from the Director of Supervised Ministry/Internship. 400 hours are required between TL 568A and TL 568B. This course is intended for MA Ministry students. The corresponding MDiv internship course is TL 566A.*

TL 568B • Professional Internship for MA in Ministry B 2 Credits

Spiritual, personal and vocational formation through goal setting based on degree outcomes and in a context that considers the individual's design for ministry and vocational direction. Participation in ministry in an approved vocational setting. Development of core capacities for spiritual leadership through action reflection. *Prerequisites: TL 568A. Grade exceptions: Graded on a Pass/Fail basis. Special Notes: Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship. Course credit is only granted for internship experiences that have received preapproval from the Director of Supervised Ministry/Internship. This course is intended for MA Ministry students. The corresponding MDiv internship course is TL 566A.*

PC 566A • Chaplaincy Internship A 2 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

Prerequisites: TL 002A, TL 002B, SP 540, PC 512. Grade exceptions: Graded on a Pass/Fail basis. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. Special Notes: Internship should be taken in the student's final year. Registration by permission of the Director of Supervised Ministry/Internship.

PC 566B • Chaplaincy Internship B 2 Credits

This course provides students opportunity to intern in the work of chaplaincy. Students complete a unit of Clinical Pastoral Education (a total of 400-440 hours of ministry and reflection) in a CPE center accredited by the Association for Clinical Pastoral Education (ACPE). Students contract with a CPE site for a supervised experience in a hospital, hospice site, elder care facility, homeless shelter, or other accredited CPE site.

Prerequisites: For MA and MDiv students, PC 566A. Grade exceptions: Graded on a Pass/Fail basis. Special Notes: Internship should be taken in the student's final year.

PC 705 • Clinical Pastoral Education 1-4 Credits

Students contract under an accredited CPE center for one unit of CPE, a 400-hour supervised experience, usually in a hospital or nursing care center. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds, but it is also applicable to many other ministry settings. The credits may be applied as pastoral care electives but may not be applied to professional internship requirements.

Prerequisites: PC 512. CPE site fees are paid directly to the CPE center. These fees are reimbursed to students at the completion of the CPE unit with the submission of a valid invoice or receipt documenting the amount paid to the CPE site. Grade exceptions: This course is Pass/Fail. Special Notes: A passing grade will be assigned when the Office of the Registrar receives, from the student, a notarized copy of the ACPE Certificate of Completion.

Tuition and Financial Aid

Overview

Bethel Seminary is part of the missionary enterprise of Converge Worldwide (formerly the Baptist General Conference). It is supported by the churches of the conference in order to train competent leaders for places of service in the United States, Canada, and other countries. The greater part of the cost of educating a seminary student is cared for by supporters of Bethel Seminary.

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

Cost of Education

Tuition

Visit the tuition and costs webpage (<https://www.bethel.edu/seminary/financial-aid/tuition/>) for current tuition costs. Any changes will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs. Bethel Seminary reserves the right to change any financial charges or regulations listed in this catalog.

All MA and Certificate programs except Marriage & Family Therapy tuition per credit	\$550/credit
MA in Marriage & Family Therapy tuition per credit	\$550/credit
Doctor of Ministry: Self-directed program or Cohort-based program tuition per credit	\$520/credit

Fees

Application fee, online application	free of charge
Community fee, all programs, per semester (Fall and Spring)	\$31
Intercultural Development Inventory Assessment	\$100
Graduate Research Seminar fee	\$26
Directed study surcharge, master's and doctoral programs (in addition to course tuition)	\$255
Marriage and Family Therapy Supervised Clinical Experience Continuation Fee	\$357

Auditing Charge

Normal Audit Rate	\$50 per audit hour
Spouses of Current Seminary Students	\$0 per audit hour

Assessment, Testing, and Participation Fees

These fees are charged in addition to regular tuition for these courses.

SP 001 Formation Assessments	\$628
SP 004 Formation Assessments	\$420
TL 001 Vocational Assessments	\$455
TL 002A Vocational Assessments	\$455

Participation

CF 620 Participation Fee	\$50
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D.Min. students

TL 005 DMIN Assessment Fee	\$618
Extension fee per semester	\$375

Clinical Pastoral Education Fee

Students who take Clinical Pastoral Education (CPE) and are registered in PC 705 or PC 566A and PC 566B will pay site supervisory fees directly to the CPE center. These

fees are reimbursed to students at the completion of the CPE unit. See the Director of Internship and Placement for details.

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/>).

Tuition, Fees, and Payments

Full payment or enrollment in the 4-Month Semester Payment Plan is required at the beginning of the fall and spring semesters. Full payment is due on the first day of class for summer school, as payment plans are not offered for summer school.

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 succeeding terms is dependent on payment of the previous term's expenses.

Payment Options

Full Payment (Option 1)

Full payment for each semester is due August 25 for the Fall term, January 25 for the Spring term, and the first day of classes for the Summer term.

4-Month Semester Payment Plan (Option 2)

Students have the option to enroll in a 4-Month Semester Payment Plan. Payment plans are not offered for summer term. Below are the important enrollment dates and further information:

Fall Semester Payment Plan

The deadline to enroll in the payment plan and pay your first installment is August 25. The remaining installment payments for fall are due on September 25, October 25, and November 25.

Spring Semester Payment Plan

The deadline to enroll in the payment plan is January 25. The remaining installment payments for spring are due on February 25, March 25, and April 25.

The 4-Month Semester Payment Plan is for all charges on the student account. Enrollment in the payment plan is elected online on a semester-by-semester basis, with payments spread out over the semester. The enrollment fee is \$30 per semester. The monthly payment amount is recalculated each time there is a new transaction posted to the account. Therefore, monthly payment amounts may differ each month. There will be an email notification each time the payment installment amount changes. A late payment plan installment fee of \$25 will be assessed for a missed payment deadline. If a student does not stay current on their monthly installment payment(s), they may be removed from the payment plan. If removed from the payment plan, a registration hold will be placed on the student account if the balance is \$500 or greater. Also, a late fee of \$10 will be assessed each month for any unpaid balance 30 days past due on the account.

Visit [bethel.edu/business-office/seminary/account/payment-plan](https://www.bethel.edu/business-office/seminary/account/payment-plan) (<https://www.bethel.edu/business-office/seminary/account/payment-plan/>) for more information about payment plans.

Online Monthly Statements

Around the 27th of each month, an email will be sent to the student's Bethel email address alerting them that the monthly statement is available to view online with a link provided. Monthly statements will not be mailed to a home address.

Students can view online monthly statements through MyBethel: My Statements and Finances > Bethel Account.

Ways to make a payment

- **Online:** Students navigate to My Bethel > My Statements and Finances Click "Make a Payment" to be connected to the TouchNet/Bill-Pay site.
 - To enroll in a Semester Payment Plan click "Enroll in Payment Plan" and follow the prompts.
 - Online by Electronic Check: Authorize automatic withdrawal from a checking or savings account with no fee.
 - Online by credit card: Visa, MasterCard, American Express, or Discover with a non-refundable fee of 3% or \$3 minimum, charged by PayPath (processing service).
- **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, Business Office, 3900 Bethel Drive, St. Paul, MN, 55112.

**Please include the student ID number in the memo portion of a check.*

Authorized Users

If a student would like to give electronic access to a spouse or another person to view their account, enroll in a Semester Payment Plan, and make online payments,

the student will need to authorize him/her as a user. Visit this webpage (<https://www.bethel.edu/business-office/authorized-users/>) for more information.

Student Financial Responsibility Agreement "Payment Agreement Hold"

Students are required to sign this (<https://www.bethel.edu/business-office/student-financial-responsibility-agreement/>) before registration is granted.

Registration Hold

Registration for classes in succeeding terms is dependent on payment of the previous term's expenses. Students whose accounts are in arrears will have a registration hold on their accounts and will not be permitted to register for a subsequent term.

Any student who pays an outstanding balance by check will have their registration dropped (for future terms) if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, registration will be granted in 10 business days.

Any student in good standing on a payment plan (current on their monthly payment installments) will be allowed to register for future terms. If a student fails to pay the remaining monthly installments in full, their registration will be dropped.

Be advised that students whose registration has been dropped have no guarantee the same course(s) will be available when they attempt to re-register.

Transcript Hold Policy

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. A transcript hold does not prevent registration.

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.

Financial Clearance for Graduation

A student will not receive their diploma until all financial obligations have been met.

Financial Suspension

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

Late Fee

A late fee of \$10 per month will be assessed on any charges more than 30 days past due.

Past Due Accounts

I will be in default if: I fail to pay the total amount payable when due (including my failure to pay because of insufficient funds in an account on which my payment was drawn or other similar circumstances) for any scheduled payment under either a semester payment plan or installment; a change in permanent address without notifying Bethel University in writing; I fail to pay any assessment (such as a parking fine, library fee or other charge for violations of Bethel University policies) by the 25th day of the month following the month in which I am sent the notice of assessment; I at any time provide Bethel University with any false or misleading information; I die; or a case under U.S. Bankruptcy Code is started by or against me or any guarantor or consignor.

If I am in default, Bethel University may require immediate payment of my Obligation in full and any unpaid assessments. If Bethel University demands immediate payment and I fail to comply, I agree that Bethel University may add my unpaid assessments to my Obligation. If any payment is not paid in full by the 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 providing me prior

notice thereof until the obligation is paid in full. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder or taking legal actions to collect amounts due to it. In the event Bethel University incurs any expenses collecting my Obligation, I agree to pay all reasonable attorneys' fees, legal expenses and collections fees that result from my default (unless prohibited by law) at the rate of twenty-two percent (22%) of the unpaid principal balance. Even if I am in default, Bethel University may or may not require immediate payment, and may delay enforcing any of its rights without waiving them.

Non-Sufficient Funds Fee

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

Military Education Benefits

If you have questions about military benefits, please contact the Office of Financial Aid at 651.638.6241 or email (finaid@bethel.edu).

For more information, visit the Military & Veteran Services website (<https://www.bethel.edu/military-veteran-services/>).

Questions?

Business Office Questions

For more student account and payment information, visit the Business Office webpage (<https://bethel.edu/business-office/>), email business-office@bethel.edu, or call 651.638.6208

Financial Aid Questions

For more financial aid information, visit the Office of Financial Aid webpage (<https://www.bethel.edu/seminary/financial-aid/>), email finaid@bethel.edu, or call 651.638.6241

Financial Aid

Principles

The financial aid program at Bethel Seminary is designed to assist students who have limited resources for their seminary education. It is hoped that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable indebtedness. The student is responsible for his or her educational and living expenses. However, the seminary seeks to assist the student in meeting expenses through a combination of scholarships and loans. The financial aid program is based on the following principles, which have been approved by the Association of Theological Schools:

Guiding Principles

1. The student is responsible for his or her educational and living expenses. The school's aid will augment the student's efforts.
2. Students are encouraged to seek scholarships from third-party sources. (This includes church scholarships, employer reimbursement, etc.) When private scholarships are reported to the financial aid office, loan eligibility may be reduced, if needed, to keep the student's total aid package within federal need limits. Regionally controlled gift aid is reduced if total gift aid from all sources exceeds the financial aid budget for tuition, fees, living expenses, books, and supplies.
3. Recipients of military-related educational benefits (e.g. federal tuition assistance, veteran benefits, etc.) will have their regionally controlled gift aid reduced if total military benefits, grants, and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies.
4. All financial aid, excluding job earnings, is first credited to a student's Bethel account. Only after all current term charges are satisfied will a credit balance be disbursed to students for use in meeting other expenses.

Types of Aid

Master's students enrolled for at least six (6) credits per semester may be eligible for scholarships. Further details are found here (<https://seminary.bethel.edu/financial-aid/types/>).

Master's and doctoral students enrolled for at least three (3) credits per semester may be eligible for federal direct student loans. Further details are found here (<https://www.bethel.edu/seminary/financial-aid/types/loans/>).

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

Applying for Financial Aid

To apply for financial aid at Bethel Seminary, a student must submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is available online (<https://www.fafsa.gov/>). Students applying for endowed and restricted scholarships must complete an additional online application. Students applying for military benefits should seek further information online (<https://www.bethel.edu/seminary/financial-aid/types/military-benefits/>).

Assistantships

A limited number of assistantships are open to students with good academic records. Each student works under the supervision of one or more faculty members. Students should contact individual faculty members directly to inquire about potential opportunities.

Student Loans

Compare Loans

Most students take out loans to help pay a portion of their seminary bill. They can refer to their financial aid award to see which loans they are eligible to borrow.

Students may find differences between educational loan programs here (<https://www.bethel.edu/seminary/financial-aid/types/loans/>).

Loan Type	Fees	Make payments while in school?	Interest Rate	Repayment
Direct Unsubsidized Loans	For current fees rates visit: https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#additional-charges	Interest accrues. Optional in-school payment	For current rates visit: https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#interest-rates	10 years
Direct PLUS Loans	For current fees rates visit: https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#fees	Yes	For current rates visit: https://studentaid.ed.gov/sa/types/loans/plus/grad-professional#interest	10 years
Private Loans	Varies	Yes	Varies	Varies (10+ years)

What's the average student loan debt?

The average student loan debt of seminary borrowers who graduated between July 1, 2016, and June 30, 2017, was \$45,376. Assuming a 6.8% interest rate and 10 years to repay their loans, average seminary student borrowers will make monthly loan payments of about \$520. Bethel's most recent cohort default rate was 1.9% compared to the national cohort default rate of 11.5%.

This chart is based on a 10-year repayment period to see what monthly payments could look like. Payments reflect a 6.8% interest rate.

Amount Borrowed	Estimated Monthly Payment
\$3,500	\$50
\$5,500	\$63
\$7,500	\$86
\$10,500	\$121
\$15,000	\$173
\$18,500	\$213
\$23,000	\$265
\$31,000	\$357
\$40,000	\$460
\$50,000	\$575
\$60,000	\$690
\$65,500	\$754
\$80,000	\$920
\$100,000	\$1,151
\$138,500	\$1,594

Entrance & Exit Counseling

Financial Aid (<https://www.bethel.edu/financial-aid/>)

Students borrowing federal loans must complete entrance counseling before receiving funds and exit counseling when leaving Bethel.

Loan Entrance Counseling

Students must complete this online counseling prior to the disbursement of a loan. Parents who borrow a PLUS loan are not required to complete entrance counseling.

- Direct Loan entrance counseling (<https://studentaid.gov/entrance-counseling/>) for Direct Subsidized, Direct Unsubsidized and Graduate PLUS (on the StudentLoans.gov website).

Loan Exit Counseling

Upon graduation, withdrawing, or dropping below half-time status, students must complete loan exit counseling to review their rights and responsibilities upon entering repayment.

- Subsidized, Unsubsidized, and PLUS Loan exit counseling (<https://studentaid.gov/exit-counseling/>) can be completed on the StudentLoans.gov website. Completing this session satisfies Bethel University's exit counseling requirements.

It's important students avoid borrowing more than they are able to repay after graduation. A reasonable monthly student loan payment would be 8-10% of monthly income. Tools such as the Budgeting (<https://studentaid.gov/resources/prepare-for-college/students/budgeting/creating-your-budget/>) and Loan Repayment Calculator (<https://studentaid.gov/loan-simulator/>) from the U.S. Department of Education can help students plan their expenses and loan debt.

Financial Aid Satisfactory Academic Progress Policy

Bethel University has two methods of monitoring student achievement. There is an Academic Progress, Probation, and Dismissal process administered by faculty committees. Please see policies on Academic Probation in the Scholastic Regulations section of the catalog for standards governing this process. There is also a Financial Aid Satisfactory Academic Progress (FA-SAP) policy administered by the Office of Financial Aid.

The FA-SAP policy is mandated by federal and state laws and regulations, and involves the monitoring of cumulative grade point average, pace of completion (ratio

of completed to attempted courses), and the total number of courses students attempt. Students who do not meet the minimum FA-SAP standards may lose eligibility for federal, state, and regional financial aid. Appeals are submitted to the financial aid office and reviewed by a cross-departmental Financial Aid Satisfactory Academic Progress committee.

Process Overview and Responsibilities

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

The Code of Regulations Title 38, Section 21.4253 also requires a clear policy regarding the Satisfactory Academic Progress (SAP) standards that Title 38 beneficiaries are held to under 38 CFR §21.4253(d)(1)(ii). Title 38 beneficiaries are held to the same SAP standards that all Bethel Seminary students—including those receiving Title 34 financial aid—must follow. These standards are set forth below.

All financial aid recipients must progress at a reasonable rate ("make satisfactory progress") toward achieving a certificate or degree. This requirement applies to all terms, whether or not the student received financial aid. For further information and full disclosures, please see the Satisfactory Academic Progress (<https://www.bethel.edu/seminary/financial-aid/eligibility/academic-progress/>) page of the Bethel Seminary website.

Evaluating Financial Aid Satisfactory Academic Progress

Financial aid satisfactory academic progress evaluation begins six (6) days after the end of each term (fall, spring and summer) using three benchmarks: Qualitative Measure, Pace, and Maximum Timeframe.

Qualitative Measure. Undergraduate and Bethel Seminary students must maintain a cumulative Grade Point Average (GPA) of at least 2.00. Graduate School students must maintain a cumulative GPA of at least 3.00. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School doctoral programs, Graduate School non-doctoral programs, Bethel Seminary doctoral programs, and Bethel Seminary non-doctoral programs.

Pace of completion. Students must progress through their educational program at a pace that ensures they will complete the program within the maximum timeframe. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted (beginning January 2017 results will be rounded to the nearest percent - for example, 66.49% is rounded to 66% and 66.50 is rounded to 67%). Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement or College Level Examination Program credit).

Maximum timeframe. Students are expected to complete their program within the normal time for completion. However, there may be special circumstances, like a program change or an illness, that would prevent students from completing their programs of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

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

Treatment of Special Academic Course Situations

Term. The financial aid office evaluates Satisfactory Academic Progress (SAP) at the end of each regular semester. All terms of enrollment are counted for SAP,

including terms in which a student did not receive financial aid. Courses taken during Interim are evaluated as part of spring semester.

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

Pass/Fail courses. Some of Bethel's courses receive a grade of "Satisfactory (S)" or "Unsatisfactory (U)." These courses are not included in the calculation of GPA; they are counted as "attempted" credits. Courses with an "S" grade are considered "earned" credits. Courses with a "U" grade are not "earned" credits.

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

- When Bethel is the "Home" school, the credits are 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.

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

Repeated courses are always included in the cumulative credits attempted and maximum timeframe calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses, and the original course, are both included in the GPA calculation.

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

Earned credits. For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered "earned" credits, and are counted as both "attempted" and "earned" in the Pace calculation.

Transfer credits. College level courses taken outside of Bethel before students received their high school diploma or G.E.D. (e.g., CLEP, PSEO, AP) are treated as transfer credits. (Postsecondary Education Options credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both "attempted" and "completed" credits when measuring Pace, and are included in the maximum timeframe calculation. All transfer credits accepted by Bethel will be used in determining when the "maximum time frame" requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.

Dropping a course. Courses that the student drops after the 100 percent refund period are included in the cumulative credits attempted and in the maximum timeframe. (If a student fails all courses attempted during the term, the financial aid staff determines if the student was enrolled for the entire period or unofficially withdrew from school.)

Incompletes. Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum timeframe. These credits cannot be counted as earned credits until a satisfactory grade is assigned.

Second degree. Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).

Multiple majors and/or dual degree students. Students who choose to earn more than one major, or more than one degree, at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).

Concurrent enrollment in Bethel's schools. Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one Financial Aid Satisfactory Academic Progress review each term. Students must be demonstrating satisfactory academic progress in every school they are attending. Failure to demonstrate satisfactory academic progress in any school will impact financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid satisfactory academic progress in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.

Programs exempt from Financial Aid Satisfactory Academic Progress review. Some private educational loans and employer educational benefits are available to students who are not demonstrating satisfactory academic progress. Students should check with their employer, or private educational loan provider, to see if they must be demonstrating satisfactory academic progress as a condition of receiving these funds.

Students enrolled solely in academic programs that are excluded from eligibility for federal, state and Bethel-funded financial aid are not subject to the Financial Aid Satisfactory Academic Progress policy. For example, since no federal, state, or unfunded 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.

Failure to Meet Minimum Satisfactory Academic Progress Standards

Financial aid warning. Financial aid warning is a status assigned to a student who fails to make financial aid satisfactory academic progress at an institution that evaluates academic progress at the end of each term. The financial aid warning status lasts for one term. If after the financial aid warning term the student is not demonstrating financial aid satisfactory academic progress, the student becomes ineligible for financial aid (financial aid terminated).

Financial aid terminated. Financial Aid Terminated is a status assigned to students who have lost their financial aid eligibility due to failure to demonstrate financial aid satisfactory academic progress. Students whose financial aid eligibility has been terminated may appeal.

Appeal of Financial Aid Termination

Students who fail to meet Financial Aid Satisfactory Academic Progress standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation.

Appeals must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email. Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make satisfactory academic progress, and what has changed to resolve the issue(s) that prevented the student from demonstrating satisfactory academic progress. Acceptable reasons for appeal may include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Students who cannot demonstrate Financial Aid Satisfactory Academic Progress within one term will be required to submit an Academic Plan as a part of their appeal.

Financial aid academic plan probation. If it is impossible for the student to meet the minimum Satisfactory Academic Progress standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for Satisfactory Academic Progress for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

Note: Seminary students will work with their Student Success Adviser to develop Academic Plans.

Student Notification

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

meeting minimum SAP standards when reviewed, will be notified of the change in their status.

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

Regaining Eligibility for Financial Aid

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

Interpretation and Enforcement

The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy.

Financial Aid Refunds

There are four sources of financial aid: federal government (Title IV funds), state governments, Bethel University, and private third-party organizations. Financial aid is refunded in accordance with policies established by each entity. Refunds are first calculated for federal funds, then state funds, then Bethel and third-party funds.

Federal (Return of Title IV Funds) Refund Policy

If a student withdraws or is expelled from Bethel after a term has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This "Return of Title IV Funds" policy is required by federal rules and went into effect at Bethel on July 1, 2000.

The federal formula requires a return of Title IV (federal) aid if the student received federal financial assistance in the form of a direct loan, and withdrew on or before completing 60% of the term. The percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded.

Financial Aid Refunds for Institutional and Third-Party Funds

After calculating the federal refund policy, Bethel calculates the potential refunds of state, institutional, and private funds. Students who borrow a Minnesota SELF loan are subject to the Minnesota refund calculation. Students with institutional aid and/or third-party sources of gift aid will have their aid reduced by the same percent as their tuition was reduced.

Because there are several different refund policies involved in most withdrawals, students may still owe money to the school after all calculations have been completed. Students considering withdrawal are encouraged to visit a financial aid counselor and simulate the financial effect of withdrawing before officially withdrawing from the institution.

Departmental Scholarships

Scholarship funds are available to students who maintain a cumulative GPA of 3.0. Students must be enrolled for a minimum of six (6) credits per semester to receive a full scholarship. Scholarships may be prorated for less than full time attendance. Scholarships are disbursed evenly between fall, spring and summer semesters. Most scholarships are offered only to current students in a master's program who already have established a GPA at Bethel Seminary, unless otherwise noted.

To be considered for scholarship funds, returning students must complete an online application made available during the spring semester. New students just beginning Seminary are not eligible for returning student scholarships. Instead, new students may be considered for a renewable incoming student scholarship by completing the Seminary Merit Scholarship Application.

The deadline for returning students to apply is April 15th each year. The deadline for incoming students varies depending on start date.

Scholarship details and application links can be found: <https://www.bethel.edu/seminary/financial-aid/types/scholarships/>

Scholarships for Bethel Seminary

The Aiton Family Mission Scholarship is awarded to a student who is preparing for full-time missionary service overseas (EPA002).

The Mr. and Mrs. A. Dwight Anderson Seminary Scholarship was established by Mr. and Mrs. A. Dwight Anderson to encourage students interested in foreign missions. This scholarship shall be awarded to a middler recommended by the faculty, with special preference given to a student committed to foreign mission service. (EPA179)

The B. Willard Anderson Memorial Scholarship provides an annual award to deserving students who demonstrate need (EPA003).

The Clifford E. Anderson Servant Leader Scholarship is created in loving memory by the family of Clifford E Anderson to assist a qualified Bethel Seminary student with financial need who demonstrates servant leadership and desires to pastor or plant churches (EPA194).

The Clifford V. and Alice M. Anderson Seminary Scholarship is, in honor of Clifford Anderson's devotion to Christ, his pastoral influence, and the impact he had as a Bethel Seminary dean and director, awarded to qualified Bethel Seminary students with financial need in the Master of Divinity program in pastoral or missionary service (EPA189).

The Dagmar Esther Anderson Endowment is awarded to seminary students who demonstrate need and are preparing for pastoral ministry, preferably in the Midwest (EPA004).

The Vernon D. Anderson Memorial Scholarship was established by Mrs. Ruth Anderson, in memory of her husband Vernon D. Anderson, to assist seminary students interested in missions (EPA007).

The Walter R. Anderson Memorial Award was established by Walter R. Anderson, former president of Vancouver Bible College, and is awarded to a Converge Worldwide student planning to enter Christian ministry, with preference given to a student interested in camping or the chaplaincy (EPA006).

The Lawrence T. Arlander Memorial Scholarship is awarded to a worthy student preparing for service as a minister or missionary (EPA008).

The Rev. William G. and Ruth J. Backlund Memorial Scholarship is awarded to a student planning to enter ministry with Converge Worldwide (EPB011).

The Berean Scholarship is awarded to students who show a passion for searching the Scriptures for biblical understanding. This scholarship is not restricted to those concentrating in Old or New Testament studies. It can be given to students in any program who demonstrate a passion to know and understand the Word of God (EPB142).

The Arthur and Gloria Bergeson Scholarship is awarded to a second-year student preparing for ministry (EPB015).

The Jack and Gladys Bergeson Church Planting Scholarship is given in memory and honor of Jack and Gladys Bergeson to any Bethel Seminary student with financial need who is planning for church planting ministries. (EPB159)

The Lawrence and Audrey Berglund Scholarship is awarded annually to qualified students who demonstrate both academic achievement and financial need (EPB016).

The Hazel and George Berquist Memorial Scholarship is awarded annually to prospective seminary students who come from the Midwestern states (excluding Minnesota) and are members of Converge Worldwide churches (EPB017).

The Ellen M. Borden Memorial Scholarship has been established in memory of the mother of Mrs. Gordon G. Johnson. Income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPB019).

The Mr. and Mrs. Erik A. Borg Memorial Scholarship has been established by Mr. and Mrs. Ragnar Borg. The annual income from this fund is given to one or more students of good academic standing, with demonstrated financial need, who are planning for pastoral ministry (EPB020).

The Gust Brobry Memorial Scholarship has been donated by the late Mrs. Gust Brobry in memory of her husband. The annual income from this fund is awarded to a Converge Worldwide student with high scholastic achievement who is a candidate for overseas missions (EPB021).

The Ralph and Marie Brushaber Memorial Scholarship is awarded to students who show high promise of future leadership and service and who give evidence of vital faith in Jesus Christ (EPB023).

The Dr. and Mrs. Carl G. Burton Memorial Scholarship was established by Dr. Richard Burton in memory of Carl and Esther Burton. This scholarship shall be awarded to a Bethel Seminary student who shows leadership, character, and scholastic achievement. (EPB024).

The Floyd E. and Margaret M. Buschbom Scholarship is awarded to worthy seminary students with financial need. The student must be enrolled full time, have completed satisfactorily the first year of the Master of Divinity program and must be seeking a pastoral or Christian ministry vocation. The award recipient will be asked to sign a faith statement whereby he or she must:

- proclaim agreement with all elements of the Apostle's Creed, the Nicene Creed and the Athanasian Creed; and
- must proclaim that "there is one God, and there is one mediator between God and men, the man Christ Jesus, who gave himself as a ransom for all" (1 Timothy 2: 5-6) (RPB138).

The James Cable Memorial Scholarship is provided annually to a student entering his or her senior year who exhibits an adequate level of spirituality, aptitude, and accomplishment to warrant scholarship assistance and who is planning to enter ministry in Converge Worldwide. Preference will be given to students from Calvary Baptist Church of Warren, Pennsylvania, and to students from the Converge MidAtlantic district of Converge Worldwide (EPC026).

The Edith and James Calhoun Memorial Scholarship is awarded to students preparing for missions (EPC027).

The Carlson Family Pastoral Scholarship is awarded annually to a student(s) who are preparing for pastoral ministry and who exemplify in their personal lives the highest example of servanthood and servant leadership (EPC028).

The Hanna Carlson Scholarship shall assist qualified Bethel Seminary students with financial need as they prepare for Christian Ministry (EPC197).

The Alma Carlson Memorial Scholarship provides an annual award to a student preparing for pastoral ministry who demonstrates financial need (EPC029).

The Rev. Carlton G. and Marian E. Christenson Scholarship provides annual awards to students from American Baptist Churches with preference given to students who have chosen ministry as a second career (EPC032).

The Evelyn and Harold Christenson Scholarship in Evangelism is awarded to a student who has distinguished himself or herself in the ministry of prayer and/or evangelism and outreach (EPC033).

Classes of 1968-1970 Seminary Scholarship is established in gratitude to God by the members of the classes of 1968, 1969 and 1970 who found Bethel Seminary to be a place of growth and encouragement. It will be used to assist Bethel Seminary students pursuing ministry preparation (EPC158).

The John and Verna Clay Scholarship is awarded to students at Bethel Seminary who intend to enter full-time Christian work and show financial need (EPC198).

The Alphin C. Conrad Memorial Scholarship in Missions has been established in memory of Dr. Alphin C. Conrad, who served on the faculty of the seminary from 1950 to 1970. It is awarded annually to a qualified student preparing for missionary service (EPC035).

The Alice C. and Edwin N. Conrad Memorial Scholarship provides an annual award to a student committed to Christian ministry and who comes from a Converge Worldwide background (EPC036).

The J. Ben Cording Memorial Scholarship is awarded to students who are preparing for church planting ministries (EPC144).

The Crystal Scholarship, provided by Terry and Francis Eggart, is awarded annually to a worthy Converge Worldwide student (EPC044).

The Barbara Dahl Memorial Scholarship is awarded to students with demonstrated interest in ministering to families, and who are in the marriage and family therapy program. Preference will be given to those with a background in the medical professions (EPD037).

The Edith A. and Simon R. Dahlberg Memorial Scholarship. The income from this fund is given to one or more Converge Worldwide students who are preparing for pastoral ministry and who are in need of financial assistance (EPD038).

The Ford and Loine Dobesh Memorial Scholarship is given to students preparing for ministry to the city. The scholarship honors the lives of Ford and Loine Dobesh (EPD040).

The Louis and Anne Dunlop Memorial Scholarship is awarded to a worthy student preparing for the ministry (EPD041).

The Ebenezer Baptist Church Scholarship is made possible by a special fund given to Bethel Seminary by the former Ebenezer Church in Duluth, Minnesota, and is awarded to a student preparing for pastoral ministry (EPE043).

The Esther Ehnbon Scholarship has been established by the sisters and brothers of Esther Ehnbon, an alumna of the seminary who worked as a nurse in Zaire. It is given annually to a student dedicated to world missions (EPE045).

The Leland V. and Carol Eliason Scholarship is given to an incoming or current seminary student who embraces the vision of the Bethel Seminary "Three Centers" philosophy of education. (EPE047).

The Dorothy Erickson Memorial Award provides a scholarship to incoming or continuing students who demonstrate leadership gifts and abilities as spirit-filled change agents. It is awarded by nomination from the admissions office, faculty, or deans (EPE048).

The Ellen A. Erickson Memorial Scholarship is awarded to a student preparing for Christian ministry (EPE049).

The Ernest and Laura Erickson Memorial Scholarship was given in memory of Ernest and Laura Erickson by their children and is given to a Bethel Seminary St. Paul student who demonstrates financial need (EPE160).

The C. George Ericson Memorial Scholarship, established by the Rev. Ericson, long-time editor of The Standard and a Baptist General Conference leader, is given annually to a student preparing for a ministry in print or other media (EPE050).

The Thelma Esmay Memorial Scholarship has been established for ministerial students through the estate of Kate Esmay. Preference will be given to students who are members of Oak Hill Baptist Church of Humboldt, Iowa (EPE051).

The Wes and Gwen Forsline Scholarship is awarded to students preparing for service as pastors, with a preference for Baptist students who express a concern for a ministry to the disenfranchised that stresses the Baptist distinctives of justice with liberty (EPF140).

The Margareta Forssman Memorial Scholarship provides an annual award to a student preparing for pastoral ministry (EPF053).

The Nils and Audrey Friberg Pastoral Care Scholarship is awarded to a Bethel Seminary student concentrating in pastoral care (EPF054).

The Anna Anderson Frohm Memorial Scholarship is, in honor of Clifford Anderson's devotion to Christ, his pastoral influence, and the impact he had as a Bethel Seminary dean and director, awarded to qualified Bethel Seminary students with financial need in the Master of Divinity program in pastoral or missionary service (EPF190).

The Donald and Peggy Frost Seminary Scholarship scholarship is given to a worthy Bethel University student at Bethel Seminary St. Paul who is preparing for pastoral ministry (EPF165).

The Future Fund is awarded annually to a worthy Bethel Seminary student. (EPF055).

The Ivan and Eva Viola Geis Living Memorial Scholarship is awarded to deserving students preparing for a career as a pastor, missionary, or Christian educator (EPG154).

The Donald R. Geis Family Seminary Scholarship provides an annual award to a graduating Bethel University student enrolling at Bethel Seminary or to a current Bethel Seminary student. It is awarded to students who show significant evidence of leadership, academic excellence, and a desire to enter Christian ministry (EPG003).

The Paul Goddard Scholarship is, in memory of Paul Goddard, is awarded to worthy Bethel Seminary students with financial need (EPG182).

The Bonnie E. Goodwin Memorial Scholarship provides an annual award to needy and deserving students (EPG078).

The Gordh Memorial Scholarship Fund has been raised by friends of Dr. G. Arvid Gordh, dean of Bethel Theological Seminary from 1922 to 1925, as a memorial to him. The income from this fund is distributed annually to the student who has made the best progress in New Testament Greek during the year (EPG056).

The Charles and Pearl Grayum Missions Scholarship is awarded to a student preparing for ministry within the Christian and Missionary Alliance (EPG057).

The Irene Hanwell Memorial Scholarship provides awards to deserving students preparing for pastoral ministry (EPH059).

The John and Millie Hasselblad Scholarship is given in honor of John Hasselblad and his wife Millie to incoming students at Bethel Seminary St. Paul who show exceptional ability and promise for ministry (EPH060).

The Lowell E and Marceline D Hendrickson Scholarship is awarded to Bethel Seminary students who are pursuing a pastorate with a Baptist General Conference Church or an appointment as a Baptist General Conference missionary. It is for students who demonstrate financial need. If no students meet the aforementioned criteria, the award will be distributed according to the guidelines set forth by the Trustees of Bethel University (EPH200).

The Albert and Ethel Horst Memorial Scholarship is awarded to incoming students showing exceptional ability and promise in ministry (EPH064).

The Bethel Seminary Israel / Middle East Study Scholarship is in recognition of the tremendous benefits realized from study trips and field experiences in Israel. This scholarship will assist qualified Bethel Seminary students with financial need who are participating in a research study program in Israel or other nearby Middle East region approved by Bethel Seminary. Up to \$2,000 will be awarded each year and students, by accepting this scholarship, agree to write a reflection paper as part of their study experience that will be shared with the founder of this scholarship (EPI195).

The Virgil and Norma Jean Iverson Family Scholarship is given by Virgil and Norma Jean Iverson and is awarded to Bethel Seminary St. Paul students who have the potential to best exemplify the Bethel Seminary mission to graduate students of competence and character in order to engage the culture and change the world (EPI161).

The Rev. Layton N. and Ruth J. Jackson Memorial Scholarship has been established in memory of the Rev. Jackson by his wife. The income from this fund is awarded annually to a student preparing for pastoral ministry (EPJ066).

The John and Elaine Jahnke Missionary Scholarship provides annual awards to students committed to multicultural ministry (EPJ067).

The Johnson-Norman Memorial Scholarship is awarded to a student preparing for ministry who demonstrates financial need and also shows good scholastic attainment (EPJ068).

The Gordon and Alta Johnson Scholarship in Expository Preaching is awarded to a Converge Worldwide student showing promise of developing excellence in proclaiming the Scriptures expositively and relevantly, and who is planning to serve in a local church or on the mission field under Converge Worldwide. This award is available on both the St. Paul and San Diego campuses (EPJ069).

The Bob and Gina Johnson Endowed Seminary Scholarship is given to worthy Bethel Seminary St. Paul students who demonstrate financial need (EPJ153).

The Gordon and Alta Johnson Scholarship for Full-time Ministry Scholarship is given by friends of Dr. and Mrs. Johnson in honor of their 50th wedding anniversary, and is awarded to a Converge Worldwide student planning to enter full-time Christian ministry (EPJ070).

The Gordon G. Johnson Scholarship is awarded by Converge Worldwide in recognition and appreciation for the contribution Dr. Johnson has made to the local church through his book, My Church. This award is made to a Converge Worldwide student, preparing to serve in the conference, who demonstrates qualities desired in a

pastor-teacher and gives evidence of commitment to the educational ministries of the local church (EPJ071).

The Paul D and Darla R Johnson Scholarship has been established in recognition of Paul and Darla's experience and to encourage more young leaders to dream a God-shaped dream for the church. The scholarship shall be awarded to Bethel Seminary students who plan to serve as pastors of local churches and who demonstrate leadership and innovation (EPJ183).

The L. Ted and Eloise Johnson Scholarship is awarded to students preparing for pastoral ministry with a love for preaching and teaching God's Word, with a preference given to members of Converge Worldwide (EPJ073).

The William F. & Jacqueline L. Johnson Seminary Scholarship is awarded to students attending Bethel Seminary with financial need (EPJ186).

The William and Helen Johnstone Scholarship is awarded to students preparing for missionary service (EPJ074).

The Dr. Karl J. Karlson and Dr. Karl E. Karlson Memorial Scholarship has been established by the families of Karl J. Karlson and Karl E. Karlson. Karl J. was dean of Bethel Seminary from 1925-48. His son, Karl E., was a renowned physician. The scholarship is awarded annually to assist qualified students who are interested in pursuing graduate work in addition to the theological education in preparation for service in Converge Worldwide (EPK075).

The Elsie Knox Memorial Scholarship provides an annual award to a deserving student preparing for pastoral ministry (EPK076).

The Oliver C. Kronholm Family Scholarship is awarded to students who are preparing for careers in pastoral ministry and who demonstrate financial need (EPK077).

The Carl Gustaf Lagergren Memorial Scholarship has been established by the Lagergren family in memory of their father, Carl Gustaf Lagergren, D.B., dean of Bethel Theological Seminary from 1889 to 1922. An annual scholarship is presented to the Converge Worldwide student who attains the highest scholastic achievement in systematic theology (EPL079).

The Clifford E. Larson and Adda Mary Larson Memorial Scholarship has been established for scholarships and programming assistance related to ministries of social welfare, social justice, and concern for the poor (EPL080).

The Victor and Elna Larson Memorial Scholarship is provided by the family and designated for a student preparing for pastoral ministry in Converge Worldwide (EPL081).

The Andrew Liliemark Memorial Scholarship is awarded to a student preparing for ministry (EPL082).

The Rev. Edwin Lindholm Memorial Scholarship for Rural and Small Town Pastoral Ministry is established in recognition of a life dedicated to rural ministry and shall be awarded to students interested in and who have been called by the Lord to serve in pastoral ministry in a rural or small town setting, or to an aviation ministry to remote areas. (EPL184).

The Rev. E. "Fritz" Lindquist Scholarship is established in honor of Rev. E. "Fritz" Lindquist and is awarded to Seminary St. Paul students who demonstrate financial need (EPL164).

The Chester R. and Cecile E. Lindsey Memorial Scholarship is awarded annually to a student preparing for ministry (EPL083).

The Maynard L. Linngren Memorial Scholarship provides an annual award to a student preparing for pastoral ministry (EPL084).

Rick and JoAnn McNamara Seminary Scholarship is given in appreciation for the seminary faculty and shall be awarded to worthy students in the Master of Arts in Theological Studies (M.A.T.S.) program with a preference to students who intend to pursue a Ph.D. program after graduation (EPM172).

The D. Wilbur and Pearl B. Magnuson Scholarship provides an annual award to a worthy and needy student (EPM091).

The Edwin Magnuson Memorial Scholarship has been established by the family in memory of this faithful, active layman of Bethlehem Baptist Church of Minneapolis, Minnesota. The award is given to a worthy student preparing for pastoral ministry in Converge Worldwide (EPM085).

The George and Esther Magnuson Memorial Scholarship has been established by the family in memory of their parents, who pastored in Converge Worldwide for four decades. The award is given to a deserving conference student preparing for pastoral ministry or for world missions service (EPM088).

The Norris and Beverly Magnuson Church History Scholarship is awarded to an outstanding student who has done work in church history, to encourage further study related to prayer, the devotional life, revivalism, and Christian social work (EPM092).

The Gordon Martin and Ruth Martin Scholarship is awarded to a second or third year Master of Divinity student who is preparing for pastoral ministry in the American Baptist Denomination (EPM086).

The Samuel C. and Eva Gertrude McClure Memorial Scholarship is given by the McClure family to a student who demonstrates an interest in Jewish evangelism. First preference would be someone engaged in doing research in Jewish evangelism. However, if no suitable student is found, the award can be made to students engaged in or preparing for careers in cross-cultural evangelism either in the United States or abroad. (EPM089).

The Garvin and Lynne McGettrick Pastoral Ministry Scholarship is awarded in memory of Garvin's parents, Peter and Jessie McGettrick, to a student who gives evidence of a vital faith in Christ and call to pastoral ministry (EPM090).

The Berkeley Mickelsen Memorial Scholarship, given in memory of the parents of the late Berkeley Mickelsen, is awarded annually to a student who shows ability and skill in biblical theology (historical theology of the Old and New Testaments). The student receiving this scholarship will seek to make full use of biblical theology in preaching and teaching (EPM093).

The Frank and Ethel Miller Memorial Scholarship is, in honor and devotion to the cause of Christ, awarded to qualified Bethel Seminary students with financial need to complete their final year of training for ministry (EPM191).

The Nicholas Severin Miller Memorial Scholarship provides an annual sum that is given to a deserving senior who has taken all his or her theological work at Bethel (EPM094).

The Mora Presbyterian Scholarship has been established to assist Presbyterian students seeking ordination in that denomination, with priority given to seniors who have financial need (EPM095).

The John and Dorothy Morley Seminary Scholarship is awarded to worthy Bethel Seminary students who demonstrate financial need (EPM151).

The Judith Sandberg Mortensen Memorial Scholarship is awarded to a worthy student preparing for ministry who demonstrates financial need (EPM096).

The Hilmer and Ethel Nelson Endowed Scholarship is established in memory of Hilmer and Ethel Nelson as a continuation of a lifetime of ministry in the name of Jesus Christ and because of their particular interest in assisting the students of Bethel Seminary St Paul. This scholarship shall be awarded to a Bethel Seminary St Paul student who demonstrates commitment to evangelism, and to a Bethel Seminary St Paul student who demonstrates commitment to church planting (EPN180).

The Signie Johnson and Lorraine Norman Scholarship is given to incoming Bethel Seminary students who show exceptional ability and promise in ministry and who intend to prepare for pastoral ministry (EPJ072).

The Edwin and Marie Omark Memorial Scholarship has been established in memory of the Rev. Omark, the sixth dean of Bethel Seminary, to assist Converge Worldwide students showing promise in pastoral ministry and preaching (EPO101).

The Oscar E. and Mary Ostling Memorial Scholarship is awarded to a student of exceptional promise and ability (EPO102).

The Larry and Linda Perkins Seminary Scholarship is established in recognition of their lifelong interest in young people, their interests in education and evangelism, their loyalty and devotion to the cause of Christ and shall be awarded with preference to students with 41 credits or more who are pursuing the pastorate or a vocation in missions ministry. (EPP173).

The Peterson Family Seminary Scholarship has been established as a need-based scholarship to help men and women who might not otherwise be able to afford a Bethel Seminary education. (EPP157).

The John and Lois Petersen Scholarship has been established in recognition of their lifelong interest in young people, their interests in education, their loyalty and devotion to the cause of Christ, their heart and investment of prayer, encouragement and financial support for those who make the sacrifice to go into full-time ministry and missions. This scholarship is awarded to a worthy seminary student with financial need with preference given to students who plan to go into full-time ministry or missions (EPP178).

The Rev. and Mrs. L.E. Petersen Scholarship has been established to assist qualified students in the seminary. The income from the fund is awarded annually to a middler student whose work merits recognition (EPP107).

The F. Curtis and Margaret A. Peterson Scholarship has been established to assist a seminary student on the basis of need and potential to succeed in the pastoral ministry of the Baptist General Conference (now Converge Worldwide) (EPP104).

The Rev. John E. Peterson Memorial Scholarship is awarded to students determined by need and ministry promise (EPP105).

The Karl Y. and Esther H. Peterson Memorial Scholarship has been established by Mrs. Esther Peterson in memory of her husband and is given annually to a student in financial need (EPP106).

The David and Mary Price Scholarship assists qualified Bethel Seminary students who are studying for a degree in ministry and have leadership abilities and future potential as pastors, chaplains, missionaries or teachers (EPP193).

The Norma R. and Robert F. Pint Seminary Scholarship Through gifts from God, given by Norma and Robert Pint, this scholarship is given to Bethel Seminary students who desire the Lord's equipping through seminary training and demonstrate financial need (EPP167).

The Rev. John Propert Scholarship is awarded to incoming students of exceptional ability and promise in ministry (EPP108).

Fred and Anita Prinzing Scholarship was established to assist a second career seminary student who is preparing for pastoral ministry (EPP004).

The Rev. Milton D. Quiggle Scholarship is awarded to students whose country of origin is the Cameroon and who intend to return to minister in that country (EPQ110).

The Jim and Doris Rehnberg Scholarship is awarded to Bethel Seminary students who are preparing to more effectively counsel in areas of marriage and the family and who are pursuing a career in Christian counseling or in pastoral ministry with a counseling emphasis (EPR199).

The J. Stanley and Lillian Rendahl Scholarship is awarded to a Bethel Seminary St. Paul student, preference to the child of a Converge Worldwide (BGC) pastor or missionary, who intends to serve in ministry. Student must demonstrate financial need. (EPR162).

The Paula Rietz Memorial Missions Scholarship provides an annual award to a needy student preparing for missionary service. A secondary preference is for students who are children of pastors or students who have young children (EPR111).

The Yvonne V. Rietz Memorial Missions Scholarship provides an annual award to a needy student preparing for missionary service (EPR112).

The H. J. Robertson Memorial Ministerial Scholarship provides an annual award to a student preparing for pastoral ministry (EPR113).

The Bernard A. and Winnie L. Rust Memorial Scholarship is awarded to a student preparing for ministry (EPR115).

The Chaplain James (Jim) M. Schonberg Memorial Scholarship is awarded to a deserving student (EPS148).

The Edna Schultz Scholarship in Urban Ministries is given to assist students preparing for ministry in an urban environment in North America or overseas (EPS139).

The Augusta M. Seaholm Memorial Scholarship has been established to assist seminary students in preparing for possible overseas missionary service. Income from the fund is awarded annually (EPS116).

The Lawrence and Mariette Seiffert Seminary Scholarship has been established in honor and recognition of their lifelong devotion to the cause of Christ, their interest in seminary training and church planting, and in consideration of the blessings

God bestowed on them and shall be used to assist worthy Seminary students with financial need who intend to plant a Converge church. (EPS185).

The Chaplain Lawrence L. and Mabel E. Selin Memorial Scholarship is given by Mr. and Mrs. John Blomgren and Mr. and Mrs. Jack Newell in memory of their parents to a student on the basis of need and achievement (EPS117).

The Dr. Adair and Carmen Sherbeck Scholarship is awarded to a deserving seminary student (EPS149).

The Christopher Silene Scholarship is awarded to incoming students of exceptional ability and promise (EPS118).

The August & Nellie Forsman Sjoberg Memorial Scholarship is, in honor of Clifford Anderson's devotion to Christ, his pastoral influence, and the impact he had as a Bethel Seminary dean and director, awarded to qualified Bethel Seminary students with financial need in the Master of Divinity program in pastoral or missionary service (EPS192).

The Seminary Christian Leadership Scholarship is given to worthy Seminary St. Paul students who show strong leadership abilities and demonstrates financial need (EPS163).

The Wilbur and Pearl Sorley Memorial Scholarship is awarded with a preference for students preparing for rural ministries (EPS147).

The James L. and Carole L. Spickelmier Seminary Scholarship is given in memory of James L. Spickelmier in recognition of his lifelong interest in young people, his interests in theological education and pastoral ministry, his loyalty and devotion to the cause of Christ, in recognition of his service as a humble leader, an engaging fundraiser, and a devoted chronicler of the history of both Bethel University and the Baptist General Conference (BGC), now Converge Worldwide, to assist worthy and needy Bethel University students in Bethel Seminary who are preparing for ministry as senior pastors (EPS171).

The St. George Family Seminary Scholarship is awarded to Seminary students with a minimum 3.0 GPA with preference to students focusing on Marriage and Family Therapy, Missions, or Pastoral Care. The scholarship is renewable if the student maintains a 3.0 GPA (EPS187).

The Pastor Doug and June Stimers Scholarship is awarded to a promising Canadian student who wishes to pursue pastoral or missionary ministry in Canada. If no such student is available, this scholarship may be given to a student planning to be a rural pastor or a church planting pastor (EPS143).

The Cliff and Clara Strom Scholarship is awarded to Bethel Seminary students who demonstrate financial need (EPS201).

The Sylvania Heights Baptist Church Scholarship provides an annual award to a Baptist student preparing for Christian ministry (EPS121).

The Malcolm and Benetah VanAntwerp Scholarship for the Study of Dynamic Church Growth provides an annual award to a student who has engaged in significant study of the characteristics and causes of dynamic church growth (EPV127).

The Malcolm and Benetah VanAntwerp "Spurgeon" Scholarship in Preaching is awarded to a student demonstrating ability and excellence in preaching combined with readings from Charles Haddon Spurgeon (EPV128).

The VanAntwerp Exceptional Student Scholarship is awarded to incoming students of exceptional ability and promise for ministry (EPV125).

The Astrid and Ray Van Hoy Seminary Scholarship is given for their long-standing appreciation for caring and capable ministers of the Gospel. It was through Astrid's careful savings that this scholarship has been made possible to Bethel Seminary St. Paul students who have financial need and are preparing for pastoral ministry. It was Astrid's hope that this scholarship would enable recipients to study at Bethel and pursue God's call to the pastorate (EPV156).

The Jack and Hanna VanMark Rural Ministry Scholarship is awarded to a student preparing for pastoral ministry in a rural or small town setting (EPV129).

Dr. Carl and Julia Wall & Melvin and Charlotte (Wall) Koshiol Scholarship shall be awarded to Bethel Seminary Saint Paul students with financial need. Preference is given to students pursuing a pastoral ministry within Converge Worldwide (BGC). (EPW132).

The Maurice A. (Duff) Wessman Memorial Scholarship in Pastoral Ministry is awarded to a middler student who demonstrates faithfulness and concern for the outcast, and is a dynamic witness for the Savior to those in all walks of life (EPW130).

The Vern A. Wessman Memorial Scholarship in Pastoral Ministry has been established by the family and friends of this alumnus who served in meaningful pastoral ministries for 40 years in various churches of Converge Worldwide. The income from the fund is given to a student who is preparing for pastoral ministry and who has financial need (EPW133).

The Erhard and Alma Westerberg Continuing Education Scholarship provides assistance for pastors, missionaries, and other church workers to continue their education through Bethel Seminary (EPW134).

The Wilmot Road Baptist Church Scholarship provides annual awards to students preparing for ministry in Converge Worldwide (EPW135).

The Fred and Ellen Wolf Memorial Pastoral Scholarship is awarded to a student preparing for pastoral ministry (EPW137).

The Reverend Roger E. Youngquist Memorial Scholarship is awarded to qualified Bethel Seminary students with financial need who demonstrate leadership qualities and are preparing for full-time Christian Service (EPY196).

Scholarships for Doctor of Ministry Students

The Clifford V. and Alice M. Anderson Seminary Scholarship Fund is, in honor of Clifford's devotion to Christ, his pastoral influence, and the impact he had as a Bethel Seminary dean and director, awarded to qualified Bethel Seminary students with financial need in the Master of Divinity program in pastoral or missionary service (EPA189).

The Rev. and Mrs. S. Adolph Carlson Memorial Scholarship has been established from the estate of this couple who faithfully served Christ in Canada. It is awarded to Baptist pastors from Western Canada or the Western United States who are pursuing the Doctor of Ministry degree (EPC030).

The Bengt and Alma M. Carlton Grant, which was established in the name of the Rev. Bengt Carlton and his wife Alma M. Carlton, is given annually to assist Doctor of Ministry students. Consideration is given to students showing financial need, academic achievement, and personal qualifications (EPC031).

The Town and Country Scholarship is awarded annually to Doctor of Ministry students serving in town and country ministries, and may be used by such persons to support research in issues of significance to town and country ministries (EPT124).

University Administration

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

Julie Finnern	Associate Provost of Teaching & Learning
Barrett Fisher	Dean of Edgren College of Arts, Sciences, and Education
Todd Harmening	Associate Provost of Academic Systems & Planning
Peter Vogt	Dean of School of Theology and Bethel Seminary
Matthew Vraa	Dean of Anderson Family College of Health Sciences
Vacant as of publication	Dean of School of Business

Seminary Administration and Staff

Seminary Administration and Staff

Peter T. Vogt	Dean of School of Theology and Bethel Seminary
Jeff Sanders	Associate Dean of Spiritual Formation and Professional Development
Jeannine Brown	Director of Online Programs
Josh Carroll	Program Director, Doctor of Ministry
Sara Sosa	Program Director, Master of Arts in Children's, Youth, and Family Ministry
Cindy Anderson	Seminary Office Coordinator
Lori Matchefts	Coordinator for Assessment
Deb Moncauskas	Associate Director of the Cory Center

Seminary Admissions

Janna Collins	Director of Admissions
Kasin Lewicki	Director of First Impressions

Registrar

Cheryl Fisk	Registrar
Lori Beyer	Associate Registrar: CAPS/Seminary/GS
Jordan DeBord	Transfer Evaluation Specialist

Financial Aid

Vacant as of publication	Director of Financial Aid
Debra Cordova	Associate Director of Financial Aid
Marla Rupp	Associate Director of Financial Aid
Laura Ellwanger	Associate Director of Financial Aid

Student Success and Retention

Kim Thorstad	Associate Dean of Student Success and Retention
Michelle Graber	Student Success Manager

Auxiliary Personnel

Elizabeth K. Miller	Director of Health Services
Liz Burd	Director of Accessibility Resources and Services
Miriam Hill	Director of Counseling Services

Faculty

A

Amy Anderson, 2021. Adjunct Faculty. Bachelor of Science in Dairy Science, University of Wisconsin - River Falls, 1980. Master of Arts in New Testament, Fuller Theological Seminary, 1996. PhD in New Testament Textual Criticism, University of Birmingham, England, 1999.

Tucker Anderson, 2021. Adjunct Faculty. B.A. Biblical and Theological Studies, Bethel University, 2011. M.Div., Bethel Seminary, 2015. D.Min. New Testament Exposition, The Southern Baptist Theological Seminary, 2020.

B

Janice Bros, 2014. Adjunct Adjunct. Organizational Studies, Bethel University, 1992. Master of Divinity, Bethel Seminary, 1997.

Jeannine Brown, 2000. Professor of New Testament. Bachelors of Music, University of Wisconsin-Eau Claire, 1984. Master of Divinity, Bethel Seminary, 1991. Ph.D., Luther Seminary, 2001.

Eric Bryant, 2013. Adjunct Professor. D.Min., Bethel Seminary, 2010.

C

Joshua Carroll, 2021. Dmin Technical Reader. PhD New Testament, University of Aberdeen (Scotland, UK), 2017. MA Theology, Talbot School of Theology, 2012. MA Spiritual Formation, Talbot School of Theology, 2012. BS Criminal Justice, Wayland Baptist University, 2002.

Rod Casey, 2005. Instructor in Preaching. Master of Theology, Dallas Theological Seminary, 1987. Doctor of Ministry, Talbot School of Theology/Biola University, 2003.

David Clark, 1988. Professor Emeritus. Ph.D., Northwestern University, 1982. M.A., Trinity Evangelical Divinity School, 1976. B.A., Houghton College, 1974.

D

John Anthony Dunne, 2017. Associate Professor of New Testament. B.A. in Biblical and Theological Studies, Biola University, 2008. M.A. in New Testament Language and Literature, Talbot School of Theology, 2010. M.A. in Old Testament and Semitics, Talbot School of Theology, 2011. Ph.D. in New Testament, University of St. Andrews, 2016.

E

Sara Evans, 2024. Adjunct Instructor of Theological Studies. Ph.D., University of Otago, 2021.

F

Paul Ferris, 1998. Professor Emeritus. Ph.D., Dropsie College of Hebrew & Cognate Learning. M.Div., Trinity Evangelical Divinity School. M.A., Trinity Evangelical Divinity School / Jerusalem University College.

Anne-Marie Finsaas, 2007. Adjunct Professor. B.S. in Nutrition and Dietetics, University of Minnesota, 1988. M.A. in Children's and Family Ministry, Bethel Theological Seminary, 2004. D.Min. in Leadership and Spiritual Formation, George Fox Evangelical Seminary, 2015.

Katie Friesen Smith, 2008. Adjunct Faculty, D.Min. Thesis Advisor. D.Min., Bethel University, 2008. M.Div., Bethel Seminary, 1995. B.S. Youth Ministry, Christian Education, Bible, University of Northwestern, 1990.

G

Stacie Gaines, 2012. Adjunct Instructor. Master's of Divinity, Bethel Seminary, 2010.

Kirsten Gardner, 2019. Adjunct faculty. PhD, Fuller Theological Seminary, Pasadena CA, 2017. MAT Biblical Studies, Fuller Theological Seminary, 2011. MS Counseling Psychology, Chatham University, Pittsburgh PA, 2002. BA Sociology, UC Berkeley, 1991.

Herb Grant, 2012. Professor of marriage Family Therapy. Ph.D., University of Minnesota, College of Human Ecology, Family Social Science Dept, MFT Program.,

2010. Post-MA Certificate in Family Counseling, University of St. Thomas, 1999. MA Counseling Psychology, University of St. Thomas, 1997.

H

Kaz Hayashi, 2022. Associate Professor of Old Testament. B.A. in Pastoral Studies, Moody Bible Institute, 2012. M.A. in Biblical & Ancient Near Eastern Archaeology, Trinity Evangelical Divinity School, 2017. Ph.D. in Religion, Baylor University, 2022.

Tim Henderson, 2006. Adjunct Instructor of Biblical Studies. B.A., Bethel University, 1999. M.A.T.S., Bethel Seminary, 2004. Ph.D., Marquette University, 2010.

Natalie Hendrickson, 2000. Adjunct Faculty. D.Min., Bethel Seminary, 2018. M.Div., Bethel Seminary, 1998. B.A. Applied Arts & Sciences, San Diego State University, 1988.

DesAnne Hippe, 2003. Professor of Theology. B.A., Berea College, 1990. M.S.W.; Certificate in Theology, The Southern Baptist Theological Seminary, 1993. Ph.D., Marquette University, 2002.

I

Roy Inzunza, 2024. Adjunct Instructor. Masters Applied Ministries - Pastoral Care, Bethel Seminary, 2016. Doctorate of Ministry, Fuller Seminary, 2023. Certificate in Spiritual direction, University of San Diego, 2010.

Justin Irving, 2000. Adjunct Faculty. Ph.D., Organizational Leadership, Regent University, 2005. M.Div., New Testament, Greek, Hebrew, Bethel Seminary, 2000. MBA, Bethel University, 2016. B.A., Bible, Psychology, Spanish, University of Northwestern, St. Paul, 1995.

J

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

Donna Johnson, 1999. Director of Internship and Placement. B.A. in Sociology, Briarcliff Manor, 1985. M.S. in Counseling and Education, Long Island University, 1995. M.A. in Congregational Mission and Leadership, Luther Seminary, 2010. D.Min., Bethel Seminary, 2023.

K

Peter Kapsner, 2002. Teaching Partner in Theological Studies. B.S., Bethel College, 1994. M.Div., Bethel Seminary, 2000. Ph.D., University of Edinburgh, 2012.

L

David Leatherberry, 2016. Adjunct Faculty. J.D., University of San Diego School of Law, 2002. B.A. in English, University of California, Berkeley, 1990.

Jenelle Lemons, 2022. Adjunct Instructor of the Bible. B.S. in Kinesiology, Westmont College, 2004. M.Div., Bethel Seminary San Diego, 2021.

Ben K Lim, 2002. Professor Emeritus. B.A.S., University of Malaya, 1975. M.A., Fuller Theological Seminary, 1989. Ph.D., Texas Tech University, 2000.

Keith Loy, 2022. Adjunct Professor. Bachelors of Arts, Psychology, Dakota Wesleyan University, 1994. Masters of Divinity, Theological Studies, Briarcrest Biblical Seminary, 2004. Doctorate of Ministry, Emphasis in Missional Leadership, Sioux Falls Seminary, 2014.

M

Mark McCloskey, 1998. Professor of Ministry Leadership Emeritus. Ph.D., University of South Florida, 2000. M.Div., Bethel Seminary, 1987. Sociology-Social Work, Miami (Ohio), 1974.

Daniel Miller, 2022. Adjunct Professor. Christian Education, Crown College, 1992. Masters in psychotherapy, Alfreud Adler Institute of MN, 1996.

Deb Moncauskas, 2004. Adjunct Professor. B.A. Biblical Literature, Azusa Pacific University, 1978. M.A. Children and Family Ministry, Bethel Seminary, 2003. D.Min. Strengths-Based Congregational Leadership, Bethel Seminary, 2012.

Arnell Motz, 2008. Adjunct Professor. Ph.D., in Intercultural Education, Biola University, in progress. D.Min., Westminster Seminary California, 1992. M.Div., Talbot Seminary, 1976.

Denise Muir Kjesbo, 2000. Professor. B.A. in Psychology, Bethel University, 1979. M.Div. with a focus on Family Ministry, North American Baptist Seminary, 1983. Ph.D. in Education - Dissertation Topic: Role Models for Women in Vocational Christian Ministry, Trinity Evangelical University, 1995.

N

Adaobi Nduka, 2024. Adjunct Instructor of Internship Placement. B.S. in Electrical Engineering, Temple University, 2003. M.A. in Ministry, Bethel University, 2020.

Lyn Nixon, 2009. Adjunct Faculty. PhD, London School of Theology (Middlesex University), 2014. M.Div., Bethel Seminary, 2004. M.B.A., University of Chicago, 1982. M.Sc. Econ, London School of Economics and Political Science, 1982. B.A., Smith College, 1975.

O

Stephanie O'Brien, 2005. Adjunct Faculty in Preaching and Biblical Communication. B.A. in Psychology, Bethel University, 2005. M.Div. in Biblical Communication and Preaching, Bethel Seminary, 2012.

Andre Ong, 2008. Adjunct Professor. Ph.D., Claremont Graduate University, 2007. M.A., Bethel Theological Seminary San Diego, 1996.

Sandra Oslund, 2003. Library Liaison to Seminary Programs. B.A., Crown College, 1982. M.A.C.E., Bethel Seminary, 1991. M.L.I.S., Dominican University, 1996.

P

Loren Pankratz, 2022. Adjunct Adjunct. BA in Religion and Philosophy, Chapman University, 2001. M. Div., Princeton Theological Seminary, 2004. D. Min., Talbot School of Theology (Biola University), 2012. Ph.D, South Africa Theological Seminary, 2020.

Ramon Pastrano IV, 2003. Adjunct Faculty. Doctor in Global and Contextual Leadership, Bethel University and Seminary, 2013.

R

Kenneth A. Reinhout, 2014. Lead Faculty. B.A., Bethel University, 1990. M.S., University of Michigan, 1992. M.A.C.T., Bethel Seminary, 2005. Ph.D., Princeton Theological Seminary, 2012.

Benjamin Rhodes, 2022. Adjunct Assistant Professor. B.S. in Biomedical Engineering, Louisiana Tech University, 1998. M.Div. in Theological Studies, Greek, and Hebrew, Bethel Theological Seminary, 2007. Ph.D. in Systematic Theology, University of Aberdeen, 2022.

Andrew Rowell, 2013. Associate Professor of Ministry Leadership. Th.D., Duke Divinity School, 2016. M.Div., Regent College, 2002. B.A., Taylor University, 1998.

Andrew Russell, 2013. Teaching Partner. B.S. in Mathematics Education, Northwestern College, 2001. M.A. in Theological Studies, Bethel Seminary, 2005. Ph.D. in Historical Theology, Saint Louis University, 2013.

S

Jeff Sanders, 1993. Adjunct Faculty. Master's of Divinity, Bethel Seminary, 1995. MFT Post Graduate Certificate, Marriage and Family Therapy, Bethel Seminary, 2012.

Bill Sieben, 2024. Adjunct Faculty. Doctor of Ministry (Narrative Theology), United Theological Seminary of the Twin Cities, 2020. M.A. MFT, Bethel Seminary, 2018. M. Div., Bethel Seminary, 2015.

James D. Smith III, 1988. Professor Emeritus of Church History. AB, San Diego State University, 1972. M.Div., Bethel Seminary, 1976. Th.M., Harvard Divinity School, 1977. Th.D., Harvard University, 1986.

Kris Song, 2023. Adjunct Professor. PhD, University of Aberdeen, 2021. MA, Talbot School of Theology, 2013. JD, UCLA School of Law, 2003. BA, University of California Berkeley, 1999.

John Sorrell, 2017. Adjunct Faculty. Master of Divinity, Bethel Seminary, 2012. Ph.D. in NT Hermeneutics, London School of Theology/Middlesex University, 2023.

Mark Strauss, 1993. University Professor of New Testament. Ph.D., University of Aberdeen, 1992. Th.M., Talbot School of Theology, 1988. M.Div., Talbot School of Theology, 1985.

V

Peter Vogt, 2001-2014 as Professor, 2019 as Dean. Seminary Dean. Ph.D., University of Gloucestershire, 2003. M.Div., Bethel Seminary, 1997. B.A., Foreign Affairs, American University, 1989.

W

Keith Whitfield, 2024. Adjunct. PhD, Southeastern Baptist Theological Seminary, 2013. ThM, The Southern Baptist Theological Seminary, 2003. MDiv, The Southern Baptist Theological Seminary, 2001. BS in Business Management, Clemson University, 1996.

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