



BETHANY GLOBAL  
— UNIVERSITY —

# CATALOG

2015-2016

This catalog is intended to be a fair representation of the programs and policies in effect when this volume was printed. Although every effort has been made to ensure accuracy, information in this catalog is subject to change at the discretion of Bethany Global University trustees, administration and faculty. This document is for general information purposes only and does not constitute an agreement or contract.

## PRESIDENT'S MESSAGE

Bethany Global University prepares people to live lives of intimacy with Jesus and to bring a witness into every dark corner of the world. It was these passions that led five families following World War II to radically surrender themselves and all they owned to fulfill the Great Commission.

God delights to use ordinary people to do extraordinary things and change the world. Bethany's founder, T. A. Hegre, said it this way, "No matter who we are, where we are, or what our abilities are, we are called to be workers together with God in His great program of rescue and recovery – the evangelization of the world." God is looking for people who love Him above all else to be faithful witnesses of the Gospel to all nations.

At Bethany Global University you will:

- » Grow in intimacy with God as part of a mission-focused community, unreservedly living for His glory.
- » Find your identity in Christ, go deeper, and grow stronger in your spiritual life and character.
- » Discover your unique gifts and skills and opportunities to live out God's calling for your life.
- » Experience an unparalleled intercultural education equipping you to be God's messenger anywhere in the world.
- » Gain a foundational knowledge of the Bible with a passionate application of God's Word to life.

From your early weeks at Bethany you will do missions! Throughout your BGU experience every student gets to make a difference through weekly outreach and ministry opportunities. Your 16-month Global Internship will engage you in applying knowledge to real life, whether it is reaching tribal villages in Africa, ministering to children of prostitutes in Thailand, or teaching English in Indonesia. We are all about being God's people and doing the work of the Kingdom – here in the US and wherever God leads throughout the world.

Together serving Him,

Dan Brokke

President, Bethany International

# TABLE OF CONTENTS

President's Message	2
About Bethany	8
Accreditation	8
University Profile	8
Core Values	8
Governance	10
History	10
Institutional Goals	12
Institutional Objectives	12
Lifestyle Statement	13
Ministries	13
Mission Statement	14
Statement of Faith	14
Admissions	15
Admissions Office Contact Information	15
BGU – Center for Graduate Studies	
Academic Contact Information	15
Undergraduate Applicants	16
Academic Requirements for Applicants	16
Submit GED exam results	17
Transfer Students/University Graduates	17
Anti-Discrimination Statement	18
Eligibility	18
Applying	18
Submitting Application Components	18
Application Components	19
International Students	20
Married Students/Families	20
Part-time Students	21
Special Needs Students	21
Non-traditional Students	21
Spring Enrollment	23
Application Review and Acceptance Process	23
Transferring Credits	24
Transferring Credits into BGU	24
Transferring BGU Credits	25
Exit Process	25
Leave of Absence	26

Re-enrollment and Re-entry	26
Policies and Procedures	26
Process for Re-enrollment	27
Applying to Bethany Center for Graduate Studies	27
Application Process	27
Academic Requirements for	
Graduate Studies Admissions	28
Conditional Acceptance	28
International Applicants	28
Transferring Credits	29
Start and Completion Time	29
Academic Programs	29
Foundational Course Listings for	
Undergraduate Programs	29
Bible and Theology Courses	29
General Studies	30
Certificate in Bible and Missions	30
Program Objectives	31
Program Requirements	32
Certificate in Pre-field Preparation	32
Program Objectives	33
Program Requirements	33
Associate of Arts Degree in Intercultural Ministry	34
Program Objectives	35
Program Requirements	35
Bachelor of Arts Degree in Intercultural Studies	36
Program Objectives	36
Program Requirements	37
Minors	38
Early Childhood Education	39
Teaching English as a Foreign Language	40
Social Justice	41
Business	43
Master of Arts Degree in Intercultural Education	44
Program Requirements	45
Master of Arts Degree in Intercultural Leadership	46
Program Objectives	46
Program Requirements	46
Master of Arts Degree in Intercultural Studies	47
Program Objectives	47

Program Requirements	48
Academic Policies	49
Undergraduate Policies	49
Satisfactory Academic Progress	49
Academic Honesty	54
Academic Grievances	54
Academic Warning and Probation	55
Academic Success	55
Attendance	56
Copyright	57
Course Materials	57
Course Registration	57
Course Selection and Academic Advising	57
Dropping and Adding Classes	57
Grading Scale	58
Submitting Late Work	58
Graduate Studies Policies	59
Academic Grievances	59
Academic Probation	59
Course Materials	60
Dropping Classes	60
Submitting Late Work	60
Graduation	61
Experiential Learning for Undergraduate Programs	61
Global Internship	61
Student Life Advising	62
Personal Development Plan	62
Outreach (BOLD)	62
Practical Training	63
Spiritual Development	63
Fasting and Abstaining	64
Prayer	64
Scripture	65
Worship	65
Health and Wellness – Physical Exercise (PX)	65
PX	65
Campus Facilities and Services	66
The Bethany Hub, Student Service Center	66
Foodservice	66
Guest Rooms	67

Gymnasium & Weight Room	67
Laundry	67
Oasis	67
Parking	67
Playground	67
Populi - Online Student Database	67
Sports Fields	68
Storage	68
Student Housing	68
Student Kitchens	69
Student Resource Center	69
Union	69
Recreation	70
Extracurricular Activities	70
Our Neighborhood	70
Special Events	70
Financial Information	70
Institutional Statement	70
Undergraduate Financial Information	71
Costs	71
Required Annual Fees	71
Required TREK* Costs for	
Degree-Seeking Students	72
Optional Costs	72
International Students	73
Global Internship Costs	
(bachelor degree students only)	73
Costs for Non-student Dependents	
of Students Living On-campus	74
International Student Families	76
Senior Semester Costs	
(bachelor degree students only)	76
Graduation Fees	76
Financial Assistance	76
Financial Policies	79
Non-Payment of Fees	79
Refund Policy	80
Financial Services	84
Making Payments	84
Graduate Studies Financial	85

General Costs	85
Financial Assistance for International Students	85
Method of Payment	86
Refunds	86
Faculty	86
Full Time and Administrative Teaching Faculty	86
Part-Time Faculty	88
Non-Teaching Administrative Faculty	91
Course Descriptions	95
Course Descriptions for Undergraduate Programs	95
Bible and Theology	95
Christian Ministry	98
Communications	100
Intercultural Studies	100
Missions	101
Spiritual Development	103
General Studies	106
Communications	106
English	106
History	106
Humanities	107
Language	107
Leadership	108
Mathematics	108
Social Sciences	109
Minor Electives	109
Early Childhood Development	109
Teaching English as a Foreign Language (TEFL)	111
Social Justice	112
Business	113
Course Descriptions for Graduate Studies	115

# ABOUT BETHANY

## ▶ ACCREDITATION

Bethany Global University holds candidate status at the Certificate, Associate, Baccalaureate and Masters levels with the Commission on Accreditation of the Association for Biblical Higher Education (5850 TG Lee Blvd. Suite 130, Orlando, Florida, 32822 Ph. (407) 207-0808).

Candidate status provides membership in the Association, and is a pre-accredited status granted to those institutions that meet the ABHE Commission on Accreditation Conditions of Eligibility and possess such qualities as may provide a basis for achieving accredited status within four years.

## ▶ UNIVERSITY PROFILE

Name: Bethany Global University

Parent Organization: Bethany International

Founded: 1945

Location: Bloomington, MN, USA

Denomination: Interdenominational

President & CEO: Dan Brokke

\*Number of Students Enrolled: 155

\*Male/Female Ratio: 1:3

Phone: 1-800-323-3417

Email: [info@bcom.org](mailto:info@bcom.org)

Fax: 952-829-2765

Address: Bethany Global University, 6820 Auto Club Road Suite C, Bloomington, MN 55438

Website: [www.bcom.org](http://www.bcom.org)

Online Student Database: [www.bcom.populiweb.com](http://www.bcom.populiweb.com)

\*As of Fall 2015

## ▶ CORE VALUES

### Message of the Cross

*United with Christ.* Living in His victory. We are transformed through union with Christ who was crucified for us, as us, and in us. We live daily in the victory of Jesus - cleansed by His blood and freed from sin's control by the power of the Holy Spirit.



“Get down on your knees before God and surrender all that you are, and have, and ever will have, and your own will besides...get up from your knees believing that God has received your surrender.” Andrew Murray, Absolute Surrender

(I Corinthians 1:18; John 15:5-8; Romans 6:22; Ephesians 1:17-19; Galatians 2:20) (HOLINESS)

### **Centrality of Prayer**

*Loving God. Praying His kingdom come.* We believe living the Great Commandment precedes fulfilling the Great Commission. Daily surrender, worship, on-going prayers and intercession empower God’s people and advance His Kingdom on earth.

“Make us a part of your plan to evangelize the world. We give ourselves completely into your hands to do what we can to further the gospel throughout the world, and, Lord, we pray that you will make us immortal until our work is done.” Ted Hegre and Ernst Dahle

(Matthew 6:9-10; 9:35-38; 22:37-39; Isaiah 62:6-7; Isaiah 56:6-7; Luke 18:1-8; John 14:15-21; Acts 1:8) (PRAYER)

### **Reach-All Peoples**

*Finishing the task. Hastening His return.* We take the Great Commission literally – to reach all peoples in all nations, through all areas of society, and for all generations. We demonstrate and proclaim the Gospel of Jesus in all the world – hastening His glorious return.

“I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed with white robes.” Revelation 7:9

(Isaiah 9:6-7; Matthew 24:14; 28:18-20; 2Peter 3:11-12; Revelation 7:9) (MISSIONS)

### **All-In Commitment**

*Joining God. Working together.* “Count us in!” We abandon everything to join God in collaboration with others in the global Body of Christ. We love, honor and respect each person’s unique part in God’s plan of extending His kingdom to where it is not.

“No matter who we are, where we are, or what our abilities are, we have been offered the privilege of working with God. We are called to be workers together with God in His great program of rescue and recovery - the evangelization of the world.” Ted Hegre, Founder,

Bethany International “Count us in!” Five founding couples  
(Matthew 16:24-25; John 17:20-23; Romans 12:4-6; Ephesians 4:15-16; Philippians 2:2-8; Psalm 133) (FELLOWSHIP)

### **Faith-filled Initiative**

*Doing what we can do. Trusting the Holy Spirit.* We do what we can do and give what we can give as acts of worship. With creativity and excellence we give our best efforts in mission and business initiatives, trusting the Holy Spirit for exceptional results.

“If God had given this vision to a bunch of theologians, they’d still be talking about it; but He gave it to some businessmen, so they did something about it.” Harold Brokke, Past Bethany President

(Nehemiah 4:6, 14; Mark 14:8; Ephesians 6:7-8; Colossians 3:23-24; Hebrews 11:6) (FAITH)

## ▶ **GOVERNANCE**

Bethany Global University is governed by a Board of Directors. Board members are drawn from Christian higher education, ministry and mission leadership, the business community, and from active missionaries and global workers.

## ▶ **HISTORY**

Bethany International (originally known as “Bethany Fellowship”) was founded by five families in 1945. These friends were all members of Bethany Church (founded as “Bethany Chapel” in 1943). Having been challenged to live a deeper, more passionate relationship with Jesus, these families were seeking the Lord as to how they might give all they had to Him. The possibilities of the sanctified Christian life and the unfinished task of world missions greatly inspired them, but most of their time, energy and money were needed to support their families and maintain their homes.

After much prayer and discussion, they sensed God leading them to sell their possessions and pool their resources to acquire a common residence where they could live, worship and work together to fulfill the purposes to which God was calling them. Consequently, in 1945, they sold their homes and combined their belongings to support their newly formed organization, which they called Bethany Fellowship. The headquarters were established in a large, 30-room home in Minneapolis called “Bethany House”. The purpose of this community life was to reduce unnecessary work and expense entailed in maintaining several households so

that more time and money could be given to missions. The name “Bethany” was chosen because it was a place Jesus would retreat to for fellowship and prayer.

The group grew rapidly as others joined the original families for teaching, prayer and fellowship. Soon they had outgrown both the chapel and Bethany House. As a result, in April 1946, they purchased a 62.5 acre farm in Bloomington, Minnesota. During these early days of growth, God gave Pastor Ted Hegre the vision of preparing and sending missionaries throughout the world, spreading the message of Jesus to many distant places. Under Ted Hegre’s leadership, the 50 adults that were then part of Bethany Fellowship set the faith-filled goal of training, sending and fully supporting 100 missionaries.

Bethany Global University began with 10 students in October 1948. In the early years, graduates of what was then called “Bethany Fellowship Missionary Training Center” served with various sending agencies. In 1963, Bethany Fellowship Missions (now called Bethany International Ministries) was formed and began fielding missionaries. The first BIM mission fields were located in Brazil and included a Bible school, church planting project, publishing house and seminary. Bethany met the original 100 missionary goal in 1975. Since then BIM has fielded hundreds of missionaries, partnered to start numerous churches and missionary training centers, and provided training for church leaders in almost 40 countries.

Business ventures have always been Bethany’s primary source of funding through the years. Some early business ventures included the manufacture of wood toys, Bethany Heritage lefse griddles, and Bethany pop-up camping trailers. These ventures funded the work of missions and supported the university exclusively for years.

Bethany House Publishers (BHP) was formed in 1956 to spread the good news of Christ through publishing and printing Christian books and literature. It was sold in 2003 to Baker Book House and continues operations to this day, with a division still located on the Bethany International property.

Bethany Press International was created in 1997 as a separate ministry to print books produced by BHP, other publishers and most recently for individual publications via digital press. BPI continues to provide the largest single source of income to the ministries of Bethany International and is one of the nation’s primary printers of Christian literature.

## ▶ INSTITUTIONAL GOALS

Bethany Global University students will complete the program with:

- » Effective preparation to face the varying challenges of cross-cultural missionary life and service.
- » A firm understanding of who they are in relation to God, of His hand at work in their lives, of their own unique gifts and skills and their relationship to the Body of Christ.
- » Knowledge of the calling upon their lives to serve God in whatever capacity He directs them.
- » Depth of spirituality, reliability and honesty of character.
- » A balanced approach to biblical understanding and commitment to lifelong learning.

## ▶ INSTITUTIONAL OBJECTIVES

Graduates should be able to do the following:

- » Demonstrate a comprehensive knowledge of the Bible with an appreciation for its truth and message that encourages them toward a lifelong study and application of its content and meaning.
- » Exemplify a life transformed through the cross and empowered by the Holy Spirit.
- » Develop character qualities proven to be essential for cross-cultural ministry.
- » Inculcate a passion for continued lifelong learning.
- » Display effective interpersonal and social skills evidenced in the context of a team environment.
- » Demonstrate the ability to work.
- » Develop intercultural ministry skills.
- » Interact effectively with individuals of diverse cultural perspectives.
- » Apply critical thinking skills to scholarly, professional and personal endeavors.

## ▶ LIFESTYLE STATEMENT

The overarching objective of Bethany Global University is to see students grow in spiritual maturity, personal responsibility, and knowledge of God, as revealed in His Word, in order to become effective ministers of the Gospel. Therefore, Bethany seeks to live by the following biblical guidelines:

- » The desire to glorify God in all things (1 Cor. 10:31-32a)
- » A concern for the feelings and sensitivities of others – showing selflessness (1 Cor. 10:32)
- » A commitment to encourage one another and build each other up in the Lord (I Thes. 5:11)
- » A commitment to put off one's old way of life and put on the new (Eph. 4:22-24)
- » A refusal to be shaped by the value system of this world (Rom. 12:2)
- » A desire to act in ways that reflect maturity (Heb. 5:14)
- » The understanding and practice of submission to leadership (Heb. 13:17)

## ▶ MINISTRIES

The Bethany International family of ministries consists of:

- » Bethany Global University
- » Bethany International Ministries, which fields and serves over 125 missionaries in 29 countries.
- » Global Partners assists global churches and ministries to develop their own missionary training and sending capacities. This is primarily done through GlobeServe, an association of missionary training and sending entities in 66 nations. GlobeServe has 280 mission training schools focused on cross-cultural missionary training to unreached and least-reached peoples. More than 10,000 missionaries have been trained through Bethany partners who presently serve in 237 people groups. Another 400 schools have been started to focus on pastoral and leadership training to assist national partners to strengthen their ministries for effective service in

God's Kingdom.

- » Bethany Global Teams (formerly STEM) has facilitated 500 teams, giving 8,700 people exposure to missions in 25 countries over its 25-year history.
- » Publish for All (P4A) - The vision of Publish4All is to establish the first ever global Great Commission print-on-demand and distribution network integrated with a cloud-based digital library of printable life-transforming resources. P4A empowers international mission and local ministries to access and/or to create locally relevant biblical content which can be produced at the point of distribution. There are now P4A print systems located in 32 nations, primarily in Asia and Africa.

All of these ministries are headquartered on the Bloomington campus.

## ▶ **MISSION STATEMENT**

Bethany Global University seeks to delight God's heart by providing followers of Jesus Christ a biblically-grounded and interculturally-focused higher education experience in which they are transformed by the Cross, empowered by the Holy Spirit, and prepared to lead by serving and to extend God's Kingdom to where it is not.

## ▶ **STATEMENT OF FAITH**

WE BELIEVE the Bible to be the only inspired, inerrant, and authoritative Word of God.

WE BELIEVE that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.

WE BELIEVE in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.

WE BELIEVE that man was created in the image of God, that he was tempted by Satan and fell, and that all following Adam have sinned and are sinful; that repentance toward God, faith in Jesus Christ, and regeneration by the Holy Spirit are necessary for salvation.

WE BELIEVE that followers of Jesus Christ are called to sanctification through identification with Jesus Christ in His death and resurrection.

WE BELIEVE in the present ministry of the Holy Spirit by whose indwelling, empowering, and gifts the Christian is enabled to live a life of godliness and effective service.

WE BELIEVE in the bodily resurrection of both the saved and the lost; the saved to the resurrection of life and the lost to the resurrection of damnation.

WE BELIEVE that all followers of Jesus are to be committed to the fulfilling of the Great Commission, as found in Matt. 28:18-20, and to be involved in making it possible for the Gospel to be preached to all the peoples of the world.

## **ADMISSIONS**

### **▶ ADMISSIONS OFFICE CONTACT INFORMATION**

Phone: 800-323-3417 or 952-829-2403

Monday – Friday from 9 am - 6 pm CST

Fax: 952-829-2765

Email: [info@bcom.org](mailto:info@bcom.org)

Web site: [www.bcom.org](http://www.bcom.org)

Online:

Facebook - <http://www.facebook.com/beglobalu>

Twitter - <https://twitter.com/beglobalu>

Mail:

Bethany Global University

Admissions Office

6820 Auto Club Road, Suite C

Bloomington, Minnesota 55438

### **BGU – CENTER FOR GRADUATE STUDIES ACADEMIC CONTACT INFORMATION**

Phone: 952-829-4680

Fax: 952-829-2765

Email: [jim.raymo@bethfel.org](mailto:jim.raymo@bethfel.org)

Mail:

Bethany Global University  
BCGS  
6820 Auto Club Road, Suite S  
Bloomington, Minnesota 55438

## ► UNDERGRADUATE APPLICANTS

### ACADEMIC REQUIREMENTS FOR APPLICANTS

#### HIGH SCHOOL GRADUATION EQUIVALENCY

All applicants to the undergraduate programs at Bethany Global University are expected to be high school graduates or to demonstrate high school graduation equivalency. Applicants must meet one of the following academic criteria for admittance.

##### High School Graduation

High school students must earn a high school diploma by the time of enrollment at Bethany. The minimum cumulative grade point average (CGPA) required for acceptance is 2.0 on a 4.0 scale.

If a student has not yet graduated, an “in progress” transcript meets the requirement for provisional acceptance with the condition that an official, final transcript must be submitted following graduation and prior to enrollment at BGU. An in-progress transcript must include all courses completed and in progress, along with the credits and grades earned for each course and the CGPA to date. A projected graduation date must be included.

##### High School Graduation for Home-schooled Students

Home-schooled applicants must meet the high school graduation requirements for their state of residence. In order to demonstrate this, applicants must meet one of the following criteria:

##### **Submit a transcript of coursework from ninth through twelfth grade**

The transcript must include all courses taken along with the credits and grades earned for each course and the student’s graduation date. Transcripts produced by a parent or legal guardian must be signed and dated by the parent or guardian. In addition, the total number of credits earned and cumulative grade point average (CGPA) must be calculated (preferably on a 4.0 grading scale). The minimum cumulative grade point average (CGPA) required for acceptance is 2.0 on a 4.0 scale.



If a student has not yet graduated, an “in progress” transcript meets the requirement for provisional acceptance with the condition that an official, final transcript must be submitted following graduation and prior to enrollment at BGU. An in-progress transcript must include all of the information described above, except that courses in progress may be marked as such and a projected graduation date must be included.

Parents or guardians producing the final transcript are responsible to certify that the student has met graduation requirements for their state of residence. If the student has studied through a correspondence school, the school must provide the necessary transcript and verification.

## **SUBMIT GED EXAM RESULTS**

See the section of the catalog titled, “GED (General Education Development) Exam Results/Diploma”.

### **High School Graduates with Post-Secondary Enrollment Credits**

Many high school students participate in Post-Secondary Enrollment Options (PSEO), in which they qualify to take university classes for both high school and university credit. The name and conditions of this enrollment option vary from state to state.

Applicants who have taken part in PSEO must submit a transcript reflecting all university courses that were taken as part of this program. All PSEO courses must be clearly designated as such on the student’s official, final high school transcript or they must be reflected on a separate transcript from each university that delivered the course materials.

### **GED (General Education Development) Exam Results/Diploma**

Applicants who have not earned a high school diploma must pass the GED exam by the time of enrollment at Bethany with a minimum average GED score of 401 (approximately equivalent to a 2.0 GPA on a 4.0 scale). Official test results must be submitted prior to enrollment at BGU.

## **TRANSFER STUDENTS/UNIVERSITY GRADUATES**

Applicants currently or previously enrolled in a university, which was not part of a PSEO program, and/or university graduates must submit individual transcripts from each post-secondary institution, even if credits were transferred from one institution to another. The minimum cumulative grade point average (CGPA) reflected on each transcript must be 2.0 on a 4.0 scale.

Part-time university students and those who have not yet completed an associate degree or higher are assessed based on their high school CGPA as well as their university CGPA(s).

University graduates who have achieved an associate degree or higher are exempt from submitting high school transcripts and will be assessed based on their university CGPA(s) alone.

## ▶ **ANTI-DISCRIMINATION STATEMENT**

Bethany Global University welcomes applicants of all backgrounds regardless of race, gender, nationality or denominational affiliation.

## ▶ **ELIGIBILITY**

Any applicant to Bethany Global University must be a follower of Jesus Christ, demonstrate Christian lifestyle and character, meet stated academic requirements and demonstrate a reasonable ability to meet non-academic requirements of the selected program, including Practical Training and domestic or overseas outreach.

In addition, international applicants must demonstrate college-level English proficiency.

## ▶ **APPLYING**

Applicants to any full-time program at Bethany must submit all required application components, indicate agreement with the Bethany Statement of Faith, and agree to a background check if deemed necessary.

## **SUBMITTING APPLICATION COMPONENTS**

All required forms can be filled out and/or submitted electronically. This is the preferred method of submission.

However, all required forms are also available as downloadable PDF documents on our web site: <http://www.bcom.org/admissions/forms/>.

Printed items can be scanned and sent to [dataentry@bcom.org](mailto:dataentry@bcom.org).

An application packet, containing paper versions of all forms and instructions is available upon request by contacting the Admissions Office.

Forms can be mailed to:

Bethany Global University  
Admissions Office  
6820 Auto Club Road, Suite C  
Bloomington, Minnesota 55438

## **APPLICATION COMPONENTS**

It is not required to submit all components at once. However, BGU must receive all applicable items before the applicant will be reviewed for admittance.

### **Application Fee (required of all applicants)**

\$40 – payable online at <https://hq171.infusionsoft.com/app/orderForms/BCOM-App-Fee>

### **Application Form (required of all applicants)**

An electronic application form is available online at <http://www.bcom.org/admissions/apply/>.

### **References (required of all applicants)**

Applicants send a form link to their references from the application section of our web site at <http://www.bcom.org/admissions/process/reference-requests/>. Each reference must be filled out by someone who knows the applicant well, preferably for at least 2 years. References filled out by relatives are not permitted.

- » Pastor's Reference Form
- » The reference must be filled out by someone in a position of spiritual authority in the applicant's life, preferably a pastor.
- » Personal Reference Form
- » The reference must be filled out by someone who knows the applicant well.
- » Teacher or Employer Reference Form
- » The reference must be filled out by someone who has employed or taught the applicant, professionally or in an informal setting.

### **Transcripts/GED Exam Results (required of all applicants)**

Transcripts of all past high school and college academic work are required of all applicants to BGU. Official transcripts must be sent by mail directly from your high school and/or university(s) or through an electronic transcript collection company used by your school, such as [Parchment.com](http://Parchment.com) or [Safe Scripts.com](http://SafeScripts.com). Unofficial transcripts are permissible for provisional acceptance only. See the Academic Requirements for Applicants" section of the catalog for details related to transcripts and high school graduation equivalency, including GED exam results.

## **INTERNATIONAL STUDENTS**

Bethany Global University is SEVIS (Student and Exchange Visitors Information System) - approved to grant F1 student visas. In addition to the standard required application components, international students must also take the TOEFL (Test of English as a Foreign Language).

### **TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE)**

This test is waived for native English speakers and/or for those who studied primarily in the English medium in high school and/or college. Evidence of meeting these waiver requirements may be requested.

Minimum TOEFL scores required for acceptance at BGU are:

Paper-based test: 508

Computer-based test: 225

Internet-based test: 90

These score values reflect that the applicant earned at least 75% on the test.

Applicants are encouraged to visit the Educational Testing Services (ETS) website at [www.ets.org](http://www.ets.org) to learn more about the Test of English as a Foreign Language, including test dates and locations, registration information, costs, sample testing and more.

## **MARRIED STUDENTS/FAMILIES**

Whenever possible the university asks that married couples consider enrolling together in preparation for a lifetime of ministry. However, this is not an admissions requirement.

Married student housing is available on campus and, in some cases, couples are required to live on-campus.

Couples married for less than one year, who wish to enroll and live in the dorms, should contact the Admissions Office to discuss their specific circumstances in order to determine the best start date. This may vary depending on married student housing availability and personal circumstances.

### **Separation of Families**

Bethany does not encourage or facilitate the separation of families for the sake of training. Therefore, couples and dependent children are expected to live together in the dorms except in the case of married students who live within a daily commute of the university.

These students may elect to live off-campus while completing the requirements of their program.

International students are permitted to attend Bethany without their spouse or children for a maximum duration of one academic year.

### **Single Parents**

The youngest child of a single parent must be at least 14 years old upon enrollment in order for the family to reside in student housing.

## **PART-TIME STUDENTS**

Any student taking less than 12 credit hours per semester is considered a part-time student.

A part-time student may live on campus in student housing only if married to a full-time student. Part-time students living in student housing must complete all of the same application components as any full-time student.

Part-time students living off-campus or in rental housing on campus must only submit a commuter student application form.

## **SPECIAL NEEDS STUDENTS**

Bethany Global University approves all applicants who meet eligibility requirements and have a reasonable potential to successfully meet physical, cognitive and curricular program requirements.

Applicants who do not meet the CGPA requirement are given the opportunity to complete an Academic Probation Request Form as part of the application process. This allows the applicant to explain any special needs or extenuating circumstances related to past academic deficiencies. The Admissions Committee considers the information on this form as part of the review process and may accept an applicant on academic warning or academic probation based on this information.

## **NON-TRADITIONAL STUDENTS**

A non-traditional student is a credential-seeking undergraduate student, eligible to meet all or some of the non-academic requirements of the BGU program through alternative modalities.

An applicant seeking admission as a non-traditional student must show evidence through the application process that he or she

would face insurmountable obstacles in completing a traditional full-time, residential BGU program.

The Admissions Committee considers the following factors when assessing whether an applicant is eligible to enroll as a non-traditional student:

- » Age – Age 24 and younger are not considered as eligible unless they qualify based on one or more factors below, as determined by the Admissions Committee.
- » Testimony and spiritual maturity
- » Educational background and current educational goals
- » Life circumstances (work, family, medical issues, financial obligations etc.)
- » Ministry opportunities and goals

The application process provides the Admissions Committee with the information needed to assess the applicant's eligibility to enroll as a non-traditional student.

The required components are:

- » A Non-Traditional Student Application Form – this extensive form is designed specifically to gather thorough information related to eligibility, including work history and life experience
- » A personal testimony – part of the application form
- » Agreement with the Statement of Faith – also part of the application form
- » Teacher/Employer Reference form
- » Pastor's Reference form
- » Personal Reference form
- » All past college transcripts
- » High school transcripts if the applicant has not yet earned an AA degree or higher credential
- » Additional information and recommendations may be requested by the Director of Admissions or the Admissions Committee as part of the application process (for instance, we may require an additional Teacher/Employer Reference form from an employer if a teacher completed the original form)

## PROGRAM COMPONENTS ELIGIBLE FOR ALTERNATIVE MODALITIES

### **Residency on Campus**

Currently single students, regardless of age or circumstances, are required to live on-campus in the dorms. This requirement could be waived for single applicants approved to enroll as non-traditional students.

### **Practical Training**

Applicants who wish to receive PT credit for significant work and life experience may be approved to enroll in an independent study which assesses whether they have achieved the desired outcomes of the BGU Practical Training program requirement through these experiences.

The student must register for the independent study by the start of their first semester of enrollment and the course must be completed by the end of that semester. The course instructor assesses the coursework and recommends the PT credit (or denial of credit) to the faculty for final approval.

If the PT credit is approved by the faculty the student receives full credit for the Practical Training requirement for the duration of his or her enrollment.

If the PT credit is denied by the faculty the student is required to complete the PT requirement for the rest of his or her enrollment.

## **SPRING ENROLLMENT**

Students who enroll as new students in the spring term (January) take the second semester freshman curriculum in the spring, then remain on campus during the summer to take the first semester freshman curriculum.

Certificate students complete their program at the end of the summer term. Degree students start their sophomore year in the fall.

## **▶ APPLICATION REVIEW AND ACCEPTANCE PROCESS**

Applicants who meet all admissions criteria are reviewed by the Director of Admissions for acceptance.

Applicants are notified of their acceptance by email and via a phone call from the Enrollment Coordinator. They are then sent

an acceptance packet from the Admissions Office. International students are directed to acceptance materials online rather than being sent a packet in the mail. All accepted students are asked to complete acceptance paperwork by the published due dates.

Accepted students also receive an email notification to register for classes online approximately 2 months prior to enrollment. The Enrollment Coordinator follows up the email with a phone call to ensure that accepted students are aware that registration has opened.

Applicants who do not meet the eligibility requirements or academic standards of the university must be reviewed by the Admissions Committee for acceptance. Additional information may be requested by this committee. The Director of Admissions may elect to bring any applicant to the Admissions Committee for review at his or her discretion.

The Admissions Committee determines whether these applicants will be granted a provisional acceptance, are denied or if additional information is needed. The decision and terms determined by the Admissions Committee are conveyed via email and, if necessary, a follow up phone call by the Director of Admissions.

Provisions are outlined in the student's acceptance letter.

## ▶ **TRANSFERRING CREDITS**

### **TRANSFERRING CREDITS INTO BGU**

Students wishing to transfer credits into Bethany must provide an official transcript from the school they previously attended and submit a Transfer Credit Request Form to our Registrar's Office.

Transfer credit requests are assessed on a case-by-case basis by the BGU registrar.

Transferability is based on the following criteria:

- » Course content must fit within the scope of the Bethany curriculum.
- » Due to the nature of Global Internship (GI), we do not entertain transfer credit requests toward GI courses.
- » University level or PSEO credits are only considered with an official university transcript.
- » A grade of C (2.0 on a 4.0 scale) must be achieved.
- » AP Exam scores of 3 or higher are considered.



Students receive a written response from the registrar detailing which credits are accepted.

All accepted credit transfers remain pending until the student has successfully completed 30 credits with Bethany.

Since Bethany employs banded tuition, credit transfers do not result in a reduction of tuition.

English Composition credits and English AP exam results do not transfer directly into the program; students must first take a competency test to determine whether or not the credits will be accepted for transfer.

## **TRANSFERRING BGU CREDITS**

The Association for Biblical Higher Education (ABHE) has a wide range of schools amongst its members. As a candidate school of ABHE, credits from Bethany Global University are transferable to most schools who maintain membership within the association. However, individual practices do vary and each institution has the liberty to set its own transfer policies and criteria.

A list of ABHE schools can be found here: <http://www.abhe.org/pages/NAV-Directory.html>.

Bethany Global University has also entered into a transfer credit agreement with the following schools:

1. Azusa Pacific University (Azusa, CA)
2. Crown College (St. Bonifacius, MN)
3. Liberty University (Lynchburg, VA)
4. University of Northwestern (St. Paul, MN)

For more information on transfer credits please contact the registrar's office ([registrar@bcom.org](mailto:registrar@bcom.org)).

## **▶ EXIT PROCESS**

Students leaving BGU for any reason must complete all exit paperwork and procedures. This process typically takes a day. Failure to complete this process results in a fine, which is deducted from the student's room deposit. Students may pick up exit paperwork in the Bethany Hub at least one day prior to leaving campus.

## ▶ LEAVE OF ABSENCE

Withdrawing students are encouraged to consider a leave of absence as a better option than simply leaving school. An approved leave of absence allows the student to retain student status and re-enter the university up until the entrance date which most closely corresponds to one year from their exit without re-applying. The \$250 degree completion fee is also waived.

The following constitute approval for a leave of absence:

- » Financial hardship
- » Family or personal medical issues
- » Marriage
- » Mandatory Global Internship deferral by the GI Department
- » Expecting a baby/adoption
- » Other circumstances may also constitute an approved leave and are considered on a case-by-case basis.

Students requesting a leave of absence must complete a Leave of Absence Plan Form prior to leaving the campus. Leave of Absence Plan Forms are available from the Bethany Hub and in the shared files of Populi.

## ▶ RE-ENROLLMENT AND RE-ENTRY

Students who withdraw or are dismissed from school may apply for re-enrollment after a minimum absence of one semester, unless specific restrictions or conditions are determined in advance by the Student Life Department and communicated to the student prior to withdrawal or dismissal.

## POLICIES AND PROCEDURES

Withdrawn and dismissed former students who wish to re-apply, and leave of absence students who are preparing to re-enter, must contact the Admissions Office to discuss specific dates and requirements.

Those preparing to go on Global Internship must also gain approval from the Global Internship office before proceeding with the re-application or re-entry process.

Former students and leave of absence students must pay any outstanding balances due on their account prior to being re-admitted/re-entry.

Former students and leave of absence students are subject to the financial, academic, student life and policy guidelines current at the time of re-admittance/re-entry.

Former students and leave of absence students are not guaranteed re-admittance/re-entry. All such requests are subject to approval by the Admissions Committee and, when applicable, the Global Internship office.

The Admissions Committee reserves the right to request additional information or to impose additional terms for re-admittance/re-entry at any time.

## **PROCESS FOR RE-ENROLLMENT**

The following items must be submitted to Admissions prior to the start of the desired term of re-admittance. This process does not apply to leave of absence students returning to school within the approved timeframe of their leave.

- » A completed Re-Enrollment Request Form (if the student has not yet earned a credential from BGU)
- » A Pastor's Reference Form
- » A \$250 degree completion fee

## **▶ APPLYING TO BETHANY CENTER FOR GRADUATE STUDIES**

### **APPLICATION PROCESS**

All of the following must be submitted by the application deadline:

- » An application form (electronic form is located at <http://www.bcom.org/missions-school/graduate/acceptance-process/>)
- » A Teacher/Employer Reference Form
- » A Pastor's Reference Form
- » A Personal Reference Form
- » An official transcript from the institution from which you earned your bachelor's degree

- » Payment of the application fee (online) – this fee is waived for non-US citizens
- » Copy of a government-issued photo id (non-US citizens only)

## **ACADEMIC REQUIREMENTS FOR GRADUATE STUDIES ADMISSIONS**

### **Prerequisite Academic Credentials:**

Applicants must have earned a bachelor's degree with a CGPA of 2.5 or higher on a 4.0 scale.

## **CONDITIONAL ACCEPTANCE**

Unofficial transcripts (such as those sent through email, PDF document, etc.) can be used for acceptance purposes. However, students will be admitted as “conditional acceptance.” All official transcripts must be reviewed by the end of the first term. If not, conditionally accepted students will be unable to register for classes until official transcripts have been received and reviewed by the Admissions Committee. This policy includes students who may apply while completing their coursework in a bachelor's program.

## **INTERNATIONAL APPLICANTS**

International students without bachelor's degrees who have earned a Higher National Diploma (HND) AND a Post-Graduate Certificate from their respective countries are encouraged to apply. However, final admittance into a graduate studies program for applicants with these credentials is given on a case-by-case basis at the discretion of the Admissions Committee based upon academic performance, quality and credibility of the school in which the degree(s)/diploma(s) were earned, and the comparability of the nature, content, and level of credit to a U.S. bachelor's degree. Official transcripts must be sent to the campus in Minnesota for official evaluation. Other documented evidence of educational attainment may be requested.

Bethany does not recognize Higher National Diplomas alone as equivalent to a bachelor's degree. An international applicant who would like to appeal a rejection of their application resulting from a lack of academic credentials should have their academic transcripts verified by either World Education Services at [www.wes.org](http://www.wes.org) or World Academic Research Center at [www.foreigndegrees.com](http://www.foreigndegrees.com). An official copy of the results from the transcript evaluation should be sent to the campus in Minnesota.

## **TRANSFERRING CREDITS**

A maximum of 6 earned graduate-level credits may be transferred from an accredited institution. Students may officially petition for the acceptance of transfer credits after being accepted into a graduate program. All credits petitioned will be evaluated by the academic dean as to their eligibility for program requirements. Transfer credits remain pending until after the student has completed 15 program credits through Bethany Center for Graduate Studies.

## **START AND COMPLETION TIME**

Students are responsible to complete all degree requirements within five years of their pursuing (start) date. The official start date for a student is the quad in which the student takes his or her first course. New students must take their first course within one year of the original start date for which they were accepted. Failure to start within one year results in the student's acceptance being rescinded. The student must then re-apply to be considered for future enrollment.

# **ACADEMIC PROGRAMS**

## **► FOUNDATIONAL COURSE LISTINGS FOR UNDERGRADUATE PROGRAMS**

Each program requires a prescribed number of Bible and Theology and General Studies credits. These courses are listed below for easy reference.

### **BIBLE AND THEOLOGY COURSES**

- BTH 111 Old Testament I (3 credits)
- BTH 121 Synoptic Gospels (3 credits)
- BTH 122 Acts and the Work of the Holy Spirit (3 credits)
- BTH 131 Theology I (3 credits)
- BTH 212 Old Testament II (3 credits)
- BTH 221 Message of the Cross (2 credits)
- BTH 232 Theology II (3 credits)
- BTH 233 Intro to Eschatology (3 credits)
- BTH 234 Theology of Suffering (1 credit)
- BTH 241 Hermeneutics and Exegetical Skills (3 credits)

- BTH 321 Philippians (2 credits)
- BTH 322 James (2 credits)
- BTH 412 Genesis to Revelation: the Story of the Gospel (2 credits)
- BTH 421 Galatians (2 credits)
- BTH 422 Ephesians (2 credits)
- BTH 431 Practical Theology (2 credits)

## **GENERAL STUDIES**

- COM 211 Partnership Development (2 credits)
- COM 212 Communications (3 credits)
- ENG 111 English Composition (2 credits)
- HIS 311 History of [GI Location] (2 credits)
- HUM 111 Worldviews (3 credits)
- HUM 211 Survey of World Religions (3 credits)
- LDR 211 Leadership (2 credits)
- LNG 321 Language Competency I (3 credits)
- LNG 322 Language Competency II (3 credit)
- LNG 421 Language Competency III (3 credit)
- LNG 422 Language Competency IV (3 credit)
- MAT 111 Personal Finance (3 credits)
- SSC 311 Intro to Ethnographic Research: Exploring Material Culture (3 credits)
- SSC 312 Religious Systems and Structures (3 credits)
- SSC 411 Social and Political Structures (3 credits)
- SSC 421 Team and Interpersonal Skills (2 credits)

## **► CERTIFICATE IN BIBLE AND MISSIONS**

The Certificate in Bible and Missions is our foundational program consisting of the first year courses and requirements of our associate and bachelor's degrees. These courses focus on biblical and theological studies, personal spiritual development, missions and ministry.

A student enrolled at the certificate level may elect to transfer into either the associate or bachelor degrees after the certificate

year, since all freshman requirements for both degrees will be met. This makes the Certificate in Bible and Missions a good choice for students who desire basic discipleship and grounding in the Christian faith while exploring these continuing options.

## **PROGRAM OBJECTIVES**

Because this is a 1-year program, it is limited in depth, scope and experiential opportunity but seeks to achieve the following objectives in the lives of students at a basic level:

1. Exemplify a life of true intimacy with God, showing evidence in their lives of being transformed through the work of Christ on the cross and being empowered by the Holy Spirit.
2. Demonstrate a foundational knowledge of the Word of God and its centrality to all Christian life and ministry along with an ability to accurately and perceptively apply the Word to ministry realities and personal life.
3. Describe a basic understanding of the missionary role of the Church, the history of Christian missions and the contemporary opportunities for missionary service.
4. Demonstrate the development of key competency skills necessary for mission-oriented ministry service including skills in communications, cultural awareness, interpersonal relations, prayer, critical thinking, and collaboration.
5. Demonstrate a personal understanding and ability to effectively identify their own talents and spiritual gifts and a dependence on the Holy Spirit to guide the application of all skills and abilities.
6. Describe the biblical nature of the church and its application in carrying out the work of extending God's kingdom through evangelism and discipleship that leads to the establishment of viable churches.
7. Exemplify attitudes and values that promote strong interpersonal relationships and the building of community between fellow ministers, and create engaging relationships with unbelievers.
8. Demonstrate an awareness of the impact of cultural values and worldviews on ministry and communication and the importance of adaptability and flexibility in responding to differing cultural values and worldviews while also showing an understanding of the dangers of compromise and syncretism.
9. Demonstrate the ability to integrate all of the above into a lifestyle of joyful, unashamed love for God and sacrificial service.

## PROGRAM REQUIREMENTS

The following details the course requirements which must be completed to attain the Certificate in Bible and Missions. Although all courses need not be successfully completed, all courses must be attempted.

I. Bible & Theology	12 Hours	
II. Core Requirements	14 Hours	
MIS 111	Intro to Missions	3
MIS 112	Evangelism, Discipleship and Community	3
HUM 111	Worldviews	3
ENG 111	English Composition	2
MAT 111	Personal Finance	3
III. Christian Ministry Requirements	1 Hour	
CHM 111	Kingdom Impact Plan	1
IV. Spiritual Development Requirements	3 Hours	
SPD 121	Kingdom Lifestyle	2
<i>Must complete 1 of 2:</i>		
SPD 111	Power of the Cross I	1
SPD 112	Power of the Cross II	1
<i>Must complete 1 of 2:</i>		
SPD 131	Community, Character and the Cross I	0
SPD 132	Community, Character and the Cross II	0
V. Co-Curricular Requirements		
Chapels (weekly)		
BGU Preview (semi-annual)		
Graduation (annual)		
VI. Total Attempted	33 Hours	
Total Earned	30 Hours	

## ► CERTIFICATE IN PRE-FIELD PREPARATION

This certificate is designed specifically for those who already have a degree but need basic biblical, theological and intercultural training prior to leaving on an overseas missions assignment. This allows the student to prepare for a rapid deployment to the mission field. A number of mission sending agencies refer students to Bethany for this purpose and find the training environment ideal



for outgoing missionaries. While the time frame limits the depth of study, the breadth of study provides a strong foundation for entry level assignments on teams and in established ministries.

Students select a personalized full-time curriculum from among the courses offered and engage in practical training, life groups, prayer and worship, and outreach along with the rest of the student body. The university works closely with the mission agency when necessary to advise the student.

A student enrolled at the certificate level may elect to transfer their credits into either the associate or bachelor's degrees. This makes the Certificate in Pre-Field Preparation a good choice for students who have specific and immediate goals but are not yet certain of their longer-term goals in missions and ministry.

## **PROGRAM OBJECTIVES**

The objectives for the student in this program are the same as those for the Certificate in Bible and Missions with the addition of the following objective at a basic level:

Describe a working knowledge of the basic principles of missiology and demonstrate a conceptual understanding of the importance of these principles in ministry.

## **PROGRAM REQUIREMENTS**

The following chart details the course requirements which must be earned to attain the Certificate in Pre-Field Preparation.

<b>I. Pre-Field Studies Requirements</b>		<b>7-8 Hours</b>
BTH 221	Message of the Cross	2
CHM 211	Preparation for Ministry	1
COM211	Partnership Development	2
<i>Must complete 1 of 3:</i>		
HUM 111	Worldviews	3
ICS 212	Cultural Anthropology I	2
MIS 111	Intro to Missions	3
<b>II. Additional Requirements</b>		<b>18-19 Hours</b>
From the following options:		
BTH 111	Old Testament I	3
BTH 121	Synoptic Gospels	3
BTH 122	Acts and the Work of the Holy Spirit	3
BTH 131	Theology I	3

BTH 212	Old Testament II	3
BTH 232	Theology II	3
BTH 233	Intro to Eschatology	3
BTH 234	Theology of Suffering	1
BTH 241	Hermeneutics and Exegetical Skills	3
COM 212	Communications	3
HUM 211	Survey of World Religions	3
LDR 211	Leadership	2
MAT 111	Personal Finance	3
MIS 112	Evangelism, Discipleship and Community	3
		3
SPD 121	Kingdom Lifestyle	2
	Elective	2
	Elective	2
III. Spiritual Development Requirements		2 Hours
SPD 111	Power of the Cross I	1
SPD 112	Power of the Cross II	1
SPD 131	Community, Character and the Cross I	0
SPD 132	Community, Character and the Cross II	0
IV. Co-Curricular Requirements		
	Chapels (weekly)	
	BGU Preview (semi-annual)	
	Graduation (annual)	

*Minimum Total Earned: 27 Hours*

## ▶ ASSOCIATE OF ARTS DEGREE IN INTERCULTURAL MINISTRY

Our Associate of Arts in Intercultural Ministry Degree curriculum follows the same basic format as the first two years of the bachelor's degree. Associate degree students focus on biblical and theological studies, personal spiritual development, courses in missions and ministry.

Associate degree students also participate in a BGU-prescribed short-term mission trip (TREK) during their enrollment. These trips

average two weeks in length and give students an introduction to life and work on the mission field.

## PROGRAM OBJECTIVES

The objectives for the student in this program are the same as those for the Certificate in Bible and Missions but pursued at a higher level and with the addition of:

1. Describe a working knowledge of the basic principles of missiology and demonstrate a conceptual understanding of the importance of these principles in ministry.
2. Demonstrate the development of additional key competency skills necessary for intercultural life, service and ministry.

## PROGRAM REQUIREMENTS

The following details the course requirements which must be completed to attain the associate degree. Although all courses need not be successfully completed, all courses must be attempted.

I. General Studies	18 Hours
II. Bible & Theology	22 Hours
III. Intercultural Ministry Major	14 Hours
BTH 221    Message of the Cross	3
CHM 111    Kingdom Impact Plan	1
ICS 212    Cultural Anthropology I	2
MIS 111    Intro to Missions	3
MIS 112    Evangelism, Discipleship and Community	3
TREK       Short Term Mission Trip	2
IV. Spiritual Development Requirements	5 Hours
SPD 121    Kingdom Lifestyle	2
<i>Must complete 3 of 4:</i>	
SPD 111    Power of the Cross I	1
SPD 112    Power of the Cross II	1
SPD 211    Power of the Cross III	1
SPD 212    Power of the Cross IV	1
<i>Must complete 3 of 4:</i>	
SPD 131    Community, Character and the Cross I	0
SPD 132    Community, Character and the Cross II	0
SPD 231    Community, Character and the Cross III	0
SPD 232    Community, Character and the Cross IV	0
V. Co-Curricular Requirements	
Chapels (weekly)	
BGU Preview (semi-annual)	
Graduation (annual)	

Total Attempted: 67 Hours  
Total Earned: 60 Hours

## ▶ BACHELOR OF ARTS DEGREE IN INTERCULTURAL STUDIES

Our Bachelor of Arts Degree in Intercultural Studies prepares students to effectively minister in any culture. In four years students gain a deeper understanding of the Word of God, grow in their own walk with the Lord and develop an international and intercultural perspective on life and ministry.

- » **Double Major:** Because of the strong focus both on Intercultural Studies and on Bible and Theology, the BA degree is considered a double major.
- » **Minors:** In addition, students may pursue minors in several key areas related to effective intercultural and ministry access skills (see below).

The first two years of study consist of a focus on biblical and theological studies, intercultural studies, personal spiritual development, and courses in missions and ministry. Bachelor degree students also participate in a BGU-sponsored short-term mission trip (TREK) during the first two years of enrollment. These trips average two weeks in length and give students an introduction to life and work on the mission field.

Students spend 16 months, four academic terms, on Global Internship, living and studying in another country with a team of classmates. Global Internship is an outstanding catalyst to explore culture, participate in a variety of real life ministries, and for the student to find out how they personally fit into God's plan for the world. At the end of Global Internship teams return to the Minnesota campus for a final semester designed to help students process and integrate all they have experienced.

Bachelor degree students graduate from Bethany with an understanding of their personal strengths and spiritual gifts, ministry-focused career options, contacts in the US and abroad, and a tangible plan for the next step God has for them.

### PROGRAM OBJECTIVES

The objectives for the student in this program are the same as those for the Associate of Arts Degree in Intercultural Ministry but pursued at a higher level and with the addition of the following:

1. Demonstrate an integration of conceptual principles of missiology through effective application of knowledge of God and

his Word in contextually relevant ways in the extension of God's kingdom.

2. Demonstrate the development of additional key competency skills necessary for missionary life, service and ministry.

3. Demonstrate the applications of an understanding of the biblical nature of the church to ministry issues of partnership, collaboration, team and community in carrying out the work of extending God's Kingdom through evangelism and discipleship that leads to the establishment of viable churches.

4. Demonstrate the application of attitudes and values in ministry that promote strong interpersonal relationships and the building of community between fellow ministers and that create engaging relationships with unbelievers.

5. Demonstrate flexibility and adaptability in responding to differing cultural values and worldviews in ministry.

6. Demonstrate a readiness to apply principles learned to lifelong ministry in an intercultural setting.

## **PROGRAM REQUIREMENTS**

The following details the course requirements which must be completed to attain the Bachelor of Arts Degree in Intercultural Studies. Although all courses need not be successfully completed, all courses must be attempted.

I. General Studies		36 Hours
II. Bible & Theology		30 Hours
III. Intercultural Studies Major		37 Hours
BTH 221	Message of the Cross	3
CHM 431	Local Ministry Study Lab	2
ICS 212	Cultural Anthropology I	2
ICS 314	Local Area Religions	2
ICS 422	Contextualization	3
ICS 431	Integrative Project	2
MIS 111	Intro to Missions	3
MIS 112	Evangelism, Discipleship and Community	3
MIS 411	Evangelism and Discipleship in Context	2
MIS 415	Cultural Innovation and Change	3
MIS 421	Re-Entry	2
TREK	Short Term Mission Trip	2
Electives (can apply to minors)		8

IV. Christian Ministry Requirements		10 Hours
CHM 111	Kingdom Impact Plan	1
CHM 211	Prep for Ministry	1
CHM 412	Missionary Member Care	2
<i>Must complete 3 of 4:</i>		
CHM 321	Ministry Practicum I	2
CHM 322	Ministry Practicum II	2
CHM 421	Ministry Practicum III	2
CHM 422	Ministry Practicum IV	2
V. Spiritual Development Requirements		11 Hours
SPD 121	Kingdom Lifestyle	2
<i>Must complete 3 of 4:</i>		
SPD 111	Power of the Cross I	1
SPD 112	Power of the Cross II	1
SPD 211	Power of the Cross III	1
SPD 212	Power of the Cross IV	1
<i>Must complete 4 of 5:</i>		
SPD 131	Community, Character and the Cross I	0
SPD 132	Community, Character and the Cross II	0
SPD 231	Community, Character and the Cross III	0
SPD 232	Community, Character and the Cross IV	0
SPD 431	Community, Character and the Cross V	0
<i>Must complete 3 of 4:</i>		
SPD 311	Missionary Life Practicum I	2
SPD 312	Missionary Life Practicum II	2
SPD 411	Missionary Life Practicum III	2
SPD 412	Missionary Life Practicum IV	2
VI. Co-Curricular Requirements		
Chapels (weekly)		
BGU Preview (semi-annual)		
Graduation (annual)		
VII. Total Attempted		133 Hours
Total Earned		124 Hours

## ► MINORS

Students pursuing the BA degree have the option to pursue the following minors by choosing 12 credits of electives within these areas and by participating in 6 credits of practicum related to their minors during Global Internship. Currently we offer four minors:

- » Early Childhood Education (with optional Certificate in Montessori Instruction)
- » Teaching English as a Foreign Language (with TEFL Certificate)
- » Social Justice
- » Business

## **EARLY CHILDHOOD EDUCATION**

The minor in Early Childhood Education allows students to focus on the specific needs of younger children. Students gain a foundational understanding of theories of how children develop and learn and examine the planning and implementation of learning activities for young children. This minor prepares a student to work in partnership with others in intercultural environments to minister directly to the needs of pre-school age children.

The minor in Early Childhood Education includes the option to pursue a Certificate in Montessori Instruction through The Global Initiatives Center. This Certificate has additional academic requirements beyond those of the Minor in Early Childhood Education.

### **The objectives of this minor are to:**

1. Define developmental and learning needs of young children.
2. Identify the basic concepts and principles of a Christian Montessori curriculum and its application to intercultural settings.
3. Describe biblical opportunities and approaches to meeting the needs of young children and their families.
4. Define and apply issues of partnership and collaboration to the creation of learning opportunities for young children in intercultural settings.

### **Early Childhood Education Courses:**

In order to earn the minor in Early Childhood Education, the student must complete the following courses (12 credits) and fulfill at least 6 credits of practicum in a related field during the Global Internship.

- » ECE 111 Montessori Theory & Observation (2 cr.)
- » ECE 211 Contemporary Issues and Child Development in Early Childhood Education (2 cr.)
- » ECE 212 Health and Wellness in a Child Care Setting (2 cr.)

Note: In order to get the Certificate in Montessori Instruction, the student must complete 12 credits by completing all of the following courses and fulfill 6 credits of practicum in a Montessori school during the Global Internship (currently the only option is Thailand).

- » ECE 111 Montessori Theory & Observation (2 cr.)
- » ECE 211 Contemporary Issues and Child Development in Early Childhood Education (2 cr.)
- » ECE 212 Health and Wellness in a Child Care Setting (2 cr.)
- » ECE 221 Practical Life, Mathematics and Sensorial Learning for Montessori Education (3 cr.)
- » ECE 222 Language, Faith Formation and Cultural Learning for Montessori Education (3 cr.)

Practicum Opportunities for the minor during Global Internship (Sites listed are tentative):

- » Working with drop in centers for street children (Thailand)
- » Working with orphanages (Thailand, Kenya, Indonesia)
- » Working with children at risk (all sites)
- » Working in Christian preschool programs (all sites)

## **TEACHING ENGLISH AS A FOREIGN LANGUAGE**

The minor in Teaching English as a Foreign Language (TEFL) is designed for students who wish to pursue teaching English in an intercultural ministry setting. The minor, when done within the bachelor's degree program includes a Certificate in TEFL. (Note: Most employers outside of the US expect a TEFL certificate. College and university settings may require additional studies at the master's degree level.)

In this minor, students will examine the structure of the English language, linguistic patterns, TEFL principles and methods and best educational practice for building lessons and providing leadership in a TEFL classroom situation.

The objectives of this minor are to:

- » Understand the basic grammatical and structural qualities of the English language.
- » Understand the basic concepts of linguistics.



- » Apply these concepts in the analysis of English and other languages to describe how these languages work.
- » Understand and engage the unique perspectives of learners of English, their needs, motivations and desires.
- » Develop and effectively implement lesson plans and activities to teach English to speakers of other languages.
- » Develop skills in observation and assessment of learner outcome for development of best practices in teaching.

### **TEFL Courses:**

The student must complete all 10 credits of the following courses and an additional 2-credit elective and fulfill at least 6 credits of practicum in TEFL during the Global Internship. The Certificate in TEFL will be granted upon completion of all minor requirements.

- » ENG 121 Structure of the English Language (2 cr.)
- » LNG 221 Introduction to Linguistics (2 cr.)
- » LNG 222 Second Language Acquisition (2 cr.)
- » TFL 221 TEFL Methods I (2 cr.)
- » TFL 222 TEFL Methods II (2 cr.)

Practicum Opportunities during Global Internship (Sites listed are tentative)

- » Working with individuals to develop conversational English (All sites)
- » Working in formal English teaching schools as an assistant instructor (Thailand, Indonesia, East Asia)
- » Teaching English to at-risk women and children (Thailand, Indonesia, Kenya)
- » Working in Christian preschool programs as an English instructor (most sites)

### **SOCIAL JUSTICE**

The minor in Social Justice allows students to focus on issues directly related to demonstrating the presence of God's Kingdom on earth exemplified by responding to issues created by human injustice such as racism, oppression, human trafficking and persecution. Students examine biblical perspectives of justice and historical patterns of injustice as well as the Church's historical and

contemporary response to injustice. This minor prepares a student to work in partnership with others in intercultural environments to bring Kingdom principles to bear on issues of injustice in the world today.

**The objectives of this minor are to:**

1. Define issues of human injustice and the cultural and worldview issues which contribute to their cause and perpetuation.
2. Describe the contrast between humanistic approaches and Kingdom approaches to human injustice.
3. Describe historical and contemporary responses of the Church to issues of social injustice.
4. Describe Kingdom-oriented opportunities and approaches to dealing with injustice in intercultural settings.
5. Define and apply issues of partnership and collaboration to discover solutions to injustice.

**Social Justice Courses:**

The student must complete 12 credits from the following courses and fulfill at least 6 credits of practicum in a related field during the Global Internship.

- » CHM 231 Responding to Human Trafficking (2 cr.)
- » CHM 232 Welcoming the Stranger (2 cr.)
- » CHM 234 Social Entrepreneurship (2 cr.)
- » CHM 432 Appropriate Technology (2 cr.)
- » MIS 431 Children at Risk (2 cr.)
- » SSC 111 Seeking Justice in God's Mission (2 cr.)
- » SSC 221 God's Heart for the Jewish People (2 cr.)
- » SSC 331 Community Development in the City (2 cr.)
- » SSC 431 Responding to Crisis and Suffering (2 cr.)

Practicum Opportunities during Global Internship (Sites listed are tentative)

- » Working with children at risk (all sites)
- » Working with underprivileged populations (all sites)
- » Working with victims of abuse (Thailand, Indonesia)

- » Working with victims of human trafficking (Thailand, Indonesia, France)
- » Working with refugee/immigrant/displaced persons ministries (all sites)

## **BUSINESS**

The minor in Business allows students to focus on bringing social change through the use of innovative partnerships and entrepreneurial business models to collaboratively identify problems and define solutions. Students examine historical and contemporary roles of international businesses and non-government organizations (NGOs), the concept of building social capital, and a basic overview of macro and microeconomics. This minor prepares a student to work in partnership with others in intercultural environments to identify issues and create solutions for social change.

### **The objectives of this minor are to:**

1. Define issues of human need and social change as related to contemporary world issues and the impact of social crises such as war and displacement.
2. Describe historical and contemporary approaches to social change.
3. Describe a basic understanding of macro and microeconomics as they relate to social change situations.
4. Define the concept of social capital and relate it to issues of social change.
5. Describe biblical approaches to dealing with social change in intercultural settings.
6. Define and apply issues of partnership and collaboration to the discovery of solutions for social change.

### **Business Courses:**

The student must complete 12 credits from the following courses and fulfill at least 6 credits of practicum in a related field during the Global Internship.

- » CHM 133 Intro to Business as Missions (2cr.)
- » CHM 234 Social Entrepreneurship (2cr.)
- » CHM 331 Strategic Plan Development (2cr.)
- » CHM 432 Appropriate Technology (2cr.)

- » ECO 231 Financial Integrity in Business and Ministry (2cr.)
- » ECO 232 Small Business Finance (2cr.)
- » MIS 432 Creative Access (2cr.)
- » MIS 433 Media and Mission (2cr.)

Practicum Opportunities during Global Internship (Sites listed are tentative)

- » Working with Business as Missions Initiatives (all sites)
- » Working with Global Publishing Initiatives (Thailand, East Asia)
- » Working with Social Development Initiatives (all sites)

## ► MASTER OF ARTS DEGREE IN INTERCULTURAL EDUCATION

The Master of Arts in Intercultural Education (M.A.I.E.) is designed for people who will be training others for mission. The M.A. in Intercultural Education program aims for the following specific outcomes:

1. Develop a worldview that is comprehensively Kingdom-oriented, everything fitting within the sovereign reign of God, everything fitting to His direction, His undertaking, resourcing, enabling; in fact, everything flowing from Him and to Him for His glory. This gives a clear framework for all work, ministry and for training others for mission.
2. Give students the resources and skills for helping those who will be ministering cross-culturally to develop themselves in the spiritual and life-skills dimensions, cross-cultural character qualities, and social skills critical for effective ministry.
3. Understand various philosophies of education and develop an educational philosophy specific for competence training in cross-cultural ministry.
4. Learn various effective teaching methods and skills (deductive and inductive) specific for differing cultural settings and student learning styles.
5. Learn how to do field training for skills development in cross-cultural and field settings.
6. Develop the knowledge and capacity to train students in effective church-planting skills.

7. Develop skills in designing missionary training programs and curricula that are outcomes-based as well as cognitively, conatively, and affectively holistic and comprehensive.
8. Learn how to use many types of evaluative procedures in the multiplicity of teaching and training contexts.

## **PROGRAM REQUIREMENTS**

### **Course Track**

Students may elect to take twelve (12) courses to complete the 36 credit M.A.I.E. degree program.

I. Bible & Theology	3 Hours
BTH 511 Dynamics of Kingdom Ministry	3
II. Intercultural Studies .....	6 Hours
III. Intercultural Education Core Course Group...	15 Hours
EDU 511 Training for Affective Growth	3
EDU 521 Philosophy of Missiological Education	3
EDU 522 Design for Effective Teaching	3
EDU 523 Design for Effective Training	3
EDU 524 Program and Curriculum Design	3
IV. General Electives	12 Hours

### **Thesis Track**

The Thesis Track gives students the option of seven (7) courses from Bible & Theology, Intercultural Studies, Education, Leadership, a Research Methods course and a 12 credit thesis. The thesis must relate to application of intercultural education concepts to the student's current or anticipated ministry. Total number of credits is 36.

I. Bible & Theology	3 Hours
BTH 511 Dynamics of Kingdom Ministry	3
II. Intercultural Education Core Course Group	15 Hours
EDU 511 Training for Affective Growth	3
EDU 521 Philosophy of Missiological Education	3
EDU 522 Design for Effective Teaching	3
EDU 523 Design for Effective Training	3
EDU 524 Program and Curriculum Design	3
III. General Electives	3 Hours
IV. Thesis Research Courses	15 Hours

## ▶ MASTER OF ARTS DEGREE IN INTERCULTURAL LEADERSHIP

Description: The M.A.I.L. degree is designed to equip leaders in today's missions movement, whether serving on the front lines as missionaries, working to develop national leaders, or serving as strategic senders. Students may choose between a Course Track and Thesis Track.

### PROGRAM OBJECTIVES

#### **Program outcomes include:**

1. Understanding and building upon the biblical foundations of leadership.
2. Internalizing and practicing the spiritual disciplines that form the godly character necessary for transformational leadership.
3. Understanding current issues and trends in global leadership.
4. Awareness of how differences in worldview and culture shape perspectives and practices in leadership, enhancing one's ability to communicate effectively in a cross-cultural setting.
5. Effective use of the tools and methods available to leaders for understanding, shaping and impacting the culture of the organizations they influence.
6. Understanding the value and method of forming collaborative relationships in intercultural settings.
7. Casting vision and creating a strategic plan in an intercultural leadership context.
8. Understanding the role of worldview in the formation of culture and how to bring about change and innovation to areas of culture which do not conform to the Biblical worldview.
9. Understanding how to develop leaders in an intercultural setting.
10. Adopting the skills and tools necessary to become a lifelong leader.

### PROGRAM REQUIREMENTS

#### **Course Track**

Students may elect to take twelve (12) courses to complete the 36 credit M.A.I.L. degree program. This program track draws from Leadership, Intercultural Studies, Bible & Theology, and History:

I. Bible & Theology	3 Hours
BTH 511 Dynamics of Kingdom Ministry	3
II. Intercultural Studies	6 Hours
III. Intercultural Leadership Core Course Group	6 Hours
LDR 511 Spiritual Formation for Leaders	3
BTH 514 Jesus as Leader	3
IV. Intercultural Leadership Electives	12 Hours
V. General Electives	9 Hours

### **Thesis Track**

The Thesis Track gives students the option of seven (7) courses from Bible & Theology, Intercultural Studies, Leadership, Education, a Research Methods course and a 12 credit thesis. The thesis must relate to application of intercultural leadership concepts to the student's current or anticipated ministry. Total number of credits is 36.

I. Bible & Theology	3 Hours
BTH 511 Dynamics of Kingdom Ministry	3
II. Intercultural Leadership Core Course Group	6 Hours
LDR 511 Spiritual Formation for Leaders	3
BTH 514 Jesus as Leader	3
III. Intercultural Leadership Electives	9 Hours
IV. General Electives	3 Hours
V. Thesis Research Courses	15 Hours

## **► MASTER OF ARTS DEGREE IN INTERCULTURAL STUDIES**

Description: The M.A.I.S. degree, which is designed for missions practitioners, draws from the intercultural Studies, Bible & Theology, Education, Leadership, and History courses and allows for flexibility in elective course selection. Students may choose between a Course Track and Thesis Track.

### **PROGRAM OBJECTIVES**

Because of the flexibility of this program, the outcomes in part depend on the courses that students choose. In general, the M.A. in Intercultural Studies program aims for the following outcomes:

1. Develop a worldview that is comprehensively Kingdom-oriented, with everything fitting within the sovereign reign of God and everything fitting to His direction, undertaking, resourcing, enabling; in fact, everything flowing from Him and to Him for His

glory. This gives a clear framework for all work, ministry and for training others for mission.

2. Develop an understanding of the transformation power of the Gospel in individual lives (conversion, sanctification, relationships with others, etc.) and in society (the impact of transformed people and church on culture and society).
3. Provide an understanding of the major movements of the Spirit of God in mission from the early church to the present time, how these came about, and how they have impacted mission conceptualization and praxis.
4. Provide a practical (applied) understanding of culture and of issues of ministry in the intercultural context.
5. Help the student think dynamically about the church and how it begins, grows, and functions viably within another cultural context.
6. Help the student understand approaches to, models of, and issues in contextualization.
7. Enhance the student's ability to understand and be effective in cross-cultural communication.
8. Develop knowledge and skills for leadership in the cross-cultural ministry setting.

## **PROGRAM REQUIREMENTS**

### **Course Track**

Students may elect to take twelve (12) courses to complete the 36 credit M.A.I.S. degree program.

I. Bible & Theology	6 Hours
BTH 511 Dynamics of Kingdom Ministry	3
BTH 512 Transforming Power of the Gospel	3
II. Intercultural Studies Core	12 Hours
ICS 511 Cross-Cultural Communications	3
ICS 521 Applied Cultural Anthropology	3
ICS 522 Applied Church-Planting Models & Methods	3
ICS 523 Contextualization in Missions	3
III. General Electives	18 Hours

### **Thesis Track**

The Thesis Track gives students the option of seven (7) courses



from Bible & Theology, Intercultural Studies, Education, Leadership, a Research Methods course and a 12 credit thesis. The thesis must relate to application of intercultural studies concepts to the student's current or anticipated ministry. Total number of credits is 36.

I. Bible & Theology	6 Hours
BTH 511 Dynamics of Kingdom Ministry	3
BTH 512 Transforming Power of the Gospel	3
II. Intercultural Studies Core	12 Hours
ICS 511 Cross-Cultural Communication	3
ICS 521 Applied Cultural Anthropology	3
ICS 522 Applied Church-Planting Models & Methods	3
ICS 523 Contextualization in Missions	3
III. General Electives	3 Hours
IV. Thesis Research Courses	15 Hours

## **ACADEMIC POLICIES**

### **► UNDERGRADUATE POLICIES**

#### **SATISFACTORY ACADEMIC PROGRESS FOR ELIGIBILITY FOR FINANCIAL AID**

In order to maintain financial aid eligibility, a student must meet specific requirements of satisfactory academic progress. The U.S. Department of Education mandates institutions to establish standards of satisfactory progress for all students receiving financial aid.

Bethany Global University has established the following requirements which are applicable to all federal or institutional financial awards granted to students.

#### **REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS**

Requirements for Satisfactory Academic Progress for a full-time student has three components, the Qualitative Requirements, the Quantitative Requirements, and the Maximum Timeframe for completion.

## 1. Qualitative Requirement:

The student must maintain the following cumulative grade point averages (CGPA) to remain eligible for financial aid.

» <b>Undergraduate programs</b>	<b>CGPA</b>
▪ First Term up to 17 credits	1.50
▪ Second Term up to 35 credits	1.80
▪ Subsequent terms	2.00
» <b>Graduate Programs</b>	
▪ Up to 20 credits	2.00
▪ 20-36 credits	2.50

## 2. Quantitative Requirement (Pace of Progression)

Students must complete a minimum of 67% of the credit hours attempted in order to complete their program within the published maximum allowable time frame for completion of the educational objective.

- » Students pursuing the Bachelor of Arts Degree in Intercultural Studies must successfully complete 124 credit hours. In order to meet this requirement they may attempt up to a maximum of 186 credit hours.
- » Students pursuing the Associate of Arts Degree in Intercultural Ministry must successfully complete 60 credit hours. In order to meet this requirement they may attempt up to a maximum of 90 credit hours.
- » Students pursuing the Certificate in Bible and Missions must successfully complete 30 credit hours. In order to meet this requirement they may attempt up to a maximum of 45 credit hours.
- » Students pursuing the Certificate in Pre-field Preparation must successfully complete 27 credit hours. In order to meet this requirement they may attempt up to a maximum of 40.5 credit hours.
- » Graduate students must successfully complete a minimum of 67% of the credit hours attempted each academic year.

### **3. Maximum Time Frame for Completion of Education Objective**

Students must complete their educational objective within the timeframe of 150% of the published credit hours prescribed for that program. For example, a student pursuing the Bachelor of Arts Degree in Intercultural Studies program must successfully complete 124 credit hours. In order to meet this requirement they may attempt up to a maximum of 186 credit hours.

## **RELATED POLICIES**

The following policies and definitions are provided for clarity regarding satisfactory academic progress.

### **1. Repeated Courses**

Students may repeat previously passed courses only once. Students may repeat a failed course numerous times until it is passed. Repeated courses will count toward determination of enrollment status and will be eligible for financial aid only once. Repeated courses are computed in completion rate.

### **2. Withdrawn Courses**

Withdrawn courses neither earn credit nor influence grade point average. Withdrawn courses may affect completion rate if course is dropped after the add/drop period set by the Registrar. Students may retake courses from which they have withdrawn which will count toward determination of enrollment status in that term and will be eligible for financial aid.

### **3. Incomplete Courses**

Incomplete courses do not earn credit nor influence grade point average in the semester they are listed as incomplete. Incomplete courses either turn into an “F” grade if not completed or into a different letter grade when completed.

### **4. Audit Courses**

Audit courses neither earn credit nor influence grade point average. They are not eligible for financial aid.

### **5. Transfer Students**

The credits that are transferred are not calculated into the overall credits earned total nor factored into the cumulative GPA until students have successfully completed 30 credits with BGU.

### **6. Making up Credits**

Students may make up credit deficiency and cumulative GPA

by attending classes during the summer or taking independent courses. Credits earned through this method as well as cumulative GPA will be evaluated at the end of the semester to determine academic progress for the past academic year.

## EVALUATION OF ACADEMIC PROGRESS

Evaluation of satisfactory academic progress will be done at the end of each term. The total (cumulative) academic record is considered when academic progress is considered when academic progress is evaluated (not just terms when financial aid was received). If a student fails to make satisfactory academic progress the following will apply:

**1. Financial Aid Warning.** If a student fails to meet requirements they will be given a Financial Aid Warning. A student may be put on financial aid warning up to two

times during their enrollment, but not in consecutive terms. Students will be notified of the warning by email at the end of each term as soon as final grades are posted. While under the warning, the student will continue to be eligible to receive financial aid and no appeal is necessary. In order to have the FA warning removed, the student must meet satisfactory academic progress requirements by the end of the subsequent term. Financial aid warning may be concurrent with a separate academic warning or possibly academic probation. Students on financial aid warning are required to work with the Academic Advisor to create an academic success plan.

**2. Financial Aid Suspension.** If a student does not meet the requirements in the subsequent term, they will be placed on Financial Aid Suspension. During Financial Aid Suspension, the student will not be eligible for federal or institutional financial aid and any funds already awarded will be cancelled. Students on financial aid suspension will also concurrently be on academic probation and are required to work with the Academic Advisor to create an academic success plan. In order to be reinstated from financial aid suspension, the student must successfully meet all requirements of successful academic progress stated above.

A student may appeal a Financial Aid Suspension one time per academic year.

A student who successfully appeals a “Financial Aid Suspension” is placed on Financial Aid Probation for one semester. If the student meets the requirements outlined in his/her academic plan at the end of that semester, he/she is considered to be making satisfactory

academic progress and is no longer on Financial Aid Probation.

If the student fails to meet the requirements outlined in his/her academic plan (or is not otherwise making satisfactory academic progress) at the end of that semester, the student has lost financial aid eligibility.

**3. Reestablishing Financial Aid Eligibility.** Students who are not making satisfactory academic progress can restore their eligibility for FSA funds by meeting the terms of a prescribed academic plan during an academic period. Such a plan may include meeting a specific semester GPA and/or completion of a special number of credit hours. Additional criteria set forth in an academic plan may include attendance requirements, ethical standards, related to issues such as cheating and plagiarism etc.

## APPEAL PROCESS

Students may appeal financial aid suspension status in writing on the appeal form available from the financial aid office. Such appeals are the responsibility of the student and must be made within 30 days after the date of the letter of notification and must include appropriate documentation. The appeal must be in written form, addressed to the Financial Aid Advisor for consideration by the Financial Aid Committee. Mitigating circumstances which would be considered upon appeal as adequate reasons for reinstatement could include (but not limited to):

<b>Circumstance</b>	<b>Suggested Documentation</b>
<u>Student illness, accident or hospitalization of the student or immediate relative</u>	<u>Physician's statement, police report, hospital billing statement, or other documentation from a third party professional</u>
<u>Death or illness of parent or close relative</u>	<u>Copy of obituary or death certificate</u>
<u>Divorce of student or parent</u>	<u>Attorney's letter or copy of decree</u>
<u>Personal issues</u>	<u>Statement from doctor, counselor or university official</u>

The appeal must include why the student failed to make satisfactory academic progress, what has changed that will allow the student to make satisfactory academic progress for the next semester.

If the appeal is granted the student will be eligible for financial aid

during the term but will remain on Academic Probation and be required to work with the Academic Advisor to create a plan for academic success. The student must meet satisfactory academic progress by the end of the probationary term.

## **ACADEMIC HONESTY**

Students are expected to maintain a high standard of academic responsibility and integrity. Academic dishonesty in any form will not be tolerated and will result in a grade of zero for the particular test, paper or activity. Academic dishonesty may result in additional disciplinary action.

Dishonesty includes plagiarism, cheating, copying homework, or taking credit for group activities without active participation. Plagiarism is the taking of ideas, language or words from another source and passing them off as one's own. It includes copying of text from another source and failing to note it as a quote or give appropriate citation.

Students are expected to participate in all course sessions and activities. Participation includes taking notes, remaining attentive, interacting with instructors and fellow students and submitting all assignments on time.

## **ACADEMIC GRIEVANCES**

### **Academic Appeal**

If students feel that they have been incorrectly graded, they may submit an Academic Appeal form to the registrar within two weeks of the course being finalized in Populi. The registrar will confer with the instructor and the academic dean in regards to the appeal. All decisions made by the academic dean are final.

### **Grade Improvement Proposal**

Students who are dissatisfied with their final grade may submit a Grade Improvement Proposal (GIP) form for any grade that is lower than a C for the course. There will be a \$20.00 administration fee for all approved grade improvements.

The Grade Improvement Proposal form must be submitted to the registrar's office within two weeks of the grades being finalized in Populi. The Academic Advisor will consult with the faculty to create alternative or makeup assignments. The highest possible grade for a makeup assignment is 80% and the course grade cannot be higher than a C.

An approved GIP may include submission of any outstanding assignments; however, the student must ALSO do an additional new assignment at the discretion of the faculty.

Students will not be eligible for a GIP if they fail to complete more than 50% of the work for a course. In these instances, students will need to retake required courses.

The Academic Advisor will have full discretion as to the due dates for all makeup work so that work can be completed quickly, without sacrificing the student's performance in the current course. When necessary, the Academic Advisor may approve makeup work to be done at a later date, but prior to the commencement of the next semester or graduation.

## **ACADEMIC WARNING AND PROBATION**

There are a variety of reasons why a student may be placed on academic warning or probation. These might include, but are not limited to, the following:

- » Failure to meet the academic requirements for initial admission
- » Failure of two or more courses within one semester (course failure is recognized before a grade improvement proposal is submitted)
- » Failure to maintain a CGPA of 2.0 or higher
- » Cheating
- » Plagiarism

Students are notified in writing if they are placed on academic probation. They will then meet with the Academic Advisor to design an individualized growth plan, with the intent to help them succeed in their studies.

Successive semesters on Academic Probation may be grounds for expulsion from the University. In such circumstances, a student may be eligible to re-enroll at a future date and should contact the admissions coordinator.

## **ACADEMIC SUCCESS**

Students are expected to take responsibility for their success in achieving the certificate or degree path they have chosen. The program requirements are made available to students through the catalog and the course management system in Populi. Students should be aware of their status at all times.

The programs at Bethany are designed to allow for some flexibility. Some courses are required as prerequisites to continue to the next level of the program; other courses can be attempted but continuation is allowed even if the course is not completed successfully. A CGPA of 2.0 or higher is required for completion of any certificate or degree program of Bethany. Students should review their grades on Populi regularly and consult with the registrar if they have any concerns.

It is expected that students will spend 1½-2 hours in study for every hour in class, coming to roughly 25 hours a week. This amount will vary greatly based on a student's ability and the nature of the course assignments. Students should give adequate priority to their assignments to ensure their own success, using evenings and weekends and budgeting their time wisely.

## **ATTENDANCE**

An attendance chart is circulated at the beginning of each class period. Students are required to initial the chart when in attendance. Students are expected to attend all classes but will be allowed one absence per credit.

Additional time missed results in a 5% grade reduction per class period missed. However, students can partially avoid the grade reduction by purchasing and listening to audio recordings of missed periods within two weeks of the end of that course. Students may purchase one recording for each credit of the course (if a course is three credits, students may purchase 3 recordings). Recordings are available for \$10 per period from the Bethany Hub.

If students know in advance that they will be missing a significant amount of class time, they should contact the registrar to discuss alternatives for completing the course.

Three late arrivals in a class are equal to one absence. Students are considered late, and must circle their initials on the attendance chart if they arrive after the instructor has started addressing the class.

Students who are more than 20 minutes late or leave more than 20 minutes early are considered absent.

When students miss class periods for any reason, they are responsible to connect with the instructor regarding the missed period and make arrangements for turning in assignments, taking quizzes, getting notes, etc.



Class absence on the day immediately preceding or following a break will count as a double absence (i.e. two missed periods will count as four missed periods).

## **COPYRIGHT**

The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using copying equipment is liable for any infringement.

For more information about copyright law, the rights of copyright owners, and the right of fair use to make limited copies for purposes such as teaching, research, and study at Bethany Global University, visit the website of the United States Copyright Office at <http://www.copyright.gov/title17/>.

## **COURSE MATERIALS**

We recommend that students purchase course textbooks through online sites (such as Amazon.com) or through bookstores. Textbooks are generally not for sale on campus. A limited number of textbooks are kept on reserve in the Student Resource Center.

## **COURSE REGISTRATION**

Students register for courses online through Bethany's course management system (Populi). Undergraduate students must register for courses by specified deadlines or a \$25 late registration fee is applied. Students who register incorrectly are assessed a \$10 registration adjustment fee.

## **COURSE SELECTION AND ACADEMIC ADVISING**

The registrar and Academic Advisor are available to guide students in course selection, dropping or adding courses or similar issues. Students are encouraged to contact the undergraduate studies registrar with any questions concerning academic issues.

## **DROPPING AND ADDING CLASSES**

### **Dropping a Class**

Students requesting to withdraw from individual courses during the semester must submit a request to the registrar. If approved, the official withdrawal date is noted as the date of the written request. If a student drops a class before the second day it gets deleted from his or her transcript. Classes dropped after the second day will be

listed as Withdrawn; whereas, classes dropped after the midway point of the class will be listed as an F on the student's transcript.

### **Adding a Class**

Depending on course schedules and offerings, there may be times when a student has the opportunity to add another course to their schedule. Adding a course must be done in consultation with the registrar and must take place before the second day of class. The student is responsible to obtain recordings of missed sessions and make up any missed work when joining the class.

## **GRADING SCALE**

The following grading scale has been adopted by the university:

A+	98-100%
A	94-97%
A-	91-93%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	74-77%
C-	71-73%
D+	68-70%
D	64-67%
D-	61-63%
F	51-60%
I	0% (Incomplete)
W	Withdrawn

## **SUBMITTING LATE WORK**

Assignments must be submitted on time. Failure to do so results in a 5% grade reduction per calendar day for that assignment.

All undergraduate courses close at 11:59 PM on the Sunday after the last day of class. After the course closes, late assignments are reduced 10% per day. Assignments can only be submitted for a grade up to two weeks after the last day of class.

## ▶ GRADUATE STUDIES POLICIES

### ACADEMIC GRIEVANCES

#### **Academic Appeal**

If students feel that they have been incorrectly graded, they may submit an Academic Appeal form to the Registrar. The appeal process must commence within two weeks of the grades being finalized in Populi. The academic dean will consult with the student and faculty regarding the appeal. All decisions made by the academic dean in regard to appeals are final.

#### **Grade Improvements/Incompletes**

Students who are dissatisfied with their final grade may submit a Grade Improvement Proposal form for any grade that is lower than a C for the course. There will be a \$20.00 administration fee for all approved grade improvements. The Grade Improvement Proposal form must be submitted to the registrar's office within two weeks of the grades being finalized in Populi. The Academic Advisor will consult with the faculty to create alternative or makeup assignments. Makeup assignments are graded at 80% of their original value in the course and the final course grade cannot be higher than a C.

Students are alternatively allowed to retake a course if they fail to complete it successfully for any reason or do not meet the appeal deadline. There is an additional tuition charge for retaking a course. Because of the modular schedule, a student will have to wait until the course is offered again before reattempting the course.

### ACADEMIC PROBATION

There are a variety of reasons why a student may be placed on academic probation. These might include, but are not limited to failure to meet the academic requirements for initial admission, failure (or a request for a grade improvement) of two or more courses within one semester, failure to maintain a CGPA of 2.0 or higher, and academic dishonesty.

Students are notified in writing if they are placed on academic probation. The academic dean will work with the student to develop a plan to help them succeed in their studies. Students who fail to meet the requirements of the plan may be dismissed from Bethany Center for Graduate Studies. In such circumstances, a student may be eligible to re-enroll after a minimum of one semester's absence and should contact the Admissions Office.

## **COURSE MATERIALS**

Graduate students should purchase course textbooks through online textbook sites (such as Amazon.com). Students studying in international locations should plan to purchase course textbooks well in advance of term start dates to ensure delivery or, whenever possible, order a downloadable online version of the book.

### **Course Registration**

Students may register for courses online through Bethany's course management system (Populi). Graduate students must register for courses 14 days prior to the start of the new term.

### **Course Selection and Academic Advising**

An academic advisor is assigned to each incoming student. Students work with their advisor to determine the student's preferred program track – course track or thesis track – and to choose courses that best fit the student's vocational goals.

### **Degree Time Limit**

Graduate Students have 5 years to complete their degree program from the time of enrollment in their first course.

## **DROPPING CLASSES**

Graduate students enrolled in an online course may withdraw from the course any time before the end of the second week of the term without academic penalty. The withdrawing student's transcript will show the withdrawal designation of "W". The withdrawal petition must be made in writing to the Graduate Studies registrar before the end of the second week of a course. An unauthorized withdrawal before the end of the two week deadline or a withdrawal after the two week withdrawal will result in a grade of "F" on the student's transcript.

## **SUBMITTING LATE WORK**

Assignments must be submitted on time. Failure to do so results in a 5% grade reduction per calendar day for that assignment. Assignments are automatically date and time-stamped when an assignment is uploaded online.

All graduate courses close at 11:59 PM on the Sunday of the last week of the course. After the course closes late assignments are reduced 10% per calendar day.

## **GRADUATION**

Graduate students will be qualified to receive their Master's degree diploma at any term during the year provided they have completed all requirements for their 36-credit program and have fulfilled all tuition and fee payments. Official announcement of the student's accomplishment will be made at the spring Bethany Global University Graduation Ceremony. Each graduate of Bethany Center for Graduate Studies is invited to participate in the graduation ceremony.

## **EXPERIENTIAL LEARNING FOR UNDERGRADUATE PROGRAMS**

### **▶ GLOBAL INTERNSHIP**

Global Internship makes up a significant portion of the B.A. program. During Global Internship, students live overseas as a team for 16 months at one of our Global Internship sites. They learn a foreign language while partnering with missionaries and local ministries to bring the Gospel to a people group. Students study social structures, religion, and worldview and ultimately become intercultural (defined as being able to comfortably move between two or more cultures).

These goals are accomplished by providing a holistic experience encompassing formal and experiential learning, research, reflection, interaction with other students and practical ministry application for maximized learning.

The ministry emphasis of Global Internship, primarily focused on church-planting, provides potential opportunities for students to gain experience in leading Bible studies, preaching, teaching, discipleship, friendship evangelism, child and youth ministry, TEFL, relief and development, meeting physical and social needs, and more. Students observe and engage in missionary life firsthand through Global Internship, applying knowledge gained in the classroom to life experience and bringing life experience back into the classroom. Global Interns develop skills for working collaboratively in the context of ministry teams. They grow deeper in trust and reliance on God. They explore God's leading for future direction as they discover and develop the gifts He has given them.

The Global Internship sites each provide their own unique environments, languages, cultural and religious contexts and

ministry challenges or opportunities. Global Interns over the past several years have lived at sites in Central Asia, Southeast Asia, Thailand, Austria, France, and Kenya.

## ▶ **STUDENT LIFE ADVISING**

Each student is part of a life group made up of 6-12 students living together in the dorms under the oversight of a Student Life Advisor. BGU SLAs are chosen for their leadership abilities, good organizational and communication skills, spiritual maturity, humility, and genuine love for their fellow students.

The primary role of an SLA is to provide accountability to students related to the standards of conduct, honor and godliness as outlined in this handbook.

Student Life Advisors will have the support and assistance of a Student Life Mentor. Mentors are partnered with an SLA for the year and are available to help with special concerns, meet with students, and offer advice and prayer.

Student Life Advisors in conjunction with the Mentor lead a weekly life group time with their students. During this time, they discuss coursework focused on spiritual growth, pray together, encourage one another, and talk through concerns. Students may also meet with their SLA each week for accountability, prayer, and support to both students and SLAs.

Student Life Advisors are responsible for supervising dorm life. Students are expected to respect the authority of SLAs as leaders that the administration has placed in their lives for this time.

## **PERSONAL DEVELOPMENT PLAN**

During the freshman year, students go through a process of creating a Personal Development Plan (PDP), which encompasses community life, social development, time management, and academics, as well as spiritual and personal disciplines. The PDP is periodically re-visited throughout the student's enrollment for revision and accountability.

## ▶ **OUTREACH (BOLD)**

Bethany Outreach and Leadership Development (BOLD) gives students the opportunity to engage as ministers of the Gospel now while they train to be sent out as full-time missionaries in the future. BGU partners with several local organizations to provide a number of weekly outreach options. Students will often find an outlet for

their natural giftings and interests, or even discover new giftings and passions through their ministry placement. Ministry opportunities include campus outreach, inner city food banks and worship services, street evangelism, serving international immigrants, and youth tutoring and discipleship.

## ▶ PRACTICAL TRAINING

From the foundation of BGU in the late 1940s, student involvement in on-campus missions, business, and ministry operations has proven invaluable in giving them “real world” experience and skills. BGU continues to give students these opportunities through the Practical Training (PT) program.

BGU graduates are highly praised by mission-sending agencies for their excellent work ethic and integrity. Over the years, alumni have testified time and again as to the impact PT has had on their ministries, lives, and character.

During PT, students work in a department on campus for twenty hours each week. This experiential learning allows students to acquire new skills, develop a strong work ethic, work under godly leaders, learn to be good team members, and take on leadership responsibilities themselves. In addition to these many benefits, each full-time student enrolled in the PT program also receives a \$3,000 practical training tuition waiver per semester.

## ▶ SPIRITUAL DEVELOPMENT

As a university centered on the Word of God, Bethany strives to keep the spiritual disciplines reflected in the Bible at the core of its missions training. Students enrolled at Bethany are challenged to go deep in their walk with the Lord and cultivate a life of wholehearted communion with Him. Bethany desires to see missionaries raised up who not only have the practical skills necessary for effective, sustained missionary work but also minister from the overflow of their love for God. The university recognizes that practicing spiritual disciplines is new for some students. By receiving teaching, oversight, and opportunities to practice the spiritual disciplines, the students will also experience the blessings associated with them.

### **Chapels**

The following chapels occur weekly at Bethany and student attendance is required.

**Student Development** – Student Development is for BGU students and provides an opportunity for staff to give announcements,

communicate news, and address the student body. Each Student Development also contains a teaching on various life topics pertaining to developing personal discipline and making wise life choices.

**Team Bethany Chapel** – Everyone on campus is invited to come together for this time of worship, prayer, preaching, reports from the mission field, updates on Bethany International and its divisions, and “family times” of celebration and thanksgiving.

**Worship Chapel** – This hour serves as a time set aside for the student body to engage with the Lord in worship, prayer, and biblical exhortation. Worship is led by a student, staff, or guest worship team, and various staff members are involved each week to facilitate the work of the Holy Spirit as he ministers to the student body. Students are also called to an optional fast every other week for this chapel.

### **Church Involvement**

BGU highly values the individual believer’s involvement in a local church body. We recognize that being involved in a local church gives the student a broader perspective of what God is doing in the Church at large, allows inter-generational relationships to develop, and provides opportunities to serve. The role of the Church as the “sender” of missionaries is valued. The university serves the Church by training its people for ministry. Therefore, students are encouraged to maintain a strong relationship with their home church. In addition, they are required to select a local church to be involved in and attend weekly during their time at BGU.

## **FASTING AND ABSTAINING**

The discipline of fasting challenges us to become voluntarily weak so that God can fill us with His strength and draw us to the place of encounter (prayer) with Him. As a University, we desire to grow in humility before the Lord, harnessing the desires of the flesh, and incorporating this practice into the Christian walk. To continue growing in the discipline of fasting, BGU staff and students are encouraged to participate in corporate fasting bi-weekly and when called to a fast by leadership.

## **PRAYER**

### **Prayer and Missions**

Prayer is obedience to Jesus. He instructed, “The harvest is plentiful but the workers are few. Ask the Lord of the harvest, therefore, to



send out workers into his harvest field.” (Matthew 9:37-38 NIV) We are asked to join Him in bringing the Kingdom of God to earth.

Prayer is also core to friendship with God. We grow in relationship with Him. We find out what is on His heart and what we are to do. Together with Him we confront the power and schemes of the world, the flesh, and the devil. We need to be saturated with the truth of the living and the written Word of God. The discipline of prayer fuels personal intimacy with God and fosters corporate worship and intercession. For this reason, one of the most crucial parts of missionary training is to develop the habit of prayer and a lifestyle of fasting (both personal and corporate) in preparation for full-time ministry. Therefore, students are encouraged to spend consistent time in prayer and in the Word of God.

### **An Environment of Prayer**

Prayer for, and with, one another is an integral part of life group times, one-on-one meetings with student life advisors, and team meetings on Global Internship. Throughout the week, the Bethany Prayer Room provides opportunity for corporate and personal worship and prayer.

## **SCRIPTURE**

Bethany does not mandate use of any one translation of the Bible; however, for academic purposes students should choose a version that is a translation rather than a paraphrase for classes. Students are to incorporate regular personal Bible study, memorization, and meditation on the Word in their Personal Development Plan.

## **WORSHIP**

There are many occasions to take part in corporate and personal worship on campus.

### **Worship Teams**

There are opportunities for students to be involved on teams that lead prayer and worship in the Chapel. Students who are interested in being involved can find out more from the Student Ministries Manager.

## **▶ HEALTH AND WELLNESS**

### **PX**

PX is a time designated for all BGU students to focus on health and physical well-being. PX is held in the gymnasium every Friday

morning from 6:30-7:30, and is a required activity for all full-time BGU students.

## **CAMPUS FACILITIES AND SERVICES**

### **▶ THE BETHANY HUB, STUDENT SERVICE CENTER**

The Hub, located in the T.A. Hegre Ministry Center provides many services and resources for students and Bethany staff, including information about local activities, student discounts on area attractions, a small store, job and career placement information, academic advisory services, and access to forms, policies and more.

#### **Hub Store and Snack Shack**

The Hub Store is a small convenience store located inside entrance B of the T.A. Hegre Ministry Center. Services offered there include snacks, drinks, personal and school supplies for sale, sale of meal tickets and postage stamps, package processing and pick-up, BGU vehicle keys can be reserved for BOLD or official BGU business, replacement keys can be ordered, parking and bicycle permits can be purchased and BGU merchandise is available for sale.

The Snack Shack is open several evenings each week and provides hot, fresh snacks for sale such as pizza, chicken strips, fries and dessert items. Orders are placed in the Hub Store and delivered to the Welcome Center outside of the store.

### **▶ FOODSERVICE**

The costs of room and board are combined together; therefore, students are not permitted to opt out of the campus meal plan. The meal plan consists of 3 meals per day, 7 days per week, served in the cafeteria while school is in session. Students are given the option to stay on campus during all mid-semester breaks. A sign-up sheet will be posted in the serving line so students can inform Foodservice of their intentions. Serving times are posted at the entrance to the cafeteria.

Due to the number of people being served on campus, and the wide variety of individual food preferences, Foodservice cannot accommodate special dietary needs. Students wishing to eat a gluten/dairy-free diet can purchase this option for \$500 per semester. Students wanting a second entrée when going through

the serving line may purchase this option for \$500 per semester.

## ▶ **GUEST ROOMS**

Bethany International has a number of guest rooms available on campus. Students should contact the Services Department for information on availability and pricing of these guest rooms (servicesassistant@bethfel.org or 952-829-2458).

## ▶ **GYMNASIUM & WEIGHT ROOM**

A full-sized gymnasium is located on the west side of the campus. Students can play basketball, volleyball, and racquetball in this facility. There is also an adjoining weight room available for student use and a concession stand which can be reserved for events.

## ▶ **LAUNDRY**

Laundry facilities are available in Finsaas Hall, Shelling Hall and in the central laundry room located on the north end of the campus across from Bergh Hall. Machines are activated by a pre-paid swipe card and students must provide their own supplies.

## ▶ **OASIS**

Located on campus in the main level of T.A. Hegre Ministry Center next to the Bethany Hub, the Oasis is an activity center which offers a variety of amenities such as a game room, lounge, snack area, and wireless internet.

## ▶ **PARKING**

Student parking is available on the west side of the campus between Bethany Church and the gym. Parking is limited to one assigned space per student. Students wishing to keep a car or motorcycle on campus must apply for a parking permit. The permit fee of \$100 per semester covers parking only and does not include use of the service garage.

## ▶ **PLAYGROUND**

A children's playground is located just north of Atkins Hall.

## ▶ **POPULI - ONLINE STUDENT DATABASE**

Once a student is accepted, he or she receives a welcome email with a link to their online student database account (www.bcom.populiweb.com) and a user name. A bcom.org email address is

also created for the student at that time. Populi is used throughout a student's enrollment and the account and email address are retained for a lifetime.

Useful Features of Populi include:

- » Students can update their personal information online
- » Alerts, to-dos and newsfeed functions, generated by the student and/or faculty and staff
- » A "Facebook-type" social networking feature
- » Students can access their degree completion progress, see grades and attendance, register for classes, view syllabi, textbook and schedules, take tests and complete assignments.
- » A billing and invoicing feature which allows students to check on Financial Aid and balances due; print off or send an invoice to a 2nd party, and make electronic payments
- » A bookstore function, which shows Hub Store inventory and allows for online purchasing and shipping of merchandise
- » An online library function which enables students to review and reserve items from our Student Resource Center.

## ▶ **SPORTS FIELDS**

Outdoor playing fields, including a sand volleyball court, are located on the north end of the campus near the gymnasium.

## ▶ **STORAGE**

Students have access to a minimal amount of storage space in their dorms during the school year. The university also rents out storage space to students over summer breaks and Global Internship. Free off-season bicycle storage is available on campus. Contact the Services Department for more information.

## ▶ **STUDENT HOUSING**

Single, full-time students are required to live on campus. Off-campus housing for single students is not permitted due to the critical nature of the resident mentoring component of the program. Students are assigned to a floor with a resident Student Life Advisor and fellow students who make up their life group for the year.

New students should plan to have at least one roommate and can request a particular roommate. Whenever possible we try to honor those requests. Single students are asked to fill out a roommate questionnaire upon acceptance and are assigned to housing based on roommate compatibility, age and resident life group composition.

Married students who live within daily commuting distance may live off-campus and still enroll in a full-time program.

For married couples living in the dorms, it is assumed that young children will be housed in the parents' dorm room. Families with children ages 3 and up are automatically given at least 1 additional room (additional charges apply). Parents may house more than one child per room, but no more than allowed by the current City of Bloomington rental housing standards (typically 2 per room, based on the size of rooms in most of our dorms).

## ▶ **STUDENT KITCHENS**

Full-size kitchens with storage areas for equipment are located in the basement of Shelling Hall and Finsaas Hall. Dining rooms also adjoin these kitchens. Smaller kitchenette facilities/snack prep areas are located in all dorms.

## ▶ **STUDENT RESOURCE CENTER**

The Student Resource Center (SRC) provides a variety of resources for students, which include a 20,000 volume library, computer work stations with internet access, wireless internet, a color photocopier/printer, movies and board games for loan and a student conference/study room.

An online catalog (located in Populi) allows students to place books on hold, renew items and pay fines.

The SRC also provides a comfortable and welcoming environment for group studies and projects. The hours of operation for the SRC vary depending on the academic schedule; however, it is generally open Monday through Saturday.

## ▶ **UNION**

The Union is a student activity center providing various amenities including wireless internet, video games and television. The Union is located on the ground floor of the Barn.

## ► RECREATION

### EXTRACURRICULAR ACTIVITIES

The university organizes activities and events guided by the makeup, interest and requests of the student body. Common activities include intramural flag football, basketball, racquetball, soccer, Frisbee, talent shows, and prayer events.

The Oasis and the lower level of the Barn can be reserved for school-sponsored and life group events.

### OUR NEIGHBORHOOD

Our campus is located in a beautiful suburban part of west Bloomington on the bluffs of the Minnesota River, so there are plenty of trails for biking and running. An Isaak Walton League nature preserve and Three Rivers Park District lands are within close proximity of the campus and offer great nature hikes, mountain biking and wildlife viewing.

Public transportation options are available nearby which give students access to the Twin Cities of Minneapolis and St. Paul as well as the southwest metro area. The Twin Cities have endless cultural, social and sporting activities, including the nearby

Mall of America, Valleyfair Amusement Park and many local options for recreation.

### SPECIAL EVENTS

The school year contains multiple events in the fall and spring semesters, such as a camping trip, Campus Preview Event, The Forge and The Furnace, winter Men's and Women's retreats, the Senior Retreat, Student Appreciation, and the Day Set Apart. Some special events are incorporated into the academic calendar and are required for students. These events build community, give time for reflection and learning, stretch students beyond their comfort zone, and encourage celebration. In addition to attendance some events require a scheduled PT work shift.

## FINANCIAL INFORMATION

### ► INSTITUTIONAL STATEMENT

Bethany is a non-profit institution. We make every effort to keep our costs as low as possible while covering our operating expenses and providing excellent services to our student body. We review our fee

schedule and financial assistance information and make necessary adjustments prior to the start of each new academic year.

Adjustments to individual student accounts may be made at any time up until the final invoices are posted for any given semester of that academic year. We do not add new fees or increase fee amounts without carefully considering the benefit of the service to the student body, and whenever possible we give advance notice of significant fee or financial assistance changes.

The governing body of Bethany Global University reserves the right to make adjustments to the student fee schedule and financial assistance offerings at any time, as deemed necessary. Therefore, the fees for your freshman year are not in effect for the duration of your enrollment but should be expected to change slightly from year to year.

## ► UNDERGRADUATE FINANCIAL INFORMATION

Fees for each upcoming school year are published approximately 9 months in advance and can be found on our website at <http://www.bcom.org/admissions/forms/> and are sent in print format in new student acceptance packets.

### COSTS

#### **General Costs**

Costs listed are **annual** costs for all freshmen, sophomore, and senior full-time students, unless noted.

#### **Tuition: \$12,000**

Bethany employs a banded-tuition system, which allows full-time students to take up to 19 credits per semester for one flat tuition rate.

#### **Room and Board: \$7,000**

A flat rate applies to all full-time students regardless of room size, dorm, number of roommates or number of meals eaten. Students are not permitted to opt out of living on campus or the meal plan, except in the case of full-time married students who live within daily commuting distance or those with medically documented food allergies, which prevent them from eating food prepared in the foodservice.

### **REQUIRED ANNUAL FEES**

- » Student Life Fee \$300

- » Hub Student Services Center Fee \$100
- » Facilities and Equipment Fee \$100
- » Retreats Fee \$250
- » Student Resource Center Fee \$150
- » Technology Fee \$100
- » Room Deposit\* \$350

\*Note: The Room Deposit is a one-time fee for new students only. It is non-refundable until after orientation; it then becomes refundable if terms of the housing agreement are met. Room Deposits paid after the published due dates are subject to a \$150 late room deposit fee.

### **REQUIRED TREK\* COSTS FOR DEGREE-SEEKING STUDENTS**

- » \$1,300 to \$3,000 estimate (depending on the location of the trip)

\*TREK is a 2-week mission trip, required for degree-seeking students. TREK takes place during the summer between the freshman and sophomore years for freshmen who enter in the fall and during the second year fall elective module for freshmen who start in the previous spring. Several location options are usually available for TREK, with different expenses associated with each location. The cost of the TREK trip must be paid in full prior to the trip. Though most of the funds for TREK are raised by the student as missionary support, students may elect to take out student loans to cover all or part of the expenses, if approved for Federal Student Aid to do so.

### **OPTIONAL COSTS**

- » Parking \$200 (\$100/semester)
- » Books and Materials \$400 (estimated)\*\*
- » Medical Coverage \$264 – Parkway Plan minimal coverage; required for US students without medical insurance; optional for all other students
- » Medical Insurance \$400-\$700 (estimated) – Inbound USA or Inbound Immigrant minimal insurance; required for uninsured international students (Canadians are exempt)



- » Gluten-Free Meal Plan - \$1,000 in addition to the standard room and board
- » Second Entrée Meal Plan (seconds on all meals guaranteed) - \$1,000 in addition to the standard room and board

\*\*Note: Students are required to purchase certain books and materials directly from the university. These include Partnership Development materials (sophomore year) and the Personal Finance textbook (freshman year). The costs for these materials are included in the annual estimated costs and are invoiced directly to the student's account.

## **INTERNATIONAL STUDENTS**

First year international students are required to pay for their entire freshman year, including medical insurance, in advance before receiving immigration documents. Canadians are exempt from this policy, but are required instead to submit proof of financial support prior to receiving immigration documents. Proof of support must always include the costs of any dependents who will be accompanying the student to the US.

Continuing international students may be required to submit proof of financial support prior to each academic year upon request from the DSO. Such requests are at the discretion of the DSO and based upon the student's ability to meet their financial obligations for the year. Such factors may include a notification from the Finance Office, Financial Aid Coordinator or Student Life Department regarding the student's payment history, changes in the student's sponsorship, whether previous proof of financial support is sufficient to carry over from year to year, and personal or family situations affecting the student's ability to make payments.

## **GLOBAL INTERNSHIP COSTS (BACHELOR DEGREE STUDENTS ONLY)**

Students participating in the Global Internship program for the bachelor's degree must be accepted as missionaries under Bethany International Ministries (BIM). As such they raise support for their field ministry costs such as housing, food, ministry expenses, airfare, insurance, visa costs, etc. Students are given guidance on how to build partnerships and communicate vision with donors as part of the BA program.

## Costs

**Tuition** is the same as on-campus terms: \$6,000 per term with up to \$6,000 available financial assistance.

**Non-tuition costs:** All costs below are eligible to be raised as missionary support with the exception of Tuition. These amounts are per student, so married couples should plan that these figures will be doubled. Costs for children are not factored into these figures. These costs here are estimates based on the average expenses for interns from the last academic year. Actual costs vary depending on which country in which the internship takes place.

**Travel and Set-up Costs:** \$9,500; includes airfare, medical insurance, visa and other fees, apartment furnishings and initial language training. This amount is raised as support prior to departure.

**Ministry Expenses:** \$2,000 for each of the 4 terms of the internship (raised as monthly support at \$500/month); includes ministry outreach, transportation, ministry supplies, etc.

**Room and Board:** \$2,400 for each of the 4 terms of the internship (raised as monthly support at \$600/month); includes housing, utilities and food costs.

## **COSTS FOR NON-STUDENT DEPENDENTS OF STUDENTS LIVING ON-CAMPUS**

### **Medical coverage/insurance**

All dependents without medical insurance, living on campus must have minimal medical coverage in the form of:

- » The Parkway Plan for dependents of American students
- » Medical insurance billed through BGU for dependents of international students

Students should check with Admissions for detailed estimates of the cost of meeting this requirement for their dependents.

### **Children aged 2 and under**

There is no added cost for the housing and meals of children ages 2 and under. It is assumed that young children will be housed in the parents' dorm room.

### **Housing**

Rental in the dorms (for a non-student spouse) is \$175/month (cost is subject to rates set by the Services Department and may change).

The non-student spouse does not pay a room deposit.

### **Housing for children ages 3 and up**

Rent for children's housing is determined on a case by case basis, due to the many variables in housing children, but costs roughly \$175 per child per month. Up to two children may be housed in most rooms. Housing configurations for children are based on availability and determined in consultation with the Deans.

A \$100 room deposit - The room deposit for each child's room is a one-time fee charged only to new freshmen. It is non-refundable and due at the same time as the adult room deposit. After orientation the room deposit becomes refundable if terms of the housing agreement are met.

### **Meals**

All full-time students are charged the normal room and board combined rate. Meals for the non-student spouse and children may be purchased via a meal-sharing plan for the family or individual meal tickets may be purchased at the student rate anytime in the Hub Store. The non-student spouse and children may also choose to do their own cooking in the dorms.

### **Meal-sharing Plan (see the meal-sharing plan agreement for details)**

The full-time student may elect to have the meal portion of his or her room and board charged separately from the housing portion. This allows family members, as well as the student, to use the meal portion of the room and board costs to purchase individual meals in the dining room.

Those who select the shared meal plan for their family should note that the amount paid for meals on this plan will not cover all meals for the entire family.

Room and board costs for students who choose the meal-sharing plan

- » Housing (for the full-time student only) - \$2,200/semester
- » Meals - \$275/month - this totals \$1,100 over the course of a 4-month semester

Meals are charged monthly, as the amount charged must be used up by the end of each month. This ensures that students will continue to have meals available to them through the entire semester.

## **INTERNATIONAL STUDENT FAMILIES**

First year international students are required to pay for dependent's housing, meals, and medical insurance as well as additional room deposits for the year in advance before receiving immigration documents. Canadians are exempt from this policy.

## **SENIOR SEMESTER COSTS (BACHELOR DEGREE STUDENTS ONLY)**

Additional school fees for senior term:

- » \$75 Walking/Non-walking Graduation Fee
- » Student Activity Fee: \$200

## **GRADUATION FEES**

All graduating students will pay a graduation fee regardless of whether or not they walk at the graduation ceremony.

- » Certificate: Walking/Non-walking \$25
- » Associate: Walking/Non-walking \$50
- » Bachelor's: Walking/Non-walking \$75
- » Master's: Walking \$100/Non-walking \$50

## **▶ FINANCIAL ASSISTANCE**

Bethany Global University employs a tuition-paid model. Tuition-paid means that every qualifying student who successfully completes the BGU program graduates with their tuition paid in full.

Tuition is paid through a combination of Federal Pell Grants and institutional tuition waivers. For qualifying students, additional costs for room, board, required fees, and personal expenses may be eligible to be paid for using a combination of Federal Direct student loans and Federal Direct PLUS loans (parent loans).

## **PRACTICAL TRAINING TUITION WAIVER**

All students take part in a Practical Training assignment in a department on campus. Students who successfully meet the requirements of Practical Training receive a tuition waiver in the amount of \$6,000 annually. This waiver covers half of the student's annual tuition costs.

## **FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID)**

All students who wish to receive the tuition-paid benefit are required

to apply annually for U.S. Department of Education Title IV funds by completing the FAFSA online. Our Federal School Code is 042278. Federal Pell Grants may cover part of the remaining tuition costs.

Bethany students may start the process to apply for federal financial assistance by going to the FAFSA website and completing the application. Students who choose not to apply are not eligible for the tuition-paid benefit.

## BETHANY GLOBAL UNIVERSITY TUITION WAIVER

If a student's tuition costs are not fully covered by the Practical Training Tuition Waiver and Federal Pell Grants, BGU waives the remaining tuition balance, no matter how much it is.

## BETHANY GLOBAL UNIVERSITY DISCOUNTS

Award amounts shown are annual amounts, unless otherwise noted.

Bethany Global University offers the following automatic discounts which apply to the required annual fees:

- » \$500 Campus Visit Event Discount – attend one of our semi-annual Preview Campus Visit Events (one per student; new students only)
- » \$300 Individual Campus Visit Discount – arrange an individual campus visit with the Admissions Office (cannot be combined with the Campus Visit Event discount; new students only)
- » \$500 Pay in Advance Discount – pay for the entire year in full, by the first payment plan due date and this discount applies to the required annual fees (sophomores and incoming new students)
- » Bethany International Associate/Missionary Discount – dependents of current Bethany International associates and missionaries are given a deeply discounted room and board rate of \$3,600 annually; therefore, they are not eligible for any other institutional discounts.
- » Student Life Advisor (SLA) Discount – students who are selected to serve as Student Life Advisors are given a deeply discounted room and board rate of \$3,400 annually; therefore, they are not eligible for any other institutional discounts.

## FAFSA AND VFAO

1. Students must complete the FAFSA application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). BGU's Federal School Code is 042278.
2. Students must complete a Virtual Financial Aid Office (VFAO) interview to qualify for the tuition-paid benefit.

The steps for the FAFSA and VFAO process are available at <http://www.bcom.org/consumer-info/financial-aid/>.

### **Award Notifications**

Once all necessary steps are complete, Bethany Global University works with Weber & Associates, a third-party servicer that provides financial aid administration to the university, to finalize the financial aid package with federal and institutional aid and a notification email is sent to the student.

### **Financial Assistance Distribution**

Disbursements of federal funds are made no sooner than 10 calendar days before the first day of class in the semester. The disbursement date for first year, first time federal student loan borrowers is 30 days after the start of classes. Federal Pell Grants are disbursed directly toward the tuition invoice on the student's account. Federal student loan funds are applied toward the student's account balance first and then remaining funds will be available as a check in the Finance department within 14 days of the disbursement date.

## PAYMENT PLAN

Although most students will not pay for tuition, there are a number of additional expenses which the student will pay for either out-of-pocket or through Federal Direct and Direct PLUS Loans.

These expenses include, but are not limited to: room, board, required fees, books and materials, and optional costs such as parking, the Parkway Plan medical coverage, special meal plans and personal and travel expenses. Payment plans are automatically set up for all students who do not pay for their entire first year in advance.

**First payment:** \$3,000 — due August 10, 2015 for **fall enrollment**  
— due December 7, 2015 for **spring enrollment**

**Fall Enrollment: \$500 per month for the next 10 months** – due on the first of each month, beginning on September 1

**Spring Enrollment: \$715 per month for the next 7 months-** due on the first of each month, beginning January 1

## ► FINANCIAL POLICIES

### NON-PAYMENT OF FEES

#### **New Students**

New students who select the payment plan option are expected to make the first minimum payment by the given date. If a new student is not able to enroll due to finances, the university encourages him or her to defer enrollment to the next semester.

#### **Continuing Students**

Continuing students must make payments according to the set due dates for the payment plan. Reminder emails are sent to students to notify them that their payment due date is near. There is a \$25 late fee charged if a payment is not made by the 4th business day after the deadline.

If unable to make payments according to the payment plan, the student must meet with the Financial Aid Coordinator in order to work out an alternative payment plan. Alternative payment plans have a processing fee of \$250.

Students in financial default have until the next due date to make their late payment. On the next due date, the student may no longer attend class or Practical Training and should make arrangements to leave the campus within 48 hours.

If the student is able to secure funding within the 48 hours, he or she must pay both the late payment and the next month's payment (which would be due by this time) in full in order to remain enrolled. The student must also make up any time missed from PT during the 48 hours (or use personal hours to make up the missed time) and is responsible to speak with his or her instructor about making up missed coursework.

If a student must leave school due to non-payment, the Financial Aid Coordinator informs the CFO, Deans, and Registrar. The student must go to the Bethany Hub immediately to pick up exit paperwork and instructions.

If a student must leave school due to finances the university encourages him or her to re-enroll at the next appropriate entry date, depending on where the student is at in his or her given

program. The student should contact the Admissions Coordinator to make these arrangements.

## **REFUND POLICY**

The following fees paid to Bethany Global University prior to or upon enrollment are non-refundable:

- » Registration fees (for continuing students)
- » Textbook and Materials fees charged by the university
- » Bethany financial assistance waivers and discounts
- » Funds donated by a church toward the student's school fees (refunds are made directly to the church; tax law prohibits such money being refunded to an individual)
- » Late room deposit fee
- » The following fees paid to Bethany Global University prior to or upon enrollment are non-refundable after week z
- » one of the semester:
  - » Parking fee for the semester in which the withdrawal takes place. If the student paid in advance for the next semester, the advanced fee will be refunded in full.
  - » Student Life Fee
  - » Hub Student Services Center Fee
  - » Facilities and Equipment Fee
  - » Retreats Fee
  - » Student Resource Center Fee
  - » Technology Fee
  - » Payment plan processing fees
  - » Parkway Plan medical coverage

## **PAYMENTS DUE TO THE UNIVERSITY UPON OR AFTER STUDENT WITHDRAWAL OR DISMISSAL:**

### **Room and Board for Week One**

Enrolled students who leave school for any reason within the first week of a given semester (the week after orientation for new students) are charged \$40/night to cover the costs of room and



board for the time they were enrolled during the first week. This amount is deducted from any refund due to the student. The maximum amount charged is \$200 (\$40 x 5 nights – weekends are not charged).

### **Payment Plan**

If a student who is on the monthly payment plan withdraws or is dismissed prior to the end of a given semester, he or she is responsible to continue to make scheduled payments on that plan until the balance is paid in full. Any refund due to the student will first be applied to any unpaid university balances.

### **The following fees paid to Bethany Global University are refundable:**

- » **Room deposit for student and children's rooms** – Not refundable for new students until after orientation.

Conditions for refund: Room meets inspection; no outstanding fines or fees; the student has followed official exit procedures and have turned in the student access card and any Bethany keys. Students on a leave of absence do not receive the room deposit refund. The university reserves the right to retain all or part of the room deposit if any of these conditions for refund are not met in full.

- » **Tuition, room and board** (including costs for children's housing and special meal plan fees )

Refunds are available on the following sliding scale, according to the time of the semester in which the student withdraws or is dismissed.

**Week 1** - If the student withdraws during week 1 of any given semester 100% of his or her room, board, tuition and refundable school fees are refunded, less applicable room and board costs for week 1.

***New students only:*** Week 1 is considered the week after orientation

***Continuing students:*** Week 1 is considered orientation week for the fall and spring semesters and the first week of class for the summer semester.

**Week 2** - If the student withdraws during week 2 of any given semester 75% of his or her room, board and tuition are refunded.

**Week 3** - If the student withdraws during week 3 of any given semester 50% of his or her room, board and tuition are refunded.

**Week 4** - If the student withdraws during week 4 of any given

semester 25% of his or her room, board and tuition are refunded.

**After Week 4** (Remainder of the semester) - If the student withdraws after week 4 of any given semester no refund is available.

Refunds will first be applied to any unpaid university balances. The term “refund” in this sense means a credit. Funds are returned to the student only when payments from the student have cleared and the refund amount exceeds the amount owed to the university. Students with unpaid balances are expected to continue making payments to the university until paid in full.

### **Credit Recipients**

Since the university has an enrollment agreement with the student (and not parents or other financial supporters) all refunds due to a withdrawing or dismissed student are made out to the student, regardless of who made the original payments, and are sent by check directly to the student within approximately two weeks of withdrawal or dismissal.

### **Return of Title IV Funds Policy**

If students completely withdraw from school during the semester, a portion of the total amount of federal Title IV aid disbursed to them must be returned to the financial aid programs. The portion that must be returned is based on the percentage of time the student remains enrolled in school. This procedure is based on the date of withdrawal. For example, students who remain enrolled for 10% of a semester will be eligible to keep 10% of the total Title IV aid disbursed to them. The balance (or 90%) must be returned to the Title IV Program(s). Students who remain enrolled for 60% or more of a semester will be eligible to keep 100% of the total Title IV aid disbursed to them. When students withdraw, the financial aid office will automatically use the students’ ‘institutional refund’ as payment toward what must be returned to the Title IV programs. However, students may be required to repay a portion of the aid funds that were directly disbursed to them in the form of a residual check. The student will be notified of and billed for any funds that must be repaid. Student loan funds are to be repaid according to the terms of the loan. Funds will be returned first to the Title IV loan program and then the Title IV grant programs in the following order:

- » Unsubsidized Federal Direct Loan
- » Subsidized Federal Direct Loan

- » Federal PELL Grant
- » The student

Withdraw date is defined as the date the student submits the completed Exit Form, the date a student sends an email from his or her student email account to the Registrar indicating his or her desire to withdraw, or after fourteen consecutive calendar days in which the student does not attend class and has not made any contact with the university. In the event that a student cannot email or submit the Exit form, he or she may declare by phone his or her desire to withdraw to the Dean of Men or Dean of Women. Further written verification by the student is required for official withdraw, however, in this case, the date of the phone call will serve as the withdraw date.

### **Post Withdrawal Disbursements**

If it is determined that a student had earned Title IV funds which had not yet been disbursed to them they are offered a post-withdrawal disbursement. Any post-withdrawal disbursement must be made within 180 days of the student's official withdrawal date. Bethany Global University must disburse any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account as soon as possible but no later than 180 days after the date the student's official withdrawal date. A post-withdrawal disbursement of Title IV grants does not require permission from the student. A student's permission is not required to credit a student's account with the post withdrawal distribution for current charges for tuition, fees, and room and board up to the amount of the outstanding charges. However, the student's authorization must be obtained before crediting the account for charges other than current charges (Bethany Global University Title IV Authorization Form).

Written notification must be sent to the student or parent (for parent PLUS loans) within thirty days of the student's official withdrawal date and confirmation received before making any post withdrawal disbursement of loan funds. The notification must include:

- » A request for confirmation
- » A confirmation deadline of 14 days or more
- » The type and amount of the loan funds it wishes to credit to the student's account or disburse directly
- » An option to accept or decline the post-withdrawal disbursement

- » A notice of obligation to repay the loan funds
- » A notice that the student or parent may not receive as a direct disbursement loan funds that Bethany Global University wishes to credit to the student's account unless Bethany Global University agrees to do so.

A post-withdrawal disbursement must be made from available grant funds before available loans funds.

#### **Title IV Credit Balances**

Title IV credits are placed on hold once the institution determines that a student has withdrawn. Any Title IV credit remaining after the R2T4 calculation and resulting adjustments must be paid to the student within 14 days of the calculation.

### **► FINANCIAL SERVICES**

Students have access to their financial records in their online student profile at [bcom.populiweb.com](http://bcom.populiweb.com). Charges incurred, financial assistance pending and applied, invoices, statements, and payment history are all available on the profile. Students may choose to give a parent or donor viewer access of their online invoice for up to 30 days at a time by accessing this function within the Financial section of Populi. Students may also print off these records at any time.

The Financial Aid Coordinator and Weber & Associates take questions for new and continuing students about the FAFSA and VFAO process. Students seeking a payment plan or financial counseling are directed to the Financial Aid Coordinator. Likewise, complications with payments and questions about individual accounts should be directed to the Financial Aid Coordinator.

Students raising support for TREK or Global Internship are given instructions from the Finance Office as to correct processes for managing donor funds once they are approved for their specific trip.

The university does not provide banking services on campus.

### **► MAKING PAYMENTS**

All fees may be paid using any of these methods:

- » Credit Card (via the Financial tab of the student's online profile – [bcom.populiweb.com](http://bcom.populiweb.com)). The university is able to process Visa, Master Card, and Discover cards.

- » Cash or personal check from a U.S. bank
- » Cashier's check or U.S. Bank Draft drawn from a U.S. bank or payable through a major U.S. bank (most major banks in foreign countries will be able to sell cashier's checks payable through a U.S. bank; there is a fee from the bank for this service.)
- » U.S. Dollar Money Orders
- » Wire transfer of funds in U.S. dollars (instructions available upon request); there is a fee from the sending bank and the receiving bank for this service – this method is only available to international students or Americans living outside the US.

All fees must be paid in U.S. dollars only. The university is unable to process payments made with foreign currencies or payments with unofficial indications of exchange to U.S. dollars (e.g. a handwritten note on a check indicating that the check was cut in U.S. dollars).

**Our mailing address for sending payments is:**

Bethany Global University , Finance Department, 6820 Auto Club Rd, Suite J, Bloomington, MN 55438-9900

## ► GRADUATE STUDIES FINANCIAL

### GENERAL COSTS

All fees are subject to change.

Tuition: \$200 per credit (3 credit course = \$600 + course fees) – partially refundable through the 2nd week of a term

**Standard Fees**

Application Fee: \$30 one-time, non-refundable

Technology Fee: \$50 per term, non-refundable

Graduation Fee: \$100 (for those who walk at the graduation ceremony), \$50 (for those who choose not to walk at the ceremony)

### FINANCIAL ASSISTANCE FOR INTERNATIONAL STUDENTS

Need-based scholarships are available to qualified international students from developing world countries on a limited basis. Scholarship enquiries should be directed to the Graduate Studies Registrar's Office at 952.829.4680 or jim.raymo@bcm.org.

## METHOD OF PAYMENT

Due to the international nature and online delivery of graduate programs, students must have access to a valid credit card or be able to pay their tuition and fees by a check from a U.S. bank. All tuition and fees must be paid prior to the starting date of a course.

## REFUNDS

The following tuition refund schedule is applied to Bethany Center for Graduate Studies students enrolled in online courses:

Week 1 – 90% of course tuition

Week 2 – 50% of course tuition

Week 3 – The remainder of the term is not eligible for refund

Important: Only the Financial Aid Coordinator and CFO of Bethany International have the authority to award financial assistance and approve special payment plans.

Perceived promises of aid (verbal or written) made by the Admissions Department or by individual BGU staff members are not considered valid by the university. Likewise, emails or other notifications of aid made by anyone other than the Financial Aid Coordinator or CFO of Bethany International are not considered valid by the university.

Students should refer to the Financial section of their online student profile and official written aid notifications from the Financial Aid Coordinator to validate aid awards.

## FACULTY

### ► FULL TIME AND ADMINISTRATIVE

### TEACHING FACULTY

The following faculty members teach full-time; or teach part-time and also hold an administrative position within BGU.

**Randy Dirks:** PhD in Intercultural Studies from Trinity International University; MDiv from Bethel Seminary; BA in Theology from Canadian Bible College; Former Pastor with the Christian Missionary Alliance; 6 years of field experience in cross-cultural missions; currently the Vice President of Advancement at Bethany International.

**Ed Dudek:** MA in Intercultural Studies at Bethany International University, Singapore; BA in Theology and Missions from Bethany Global University; BS in Chemistry from Westminster College,

New Wilmington, PA; 18 years of field experience in cross-cultural missions in Brazil, 13 of which Ed served as Director of the Bethany Seminary and Bible Institute; 35 years of experience teaching abroad and in the USA; international speaker on the victorious Christian life based on Romans 6-8; author of *Oh God, If I Could Just Be Holy*.

**Milta Dudek:** MA in Human Relations/Counseling from Liberty University; MS in Genetics from University of Minnesota; BS in Biology from Westminster College; 3 yr. Mother's certificate, Bethany Global University; Field Missionary in Brazil; Member Care with Bethany International Ministries.

**Steve Eliason:** MA in Intercultural Studies from Bethany International University, Singapore; BA in Theology and Missions from Bethany Global University; BS in Missions Education from North Central University; 11 years of field experience in cross-cultural missions and church planting; assistant to the Director of Bethany International Ministries; teaches courses on missions.

**Bethany Freire:** MA in Christian Education from Dallas Theological Seminary; BS in Religion from Liberty University; worked at Teen Mania from 2006-2013 discipling women, teaching a Biblical Survey course, and working as the curriculum manager; serves as BGU's Dean of Women.

**Paul Hartford:** PhD in Education (Postsecondary and Adult) from Capella University (Dissertation: Collaborative acculturation: The role of community in the process of becoming intercultural); MA in Intercultural Studies from Wheaton Graduate School (Thesis: Stages in partnership development); BA in Theology and Missions from Bethany Global University; served 9 years as Director of Bethany Global University; founding Director of Bethany School of Church Planting (Philippines); 11 years of field experience in cross-cultural missions, church planting and leadership training; currently serves as the Academic Dean and Director of Global Internship.

**David Hasz:** Currently pursuing MA in Intercultural Leadership from Bethany Center for Graduate Studies; BA in Elementary Education from Oral Roberts University; Executive Vice President, Director of Teen Mania's Honor Academy 1996-2009; Bethany International board of directors 2006-2013; Executive Vice President of Bethany Global University.

**John Kayser:** PhD in Missiological Education from the University of Edinburgh (Scotland); MA in Missiology from Grace Theological Seminary; BA in Theology from the Prairie Bible Institute; 2 years of

pastoral experience with the Evangelical Free Church (Canada); 17 years on faculty at Prairie Bible College and Seminary; 3 years at Bethany School of Missions (Singapore); 12 years of experience as an educational consultant with Bethany International and GO100; specializes in missions curriculum development and program design.

**Jim Raymo:** DMin (Global and Contextual Leadership) Bethel Seminary; MCS Regent College (Vancouver), BA Bethel College; 13 years with Campus Church ministries in Minneapolis and Europe involving street evangelism and discipleship, teaching and administration; 23 years with WEC International including teaching in Tasmania, Australia at WEC's mission training school; Candidate Director and US Director; 6 years teaching at BGU and Northwestern College Roseville, MN; Director of Bethany Global University's Center for Graduate Studies.

**Tom Shetler:** MA in Christian Education from Winnipeg Theological Seminary; BA in Theology and Missions from Bethany Global University; BA in Physics from the University of Colorado; former Accounts Receivable Coordinator at Bethany Press International; teaches courses on Old Testament studies at BGU.

**Paul Strand:** MA in Missiology from Fuller School of World Missions; BS from the University of Minnesota; Diploma in Bible and Missions from Bethany Global University; 15 years of field experience in Indonesia in cross-cultural missions; served 7 years as President of Bethany International; 32 years of experience teaching in the US and abroad; faculty member at Bethany International University, Singapore; adjunct faculty member at Ethiopia Kale Hewat School of Missions, Africa Center for Missions, Kenya, Nigeria Evangelical Missions Institute and Missionary Training Partners Int'l, Nigeria; currently serves on the board at the U.S. Center for World Missions.

## ▶ PART-TIME FACULTY

**Jessica Borchardt:** MA in Education from Hamline University, BA in Spanish with a minor in Education from Hamline University; has been a consultant for Lindamood-Bell Learning Process with students with difficulties in language and cognitive deficits; taught English and Spanish at South Heights Christian Classes; taught Spanish at Bancroft Elementary, Concordia Language Villages, Trio Upward Bound, Metcalf Junior High & Burnsville High School, and Saint Bernards; served at El Hogar de Niño's Emanuel Children's Home in San Pedro Sula, Honduras; received 3M Teacher's Activity Contest Grand Prize Winner and a Presidential Scholar at Hamline



University; currently teaches English Composition at BGU.

**Ranae Caneday:** BA in English as a Second Language Education with a minor in Cross-Cultural Studies from Northwestern College; MA in Linguistics: Emphasis in Literacy and Hmong Production of Second Language Learners of English from the University of North Dakota; currently works as a Certified Examiner for the International English Language Testing System (IELTS) and as an adjunct professor in Teaching English as a Foreign Language at North Central University and in Intercultural Studies and Languages at Northwestern College; teaches TEFL courses for BGU.

**Brett Cushing:** MDiv from Bethel Theological Seminary; MA in Counseling and Psychology from Trinity Evangelical Divinity School; BS in Philosophy from University of Wisconsin; served 3 years as Associate Pastor of Bethel Baptist Church; 5 years as a Youth Minister at The Village Presbyterian Church; 4 years as Family Life Pastor at Grace Reformed Church; 1 year as Senior Pastor at Celebration Life Reformed Church; Senior Pastor at CrossPoint Evangelical Free Church from 2005-present; teaches a theology course at BGU.

**Rebecca Dirks:** Rebecca Dirks: MA in Counseling/Psychology from Trinity International University; BA of Religious Education from Ambrose University College; Adjunct Faculty member of Rasmussen College and Crown College; Program Director of Miracles of Mitch Foundation; General Manager of Bouari Clinic of Minnesota; Psychotherapist at Northland Counseling Services; Director of Counseling Services at Crown College; teaches Early Childhood Education/Montessori courses for BGU.

**Edelweiss Harrison:** MA in International Business from University of Auckland; postgraduate Diploma in International Business from University of Auckland; BS in Languages from Georgetown University; President and co-founder of RPHealth; Strategy Advisor for Capstone Strategic as well as a variety of positions as a Consultant, Advisor, Analyst, and Account Manager; teaches business courses for BGU.

**Kay Hudgins:** MSN Vanderbilt University; BS Psychology David Lipscomb University; AA Martin Methodist College; YWAM Schools: Discipleship Training School, School Of Evangelism, School Of Intercession, Worship & Spiritual Warfare, School Jewish Studies, Leadership Training School, Leadership Development Course; served as YWAM Discipleship Training School Leader, Outreach Leader for School of Jewish Studies, Discipleship Training School & School of Intercession Worship & Spiritual Warfare; extensive

ministry in Israel, Honduras, Brazil, Barbados, Tonga, New Zealand, Australia, Malaysia, Singapore, Scotland, Cyprus, Canada, Hungary, Ukraine, India and throughout the USA; for the past 12 years has served as Director, YWAM Jewish-World Office and School of Jewish Studies; teaches a course on Jewish history for BGU.

**Rick Kronk:** PhD (in progress) in Religious Studies and Missiology from the Evangelical Theological Faculty (Belgium); MA in Theology and Cross Cultural Ministry/Church Planting from Dallas Theological Seminary; BS in Civil Engineering from Michigan State University; Mission Personnel Administration; Missions Organizational Administration; Cross-Cultural Teaching; Missionary Training; Church Education; Preaching; France/Maghreb Focus Group Director; teaches a course on the persecuted church for BGU.

**Marlene Lee:** MA in Curriculum and Instruction from the University of St. Thomas; BA in Music Education from MacPhail College of Music; BA in Applied Piano from MacPhail College of Music; Faculty Instructor at University of Northwestern and Bethel University; Music and Family Education Director at Hand in Hand Christian Montessori School; teaches Montessori courses at BGU.

**Mike Neterer:** MA in Organizational Management from Concordia University; BA in Cross-Cultural Studies from Bethany Global University; graduate level coursework in Literacy Program Planning, Linguistics, and Second Language Acquisition; develops and expands Somali Adult Literacy Training, a language and literacy outreach of Arrive Ministries Minnesota which serves local churches and the Somali community by connecting English-speaking volunteers in friendship and service to Somali refugees; teaches a course on working with refugees.

**Bruce Pinke:** MTH in Islamics from Luther Seminary; MA in Ministry from Moody Graduate School. BA of Sacred Literature from Central Washington Bible College; served 9 years as pastor and teacher, Community Country Church of Holdingford, MN and Outlook Church of the Brethren, Outlook, WA; served as Missionary with WEC international for 23 years in Liberia, Cote d'Ivoire; served as Deputy Field leader for WEC West Africa; currently serving as a Church Planting Coach and Assistant to the WEC Africa Regional Director; teaches world religions at BGU.

**David Sliker:** Currently serves as instructor at IHOPKC since 2004 and Executive Director for Internships and Training at IHOPKC since 2002; Author of several published works including *The End-Times Simplified: Preparing Your Heart for the Coming Storm*; Conference

Speaker and Adjunct Instructor; teaches Eschatology at BGU.

**Kurtis Smith:** MA in Practical Theology from Concordia Seminary; BA in Philosophy and Communications from Concordia University; certificate in Multi-Cultural Counseling; currently Director of Community Outreach for LINC-Twin Cities/Trinity First; served as a missionary in Peru for 4 years through World Mission Prayer League; trainer for 10 World Relief “Disaster Response Workshops”; a part of team leadership for African Immigrant relocation; featured speaker for national conference on human rights; active member for Board of Directors for Northshore Disaster Recovery, Inc.; teaches a course on social justice for BGU.

**Nita Steiner:** BA in Theology and Missions from Bethany Global University; 22 years of field experience in cross-cultural missions; teaches a Kingdom Lifestyle course at BGU.

**Rich Stevenson:** MDiv from Asbury Theological Seminary; BA from Asbury College; currently serves as Executive Director for The Malachi Network in Kansas City, MO; founding Pastor/Senior Pastor for The Great Commission Fellowship for 11 years; has preached nationally and internationally in over 16 countries; teaches a course on Acts for BGU.

**Michelle Thompson:** MA in Education/Instructional Leadership with a Montessori Concentration from Argosy University; Montessori Theory Certificate from Montessori Center International; BA in Elementary Education and Business from Bethel University; co-owner and Teacher at KinderStudio of Musik; Executive Director and Dean of Hand in Hand Christian Montessori; teaches Montessori courses for BGU.

## **NON-TEACHING ADMINISTRATIVE FACULTY**

These faculty members perform administrative duties and are not currently teaching.

**Julie Adair:** BA in Intercultural Studies from Bethany Global University; AA in Spanish from Valencia Community College; completed 120-hour TEFL certificate; served under Lighthouse in Action in Chiang Mai, Thailand teaching English as a second language from 2011-2012; taught Spanish to 8th-12th graders at Circle Christian School in Orlando, FL from 2008-2009; currently serves as Academic Advisor.

**Lori Beyer:** BA in International Ministries from Moody Bible Institute; part-time Certificate from Bethany Global University; 6 short-term mission experiences in 3 countries; currently serving

on the missions committee at Oxboro Evangelical Free Church in Bloomington, MN and as a missionary member of World Mission Prayer League, Minneapolis, MN; Director of Admissions, Bethany Global University.

**Dan Brokke:** BA in Theology and Christian Education from Azusa Pacific University; BA in Cross-Cultural Studies from Bethany Global University. Served 24 years in the Christian publishing industry providing leadership for DaySpring Cards, as Sr. Vice President and COO of David C. Cook Publishing, a Christian publishing and distribution company. He has served on boards such as: Christian Booksellers Association, David C. Cook, University of the Nations-Kona, Heritage Builders Association, and Bethany International. Serves as President of VisionServe, an organizational leadership and marketing consulting firm, and as President/CEO of Bethany International and Bethany Global University.

**Derek Brokke:** BA in Biblical and Theological Studies from Biola University; completed a DTS with YWAM as well as their School of Biblical Studies; site Director for YouthWorks! Inc.; Assistant Director/Worship Coordinator of Revive Prayer Ministries; currently serves as Student Ministries Manager and Assistant Dean of Men at Bethany Global University.

**Carol Freeman:** BA in Theology and Missions from Bethany Global University; 15 years of field experience in cross-cultural missions, church planting and translation in the rural areas of the Philippines; serves as a board trustee for the Seminary by Extension for All Nations (SEAN) headquartered in London ([www.seaninternational.com](http://www.seaninternational.com)); currently serves as the BGU Campus Pastor.

**Dan Germo:** Pursuing MBA in Strategic Leadership from Amberton University; BA in Organizational Studies from Bethel University; BA in Theology & Missions from Bethany Global University; served on staff/faculty of BGU in Bloomington for 7 years; served as missionary in Kenya from 1999 to 2014; served as Kenya Field leader for Bethany International and Africa Area Coordinator 2004 to 2014; Director of Africa Centre for Missions from 1999 to 2004; Finish the Task (Kenyan mission initiative); Currently serves as Vice President of Bethany International Ministries.

**Doug Goodmundson:** BS in Economics and Finances from St. Olaf College; worked 2 years as a Financial Representative at Northwestern Mutual Life; 2 years Associate Financial Advisor at Ameriprise Financial Services; self-owned and operated The Storehouse Plan financial advising for 1 year; Licensed Advisor

Assistant at Preferred Resource Group from 2012-present; Financial Coach to Missionaries under Rob Parker's Partner Development training curriculum 2012-present; Director of Development at Bethany International.

**Jason Haché:** Pursuing a MA in Human Services with a concentration in Marriage and Family from Liberty University; BA in Cross-Cultural Studies from Bethany Global University; University Registrar and Student Services Manager, Bethany Global University.

**Sarah Halberg:** BA in Intercultural Studies from Bethany Global University; served as Administrative Assistant for Bethany International; involvement in production and publication of videos and photos as Media Specialist; nanny/child care worker for various families for 3 years; volunteer and humanitarian work for several fundraisers and outreaches; currently serves as the BGU Global Internship Site Leader in France.

**Aaron Harris:** BA in Economics with a minor in Entrepreneurial Leadership from Tufts University; currently serves as Financial Aid Coordinator at BGU.

**Corey Hicks:** BA from Bethany Global University in Intercultural Studies; currently serving with Bethany International Ministries as a missionary in conjunction with Bethany Global University as a Global Internship Site Leader in Southeast Asia.

**Jill Hicks:** BA from Bethany Global University in Intercultural Studies; currently serving with Bethany International Ministries as a missionary in conjunction with Bethany Global University as a Global Internship Site Leader in Southeast Asia.

**Chelsey Hoffmeister:** BA from Bethany Global University in Intercultural Studies; Student Life Intern 2013-2014, Human Resources Manager for Bethany International and Executive Assistant to David Hasz 2014-current.

**Katie Iacarella:** BA from Bethany Global University in Intercultural Studies; currently serving with Bethany International Ministries as a missionary in conjunction with Bethany Global University as a Global Internship Site Leader in Southeast Asia.

**Malaina Kirschner:** AA in Intercultural Ministry from Bethany Global University; graduate of Teen Mania's Honor Academy; Recruitment Caller for Teen Mania's Honor Academy from 2009-2010; currently serves as Recruitment Manager/Admissions Counselor at Bethany Global University since May 2011.

**Amy Owen:** BA in Intercultural Studies from Bethany Global University; served 2 years as College Outreach Coordinator at First Assembly of God in Clovis, New Mexico; served 5 years in ministry as Customer Service Coordinator at The Master's Books and Gifts in Clovis, New Mexico; served 9 months as a Missionary Intern with Bethany International and Operation Mobilization in Sarajevo, Bosnia; served as Missionary and Global Internship Site Leader with Bethany International for 17 months in Phnom Penh, Cambodia; currently serving as Global Internship Associate Director at Bethany Global University.

**Christine Ramirez:** BA in Cross-Cultural Studies from Bethany Global University; Certified Prayer Minister from Singing Waters Ministries; Student Mentor at Bethany Global University; Worship Leader; currently serves in the Prayer Ministry department at BGU.

**Daniel Sanchez:** Digital Marketing Strategist at DanielSanchez.com; Marketing Engagement Specialist at Shoptology; Social Media Strategist at Mercury 11; Coscial Media Manager at International House of Prayer; Digital Marketing Manager at Teen Mania Ministries; Graphic Design Intern at Group Publishing; Ad Designer at Times-Call; Graphic Designer at Teen Mania Ministries; Customer Service Rep at Teen Mania Ministries; Bold Dental Website Strategy and Development; Director of Marketing at Bethany International.

**Kayla Stolk:** BA in Intercultural Studies from Bethany Global University; Served under Lighthouse in Action in Chiang Mai, Thailand teaching ESL to university students and serving in a coffee shop for 11 months; Health Care Aide for Good Samaritans Society from August 2013-December 2013; BGU Global Internship Site Leader in Thailand.

**Jasmine Swope:** BA in Intercultural Studies from Bethany Global University; served for 9 months as a missionary and Intern with Bethany International and ministries to unreached peoples in India; served for 2 years a Mentor and then for 1 year as Mentoring Coordinator at Bethany Global University; currently serving as a missionary and Global Internship Field leader for Bethany International in Thailand.

**Roger van Oosten:** MA in Theological Studies and Church History from Bethel Theological Seminary; MS in Theological Librarianship from Western Michigan University; graduate study in New Testament and Church History from Trinity Evangelical Divinity School; BA Degree in Bible and Theology from Moody Bible Institute; Reference and Internet Librarian 2004 - 2009 and Library

Directory 1994 - 2005, Moody Bible Institute; Head Librarian, 1986 - 1994 and Assistant Librarian 1984 - 1986, Crown College; serves as BGU Librarian 2011-present.

**Elisabeth Wilson:** MA in Intercultural Leadership through BCGS; BA in Cross-Cultural Studies, Bethany Global University; Certificate in Biblical Studies from Ecola Bible School; served 2 years as a Mentor and 4 years as the Mentoring Coordinator at Bethany Global University; currently serves as Enrollment Coordinator.

**Jason Witt:** Currently enrolled in the MA program in Intercultural Leadership, Bethany Center for Graduate Studies; BA in Cross Cultural Communications Bethany Global University; served 3 years as a Bible teacher with Tucker Swamp Baptist Church in Zuni, Virginia; served in Kenya with Bethany International Ministries from 2008 to present; currently the Team Leader in Garissa, Kenya for BIM; currently the Kenya Global Internship Coordinator.

## **COURSE DESCRIPTIONS**

### **► COURSE DESCRIPTIONS FOR UNDERGRADUATE PROGRAMS**

#### **BIBLE AND THEOLOGY**

##### **BTH 111 Old Testament I (3 credits)**

The first course in the study of the historical background and general themes of the Old Testament books with a view to giving the student an overall perspective on the message of the Old Testament in the light of its contemporary setting. This course will cover the creation, the fall, the flood, the call of Abraham, the patriarchs, Moses, and the exodus.

##### **BTH 121 Synoptic Gospels (3 credits)**

This examines the themes, principles, parables, and teachings of Matthew, Mark, and Luke in a harmonic and chronological order. Attention will be placed principally on the Gospel of Matthew and its relevance and importance for our lives today.

##### **BTH 122 Acts and the Work of the Holy Spirit (3 credits)**

This is a survey course, emphasizing the structure and sequence of the events in the book and their relevance to modern missions and missionary strategy. Acts is perceived, not only as a doctrinal dissertation, but as a series of inspired “sample cases” of the Church responding to the impulses of the Spirit in the promotion of world evangelism.

The third week covers the work and ways of the Holy Spirit. There will be an emphasis on being filled with the Spirit, the gifts of the Holy Spirit, the fruit of the Spirit and a culture of revival.

### **BTH 131 Theology I (3 credits)**

This studies of the existence, person, and attributes of God and the person and work of Jesus Christ.

### **BTH 212 Old Testament II (3 credits)**

The second course in the study of the historical background and general themes of the Old Testament books with a view to giving the student an overall perspective on the message of the Old Testament in the light of its contemporary setting. This course will cover the national covenant, the tabernacle, the sacrificial system, Israel's sacred calendar, the wanderings in the wilderness, the judges, the kings, the prophets, and the exile.

### **BTH 221 Message of the Cross (2 credits)**

This course is considered a foundational piece of the curriculum at Bethany. It is an in-depth, exegetical study of Paul's epistle to the Church of Rome. A strong emphasis is given to Romans 6-8 to examine the role of the Cross as righteousness, providing freedom from the power of Sin and the Law, and victorious living through the empowerment by the Holy Spirit.

### **BTH 232 Theology II (3 credits)**

The course deals with a biblical evaluation of mankind, his fallen nature, his inability to save himself and the nature of the gracious salvation afforded by Christ's finished work on the cross.

### **BTH 233 Intro to Eschatology (3 credits)**

Often relegated to the back closets of systematic theology, eschatology is one of the most vitally important areas of study for one aspiring to advance the Kingdom of God. Apart from knowing where we're going and what we will face as revealed in the prophetic Scriptures we will be hard pressed to live upright lives in a crooked generation, attempt various missions strategies that God will not endorse, build church structures that cannot withstand the pressures coming and likely become disillusioned when the judgments of God are poured out on the earth. Students will be compelled to consider what we know about the future and therefore be motivated to align their lives and thinking accordingly.



### **BTH 234 Theology of Suffering (1 credit)**

As a result of the Fall, suffering is a universal part of the human experience. Regardless of one's faith tradition (or lack thereof) suffering raises sometimes difficult and always pressing questions about the adequacy of faith to respond appropriately. In addition to general suffering, the Church since its inception has been the recipient of persecution. Despite the tragic nature of martyrdom on the one hand, the Bible makes it clear that the Church is expected to suffer; it is part of the known cost of following Christ. This course deals with the nature of suffering and attempts to enable the student to face suffering through developing a robust biblical theology that responds to the questions of origins, purposes and outcomes of suffering for the believer.

### **BTH 241 Hermeneutics and Exegetical Skills (3 credits)**

Students study the principles, methods, and rules necessary for correctly understanding the meaning of Scripture and applying that meaning to our lives today. The course will examine the rules and approaches necessary for the different literary genre of scripture.

### **BTH 321 Philippians (2 credits)**

A missionary needs to know and understand the Word of God, not only for their own life, but also as they minister to and teach others. Knowledge of the Word includes understanding how to understand it, read it, learn from it, share insights with others and apply it to one's own life. This course is designed to dig deeply into the New Testament writings of Paul to the churches of Philippi. The course will be based on a group Bible study approach.

### **BTH 322 James (2 credits)**

A missionary needs to know and understand the Word of God, not only for their own life, but also as they minister to and teach others. Knowledge of the Word includes understanding how to understand it, read it, learn from it, share insights with others and apply it to one's own life. This course is designed to dig deeply into the New Testament writings of James. The course will be based on a group Bible study approach.

### **BTH 412 Genesis to Revelation: The Story of the Gospel (2 credits)**

The purpose of this Biblical Studies course is to review the story of God's mission in terms of the Gospel in both the Old and New Testament. The study includes introductory matters (geographical

and historical backgrounds), a content summary and the use of Bible storytelling to better understand major theological themes.

### **BTH 421 Galatians (2 credits)**

A missionary needs to know and understand the Word of God, not only for their own life, but also as they minister to and teach others. Knowledge of the Word includes understanding how to understand it, read it, learn from it, share insights with others and apply it to one's own life. This course is designed to dig deeply into the New Testament writings of Paul to the churches of Galatia. The course will be based on a group Bible study approach.

### **BTH 422 Ephesians (2 credits)**

A missionary needs to know and understand the Word of God, not only for their own life, but also as they minister to and teach others. Knowledge of the Word includes understanding how to understand it, read it, learn from it, share insights with others and apply it to one's own life. This course is designed to dig deeply into the New Testament writings of Paul to the churches of Ephesus. The course will be based on a group Bible study approach.

### **BTH 431 Practical Theology**

Practical Theology focuses upon the synthesis of ministry philosophy with ministry practice. Yet in the course of ministry, some preconceived philosophies become incongruent with ministry practice, thus leaving the Christian leader confronted with a ministry crisis. This class will provide a proactive approach towards the inevitable incongruence of ministry philosophy and practice, by helping the student lay a foundation of personal insight, while providing practical skills for ministry effectiveness.

## **CHRISTIAN MINISTRY**

### **CHM 111 Kingdom Impact Plan (1 credit)**

This course is designed to assist students discover the role God intends for them to play in His plan for the world's redemption. It is their "Kingdom Impact Plan." This is accomplished through an examination of God's interaction with the student through key passages from the Word, prophetic words given by reputable servants of Jesus, previous journal entries and values that God has worked into your life. These are all factors which give evidence of God's direction in the past and allow for reflection and summary for future direction.

### **CHM 211 Preparation for Ministry (1 credit)**

This course is designed to enable practical preparation for students as they plan for ministry in another culture. The students in the course will focus on practical matters of missionary life and service and explore the personal and interpersonal skills needed for effective ministry service.

### **CHM 321 Ministry Practicum I (2 credits)**

The student will participate regularly in assigned local ministry opportunities designed to give them a broad view of ministry in context as well as specific opportunities available for future consideration.

### **CHM 322 Ministry Practicum II (2 credits)**

The student will participate regularly in assigned local ministry opportunities designed to give them a broad view of ministry in context as well as specific opportunities available for future consideration.

### **CHM 412 Missionary Member Care (2 credits)**

This is an opportunity for students who have finished the 16-month internship as missionaries under Bethany International Ministries to pour back into the organization that supported them. Students will get first-hand experience in the home side of missionary operation by participating in and providing logistical support to programs for furloughing missionaries and new missionary candidates.

### **CHM 421 Ministry Practicum III (2 credits)**

The student will participate regularly in assigned local ministry opportunities designed to give them a broad view of ministry in context as well as specific opportunities available for future consideration.

### **CHM 422 Ministry Practicum IV (2 credits)**

The student will participate regularly in assigned local ministry opportunities designed to give them a broad view of ministry in context as well as specific opportunities available for future consideration.

### **CHM 431 Local Ministry Study Lab (2 credit)**

In the 4th term of Global Internship, students will do an independent study lab to research a local ministry or opportunity which they believe relates to their future involvement in missions. Students will visit the ministry, conduct interviews, explore options and describe

opportunities available to them. Some regional travel may be involved as time and budget allow.

### **CHM 432 Appropriate Technology (2 credits)**

This course will investigate many different appropriate technologies (wind power, solar energy, hydroelectric power, water filtration systems, etc.) used in the developing world. Various exercises will be conducted to help ignite the student's creativity and help them develop team working and problem solving skills. The students will be required to prepare presentations and reports reviewing existing appropriate technologies along with proposing improvements or alternate approaches to these efforts.

## **COMMUNICATIONS**

### **COM 211 Partnership Development**

This course is designed to enable practical preparation for students as they plan for ministry in another culture. Students will be preparing for participation in the Global Internship program or for other future ministry opportunities. The students in the course will focus on practical matters, specifically partnership development.

## **INTERCULTURAL STUDIES**

### **ICS 212 Cultural Anthropology I (2 credits)**

The lack of an adequate understanding of the huge differences in the ways the many peoples of the world live, think and relate to each other in daily life has often been a major flashpoint of frustration for field missionaries. This course reviews what Cultural Anthropologists have learned about these differences. To understand the principles behind the differences is critical to discovering ways to overcome them. It is our desire to minimize the damage caused the potential flashpoints of frustration posed by crossing cultural boundaries as missionaries of the Gospel of Jesus Christ.

### **ICS 314 Local Area Religions (2 credits)**

This course is designed to explore the prominent and secondary religions and cults within the region. The religions examined will be determined by the context, but each will be examined through an overview of the beliefs and histories of the religion and the implications to ministry within the region. Each of these prominent religions will be examined to understand the extent of their influence, the key beliefs and values system, the impact to daily life and the interaction of these religions with other religions. If prominent Christian-based cults are also present in the region,

these will be explored as well.

### **ICS 422 Contextualization (3 credits)**

This course borrows from the lessons learned in SSC 311,312 and 311 (Ethnographic Research) and seeks to integrate that learning into the development of a holistic strategy for consideration of the specific worldview issues, belief systems and value systems which either inhibit or provide opportunity for contextualization of the Gospel message for a particular culture. Students will examine principles of contextualization and examine what they have learned from the culture during their Global Internship sojourn to describe this strategy. Students will continue to record observations in a field journal and discuss these observations and their implications in a bi-weekly collaborative meeting.

### **ICS 431 Integrative Project (2 credits)**

As students prepare to launch out in the vision that God is growing in their hearts for after graduation, this course is intended to provide an opportunity to reflect on what each has learned, articulating their philosophy of ministry, recognized gifts and callings from the Lord and a strategic plan of their direction post-graduation.

## **MISSIONS**

### **MIS 111 Intro to Missions (3 credits)**

A broad overview of God's mission in the world as revealed through His activity in the Old and New Testaments. The course also introduces the historical, cultural, strategic, and practical dimensions of the world's mission mandate.

### **MIS 112 Evangelism, Discipleship and Community (3 credits)**

This course is designed to establish a biblical framework for missions with a focus on the crucial activities of the church: evangelism, discipleship and the creation of community. The course will examine how these activities integrate for the purpose of seeing God's Kingdom come and His will done on the earth.

### **MIS 411 Evangelism and Discipleship in Context (2 credits)**

This course will specifically look at the presentation of the Gospel within the local context, examining the issues and looking at historical and contemporary responses to them used by effective ministers. The course also gives a survey of prevalent models contrasted with innovative models of evangelism and discipleship used by local ministries within the region.

### **MIS 415 Cultural Innovation and Change (3 credits)**

This course will cover the issue of directed cultural change. All cultures change, the question becomes do they change for the better or for the worse. This course will examine the forces of cultural change, a process that leads to beneficial cultural change, as well as case studies of significant change agents. Central to this class will be the principle that God intends His church to make a dramatic difference in people's lives and therefore in their communities and cultures. Beneficial cultural change should be an expected outcome of discipleship and church planting. In this light, the student will learn the thought processes and methods of problem solving, developing creative solutions, and marshaling support for actual implementation of effective change.

### **MIS 421 Re-Entry (2 credits)**

Students returning from their cross-cultural internship go through the same experiences common to all missionaries. This tension facing the re-entering missionary is often not dealt with simply because the opportunity to express this—to tell the story—is not provided. This course is designed to provide students with the opportunities to tell their stories to one another, to communicate their experiences, to reflect on those experiences, feelings, and thoughts as well as to examine the conclusions that they have come to regarding ministry, culture, their own self and their relationship with God.

### **TREK (2 credits)**

BGU and Bethany Global Teams (BGT) are partnering together to provide BGU students with a short-term cross-cultural experience. As a part of the overall cross-cultural education, the student will travel along with a team to visit another country. Each team will be involved in a variety of different ministries, individually constructed to fit each site location. A focus of each team will be to not only serve the local people, but to connect with them on an individual and cultural level. This will provide a vital cross-cultural experience through which the student will be able to more fully prepare for life and ministry in the future. This course is designed to prepare the student to participate in this trip. It will include practical preparations as well as team building, ministry prep and more.”

## **SPIRITUAL DEVELOPMENT**

### **SPD 111 Power of the Cross I (1 credit)**

This course explores spiritual development from the perspective of the complete work of Christ on the cross, God's standards for morality, ethics, righteousness, integrity and God's design for relationship with Him and each other.

### **SPD 112 Power of the Cross II (1 credit)**

This course explores spiritual development from the perspective of the complete work of Christ on the cross, God's standards for morality, ethics, righteousness, integrity and God's design for relationship with Him and each other.

### **SPD 121 Kingdom Lifestyle (2 credits)**

This course will reorient those who have grown accustomed to what has become normal Christianity in the west. As children of God and followers of Christ our calling is to live as Jesus lived, growing in love for all people. In this age we are being prepared to reign with Him who rules with extravagant, impartial love. In order to live this way we must grow in our understanding and experience of His love-based kingdom, radically different from all other kingdoms based on fear. This course will progress from establishing the disciple in the love of the King to developing a lifestyle in response to His love that is based on Jesus' own kingdom lifestyle (as taught in the Sermon on the Mount).

### **SPD 131 Community, Character and the Cross I (0 credits)**

Preparation for a lifetime of service in ministry to God and to his people requires an integrated approach, providing the student with an opportunity to live out and practice what they are learning. Many of the skills necessary to serve well both within one's own culture and in another culture are skills related to behavior, character, and interpersonal relationships. While teaching of these is covered throughout the curriculum it is daily life and interaction with others that is the evidence of learning. This course combines assessments from multiple areas of community life, ministry and work as well as the "in the journey" training and mentoring that takes place in those contexts.

### **SPD 132 Community, Character and the Cross II (0 credits)**

This course is the continuation of SPD 131. Preparation for a lifetime of service in ministry to God and to his people requires an integrated approach, providing the student with an opportunity to live out and practice what they are learning. Many of the skills necessary to

serve well both within one's own culture and in another culture are skills related to behavior, character, and interpersonal relationships. While teaching of these is covered throughout the curriculum it is daily life and interaction with others that is the evidence of learning. This course combines assessments from multiple areas of community life, ministry and work as well as the "in the journey" training and mentoring that takes place in those contexts.

### **SPD 211 Power of the Cross III (1 credit)**

This course explores spiritual development from the perspective of the complete work of Christ on the cross, God's standards for morality, ethics, righteousness, integrity and God's design for relationship with Him and each other.

### **SPD 212 Power of the Cross IV (1 credit)**

This course will be an exploration of the students' worldview and assumptions concerning spiritual warfare, a comparison with the biblical perspective, and the application of these same principles into the student's daily life and ministry.

### **SPD 231 Community, Character and the Cross III (0 credits)**

This course is the continuation of SPD 132. Preparation for a lifetime of service in ministry to God and to his people requires an integrated approach, providing the student with an opportunity to live out and practice what they are learning. Many of the skills necessary to serve well both within one's own culture and in another culture are skills related to behavior, character, and interpersonal relationships. While teaching of these is covered throughout the curriculum it is daily life and interaction with others that is the evidence of learning. This course combines assessments from multiple areas of community life, ministry and work as well as the "in the journey" training and mentoring that takes place in those contexts.

### **SPD 232 Community, Character and the Cross IV (0 credits)**

This course is the continuation of SPD 231. Preparation for a lifetime of service in ministry to God and to his people requires an integrated approach, providing the student with an opportunity to live out and practice what they are learning. Many of the skills necessary to serve well both within one's own culture and in another culture are skills related to behavior, character, and interpersonal relationships. While teaching of these is covered throughout the curriculum it is daily life and interaction with others that is the evidence of learning. This course combines assessments from multiple areas



of community life, ministry and work as well as the “in the journey” training and mentoring that takes place in those contexts.

### **SPD 311 Missionary Life Practicum I (2 credits)**

As students enter a new culture, many things challenge faith and spirituality. This course encompasses the daily life lessons of the individual and the team during their Global Internship program. Attention will be given to assessment of community life, personal disciplines and issues of character with regular discussions of the implications of life in a new culture to the student’s ongoing spiritual walk. Students are required to pass this course to be considered for continuation in the Global Internship into the following term.

### **SPD 312 Missionary Life Practicum II (2 credits)**

As students enter a new culture, many things challenge faith and spirituality. This course encompasses the daily life lessons of the individual and the team during their Global Internship program. Attention will be given to assessment of community life, personal disciplines and issues of character with regular discussions of the implications of life in a new culture to the student’s ongoing spiritual walk. Students are required to pass this course to be considered for continuation in the Global Internship into the following term.

### **SPD 411 Missionary Life Practicum III (2 credits)**

As students enter a new culture, many things challenge faith and spirituality. This course encompasses the daily life lessons of the individual and the team during their Global Internship program. Attention will be given to assessment of community life, personal disciplines and issues of character with regular discussions of the implications of life in a new culture to the student’s ongoing spiritual walk. Students are required to pass this course to be considered for continuation in the Global Internship into the following term.

### **SPD 412 Missionary Life Practicum IV (2 credits)**

As students enter a new culture, many things challenge faith and spirituality. This course encompasses the daily life lessons of the individual and the team during their Global Internship program. Attention will be given to assessment of community life, personal disciplines and issues of character with regular discussions of the implications of life in a new culture to the student’s ongoing spiritual walk.

### **SPD 431 Community, Character and the Cross V (0 credits)**

This course is the continuation of SPD 232. Preparation for a lifetime of service in ministry to God and to his people requires an integrated approach, providing the student with an opportunity to live out and practice what they are learning. Many of the skills necessary to serve well both within one's own culture and in another culture are skills related to behavior, character, and interpersonal relationships. While teaching of these is covered throughout the curriculum it is daily life and interaction with others that is the evidence of learning. This course combines assessments from multiple areas of community life, ministry and work as well as the "in the journey" training and mentoring that takes place in those contexts.

## **► GENERAL STUDIES**

### **COMMUNICATIONS**

#### **COM 212 Communications (3 credits)**

Missionaries and ministers of the gospel must be skilled communicators with individuals as well as to small and large groups of people. This course explores communication theory as well as introduces the dynamics of cross cultural communication. Much further study of cross cultural communication will occur during Global Internship course work for those who choose the B.A. program.

### **ENGLISH**

#### **ENG 111 English Composition (2 credits)**

In this course, students will focus on the process of writing comprehensible, correct, and effective essays. They will learn how to express thoughts logically, clearly, and coherently in a variety of rhetorical modes. The course will teach students how to critically revise and edit their own compositions while avoiding mechanical, grammatical, and orthographical errors.

### **HISTORY**

#### **HIS 311 History of [GI Location] (2 credits)**

During the first term of the Global Internship, students will discover the local history of the geographic region of the world including ancient to recent political movements, social trends, people migrations, religious trends and the influence of geography, climate, religion and economics on the current social structures. Focus of this course varies according to Global Internship site.

## **HUMANITIES**

### **HUM 111 Worldviews (3 credits)**

This course provides a broad overview of the nature and development of a worldview, a critical evaluation of dominant non-biblical worldviews, and an assessment of the biblical worldview in the Western world. Special attention will be given to applying the discovery of worldviews in a missionary context.

### **HUM 211 Survey of World Religions (3 credits)**

This course will provide both an academic understanding of the different major world religions as well as practical insights as to the working of those systems through people who have lived in these religious contexts.

## **LANGUAGE**

### **LNG 321 Language Competency I (3 credits)**

A significant part of living and learning overseas is a commitment to learn the local language. Learning the host language is considered essential for effective continued ministry. The host language contains elements which reveal the cultural assumptions and worldview of the people and therefore is the way in which their “heart” speaks. Language learning allows greater access to deeper issues, which in turn allow for greater ministry opportunities. During the first term of studies, all students will engage in formal concentrated study of the language, devoting significant time to study and practice. We want the learner to both learn the local language and learn how to learn a language.

### **LNG 322 Language Competency II (3 credit)**

This course is a continuation of LNG 321 during the 2nd Global Internship term. As a response to the ongoing need to use the local language for relationships, ministry and daily living, students will continue to pursue language study throughout the term by regular meetings with a language tutor or informant and accountability to their team for progress. Students will be given competency exams throughout the term to test their progress.

### **LNG 421 Language Competency III (3 credit)**

This course is a continuation of LNG 322 during the 3rd Global Internship term. As a response to the ongoing need to use the local language for relationships, ministry and daily living, students will continue to pursue language study throughout the term by regular meetings with a language tutor or informant and accountability to

their team for progress. Students will be given competency exams throughout the term to test their progress.

### **LNG 422 Language Competency IV (3 credit)**

This course is a continuation of LNG 421 during the 4th Global Internship term. As a response to the ongoing need to use the local language for relationships, ministry and daily living, students will continue to pursue language study throughout the term by regular meetings with a language tutor or informant and accountability to their team for progress. Students will be given competency exams throughout the term to test their progress.

## **LEADERSHIP**

### **LDR 211 Leadership (2 credits)**

This course offers an overview of the biblical basis and dynamic principles of effective leadership with a view toward personal application of these principles in life and work. Students will examine their own leadership experiences and make application to future leadership opportunities.

### **LDR 411 Strategic Development (2 credits)**

This course helps students think beyond the immediate community to thinking strategically on how to take an entire city for God. Contemporary thinking, research, and models are presented.

Students work through a strategy for their specific city based on the research they do.

## **MATHEMATICS**

### **MAT 111 Personal Finance (3 credits)**

This course is designed to help the student understand and apply personal finance management at a basic level with specific attention to practical day-to-day applications. The course is structured as an online class and it utilizes Dave Ramsey's Foundations in Personal Finance: College Edition. The student will learn how to establish a savings plan, how to develop a personal budget, calculate interest, evaluate bargains and sales, understand mortgage and interest calculations, understand insurance policies, and develop an investment plan.

## **SOCIAL SCIENCES**

### **SSC 311 Intro to Ethnographic Research: Exploring Material Culture (3 credits)**

Learning to learn from the context is considered a key adaptation skill for cross-cultural missionaries. The ethnographic research that students do on a daily basis forms a foundation for understanding the culture they are living in and for their future role in understanding whatever culture they find themselves in. This course is built on daily observations recorded in a field journal and discussed in a biweekly collaborative meeting to share and understand those observations. The observations and discussions for this term will focus on material culture and language practices.

### **SSC 312 Religious Systems and Structures (3 credits)**

This course continues application of ethnographic research with a specific focus on exploring the religious systems and structures of a particular culture. This course is built on daily observations recorded in a field journal and discussed in a biweekly collaborative meeting to share and understand those observations.

### **SSC 411 Social and Political Structures (3 credits)**

This course continues application of ethnographic research with a specific focus on exploring the social and political structures of a particular culture. This course is built on daily observations recorded in a field journal and discussed in a biweekly collaborative meeting to share and understand those observations.

### **SSC 421 Team and Interpersonal Skills (2 credits)**

Interpersonal relationship breakdown has often been identified as a significant issue in missionary success. The development of healthy skills and approaches to relationships, including the establishment of healthy boundaries and the development of healthy approaches to conflict resolution is the focus of this course, which will be given as a mid-program retreat.

## **▶ MINOR ELECTIVES**

### **EARLY CHILDHOOD DEVELOPMENT**

#### **ECE 111 Montessori Theory & Observation (2 credits)**

During this course students will be exposed to the life and history of Dr. Maria Montessori. They will gain a basic understanding of the Montessori method of education with an emphasis on learning the three important principles of the Montessori method for the

classroom. Observation is the key to understanding and working with human – but especially children. This course is designed to help the student begin to use a variety of techniques and hopefully, expand one’s understanding of children.

### **ECE 211 Contemporary Issues and Child Development in Early Childhood Education (2 credits)**

In this course students will contemplate and evaluate the environmental aspects that impact the development of children. Students will complete a critical analysis of the theorists who have influenced child development. Students will explore different types of learners – and issues that may impact their learning capacity such as special needs and family socio and economic influences. How to determine “desired learning outcomes” will also be addressed.

### **ECE 212 Health and Wellness in a Child Care Setting (2 credits)**

In this course students will explore the unique dynamic that exists between mind, body and soul – and how this unique balance affects the developing child as they learn and grow. To best meet the needs of the young learner, the educator must be aware of the spiritual/social, physical, emotional, intellectual, and linguistical capacities and how to facilitate wellness.

### **ECE 221 Practical Life, Mathematics and Sensorial Learning for Montessori Education (3 credits)**

In this course, students are introduced to the theories of the Early Childhood and Montessori studies. Students will understand the hands-on Montessori materials related to practical life, mathematics and sensorial for early childhood education. Also, students will compile their own teaching albums and more fully grasp the uniqueness of the Montessori Method as means of an individualized, invitational education system.

### **ECE 222 Language, Faith Formation and Cultural Learning for Montessori Education (3 credits)**

In this course, students are introduced to the theories of the Early Childhood and Montessori studies developed through the work of the Holy Scriptures, Bible Stories, Liturgical Acts of Worship, the Church Calendar and cultural and artistic methodology. Students will understand the hands-on Montessori materials related to language, faith formation and culture and creativity for early childhood education. Also, students will compile their own teaching albums and more fully grasp the uniqueness of the Montessori Method as means of an individualized, invitational education system.

## TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

### ENGLISH

#### **ENG 121 Structure of the English Language (2 credits)**

This course will help students develop an understanding of the underlying structure of the English language and how that structure affects the meaning and use of our language. Through sentence diagramming and various exercises, students will logically explore how English sentences are put together. With training and pedagogical suggestions, students will see what's behind the grammar to teach it effectively to their future TEFL students.

### TEFL

#### **TFL 221 TEFL Methods I (2 credits)**

This is an introduction to TEFL course introducing students to the profession of Teaching English as a Foreign Language. This course helps to answer the following questions: Why teach? How is English taught/learned? Where is English taught? Students will receive an overview of communicative teaching methods, strategies and materials.

#### **TFL 222 TEFL Methods II (3 credits)**

This TEFL methods course develops an understanding in evaluation, assessment and curriculum development along with current ESL/EFL trends and techniques for teaching English at various levels and ages.

Offered as a summer elective after the sophomore year.

### LANGUAGE

#### **LNG 221 Introduction to Linguistics (2 credits)**

This course gives an introduction to the core subfields in linguistics such as morphology, syntax, phonetics, phonology, semantics and pragmatics, and the role language plays in society. It examines properties that all languages share and how languages differ. Through analyzing data from various languages, students gain experience in describing linguistic structures.

#### **LNG 222 Second Language Acquisition (2 credits)**

This course will help students understand how humans learn additional languages after they have learned their first, what factors contribute to the variability observed in rates and outcomes of second language learning, and what it takes to attain advanced

language and literacy competencies in a language other than the mother tongue.

## **SOCIAL JUSTICE**

### MISSIONS

#### **MIS 431 Children at Risk (2 credits)**

This course is one of three choices for Ministry Focus Electives and is a group independent study in which students will have the opportunity to identify, research and find practical solutions for the prominent issues regarding children at risk.

### CHRISTIAN MINISTRY

#### **CHM 231 Responding to Human Trafficking (2 credits)**

The purpose of this course is to inform future leaders and workers of the injustices of and dynamics behind human trafficking; make salient the connection between Christ's teaching, life and mission and the church's responsibility and mission to the enslaved and exploited; and develop in future leaders and workers an informed understanding of the scope of survivor's needs beyond physical rescue and of the dimensions of care required to help survivors begin a new life.

#### **CHM 232 Welcoming the Stranger (2 credits)**

There are over 12 million refugees in the world today. This course is designed to raise understanding and awareness of the causes and results of such massive displacement of people, as well as to examine some of the most effective strategies being used in Christian ministries today to reach out to the physical, emotional and spiritual needs of these people.

#### **CHM 234 Social Entrepreneurship (2 credits)**

A study of the principles of creative problem solving using networking, social capital, and micro-financing to alleviate suffering, lift people out of poverty, and expand the kingdom of God. The course will be built around case studies of ministry among the poorest people in the world, showing how they can be both treated with the respect due to an image bearer and taught means by which they are able to help themselves.

#### **CHM 432 Appropriate Technology (2 credits)**

This course will investigate many different appropriate technologies (wind power, solar energy, hydroelectric power, water filtration systems, etc.) used in the developing world. Various exercises will



be conducted to help ignite the student's creativity and help them develop team working and problem solving skills. The students will be required to prepare presentations and reports reviewing existing appropriate technologies along with proposing improvements or alternate approaches to these efforts.

## SOCIAL SCIENCES

### **SSC 111 Seeking Justice in God's Mission (2 credits)**

This course is an introductory study of the Biblical, missiological, and philosophical reasons for Christian acts of justice. This will include a brief historical analysis of what are usually called, "social justice" issues, justice movements and their leaders. Opportunity will also be provided to explore various contemporary followers of Jesus and agencies addressing justice as an important aspect of the Mission of God.

### **SSC 221 God's Heart for the Jewish People (2 credits)**

This course serves as an introduction to God's covenant love for Israel and the Jewish people. We will also study the history of Israel and the Jewish people especially in relationship to the Church and Biblical Prophecy in order to form a foundational platform for ministry among the Jewish people worldwide.

### **SSC 331 Community Development in the City (2 credits)**

Course description unavailable at this time.

### **SSC 431 Responding to Crisis and Suffering (2 credits)**

Course description unavailable at this time.

## **BUSINESS**

### ECONOMICS

#### Christian Ministry

### **CHM 133 Intro to Business as Missions (2 credits)**

To provide class participants with the vision to glorify God through work that transforms communities spiritually, socially, economically and environmentally.

### **CHM 234 Social Entrepreneurship (2 credits)**

A study of the principles of creative problem solving using networking, social capital, and micro-financing to alleviate suffering, lift people out of poverty, and expand the kingdom of God. The course will be built around case studies of ministry among the poorest people in the world, showing how they can be

both treated with the respect due to an image bearer and taught means by which they are able to help themselves.

### **CHM 432 Appropriate Technology (2 credits)**

This course will investigate many different appropriate technologies (wind power, solar energy, hydroelectric power, water filtration systems, etc.) used in the developing world. Various exercises will be conducted to help ignite the student's creativity and help them develop team working and problem solving skills. The students will be required to prepare presentations and reports reviewing existing appropriate technologies along with proposing improvements or alternate approaches to these efforts.

## MISSIONS

### **MIS 432 Creative Access (2 credits)**

This course is one of three choices for Ministry Focus Electives and is a group independent study in which students will have the opportunity to identify, research and find practical solutions for the prominent issues or trends regarding creative access.

### **MIS 433 Media and Mission (2 credits)**

This course is one of three choices for Ministry Focus Electives and is a group independent study in which students will have the opportunity to identify, research and find practical solutions for the prominent issues or trends regarding media & mission.

## ECONOMICS

### **ECO 231 Financial Integrity in Business and Ministry (2 credits)**

The focus of this course will be on maintaining accountability and integrity with the resources God entrusts to us as stewards of the organizations we serve. The course will provide students with basic accounting structures and processes for managing the financial concerns of a small business or ministry and examine the areas of ethical failure in finances common to Christian entrepreneurs and ministry leaders.

### **ECO 232 Small Business Finance (2cr.)**

Course description unavailable at this time.

### **CHM 331 Strategic Plan Development (2 credits)**

Course description unavailable at this time.

## ► COURSE DESCRIPTIONS FOR GRADUATE STUDIES

### BIBLE AND THEOLOGY

#### **BTH 511 Dynamics of Kingdom Ministry (3 credits)**

This course gives students a personal and Kingdom-oriented theology of ministry, demonstrating God's heart and passion for the world through Scriptures. How mission fits into the extension and promotion of the Kingdom of God is studied, including the power and resources of the Kingdom, the centrality of the Kingdom in proclamation, and the final victory of the Kingdom over Satan and all his kingdom as mission works towards the culmination of this present evil age and the inauguration of the eternal Kingdom of God, the reign of the King, Jesus, and the role of the glorious people of God in all of these events. The course is intensely practical, with each student working through how a Kingdom worldview should transform life and ministry.

#### **BTH 512 Transforming Power of the Gospel (3 credits)**

This course looks first at the transformational power of the Gospel in regeneration, in making all things new, and in the changed life of the transformed believer, affecting his family, business, perspectives on culture and entertainment, and society. These changes do not occur without profound personal and worldview change. The early church demonstrated this by "turning their world upside down." Secondly, this course wrestles with how the church is meant to be transformative, what this means and how it occurs. Many places where the Gospel has gone in modern missions corruption has increased. This should not be the case. The course looks at issues in society that are destructive and how the church can respond to these issues. It considers the spiritual authority the church has to enact change as it functions as light and salt. It asks if the church can influence the political and authority structures in society, and if so, how. Finally, it takes into account the "push-back" the church can experience as change takes place, from minor to severe persecution.

#### **BTH 513 Biblical Foundations of Leadership (3 Credits)**

This course is a study of key principles of intercultural leadership arising from a number of biblical passages and characters. It is tempting to impose generally accepted western leadership principles upon our understanding of how notable biblical characters exercised leadership. This course, however, will not follow that path.

In addition to challenging teaching with western and non-western perspectives, this course will provide considerable opportunity for reflection and interaction with fellow students and the instructor in the principles of intercultural leadership.

### **BTH 514 Jesus as Leader (3 Credits)**

This course will examine key areas in which Jesus laid a foundation for intercultural leadership. It will particularly emphasize guiding the student to study foundational issues related to servant leadership and focusing on Jesus and the specific ways in which he modeled leadership for his disciples as well as for us today. As Jesus did in the first century, the student may find that much of his style of leadership runs counter-cultural to leadership theory and practice today.

## EDUCATION

### **EDU 511 Training for Affective Growth (3 Credits)**

Empirical research has demonstrated that the most critical factors affecting cross-cultural ministry competence are the spiritual, character, and social dynamics of the missionary. This course looks at these empirical studies, detailing the spiritual, character, and social dimensions and considering ways and models by which these can be developed in the lives of missionaries for effective ministry.

### **EDU 521 Philosophy of Missiological Education (3 Credits)**

This course is focused on educating and training missionary practitioners for competent cross-cultural ministry. It studies theoretical and empirical literature on wide-ranging concepts of competence. These concepts include adaptive patterns, competence assessments, cognitive social learning concepts, social and psychological orientations, models of cross-cultural competence, personal qualities, and ministry skills. Empirical field studies that have redefined cross-cultural competence will be presented along with recommended content design models with reference to their defining philosophies of education and training. Please note: this course is a prerequisite for EDU 524 Program and Curriculum Design.

### **EDU 522 Design for Effective Teaching (3 Credits)**

Approaches to teaching differ around the world. Each of these approaches have strengths and weaknesses inherent in them. This course looks at effective teaching processes and elements from both inductive and deductive approaches to communicating truth.

### **EDU 523 Design for Effective Training (3 Credits)**

Competence in cross-cultural ministry demands skills including language learning, culture study, religion and worldview study, and ministry skills specific to the cross-cultural context. The course looks at specifics in designing, managing, doing, and assessing experiential field training.

### **EDU 524 Program and Curriculum Design (3 Credits)**

This course takes students step-by-step through a systematic approach in developing competence-oriented missionary training programs. This will enable students to start their own training schools or to evaluate and effectively improve the training in existing schools.

## HISTORY

### **HIS 511 History of Missions Movements (3 Credits)**

This course focuses on how God has used the church for expansion of the Kingdom of God on the earth from the time of the apostles to the present. Seven major turning events in the history of mission development will be identified including the factors that led to those events, the ongoing impact of those events, and current lessons to be learned for personal cross-cultural ministry. Case studies will be presented of the men and women used by the Spirit of God to see these major advances take place.

## INTERCULTURAL STUDIES

### **ICS 511 Cross-Cultural Communication (3 Credits)**

Communication is complex; cross-cultural communication is even more complex. This course first lays a foundation of theory in the field of intercultural communication. It overviews the many elements and processes involved in the sending and receiving of messages within intercultural contexts. It then addresses issues in communication that students must be aware of, including 15 factors affecting cross-cultural communication, communication competence models, cognitive social learning concepts, perception, categorization, attribution, and cognitive complexity. The course wrestles with the implications of these for effective ministry and how to implement training to develop these competencies.

### **ICS 512 Intercultural Interaction (3 Credits)**

This course will explore the factors that serve to facilitate or impede communication within one's cross-cultural context. The student will

be able to learn the difference between perceived communication and the reality of what cultural communication consists of and apply the principles to help him or her communicate more effectively.

### **ICS 521 Applied Cultural Anthropology (3 Credits)**

This course looks at the universals of culture from the perspective of a missionary, using theory, research, and case studies to help missionaries think about issues and processes of cultural adaptation/contextualization they must work through. As an applied course, this is meant to be practical, its concepts and principles integrated into cross-cultural ministry.

### **ICS 522 Applied Church-Planting Models and Methods (3 Credits)**

Lessons from evangelistic and church-planting models from around the world are compared to identify strengths and weaknesses of each, and how to personally develop a contextually effective method from the insights gained.

### **ICS 523 Contextualization in Missions (3 Credits)**

Every church exists in some cultural and sociological context. Yet missionaries tend to plant churches that function like their home-culture churches. It is essential that the church be both biblically sound and culturally viable. Contextualization is an essential concept and a necessary skill. However, contextualization is fraught with controversy over degree of contextualization and how contextualization in various contexts is undertaken. These issues will be considered and a theory and model for a biblically and missiologically sound approach to contextualization developed.

## **LEADERSHIP**

### **LDR 511 Spiritual Formation for Leaders (3 Credits)**

All too often, leaders who are confident and competent in every way within their sphere of influence and ministry, “burn-out” or “wash out” through failing to keep their personal lives in order. Central to their personal lives is the spiritual dimension. The break-down in their lives results from failure to “put on the character of Christ” so that He directs and empowers for every part of life. This course focuses on passionate pursuit after Christ, how “being conformed to His image” and “identification with him” are to impact every dimension of life, and daily spiritual disciplines that enable the transformation of our lives and ministries, everything flowing from the life of His Spirit and His grace. Various approaches to spiritual formation that the church has developed over the centuries will be

considered. Students will learn to assess each method biblically and utilize those that are most personally effective for growth.

### **LDR 512 Transforming Organizational Culture (3 Credits)**

Every organization, whether church, mission, or secular business, has a personality, a way of doing things, a culture which often has more impact on its effectiveness to its mission than the actual mission vision and goals. Some organizational cultures are energized, healthy, and motivating to their members. Some are mundane, others chaotic and toxic. The intent of this course is to help you develop an understanding of the concept of organizational culture, how it energizes or enervates the people who are part of that culture, and how it helps or hinders the accomplishment of the organization's vision and goals. The course is very practical, with tools and keys to researching the culture of the organization, perspectives of how members see it and where they would like it to be, and step-by-step methods for transforming the culture of an organization as it is needed.

*Prerequisites:* A church, mission, or NGO as a context for research in this course.

### **LDR 521 Comparative Cultural Leadership (3 Credits)**

Leading Intercultural Teams is a very complex process taking into account many things. This includes the differences in worldview, sources of identity, ideals of achievement, orientations to authority, responses to (or preferences for) ambiguity, different values in the ways by which knowledge is acquired, perspectives on time, orientations to work and economic values, and other cultural differences which often lead to misunderstanding and conflict. This course looks at biblical and servant-leader-oriented perspectives on intercultural leadership, contrastive cultural ways of perceiving and functioning, foundational traits and attitudes for managing the intercultural team, how to work with people who have differing cultural values, how to handle conflict, how to develop effective "intercultural intelligence," and how to lead an intercultural team.

### **LDR 522 Lifelong Leadership Development (3 Credits)**

During his years of teaching on Leadership Development, Dr. Bobby Clinton has researched the lives of over 3,000 biblical, historical, and contemporary Christian leaders to identify the factors that made for dynamic and effective leadership over the course of a life-time. In this course we look at his "Leadership Emergence Theory" and the implications for our own lives from foundational inner-life growth processes, ministry maturation processes (God's

deep processing in our lives), focused life processes, integration processes, and orientations to establishing lasting legacies from our lives and ministries. We will be developing a personal timeline, personal core values, purpose and mission statements, personal strategies resulting from those values and statements, and plans for personal development. This course looks at our past, our present lives and ministry, and anticipates the future.

### **LDR 523 Measuring and Improving Leadership Development (3 Credits)**

Extensive research over the past decades has identified many dimensions both of leadership dysfunction and of leadership effectiveness. Most of these fall into three arenas—leader qualities and characteristics, relating to followers, and managing contextual realities. During this course students look at the “dark side” of leadership (the dysfunctional), reflect on essential character qualities for effective leadership, consider disciplines necessary as good models of leadership, and do self-reflection and personal growth planning on a range of personal character attributes.

### **LDR 524 Mentoring and Developing Leaders (3 Credits)**

Leaders lead but, for any number of reasons, often fail to develop new leadership they can work with to expand ministry, or even, who can take over from them one day. The development of leaders, both through personal influence and mentoring, as well as through intentional organizational action, is a crucial need in Christian churches and organizations. As part of the intercultural leadership program, the primary focus of this course will be on the intentional, strategic development of leaders in any organization and culture through coaching and mentoring, based on carefully designed planning as well as through the unplanned and unplannable experiences of life and ministry. The purpose of this course is to help you and your colleagues, as leaders, be intentional in discovering potential leaders, deliberately setting out leadership development strategies, mentor and coach developing leaders, and release new leaders into deeper-level ministries.

### **LDR 531 Collaborative Leadership (3 Credits)**

Doing collaboration, engaging in partnerships, and networking across denominational, mission, national, and cultural boundaries is the new norm in missions. This course will prepare the leader with the perspectives, knowledge, steps, and potential for skills necessary for establishing and completing successful ministry collaboration. Starting with a biblical and theological foundation for



collaborative ministry, the course moves to foundational elements and personal skills needed, as well as a series of steps that can be followed for successful collaboration. Included are case studies and examples of successful collaborations in mission outreach.

### **LDR 532 Innovation and Change for Transformation (3 Credits)**

This course will look at change, how it impacts local culture and how that change impacts ministry within the culture. Cultures throughout the world are changing, adapting to internal needs and external circumstances. The course will also look at the bigger picture of globalization and the placement of local cultures and worldviews within emerging predominant worldviews.

### **LDR 533 Vision and Strategic Planning (3 Credits)**

This course will examine how leaders can use creative processes to develop shared vision, communicate it to internal and external groups and translate it through strategic planning processes into action. Leading theories of vision and strategic planning in organizations will be examined, as well as the dynamic of how these can most effectively be handled in a non-western context.

## RESEARCH

### **Thesis Intro: RSC 511 Missiological Research Methods (3 Credits)**

This course provides an introduction to the principles and practices of missiological research. It will look at how to do research on missions leadership and praxis or any missiological issue utilizing socio-anthropological inquiry integrated with theological and missiological thinking. Development of a research design, bibliography, and database for the thesis will be included.

### **Thesis Course I: RSC 611 Defining the Problem and the Proposed Methodology**

This is the first course in the Thesis process. During this eight week course the student will engage with foundational design and methodologies of missiological research and develop skills of critical engagement with literature in their field. In the majority of cases students will select a qualitative or quantitative approach to their research. The outcome includes a refinement of the methodology used in the thesis, literature research, and developing a bibliography for the student's final thesis paper.

### **Thesis Course II: RSC 612 Literature Research and Refined Methodology**

Through this course students will engage with foundational design and methodologies of missiological research and develop skills of critical engagement with literature in their field. The outcome includes a refinement of the methodology used in the thesis, literature research, and developing a bibliography for the student's final thesis paper.

### **Thesis Course III: RSC 613 Discovery and Analysis**

This course provides the structure to write the first three chapters for a thesis for the Master of Arts program. The student will be guided step by step through the entire process.

### **Thesis Course IV: RSC 614 Findings and Conclusions**

This course provides the structure to write a thesis for the Master of Arts program. The student will be guided step by step through writing chapters four and five for a successful Master of Arts thesis.

### **Thesis Course V: RSC 615 Additional Research Assistance**

This is an optional course to assist students who did not complete their thesis by the end of RSC614.

### **Thesis Course VI: RSC 616 Final Research Assistance**

This is an optional course to assist students who did not complete their thesis by the end of RSC615.

