



2022 | 2023

CATALOG



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.

Updated: 10/11/2022

President's Message

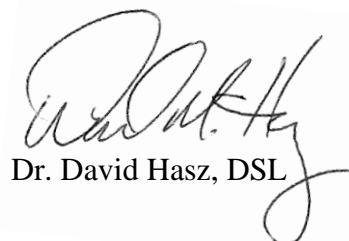
Bethany Global University prepares people to live lives of intimacy and bring a witness of the gospel into every dark corner of the world.

At Bethany Global University you will:

- Grow in intimacy with God as part of a mission-focused community.
- Continue to develop your identity in Christ, go deeper with Him, and grow stronger in your spiritual life, character, and mindset.
- Discover unique gifts, develop skills, and engage in opportunities to lean into God's calling on your life.
- Experience an unparalleled intercultural education, with practical experience during your Global Internship, equipping you to bring the gospel effectively into any part of the world.
- Gain substantial additional knowledge of the Bible with a focus on applying God's Word to life.

From day one at BGU the process of equipping you for a life of impact will be underway. Your overseas internship will engage you in applying all you have learned to real life ministry. BGU global interns are serving the Lord right now all around the world and you will be soon as well. The team of faculty and staff at BGU are focused on your equipping as you prepare to become laborers in the great harvest for the Kingdom.

In Him and for His glory,



Dr. David Hasz, DSL

President, Bethany Global University

Table of Contents

| | | | |
|---|-----------|--|-----------|
| PRESIDENT'S MESSAGE..... | 3 | <i>Transfer Credit Policy Accessibility</i> | <i>26</i> |
| ABOUT BETHANY..... | 7 | <i>Undergraduate Transfer Credit Policy.....</i> | <i>26</i> |
| ACCREDITATION..... | 7 | <i>Transferring BGU Credits</i> | <i>27</i> |
| UNIVERSITY PROFILE | 7 | RE-ENROLLMENT | 27 |
| GOVERNANCE..... | 7 | <i>Policies and Procedures</i> | <i>27</i> |
| <i>BGU Board of Directors.....</i> | <i>7</i> | <i>Process for Re-enrollment</i> | <i>28</i> |
| <i>Administration</i> | <i>10</i> | ACADEMIC PROGRAMS | 28 |
| CAMPUS MAP | 11 | CERTIFICATE IN BIBLE AND MISSIONS..... | 28 |
| BGU LIFESTYLE COMMITMENT | 12 | <i>Program Objectives</i> | <i>28</i> |
| CORE VALUES | 13 | <i>Program Requirements.....</i> | <i>28</i> |
| HISTORY..... | 14 | ASSOCIATE OF ARTS DEGREE PROGRAM..... | 29 |
| INSTITUTIONAL GOALS..... | 15 | INTERCULTURAL MINISTRY | 29 |
| LIFESTYLE STATEMENT | 15 | <i>Program Objectives</i> | <i>29</i> |
| MINISTRIES..... | 15 | <i>Program Requirements.....</i> | <i>29</i> |
| MISSION STATEMENT | 15 | BACHELOR OF ARTS DEGREE PROGRAMS | 30 |
| STATEMENT OF FAITH | 15 | INTERCULTURAL MINISTRY STUDIES..... | 30 |
| <i>Final Authority on Matters for Belief and Conduct.....</i> | <i>16</i> | <i>Program Objectives</i> | <i>30</i> |
| ADMISSIONS | 18 | Intercultural Ministry Studies..... | 30 |
| ADMISSIONS OFFICE CONTACT INFORMATION | 18 | Bible & Theology..... | 30 |
| APPLYING TO UNDERGRADUATE STUDIES PROGRAMS | 18 | <i>Program Requirements.....</i> | <i>31</i> |
| <i>High School Graduation Equivalency.....</i> | <i>18</i> | TRANSFORMATIONAL ENTREPRENEURSHIP IN MISSIONS | 32 |
| Graduation and Transcript Requirements | 18 | <i>Program Objectives</i> | <i>32</i> |
| Home-schooled Student Graduation and Transcript | | Transformational Entrepreneurship in Missions Major | 32 |
| Requirements..... | 18 | Bible & Theology Major | 32 |
| Graduates with Post-Secondary Dual Credit Enrollment Credits | | <i>Program Requirements.....</i> | <i>33</i> |
| | 19 | EDUCATION IN MISSIONS | 34 |
| GED Exam Results/Diploma | 19 | <i>Program Objectives</i> | <i>34</i> |
| <i>Transfer Students/University Graduates</i> | <i>19</i> | Education in Missions | 34 |
| ANTI-DISCRIMINATION STATEMENT | 19 | Bible & Theology..... | 34 |
| ELIGIBILITY | 19 | <i>Program Requirements.....</i> | <i>35</i> |
| APPLICATION PROCESS..... | 19 | ONLINE EDUCATION OPTION..... | 36 |
| <i>Submitting Application Components</i> | <i>20</i> | UNDERGRADUATE LEVEL COURSE DESCRIPTIONS | 36 |
| Application Fee..... | 20 | <i>Bible and Theology</i> | <i>36</i> |
| Application Form..... | 20 | <i>Christian Ministry.....</i> | <i>38</i> |
| References | 20 | <i>Communications</i> | <i>40</i> |
| Transcripts/GED Exam Results | 20 | <i>Education.....</i> | <i>40</i> |
| <i>International Students.....</i> | <i>20</i> | <i>Economics.....</i> | <i>43</i> |
| TOEFL (Test of English as a Foreign Language) or Duolingo | | <i>English.....</i> | <i>43</i> |
| | 20 | <i>Entrepreneurship</i> | <i>43</i> |
| <i>Married Students/Families</i> | <i>21</i> | <i>Humanities.....</i> | <i>45</i> |
| <i>International Student Families</i> | <i>21</i> | <i>Intercultural Studies</i> | <i>45</i> |
| <i>Credential-Seeking, On Campus, "Part-time" Students ..</i> | <i>22</i> | <i>Language</i> | <i>46</i> |
| <i>Non-Credential-Seeking Students.....</i> | <i>22</i> | <i>Leadership</i> | <i>46</i> |
| <i>Special Needs Students</i> | <i>22</i> | <i>Mathematics.....</i> | <i>46</i> |
| <i>Vaccinations Policy.....</i> | <i>23</i> | <i>Missions</i> | <i>47</i> |
| <i>Spring Enrollment</i> | <i>23</i> | <i>Practical Training.....</i> | <i>48</i> |
| APPLICATION REVIEW AND ACCEPTANCE PROCESS | 23 | <i>Social Sciences.....</i> | <i>48</i> |
| ACCOMMODATION FOR DISABILITIES | 24 | <i>Spiritual Development</i> | <i>49</i> |
| <i>Required Documentation.....</i> | <i>24</i> | ACADEMIC POLICIES | 49 |
| <i>Disability Grievance Policy and Procedures</i> | <i>25</i> | SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL | |
| SUPPORT/SERVICE ANIMAL POLICY | 26 | AID ELIGIBILITY | 49 |
| TRANSFERRING CREDITS | 26 | | |

Table of Contents

| | | | |
|--|-----------|---|-----------|
| <i>Satisfactory Academic Progress Requirements</i> | 49 | POPULI - ONLINE STUDENT DATABASE | 62 |
| <i>Related Policies</i> | 50 | SERVICES OFFICE | 62 |
| <i>Evaluation of Academic Progress</i> | 50 | SPORTS FIELDS | 63 |
| <i>Appeal Process</i> | 51 | STORAGE | 63 |
| UNDERGRADUATE POLICIES | 52 | STUDENT HOUSING | 63 |
| <i>Academic Honesty</i> | 52 | STUDENT KITCHENS | 63 |
| <i>Academic Grievances</i> | 52 | STUDENT RESOURCE CENTER | 63 |
| <i>Academic Warning and Probation</i> | 53 | TECHNOLOGY STUDENT HELP DESK | 63 |
| <i>Academic Success</i> | 53 | THE WELCOME CENTER | 64 |
| <i>Attendance</i> | 53 | WRITING CENTER | 64 |
| <i>Copyright</i> | 54 | RECREATION | 64 |
| <i>Course Materials</i> | 54 | <i>Extracurricular Activities</i> | 64 |
| <i>Course Registration</i> | 54 | <i>Our Neighborhood</i> | 64 |
| <i>Course Selection and Academic Advising</i> | 54 | <i>Special Events</i> | 64 |
| <i>Coursework</i> | 54 | FINANCIAL POLICIES AND INFORMATION | 65 |
| Assignment Submission | 54 | INSTITUTIONAL STATEMENT | 65 |
| Cheating & Plagiarism | 54 | UNDERGRADUATE FINANCIAL INFORMATION | 65 |
| Late Work Policy | 54 | <i>Costs</i> | 65 |
| Works Cited Page | 55 | <i>Standard Fees</i> | 65 |
| 20% Quote Policy | 55 | <i>Room Deposit</i> | 66 |
| 50% Length Requirement Policy | 55 | <i>Optional Costs</i> | 66 |
| 50% Policy | 55 | <i>Full-time Married Students/Families Living On-campus</i> | |
| <i>Dropping and Adding Classes</i> | 55 | <i>Costs</i> | 67 |
| <i>Exit Process</i> | 55 | <i>Full-time Married Students Living Off-campus Costs</i> | 67 |
| <i>Expulsion</i> | 55 | <i>International Student Costs</i> | 68 |
| <i>Failed Courses</i> | 56 | <i>International Family Costs</i> | 69 |
| <i>Global Internship</i> | 56 | <i>Global Ministry Practicum Costs (Associate Degree)</i> | 69 |
| <i>Grading Scale</i> | 56 | <i>Global Internship Costs (Bachelor Degree)</i> | 70 |
| <i>Graduation</i> | 57 | <i>Online Hybrid Program Costs</i> | 71 |
| <i>Leave of Absence</i> | 57 | <i>Graduation Fees</i> | 71 |
| <i>Transcript Requests</i> | 58 | FINANCIAL ASSISTANCE | 71 |
| <i>Withdrawal Policy</i> | 58 | <i>Tuition-Paid; Not Tuition-Free</i> | 71 |
| UNDERGRADUATE EXPERIENTIAL LEARNING | 58 | <i>BGU Discounts and Scholarships</i> | 72 |
| CHAPELS AND GATHERINGS | 58 | <i>Applying for Financial Aid</i> | 73 |
| GLOBAL INTERNSHIP | 58 | <i>Payment Options</i> | 74 |
| GLOBAL MINISTRY PRACTICUM (AA DEGREE) | 59 | FINANCIAL POLICIES | 75 |
| PRACTICAL TRAINING | 60 | <i>Students in Financial Default</i> | 75 |
| SPIRITUAL DEVELOPMENT | 60 | <i>Refund and Return of Title IV Funds Policy</i> | 76 |
| <i>Fasting and Abstaining</i> | 60 | Refund Schedule* | 78 |
| <i>Prayer</i> | 60 | Payments Due to the University upon Withdrawal or Expulsion | |
| <i>Scripture</i> | 60 | | 78 |
| <i>Worship</i> | 60 | <i>Returning Title IV Funds Disbursed to the Student's</i> | |
| Worship Teams | 61 | Account | 79 |
| STUDENT LIFE ADVISING | 61 | FINANCIAL SERVICES | 81 |
| THE FURNACE PRAYER ROOM | 61 | UNDERGRADUATE FACULTY AND STAFF | 81 |
| CAMPUS FACILITIES AND SERVICES | 61 | FULL-TIME FACULTY | 81 |
| FOODSERVICE | 61 | PART-TIME FACULTY | 82 |
| GUEST ROOMS | 61 | ADMINISTRATIVE STAFF | 84 |
| GYMNASIUM AND WEIGHT ROOM | 62 | MONTESSORI CERTIFICATE ADMISSIONS | 87 |
| LAUNDRY | 62 | ADMISSIONS OFFICE CONTACT INFORMATION | 87 |
| PARKING | 62 | APPLYING TO BGU MONTESSORI CERTIFICATE PROGRAMS .. | 87 |
| PLAYGROUND | 62 | | |

Table of Contents

| | | | |
|---|-----------|---|------------|
| <i>Application Process</i> | 87 | <i>Academic Requirements for Admissions</i> | 98 |
| <i>Academic Requirements for Admissions</i> | 87 | <i>Conditional Acceptance</i> | 98 |
| <i>Conditional Acceptance</i> | 87 | <i>International Applicants</i> | 98 |
| <i>International Applicants</i> | 87 | <i>Transferring Credits</i> | 99 |
| <i>Transferring Credits</i> | 87 | <i>Start and Completion Time</i> | 99 |
| CAMPUS SERVICES..... | 88 | Full-Time/Part-Time..... | 99 |
| <i>Rental Options</i> | 88 | Leave of Absence..... | 99 |
| <i>Dining Facilities</i> | 88 | BGS ACADEMIC PROGRAMS | 99 |
| <i>Library/Student Resource Center</i> | 88 | MASTER OF ARTS DEGREES..... | 99 |
| MONTESSORI CERTIFICATE ACADEMIC PROGRAMS | 88 | INTERCULTURAL MINISTRY EDUCATION..... | 99 |
| CERTIFICATES..... | 88 | <i>Program Objectives</i> | 100 |
| EARLY CHILDHOOD CHRISTIAN MONTESSORI..... | 88 | <i>Program Requirements</i> | 100 |
| <i>Program Objectives</i> | 88 | Course Track..... | 100 |
| <i>Program Requirements</i> | 89 | Thesis Track..... | 101 |
| ELEMENTARY CHRISTIAN MONTESSORI..... | 89 | INTERCULTURAL MINISTRY LEADERSHIP..... | 102 |
| <i>Program Objectives</i> | 89 | <i>Program Objectives</i> | 102 |
| <i>Program Requirements</i> | 90 | <i>Program Requirements</i> | 102 |
| MONTESSORI CERTIFICATE COURSE DESCRIPTIONS..... | 90 | Course Track..... | 102 |
| <i>Bible and Theology</i> | 90 | Thesis Track..... | 103 |
| <i>Education</i> | 91 | INTERCULTURAL MINISTRY STUDIES..... | 104 |
| MONTESSORI CERTIFICATE PROGRAM POLICIES | 93 | <i>Program Objectives</i> | 104 |
| ACADEMIC GRIEVANCES..... | 93 | <i>Program Requirements</i> | 105 |
| ACADEMIC PROBATION..... | 94 | Course Track..... | 105 |
| COURSE MATERIALS..... | 94 | Thesis Track..... | 105 |
| COURSE SELECTION AND REGISTRATION..... | 94 | BGS COURSE DESCRIPTIONS..... | 106 |
| ACADEMIC ADVISING..... | 94 | <i>Bible and Theology</i> | 106 |
| DROPPING OR WITHDRAWING FROM CLASSES..... | 94 | <i>Education</i> | 107 |
| <i>Modular Classes (Summer)</i> | 94 | <i>Intercultural Studies</i> | 108 |
| <i>Semester Classes (Fall and Spring)</i> | 94 | <i>Leadership</i> | 109 |
| GRADUATION..... | 94 | <i>Research</i> | 110 |
| SUBMITTING LATE WORK..... | 95 | BGS ACADEMIC PROGRAM POLICIES | 111 |
| MONTESSORI CERTIFICATE FINANCIAL POLICIES | 95 | ACADEMIC GRIEVANCES..... | 111 |
| GENERAL COSTS..... | 95 | ACADEMIC PROBATION..... | 111 |
| <i>Tuition Fees</i> | 95 | COURSE MATERIALS..... | 111 |
| <i>Non-Tuition Standard Fees (Early Childhood and Elementary)</i> | 95 | COURSE REGISTRATION..... | 111 |
| METHOD OF PAYMENT..... | 95 | COURSE SELECTION AND ACADEMIC ADVISING..... | 112 |
| REFUNDS..... | 95 | DROPPING CLASSES..... | 112 |
| FINANCIAL AID..... | 96 | GRADUATION..... | 112 |
| BETHANY GRADUATE STUDIES ADMISSIONS | 98 | SUBMITTING LATE WORK..... | 112 |
| ADMISSIONS OFFICE CONTACT INFORMATION..... | 98 | BGS FACULTY AND STAFF | 112 |
| APPLYING TO BGU GRADUATE STUDIES PROGRAMS (BGS)..... | 98 | BGS FINANCIAL POLICIES | 114 |
| <i>Application Process</i> | 98 | GENERAL COSTS..... | 114 |
| | | METHOD OF PAYMENT..... | 114 |
| | | REFUNDS..... | 114 |

About Bethany

Accreditation

Bethany Global University is accredited to grant certificates and degrees at the Associate, Baccalaureate, and Master's levels by the Commission on Accreditation of the Association for Biblical Higher Education.



5850 TG Lee Blvd. Suite 130, Orlando, Florida, 32822 Phone: 407.207.0808

Bethany Global University operates within the State of Minnesota under Religious Exemption from Registration as a Private Institution pursuant to Minnesota Statutes 136A.61 to 136A.71.

University Profile

Name: Bethany Global University

Parent Organization: Bethany International

Founded: 1945

Location: Bloomington, MN, U.S.A.

Denomination: Interdenominational

President: Dr. David Hasz

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

Phone: 800.323.3417 | **Fax:** 952.829.2765

Email: admissions@bethanygu.edu

Website: www.bethanygu.edu

Online Student Database: <http://bethanygu.populiweb.com>

Number of Full-time students enrolled as of Fall 2021: 280

Retention Rate of freshmen to sophomores (from Fall 2020 to Fall 2021): 61%

Number of Full-time students who completed their program within 150% of full-time studies in Spring 2021: 79

Male/Female Ratio as of Fall 2021: 76:212

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 active missionaries and global workers.

BGU Board of Directors

David Hasz, President - Doctorate in Strategic Leadership from Faith International University; MA in Intercultural Leadership from Bethany Global University; BS in Education from Oral Roberts University; Executive Vice President, Director of Teen Mania's Honor Academy (1995-2012); Bethany International board of directors 2006-2013; Executive Vice President and Provost of Bethany Global University (2013-2020); currently serves as President of BGU

Dan Brokke, Chair - Served for 24 years in the Christian publishing industry providing leadership for DaySpring Cards, as Sr. Vice President and COO of David C. Cook Publishing. He has a BA in Theology and Christian Education from Azusa Pacific University and a BA in Cross-Cultural Studies from Bethany Global University. Mr. Brokke has served on boards such as Christian Booksellers Association, David C. Cook, University of the Nations-Kona, Heritage Builders Association, and Bethany International. Formerly the President of BGU, Mr. Brokke currently serves as President of VisionServe and as President/CEO of Bethany International.

Bob Bakke, Vice Chair – Currently the teaching pastor of Hillside Church, Bloomington, MN. A graduate of Taylor University and Gordon-Conwell Theological Seminary, Bob spent 14 years serving Connecticut and New Jersey churches. For another 12 years he served as an Executive Director of the Evangelical Free Church of America. For 10 consecutive years, Bob produced The Nationally Broadcast Concert of Prayer; a radio, television and Internet simulcast on the evening of the National Day of Prayer. In 2004 he helped found the Global Day of Prayer, producing television and radio broadcasts that covered the earth. In 2012, Bob joined a small group of leaders and helped launch OneCry, a movement of Christians mobilizing and uniting for the purpose of seeing revival come to the American Church. Bob's radio specials called The OneCry Prayer Summits, have involved as many as 525 stations. The broadcast won the National Religious Broadcasters Program of the Year Award in 2012. He helped found the largest prayer meeting in America on the National Day of Prayer, which helped lead to a prayer meeting of 400,000 in Washington, DC, this past summer. He is presently researching and writing for a major film on America's Second Great Awakening (1801). Bob returned to the pastorate in 2007 and uses his gifts for promoting, forging, and cultivating prayer-based movements, domestically and internationally, that lead to the transformation of people and places. His designs are to ensure that the local church becomes the principle agency for the revival of the Church and the advancement of Christ's Kingdom today.

Ron Have, Secretary - Founder and President of Freightmasters Logistics Inc., where he has served for 45 years. Ron is a graduate of the University of Minnesota Carlson School of Business with a Bachelor of Science Business Administration. He is presently serving on the Board of Regents at Luther College of Decorah Iowa, is a board member emeritus for University of Minnesota Center for Transportation Studies, and on the Accreditation Review Board for the School of Technology and Environmental Studies at St Cloud State University. He is a past board member and chairman of VEAP a regional food shelf and wellbeing organization, and past chair for 12 years of the Minnesota Transportation Advisory Council for the Minnesota Department of Transportation. Ron served for 6 years on the Transportation Advisory Board for the Metropolitan Council. He is a two term past congregation President and 40-year member of the stewardship committee of St Stephen Lutheran Church Bloomington MN.

Nicole Bender - After completing an Associate's degree in Biblical Studies, Nicole and her husband both served as youth pastors in Louisiana, disciplining young men and women to pursue meaningful relationships with Christ. For 5 years after, they served on staff at Teen Mania Ministries focusing on leadership, mentorship, and missions. In 2001 they moved back to Texas where Nicole currently works as an Executive Assistant for Simplify. In addition, she and her husband, Troy, have worked with several non-profit organizations throughout the years around the world. Together, Nicole and Troy have dedicated the last 25 years to mobilizing others to fulfill the great commission. They have taken hundreds of teams to over 30 countries. Nicole's heart is to see young people answer the call to surrender and live a life of purpose that brings God glory. She is determined to live every day passionately pursuing the heart of God and mobilizing others to do the same.

Diana Chanda - Earned a Bachelor's degree and Master's degree from Biola's School of Intercultural Studies, where she studied under Sherwood and Judy Lingenfelter, Margaurite Kraft, and Marvin Mayer. After graduating, she joined Caleb Project to conduct ethnographic research among the Bengali Muslims of Calcutta. Later she served as a research coordinator for a Caleb Project team sent to Kazakhstan and Uzbekistan. After marrying Curtis Chanda in 1993, they moved to a remote city in Kazakhstan where there were no known believers at the time among the Muslim population. They ministered for 10 years in this location where the Lord allowed them to participate in a breakthrough, and seeing the Church established. They relocated to another city where they trained Central Asians to pioneer new works, especially among the unreached of the North Caucasus. After ministering in Kazakhstan with Frontiers for 22 years, Diana's husband, accepted an invitation to lead Global Teams International.

Bill Couey - Serves as Senior Vice President of Operations & People for DaySpring including global supply chain, order fulfillment, technical design, and project management. In addition, he leads the people/HR function with responsibility for company culture, talent acquisition, and people development.

He has been with DaySpring since 1999. Prior to his current role, Bill served for 6 years as SVP of Greetings & Gifts. He holds a Master of Public Administration degree from San Diego State University and a Bachelor of Arts from the University of Colorado.

Sam Dunya - Rev. Dunya was commissioned with his wife, Jonhild, by Bethany Gateways in 1995 to Ghana. He is the founder and General Overseer of GlobeServe Missionary Church (Accra), the director of GlobeServe Ministries International (Accra), and Chair of the Apostolic Council of the Church and Ministry Boards. He has extensive training in Biblical Missiology, Theology, and Pastoral Ministry, and seeks to make reproducing disciples for Christ, impacting as many people as possible with the Gospel. Presently, he has 52 pastors and 26 missionaries with 668 Churches in Ghana, Togo, Liberia, Burkina Faso, and Ivory Coast with more than 58,000 members, over 600 elders, and 3,000 other Church leaders working with him. Rev. Dunya serves and has served as Director of West Africa for Bethany Gateways, board member for Every Home For Christ (Ghana), executive member on the Committee on Social Intervention (Ghana), member of the Pentecostal and Charismatic Council (Ghana), ordained Minister of the Gospel of Jesus Christ (Adidome, Ghana, 1996), commissioned pastor (USA, 1995), missionary and licensed Helmsman with YWAM Ship (Anastasis, 1993). He is a graduate of American Christian College and Seminary (1999), a graduate of Bethany Global University (USA, 1995). He completed a Discipleship Training School with Youth With A Mission (YWAM) (Odumase-Krobo, Ghana, 1989), and is a graduate of the Salvation Army College of Commerce, with a degree in Business and Administration, (Akim Manso, Ghana, 1982-1985). Samuel has over 23 years of successful organization development, leadership development, and general management experience in private and non-profit organizations. Rev. Dunya seeks to live with eternity's values in view with a great commitment to making Disciples and Planting Churches.

Roy Goodman - Senior director of Information Technology at Talen Energy, he is responsible for all systems supporting Talen Energy including Marketing & Trading, Generation, Supply Chain, Finance, HR and other corporate functions. Roy has 20 years of marketing and information technology experience in commodities, energy and financial services marketing and trading. He was manager of Trading Technology for Cargill, senior manager, IT at Medtronic, director of Power Marketing Business Systems for NRG Energy, and VP for eBridge, a startup company that provided trading systems for financial institutions. Prior to starting a private sector career, Roy served in the United States Air Force and the Air National Guard. He joined Talen Energy from PPL, an electric utility, where he was director of information technology responsible for supporting PPL's work management, supply chain and business intelligence solutions in addition to the IT in support of PPL Energy Supply commercial operations and generating plants. Roy holds a bachelor's degree in CIS from the University of Northwestern, St. Paul, Minnesota, and a master's in business administration degree from the University of Chicago Booth School of Business. Roy has been involved in community service mentoring at-risk teens in the city of Minneapolis and was a respite care parent, with his wife Kerri, for teens that had been removed from their home. Roy has also supported a non-government organization in Tajikistan that helped develop life skills for teens transitioning out of orphanages; served on Allentown, PA advisory council of the Salvation Army and has served on the board of Bethany International since 2014.

Paul Strand - Missionary training consultant for Bethany's GlobeServe Training Consulting Team. Strand also serves on the board of U.S. Center for World Mission. Previously, he was a missionary in Indonesia for 15 years, instructor of Missions at Bethany Global University, 7 years as President of Bethany Fellowship International and is currently a Ph.D. Candidate at Fuller School of World Mission.

Administration

Administrative Offices

David Hasz, DSL, President

La'Tia Coleman, MA, Executive Assistant to the President

Academic Affairs Administration

Darin Kindle, DMin, Vice President of Academic Affairs & Dean of Graduate Studies

Jason Haché, MA, Academic Dean

Hannah Levin, BA, Registrar

Tiffany Garrison, MA Associate Registrar, Public Services Manager

Dria Knutson, BA, Educational Support Specialist

Program Chairs

Melanie Hurlbut, MA, Biblical and Theological Studies & Intercultural Ministry Studies

Michelle Thompson, MA, Education in Missions

Tony Foster, PhD, Transformational Entrepreneurship in Missions

Admissions/Enrollment Administration

Brian Schwarz, MBA, Vice President of Administration & Enrollment

Elisabeth Klueg, BA, Associate Dean of Work & Student Industries Manager

Patrick McSpedon, BA, Senior Manager of Admissions

Global Internship Administration

Doug Goodmundson, MA, Vice President of Global Internship

Jasmine Swope, BA, Director of Intern Care

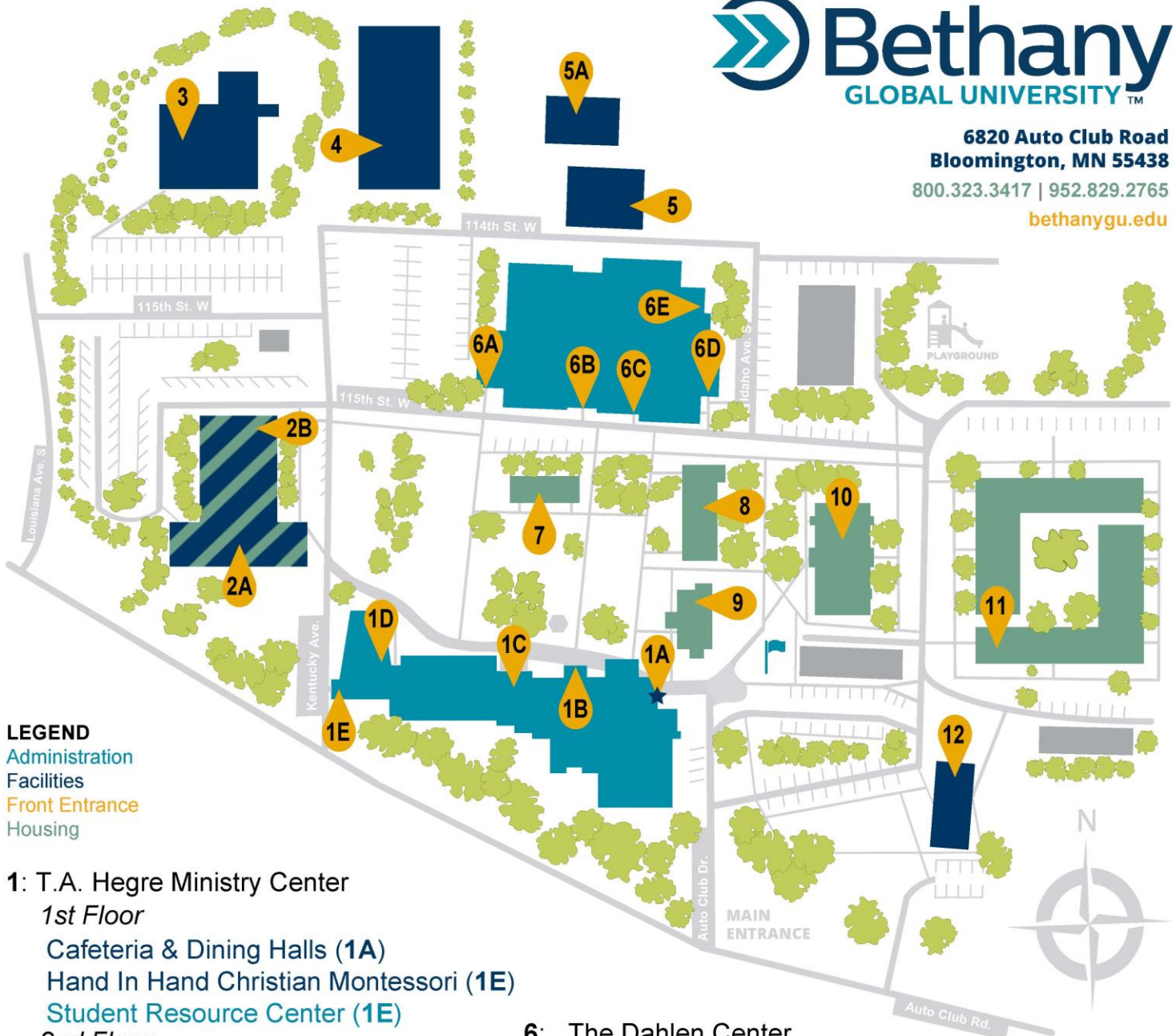
Autumn Sikes, MA, Global Internship Campus Coordinator

Student Affairs Administration

Elisabeth Wilson, PhD, Vice President of Student Affairs

Eric Simmons, BA, Dean of Men

Holly Ward, BA Dean of Women



LEGEND

Administration
 Facilities
 Front Entrance
 Housing

1: T.A. Hegre Ministry Center

1st Floor

Cafeteria & Dining Halls (1A)
 Hand In Hand Christian Montessori (1E)
 Student Resource Center (1E)

2nd Floor

Student Classrooms (1C)
 The Furnace Prayer Room (1D)

The Hub (1A)★

3rd Floor

Administrative & Finance Offices (1B)
 Student Classrooms (1C)
 Student Life Offices (1C)

2: Bethany Church

Auditorium (2A)
 Church Dorm (2B)

3: Gym

4: Sports Fields

5: Services Garage & Harold's Shop

Grounds Garage (5A)

6: The Dahlen Center

BGU Academic Offices & Global Internship (6C)
 Bethany Press International & Bethany Gateways (6B)
 Services (6D)
 Student Care Center (6D)
 Student Laundry (6A)
 Publish4All (6E)

7: Bergh Hall

8: Finsaas Hall

9: Shelling Hall

10: Founder's Apartments

11: Aitkins Hall

Beyond Limits Dorm
 Apartments

12: The Barn

BGU Lifestyle Commitment

BGU is a university uniquely placed in the middle of a storied missional community. Central to the teaching within this community has been the message of the cross; that the complete and perfect work of Christ's death and resurrection empowers every believer to overcome sin and walk in holiness through absolute surrender to Christ's lordship (Romans 6:1-14). We are counted righteous in God's sight only by the application of his grace to our lives, grace that comes through the finished work of the cross, apart from our works (Ephesians 2:9-10; Titus 3:4-7). This grace also empowers us to walk in holiness before him and in sacrificial love toward one another in community (Colossians 3:12-17). BGU also values the concept of community, recognizing that the pursuit of the good of others is evidence of a life lived for God. The BGU Lifestyle Commitment is not to be seen as the standard of holiness, but instead as a guardrail within which the Holy Spirit will be able to mold us into the image of Christ without hindrance, and as a map for engaging healthy relationships within the community.

BGU students are committed to embrace a lifestyle of integrity, which includes an internal commitment both to live righteously and to quickly confess and repent of areas of sin. Those who embrace integrity desire to bring any sin, whether publicly known or secretly hidden, into the light, maintaining unhindered fellowship with God and with those in their community. We do not expect perfection of anyone, but rather a fervent pursuit of holiness and quick confession and repentance toward any areas of failure. BGU students commit to abstain from alcohol, tobacco products, gambling, and drugs unless prescribed by their doctor. Students should be open with university leadership about past addictions in any of these areas and commit to openness and accountability while at BGU. Students are permitted to drink responsibly during the following major breaks if they are of age and not staying on campus: Thanksgiving break, Christmas break, spring break, and summer break. Students who remain on campus during any of these breaks must continue to abstain from alcohol.

BGU students are committed to live by the biblical standard of sexual purity ordained by God and affirmed by Jesus Christ, which excludes all sexual activity outside of the marriage covenant between one man and one woman (Genesis 2:24; Matthew 19:5; Ephesians 5:31; Hebrews 13:4). This commitment includes pursuing purity in areas such as viewing pornography, masturbation, and extramarital sexual activity, and lustful thoughts (2 Timothy 2:22).

BGU students affirm that gender is intentionally created and designated by God at birth and is not a matter of human free will; thus, gender self-designation will not be recognized at BGU. Every student is required to use dormitories and restrooms according to their birth assigned biological gender, as well as to pursue romantic relationships only with the opposite gender.

BGU students celebrate media as an incredible resource for the furthering of the Kingdom of God, for learning, and for enjoyment, but also recognize that it can quickly become a conduit of unhealthy and harmful content. Media used for entertainment should be a means of building community, not as a means of escape or isolation. Any movie viewed publicly on campus should be approved by a Student Life leader, and all media viewed should be glorifying to God and edifying to those watching. Gaming systems are permitted in the dorms. Games that are rated M (Mature) must receive approval from a student life leader before being played on campus.

BGU students have chosen freely and of their own accord to embrace this code of conduct. Because each student has voluntarily chosen to be a part of the Bethany community and abide by this code of conduct, any violation of these standards will be considered a compromise of integrity. By agreeing to this code of conduct, students agree to the guidance of BGU leaders in dealing with the consequences of any violation. BGU reserves the right to dismiss any student who does not abide by the code of conduct. Action may be taken concerning any student regardless of the amount of time since a particular violation occurred. The university may also take disciplinary action concerning students awaiting degrees or students who have withdrawn from the university while a disciplinary matter is pending.

When the Lifestyle Commitment Applies

The BGU Lifestyle Commitment applies to all students:

- while enrolled in classes during the fall, spring, or summer semesters.
- while representing BGU in any off-campus event or function, such as short-term mission trips, required school events, and Global Internship.
- while not enrolled in classes but still living on campus or not checked out of their room.

Outside of these specific times, BGU students are still expected to conduct their lives in ways which demonstrate a commitment to pursue and model righteousness.

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, ongoing 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)

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 was 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 Gateways) was formed and began fielding missionaries. The first Gateways 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, Gateways has fielded hundreds of missionaries, partnered to start numerous churches and missionary training centers, and provided training for church leaders in almost 60 nations.

Business ventures have always been a source of funding for Bethany through the years. Some early business ventures included the manufacture of wooden 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.

Institutional Goals

Bethany Global University is committed to:

- Academic excellence and lifelong learning.
- Equipping students with a solid biblical foundation that fosters a continual hunger for God's word.
- Effectively preparing students with intercultural ministry competencies to take the church to where it is not.
- Students being transformed by the work of the Cross and empowered by the presence of the Holy Spirit.
- Preparing students to lead by serving.
- Affirming and strengthening students in their gifts, skills, and calling results in graduates being fielded into intercultural ministry.

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, to become effective ministers of the Gospel. Therefore, BGU seeks to live by the following biblical guidelines:

- Desire to glorify God in all things (Romans 15:5-6).
- Concern for the feelings and sensitivities of others - showing selflessness (1 Corinthians 10:23-24).
- Commitment to put off one's old way of life (Ephesians 4:20-24).
- Refusal to be shaped by the value system of this world (Romans 12:2).
- Desire to act in ways that reflect maturity (Hebrews 5:14).
- Understanding and practice of teachability (Proverbs 9:9-10).

Ministries

The Bethany International family of ministries consists of:

- Bethany Global University
- Bethany Gateways, which fields and serves over 100 missionaries in dozens of countries.
- Bethany 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 over 60 nations. GlobeServe has hundreds of 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 over 500 people groups. Additionally, hundreds more 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.

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's not.

Statement of Faith

WE BELIEVE the Bible to be the only inspired, infallible, and authoritative Word of God, without error in the original manuscripts.

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

WE BELIEVE in the full deity and the full humanity of our Lord Jesus Christ – two distinct natures in one person.

WE BELIEVE in Jesus' 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 Mt. 28:18-20, and involved in making it possible for the Gospel to be preached to all the peoples of the world.

Final Authority on Matters for Belief and Conduct

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Bethany International's faith, doctrine, practice, policy, and discipline, our board of directors is Bethany International's final interpretive authority of the Bible's meaning and application.



UNDERGRADUATE STUDIES

Admissions

Admissions Office Contact Information

Hours: Monday - Friday from 9am - 6pm CST

Phone: 800.323.3417 or 952.829.2403

Fax: 952.829.2765

Email: admissions@bethanygu.edu

Website: www.bethanygu.edu

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

Applying to Undergraduate Studies Programs

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 as described in this catalog. Applicants must meet one of the following for admittance:

Graduation and Transcript Requirements

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 or equivalent.

If a student has not yet graduated high school, 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.

Home-schooled Student Graduation and Transcript Requirements

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

Submit a transcript of coursework from ninth through twelfth grade

The final, official transcript must include all courses taken along with the credits and grades earned for each course and the student's graduation date. It may come either from a transcription institution through which the family has received record-keeping services or from the parent(s) or guardian(s) responsible for the student's home-school education. The student may not submit his or her own final, official transcript. 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 high school, 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 the information described above, except those 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. Therefore, transcripts produced by a parent or legal guardian must be signed and dated by the parent or guardian. 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”.

Graduates with Post-Secondary Dual Credit Enrollment Credits

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

All PSEO courses must be clearly indicated as such on the student’s final, official high school transcript. To review the student’s PSEO courses for possible transfer credit, the student must request that a final official college transcript be submitted directly from the university(ies) delivering the PSEO coursework to BGU (admissions@bethanygu.edu), even if those courses are also recorded on the student’s high school transcript.

GED Exam Results/Diploma

Applicants who have not earned a high school diploma and are not currently enrolled in high school must pass each of the four GED (General Education Development) exams (Math, Science, Social Studies, and Reasoning Through Language Arts) with a minimum score of 165 (college readiness level) on each test. A student who scores between 145 and 164 on one of the four tests may be granted a provisional acceptance upon approval by the Admissions Committee. 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 student withdrew before completing a semester, or the student did poorly in the attempted class(es). 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 are assessed based on their university CGPA(s) alone.

Anti-Discrimination Statement

Bethany Global University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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.

Application Process

Applicants to any program at Bethany must submit all required application components, indicate agreement with the Bethany Statement of Faith and any other faith/practice and lifestyle statements that are required by the university. All students taking classes on campus must also agree to a background check, due to the

presence of a Montessori pre-school/elementary school on campus and for the safety and security of all campus residents.

Submitting 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

\$0-40 - payable online. Contact Admissions for application fee information specific to you.

Application Form

The application form can be started over the phone with an Admissions Counselor or online through the bethanygu.edu website.

The form consists of three sections: Basic Information, Spiritual Information, and Past Education.

References

If required, all reference forms are submitted electronically and must be completed in English (or printed off and sent to BGU along with a translation from a professional service).

Applicants send a form link to their references from the application section of our website. 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.

Transcripts/GED Exam Results

Final, official transcripts and GED Exam Results are required for enrollment and must be sent by mail directly from your high school and/or university(ies) or through an electronic transcript collection company used by your school(s), such as Parchment.com or Safe Scripts.com. Unofficial transcripts and GED Exam Results are permissible for provisional acceptance only. Details related to transcripts and high school graduation equivalency, including GED exam results are included earlier in this section under the high school, home-schooled, college, and GED graduation and transcript requirements for applicants.

International Students

Bethany Global University is authorized under Federal law to enroll nonimmigrant students under the visa categories of F1 (full-time student) and F2 (dependent of a full-time student).

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) or Duolingo

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 is required as part of the application process.

- Minimum TOEFL scores required on all test sections combined are:
 - iBT (Internet-based test with 4 sections, each scored from 1-30): 90
 - Paper-delivered testing (3 sections, each scored from 1-30): 68
- Duolingo English Test
 - Minimum score required for acceptance is 120.
 - Testing information can be obtained by visiting the [Duolingo](https://www.duolingo.com) website.

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

A score of less than 70% on any individual test section makes the applicant ineligible based on a lack of sufficient English language proficiency.

Applicants are encouraged to visit the Educational Testing Services (ETS) website at <https://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.

Proof of Ability to Pay

International students must provide documented proof of support before being reviewed for acceptance. Proof support information can be found under forms and documents on BGU's website. Your admissions counselor will inform you when this requirement is due. In general, no international student will be able to apply for an F1 visa before documented proof of support is received. Proof support must cover the amount due for the entire first year and be in U.S. dollars.

Married Students/Families

Whenever possible, the university asks that married couples consider enrolling together in preparation for a lifetime of ministry. This is not an admissions requirement; however, in some cases, couples are required to live on-campus, regardless of whether one or both spouses are students. See the Separation of Families policy below for details.

Married student housing is available on campus but is limited, especially for couples with children. The Admissions Office suggests that married couples who wish to live in the dorms plan a year in advance, (when possible) complete the application process, and pay the room deposit early to ensure that housing is reserved for them.

For the welfare of our dorm residents, any non-student spouse of a full-time student or applicant seeking to live in married student housing must first be approved to live in the dorms. The non-student spouse must complete a Dorm Resident Application. This process consists of submitting a Dorm Resident Application Form and a pastor's reference. The non-student spouse must also agree to a basic background check. Additional information may be requested by the university.

If a non-student spouse is not approved to live in the dorms, the student spouse has the option of still enrolling at BGU but living off-campus according to the guidelines below.

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 for the family to reside in student housing

International Student Families

International students who wish to enroll for more than one academic year are required to bring their dependent immediate family members (spouse and children under the age of 18) with them to school by the start of their second year of studies. This is in keeping with our policy that restricts the separation of families for the sake of training. We welcome dependent family members as part of the BGU community and invite them to take part in many of the campus events and activities. Spouses are encouraged to participate in a weekly married student life group and may take classes on campus on a part-time basis.

Application Requirement for the Dependents of a Full-time International Student

If the family seeks student housing on campus, the spouse of a full-time international student must submit a Dorm Resident Application form and pastor's reference and undergo a background check to be considered for residency in student housing. These can be obtained by contacting the Admissions Office. Please note that space is very limited for families to live on campus, so it is recommended that this application be submitted early. Family student housing on campus is subject to availability and demand.

Visas for the Dependents of a Full-time International Student

Dependents entering the U.S. with an international student will have F2 (dependent of a full-time student) visas, and as such cannot work for pay on or off-campus through the duration of their time in the U.S. The family is advised to plan accordingly. The dependents of international students may attend a U.S. public school for kindergarten through 12th grade in a SEVP-approved school and will get their own F1 visa through that school. Adult F2 visa holders can engage in study at a SEVP-approved school (including BGU undergraduate or graduate studies programs) if they are enrolled in less than a full course of study and meet admittance criteria for enrollment.

Credential-Seeking, On Campus, "Part-time" Students

Any on-campus student taking less than 12 credit hours in any given semester is taking a part-time course load for that semester. This is usually the result of transferring classes from other institutions. However, if students are seeking a credential from BGU (certificate/diploma or degree), they still fall under the standard banded tuition rates (for 1-19 credits per semester), and in most cases are still eligible for tuition-paid benefits. Banded tuition only applies to first attempts for all scheduled classes. Course retakes and independent studies must be paid for according to non-credential seeking student rates (i.e., \$350 per credit). Any credential-seeking student must fulfill all academic and non-academic requirements for graduation.

Non-Credential-Seeking Students

Students who are not seeking a credential from the university may take individual courses for audit or credit. These students are not eligible for the tuition-paid financial structure or to receive financial aid. They pay for their tuition on a per credit basis and may incur additional required materials or other fees, as applicable, to the courses they are taking.

Non-credential-seeking students may live on campus in student housing only if married to a credential-seeking student. These students, living on campus with a credential-seeking spouse, must complete the Dorm Resident Application process, described earlier as well as the Non-Credential-Seeking Student Application process.

Non-credential-seeking students living off-campus must complete a Non-Credential-Seeking Student Application form, a background check, and have a pastor's reference a minimum of two weeks prior to the start of the first class in which they wish to enroll.

The Non-Credential-Seeking Student Application is available by contacting the Admissions Office.

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 academic requirements are given the opportunity to complete an Academic Probation Request Form and submit an additional reference who is a teacher or employer as part of the application process. This allows the applicant to explain any special needs or extenuating circumstances related to past academic failures. 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.

Students who do not meet the personal, character, or spiritual life requirements for admittance may be granted non-academic provisional acceptance, as per the decision of the Admissions Committee. This decision may be made with a recommendation from the campus pastors and/or the deans.

Vaccinations Policy

Bethany Global University students must supply a record of immunization after they have been accepted. [Minnesota College Immunization Law](#) (M.S. 135A.14) requires all students born after 1956 to be immunized against certain diseases, allowing for certain specified exemptions. This is to protect both the individual and the community from a serious illness. Students are responsible for providing accurate dates of immunization. Students will not be able to register for the next semester's classes until immunization dates for the following have been provided.

Required vaccinations:

- Tetanus/diphtheria (Td or Tdap): Must be administered within ten years of the student's first term of enrollment and must remain current thereafter.
- Measles/Mumps/Rubella (MMR): Must be administered after your first birthday.

How to report your vaccinations:

- Record your Tetanus (Td or Tdap) and MMR dates on the Immunization Form which is part of the Online Freshman Orientation Seminar. This is made available to students on the [Admissions Hub](#) once they have submitted a room deposit and completed their financial aid. The Online Freshman Orientation Seminar is due about a month and a half before the beginning of the semester.
- All students must meet the immunization requirement or meet one of the legal exemptions. To complete an Exemption Form individuals must print the Immunization Record for Students Attending Post-Secondary Schools in Minnesota form and complete section 4 for either a medical or conscientious exemption. Please note, that a notary or physician signature is required. Return the form to the Admissions Office by mail: Admissions 6820 Auto Club Road Suite C Bloomington, MN 55438.

Spring Enrollment

Students who enroll as new students in the spring term (January) are in their own cohort and complete the same order of classes as the August freshmen.

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 Admissions Office for acceptance.

Applicants are notified of their acceptance by a mailed acceptance packet, and/or email, followed by a phone call and an email 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 the acceptance steps by the published due dates.

Acceptance steps include:

- Completing the FAFSA (part 1 of the financial aid application).
- Pay a non-refundable room deposit.
- Review financial aid award letter and accept/decline financial aid.
- Complete financial aid verification (if selected by the U.S. Department of Education).
- Completing an Online Orientation Seminar, which includes video instruction, forms, and documents to read and sign, and other activities in preparation for enrollment.
- Complete Title IX Training online.
- Complete FERPA.
- Submit a digital photo and copy of government-issued ID.

- Request and pay for parking (if available).
- Submit Arrival Day travel information.

The Admissions Office makes regular phone, email, text message, Facebook message, and social media contact with accepted students, walking them through information they need to understand prior to enrollment, answering questions, and reminding them of acceptance steps and deadlines.

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, which can cause the applicant to be incomplete until the requested documents or information are provided. At that time, they are reviewed again by the committee. The Acceptance Supervisor may elect to bring any applicant to the Admissions Committee for review at their discretion.

The Admissions Committee is made up of the Director of Enrollment, Acceptance Supervisor, two Student Life staff representatives, the Academic Dean, the Registrar, and the Educational Support Specialist. Other staff may be asked to review an applicant, as needed. The 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 Admissions Office.

Provisions are outlined in the student's acceptance letter. Students accepted on academic probation who are unable to meet the terms of their growth plan by the end of their first semester will be reviewed by the Dismissal Committee. If students who are accepted on academic warning are placed on probation during their second semester, they must successfully meet the terms of their growth plan for that semester or they will be reviewed by the Dismissal Committee.

Accommodation for Disabilities

The university complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Students with needs for special assistance due to physical or other handicaps on either a short-term or long-term basis are encouraged to contact the Registrar as soon as possible after admission. Students will be asked to provide documentation of their disabilities or special needs.

Provision of aid will be based upon an individual student's need. When appropriate, accommodations will be developed in consultation with a departmental representative for whose area the accommodations are sought (i.e., academics, campus services, student life, etc.). Accommodations or aids that impose an undue hardship on the campus or that require modification of academic standards, programs, or course work may be declined.

Bethany Global University is committed to providing equal access and reasonable accommodations for students with physical, psychological, and learning disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), BGU does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in seminary programs and activities.

BGU is aware of the importance of remaining current with any of the laws regarding the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act. Therefore, every attempt will be made to keep policies formulated to include any changes that may occur in the law.

Required Documentation

Students with disabilities seeking reasonable accommodations must identify their needs to the Registrar. To fully evaluate the request for accommodations, the Office of the Registrar requests documentation to verify a student's disability.

The minimum guidelines listed below are developed to assist students in working with their treating and/or diagnosing professional in order to prepare the information and evaluate requests for accommodations.

Submitted documentation should include the following:

- A diagnostic statement identifying the disability: when appropriate, include the International Classification of Diseases (ICD) or Diagnostic Statistical Manual (DSM) codes, the date of the most recent evaluation, and a comprehensive description of the diagnostic assessment method utilized. If the most recent evaluation was not a full evaluation, indicate when the last full evaluation was conducted.
- Current functional impact of the condition: the current relevant functional limitations on physical (mobility, dexterity, endurance, etc.), perceptual, cognitive (attention, distractibility, communication, etc.), and behavioral abilities should be described.
- Specific recommended accommodations: explain how these accommodations address the functional limitations of the disability.

Additional guidelines may exist for learning and psychological disabilities. If a student has multiple conditions, sufficient information confirming the presence of each disability is needed, as well as information regarding how the conditions may interact. Finally, documentation should contain the professional's signature and list their credentials.

Students are encouraged to consult with the Registrar for additional information and assistance. Documentation that is shared with the Office of the Registrar is kept confidential.

Students who believe they have a disability requiring accommodation should contact:

Registrar
6820 Auto Club Rd, Suite C
Bloomington, MN 55438
Phone: 952-996-1499
registrar@bethanygu.edu

Disability Grievance Policy and Procedures

It is Bethany Global University's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any program, service, or activity. BGU aims to provide reasonable accommodations to students with qualified disabilities. Students have the right to file an informal complaint or a formal grievance if they believe equal access to an academic program, activity, resource, or other service has been denied because of a disability.

Students are always encouraged to seek the assistance of the Registrar to resolve any complaint informally. The Registrar will make every effort to resolve the disagreement informally between the student and whomever (faculty member, department, service) the dispute involves and will do so in a timely manner. We hope to resolve concerns and find an acceptable solution before the situation intensifies.

Should the informal process not satisfactorily address the student's concerns, or the grievance arises out of a decision made by the Registrar regarding a student's eligibility for academic or other accommodations, the student may choose to proceed with the formal grievance process. A formal grievance must include the following information in writing: student's name, address, home/cell number, email address, and student's identification number.

Please provide a detailed response to the following:

- Information about the alleged discrimination including a specific description regarding the action(s) or inaction(s) that precipitated the grievance, as well as the date, place, and names of the persons involved;
- Efforts that were made to settle the complaint informally;
- Any documentation that supports the grievance;
- Remedy sought.

The Academic Dean will convene a Disability Grievance Committee to complete a thorough investigation of the complaint of discrimination based on a qualified disability. All relevant individuals including the complainant and other persons involved in the grievance may be in attendance to provide information.

After the investigation is complete, the Academic Dean shall issue a written response to the student/complainant within 15 working days from completion of the meeting(s) with the student and other persons involved in the grievance. This is the first institutional level of appeal.

The student then has the right to appeal the investigation to the President of Bethany Global University. The same guidelines regarding the submission of information applicable to the incident apply. The President shall then review the student's complaint as well as the findings of the Disability Grievance Committee and respond to the student in writing within 15 working days. This is the final institutional level of appeal.

While it is hoped the complainant can resolve a grievance within the campus process, the student has the right to file any grievance directly to the U.S. Office of Civil Rights at any time. The Statute of Limitations for filing a complaint with OCR is 180 days from the time the incident occurred. OCR's contact information is found below:

Office for Civil Rights – Chicago Office

U.S. Department of Education

John C. Kluczynski Federal Building

230 S. Dearborn Street, 37th Floor

Chicago, IL 60604

Phone: 312-730-1560

Fax: 312-730-1576

Email: OCR.Chicago@ed.gov

Support/Service Animal Policy

Bethany Global University complies with the Americans with Disabilities Act (ADA) in allowing the use of service animals for students, staff, and visitors. BGU also complies with the Fair Housing Act in allowing students the use of emotional support animals that are approved as an accommodation.

Please refer to the [consumer information page](#) of the BGU website under the Facilities and Services Available to Students with Disabilities heading for more details on the conditions and parameters of this policy.

Service Animal Documentation will be requested by the university for any animal brought to campus. Contact the admissions office for information on preparing required documentation.

Transferring Credits

Transfer Credit Policy Accessibility

Bethany Global University transfer credit policies for both undergrad and graduate studies programs are accessible to the public in the following locations:

- In the [college catalog online](#).
- In the [consumer information page](#) of our website.
- Upon request from the Admissions Office:
Website: admissions@bethanygu.edu
Phone: 952.829.2403
Fax: 952.829.2765

Undergraduate Transfer Credit Policy

Accepted students who have previous college experience are automatically reviewed for possible credit transfers by the Registrar's Office, generally within 2 weeks of being accepted.

Applicants who have submitted at least an unofficial transcript to BGU may make a special request to have their transcript reviewed prior to acceptance by emailing registrar@bethanygu.edu.

Transferability is based on the following criteria:

- Course content must fit within the scope of the BGU curriculum.
- Due to the nature of Global Internship (GI), we do not entertain transfer credit requests toward GI courses except Bible and Theology courses.
- Dual credit/PSEO coursework is eligible if a college transcript is produced reflecting the work done.
- Students may receive an initial approval of pending credits with an unofficial college transcript but must submit a final, official transcript prior to enrollment at BGU as an admissions requirement, as well as a transfer credit requirement.
- A grade of C (2.0 on a 4.0 or higher scale) must be achieved.
- AP Exam scores of 3 or higher are considered.
- CLEP Exam scores of 50 or higher are considered.
- DSST Exam scores of 400 or higher are considered.

Students receive an email response from the Registrar detailing which credits are accepted in transfer, up to 20% of the total number of credits for the student's program. All accepted credit transfers remain pending until the student has successfully completed 12 credits at BGU.

Since BGU employs banded tuition, credit transfers do not result in a reduction of tuition. Because students must maintain a full-time course load of 12 credits minimum each semester to receive the maximum financial aid for the tuition-paid model, therefore students must maintain at least 12 credit hours a semester in order to qualify for the tuition-paid model. Exceptions may be made based on transfer credits.

Transferring BGU Credits

The Association for Biblical Higher Education (ABHE) has a wide range of schools amongst its members. As an accredited school of ABHE, credits from Bethany Global University are transferable to most schools that 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>.

For more information on transfer credits, please contact the Registrar's Office (registrar@bethanygu.edu).

Re-enrollment

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 any department represented on the Admissions Committee and communicated to the student prior to withdrawal or dismissal.

Due to the preparation required for returning students who will be going directly on Global Internship, it is strongly recommended that they contact the GI Department and Gateways by September of the year prior to their anticipated internship departure date and complete the formal re-enrollment process (an application is involved) with Admissions by February of the year in which they intend to go on internship. All other re-enrolling students should complete the formal re-enrollment process with Admissions at least 6 months before their intended re-entry date.

Policies and Procedures

Former students (graduated, withdrawn, or dismissed), who wish to re-apply, must contact the Admissions Office to discuss specific dates and requirements and to be sent re-application materials.

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

Former students must pay any outstanding balances due on their account prior to being re-admitted and are subject to the financial, academic, student life, and policy guidelines current at the time of re-admittance.

Former students are not guaranteed re-admittance. 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 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.

- Completed Re-Enrollment Request Form - available only through contacting the Admissions Office
- Reference Form (if requested)
- \$250 degree completion fee

Students who have earned a credential from BGU are exempted from the degree completion fee if they complete the re-enrollment process (including all paperwork) within 2 years of their exit from BGU.

Academic Programs

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's 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

As a 1-year program, students receive an introductory understanding of:

1. The overarching redemptive story of God in Scripture.
2. The missional nature and calling of the church.
3. The essential competencies necessary for missionary service.
4. The importance of contextualizing the gospel within differing worldviews.

Program Requirements

The following details the course requirements which must be completed to attain the Certificate in Bible and Missions.

| | |
|---|------------|
| I. Bible & Theology | 12 Credits |
| BTH122 The Gospel of the Kingdom and Work of the Holy Spirit..... | 3 |
| BTH131 Fundamentals of Christian Theology | 3 |
| BTH141 Hermeneutics | 3 |
| MIS112 Missional Ecclesiology | 3 |
| II. Core Requirements..... | 16 Credits |
| BGU111 Freshman Seminar | 1 |
| ENG111 English Composition I | 3 |
| ENG112 English Composition II: Critical Thinking and Research Methods..... | 3 |
| MIS111 Intro to Missions | 3 |

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| MIS113 | Disciple-Making Movements Methodology | 3 |
| SSC112 | Mental Health and Physical Wellness..... | 3 |
| III. Co-Curricular Requirements | | |
| | Chapels (weekly) | |
| | BGU Preview (semi-annual) | |
| | Graduation (annual) | |

Total Required: 28 Credits

Associate of Arts Degree Program

Intercultural Ministry

Our Associate of Arts in Intercultural Ministry Degree curriculum follows the same basic format as the first year 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 14-week intercultural practicum as a part of the spring semester of their second year. This practicum is designed to give students an introduction to life and work on the mission field.

Program Objectives

The Associate of Arts Degree in Intercultural Ministry seeks to achieve the following objectives in the lives of students:

1. Have a foundational understanding of the overarching redemptive story of God in Scripture.
2. Have a biblical understanding of the missional nature and calling of the church.
3. Explain the essential competencies necessary for missionary service.
4. Articulate the importance of contextualizing the gospel within differing worldviews.
5. Show flexibility and adaptability in responding to differing cultural values and worldviews in ministry.

Program Requirements

The following details the course requirements which must be completed to attain the associate degree. **Due to the nature of the program, all courses during the practicum must be attempted.*

| | |
|-----------------------------------|--|
| I. General Education..... | 21 Credits |
| ENG111 | English Composition I 3 |
| ENG112 | English Composition II: Critical Thinking and Research Methods 3 |
| HUM211 | World Religions..... 3 |
| HUM212 | Cultural Anthropology 3 |
| MAT211 | Personal Finance 3 |
| SSC112 | Mental Health and Physical Wellness..... 3 |
| SSC311 | Intro to Ethnographic Research: Exploring Material Culture 3 |
| II. Bible & Theology | 19 Credits |
| BTH122 | The Gospel of the Kingdom and Work of the Holy Spirit..... 3 |
| BTH131 | Fundamentals of Christian Theology 3 |
| BTH141 | Hermeneutics 3 |
| BTH221 | Pauline Epistles..... 3 |
| BTH231 | Theological Distinctives 2 |
| MIS112 | Missional Ecclesiology..... 3 |
| SPD211 | Life in the Spirit: Training in Godliness 2 |
| III. Intercultural Ministry | 19 Credits |
| CHM211 | Intercultural Ministry Preparation..... 3 |
| CHM221 | Short Term Ministry and Language Practicum..... 6 |

| | | |
|---|---|----------|
| MIS111 | Intro to Missions | 3 |
| MIS113 | Disciple-Making Movements Methodology | 3 |
| MIS211 | History of Missions..... | 3 |
| MIS241 | Ministry Practicum Re-Entry | 1 |
| IV. Additional Programmatic Requirements..... | | 1 Credit |
| BGU111 | Freshman Seminar | 1 |
| V. Co-Curricular Requirements | | |
| Chapels (weekly) | | |
| BGU Preview (semi-annual) | | |
| Graduation (annual) | | |

Total Required: 60 Credits

Bachelor of Arts Degree Programs

Intercultural Ministry Studies

Our Bachelor of Arts Degree in Intercultural Ministry 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 Ministry Studies and on Bible and Theology, the BA degree is considered a double major.

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.

Students spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving as missionary interns under our partner mission agency, Bethany Gateways, while continuing their studies with the university online. GI 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 the Global Internship, teams return to the Minnesota campus for a final semester designed to help students process and integrate all they have experienced.

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

Program Objectives

Intercultural Ministry Studies

After completing the requirements of this major, students will be able to:

1. Demonstrate essential competency skills necessary for missionary service.
2. Demonstrate the ability to contextualize the gospel within differing worldviews.
3. Demonstrate flexibility and adaptability in responding to differing cultural values and worldviews in ministry.
4. Apply principles of intercultural ministry learned to disciple-making and church development.

Bible & Theology

After completing the requirements of this major, students will be able to:

1. Have a foundational understanding of the overarching redemptive story of God in Scripture.
2. Have a biblical understanding of the missional nature and calling of the church.
3. Learn to use and apply various tools and disciplines needed for a vibrant spiritual life.
4. Analyze differing secular and religious worldviews in light of a biblical worldview.
5. Distinguish different theological frameworks and how these impact evangelism and discipleship.

Program Requirements

The following details the course requirements which must be completed to attain the Bachelor of Arts Degree in Intercultural Ministry Studies. Students must complete 125 credits.

| | | |
|------|---|------------|
| I. | General Education | 33 Credits |
| | COM311 Intercultural Communications | 3 |
| | ENG111 English Composition I | 3 |
| | ENG112 English Composition II: Critical Thinking and Research Methods | 3 |
| | HUM211 World Religions | 3 |
| | HUM212 Cultural Anthropology | 3 |
| | LNG221 Linguistics..... | 3 |
| | MAT211 Personal Finance | 3 |
| | SSC112 Mental Health and Physical Wellness..... | 3 |
| | SSC311 Intro to Ethnographic Research: Exploring Material Culture | 3 |
| | SSC312 Social and Political Structures | 3 |
| | SSC411 Religious Systems and Structures | 3 |
| II. | Bible & Theology | 31 Credits |
| | BTH122 The Gospel of the Kingdom and Work of the Holy Spirit..... | 3 |
| | BTH131 Fundamentals of Christian Theology | 3 |
| | BTH141 Hermeneutics | 3 |
| | BTH221 Pauline Epistles..... | 3 |
| | BTH231 Theological Distinctives | 2 |
| | BTH321 General Epistles | 3 |
| | BTH411 Old Testament Survey | 3 |
| | BTH412 Old Testament Hermeneutics..... | 3 |
| | BTH423 John's Writings | 3 |
| | MIS112 Missional Ecclesiology | 3 |
| | SPD211 Life in the Spirit: Training in Godliness | 2 |
| III. | Intercultural Ministry Studies Major | 33 Credits |
| | CHM241 Teaching and Preaching..... | 3 |
| | ICS321 Discipling the Nations | 3 |
| | ICS322 Urban Missions | 3 |
| | ICS416 Intercultural Ministry Capstone | 3 |
| | ICS422 Contextualization | 3 |
| | MIS111 Intro to Missions | 3 |
| | MIS113 Disciple-Making Movements Methodology | 3 |
| | MIS211 History of Missions..... | 3 |
| | MIS212 Missional Theology | 3 |
| | MIS213 Missional Leadership Structures..... | 3 |
| | MIS411 Contemporary Missions Methodology | 3 |
| IV. | Christian Ministry Requirements | 27 Credits |
| | CHM211 Intercultural Ministry Preparation..... | 3 |
| | CHM321 Missionary Life and Language Practicum I..... | 3 |
| | CHM322 Missionary Life and Language Practicum II | 3 |
| | CHM323 Missionary Life and Language Practicum III | 3 |
| | CHM422 Missionary Life and Language Practicum IV | 1.5 |
| | ICS313 Intercultural Ministry Practicum I | 3 |
| | ICS314 Intercultural Ministry Practicum II | 3 |
| | ICS412 Intercultural Ministry Practicum III..... | 1.5 |
| | MIS441 Transitions I..... | 3 |
| | MIS442 Transitions II..... | 3 |

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| V. Additional Programmatic Requirements | 1 Credit |
| BGU111 Freshman Seminar | 1 |
| VI. Co-Curricular Requirements | |
| Chapels (weekly) | |
| BGU Preview (semi-annual) | |
| Graduation (annual) | |

Total Required: 125 Credits

Transformational Entrepreneurship in Missions

Our Bachelor of Arts Degree in Transformational Entrepreneurship in Missions weaves together Bible and Theology, Intercultural Studies, and Entrepreneurship into one educational experience. Graduates will be prepared to start new ventures, develop small businesses, innovate, and serve in non-profit organizations, ministries, or churches to drive or support missions' initiatives that better their communities. This degree 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 Transformational Entrepreneurship in Missions and on Bible and Theology, the BA degree is considered a double major.

Students spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving as missionary interns under our partner mission agency, Bethany Gateways, while continuing their studies with the university online. Global Internship is an outstanding catalyst to explore culture, participate in a variety of real-life entrepreneurial ventures, and for the students to find out how they personally fit into God's plan for the world. At the end of the Global Internship, teams return to the Minnesota campus for a final semester designed to help students process and integrate all they have experienced.

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

Program Objectives

Transformational Entrepreneurship in Missions Major

After completing the requirements of this major, students will be able to:

1. Demonstrate understanding of business as transformation and how it contributes to socio-economic community development.
2. Demonstrate competency in basic business skills and principles necessary to establish a sustainable business overseas.
3. Demonstrate understanding of how to develop an entrepreneurship venture through a coached experience.
4. Apply principles of entrepreneurship learned to disciple-making and church development in an intercultural setting.

Bible & Theology Major

After completing the requirements of this major, students will be able to:

1. Have a foundational understanding of the overarching redemptive story of God in Scripture.
2. Have a biblical understanding of the missional nature and calling of the church.
3. Learn to use and apply various tools and disciplines needed for a vibrant spiritual life.
4. Analyze differing secular and religious worldviews in light of a biblical worldview.
5. Distinguish different theological frameworks and how these impact evangelism and discipleship.

Program Requirements

The following details the course requirements which must be completed to attain the Bachelor of Arts Degree in Transformational Entrepreneurship in Missions. Students must complete 125 credits.

| | |
|---|------------|
| I. General Education | 33 Credits |
| COM311 Intercultural Communications | 3 |
| ECO232 Entrepreneurial Finance and Accounting | 3 |
| ENG111 English Composition I | 3 |
| ENG112 English Composition II: Critical Thinking and Research Methods | 3 |
| HUM211 World Religions | 3 |
| HUM212 Cultural Anthropology | 3 |
| LNG221 Linguistics | 3 |
| SSC112 Mental Health and Physical Wellness | 3 |
| SSC311 Intro to Ethnographic Research: Exploring Material Culture | 3 |
| SSC312 Social and Political Structures | 3 |
| SSC411 Religious Systems and Structures | 3 |
| II. Bible & Theology | 32 Credits |
| BTH122 The Gospel of the Kingdom and Work of the Holy Spirit | 3 |
| BTH131 Fundamentals of Christian Theology | 3 |
| BTH141 Hermeneutics | 3 |
| BTH221 Pauline Epistles | 3 |
| BTH321 General Epistles | 3 |
| BTH411 Old Testament Survey | 3 |
| BTH423 John's Writings | 3 |
| MIS111 Intro to Missions | 3 |
| MIS112 Missional Ecclesiology | 3 |
| MIS113 Disciple-Making Movements Methodology | 3 |
| SPD211 Life in the Spirit: Training in Godliness | 2 |
| III. Transformational Entrepreneurship in Missions Major Requirements | 32 Credits |
| BUS211 Business Growth Strategy | 3 |
| BUS321 Fundamentals of International Business | 3 |
| BUS412 Entrepreneurial Marketing | 3 |
| ECO111 Economics of Hope | 3 |
| ECO311 Introduction to Economics | 3 |
| ENT111 Introduction to Business as Mission | 3 |
| ENT211 Innovation and Creativity | 3 |
| ENT221 Lean Entrepreneurship | 3 |
| ENT411 Creating and Growing a Spiritual Impact Plan | 3 |
| ENT416 Entrepreneurship Capstone | 3 |
| ENT421 Leading and Managing People | 3 |
| IV. Christian Ministry Requirements | 27 Credits |
| CHM211 Intercultural Ministry Preparation | 3 |
| CHM321 Missionary Life and Language Practicum I | 3 |
| CHM322 Missionary Life and Language Practicum II | 3 |
| CHM323 Missionary Life and Language Practicum III | 3 |
| CHM422 Missionary Life and Language Practicum IV | 1.5 |
| ENT313 Entrepreneurship Practicum I | 3 |
| ENT314 Entrepreneurship Practicum II | 3 |
| ENT412 Entrepreneurship Practicum III | 1.5 |
| MIS441 Transitions I | 3 |

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| MIS422 | Transitions II..... | 3 |
| V. | Additional Programmatic Requirements | 1 Credit |
| BGU111 | Freshman Seminar | 1 |
| VI. | Co-Curricular Requirements | |
| | Chapels (weekly) | |
| | BGU Preview (semi-annual) | |
| | Graduation (annual) | |

Total Required: 125 Credits

Education in Missions

Our Bachelor of Arts Degree in Education in Missions weaves together Bible and Theology, Intercultural Studies, and Early Childhood/Elementary Montessori Education into one educational experience. Graduates will be prepared to be effective messengers of the Gospel throughout the world through ministry focused on the application of a specifically Christian approach to Montessori Learning for children. The curriculum will focus on locally sustainable strategies, engage partnership with existing local churches and ministries, and do not foster external dependency.

This degree 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 Education in Missions and on Bible and Theology, the BA degree is considered a double major.

Students spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving as missionary interns under our partner mission agency, Bethany Gateways, while continuing their studies with the university online. Global Internship is an outstanding catalyst to explore culture, participate in a variety of real-life ministries, and for the students to find out how they personally fit into God's plan for the world. At the end of the Global Internship, teams return to the Minnesota campus for a final semester designed to help students process and integrate all they have experienced.

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

Program Objectives

Education in Missions

After completing the requirements of this major, students will be able to:

1. Demonstrate a working knowledge of the Montessori Method of education, its philosophy, principles, and methodology.
2. Demonstrate the development of key competencies necessary to provide a Christian learning environment for children of diverse environments.
3. Apply the Montessori Method of learning to intercultural contexts within the framework of Christian missions.

Bible & Theology

After completing the requirements for this major, students will be able to:

1. Have a foundational understanding of the overarching redemptive story of God in Scripture.
2. Have a biblical understanding of the missional nature and calling of the church.
3. Learn to use and apply various tools and disciplines needed for a vibrant spiritual life.
4. Analyze differing secular and religious worldviews in light of a biblical worldview.
5. Distinguish different theological frameworks and how these impact evangelism and discipleship.

Program Requirements

The following details the course requirements which must be completed to attain the Bachelor of Arts Degree in Education in Missions. Students must complete 125 credits.

| | | |
|------|---|------------|
| I. | General Education..... | 33 Credits |
| | COM311 Intercultural Communications | 3 |
| | ENG111 English Composition I | 3 |
| | ENG112 English Composition II: Critical Thinking and Research Methods | 3 |
| | HUM211 World Religions | 3 |
| | HUM212 Cultural Anthropology | 3 |
| | ICS422 Contextualization | 3 |
| | LNG221 Linguistics..... | 3 |
| | MAT211 Personal Finance..... | 3 |
| | SSC311 Intro to Ethnographic Research: Exploring Material Culture | 3 |
| | SSC312 Social and Political Structures | 3 |
| | SSC411 Religious Systems and Structures | 3 |
| II. | Bible & Theology | 32 Credits |
| | BTH112 Red Thread of Redemption I: Genesis to Ruth | 3 |
| | BTH122 The Gospel of the Kingdom and Work of the Holy Spirit..... | 3 |
| | BTH131 Fundamentals of Christian Theology | 3 |
| | BTH141 Hermeneutics | 3 |
| | BTH214 Red Thread of Redemption II: Psalms to Malachi..... | 3 |
| | BTH223 Red Thread of Redemption III: The Gospels..... | 3 |
| | BTH324 Red Thread of Redemption IV: Acts through Revelation..... | 3 |
| | MIS111 Intro to Missions | 3 |
| | MIS112 Missional Ecclesiology | 3 |
| | MIS113 Disciple-Making Movements Methodology | 3 |
| | SPD211 Life in the Spirit: Training in Godliness | 2 |
| III. | Education in Missions Major Requirements | 32 Credits |
| | CHM231 Children and Family Ministry..... | 3 |
| | EDU111 Foundations of Education | 2 |
| | EDU112 Child Development in Education..... | 2 |
| | EDU211 The Neuroscience of Learning..... | 3 |
| | ECE212 Sensorial Mathematics and Faith Formation for Early Childhood Montessori Education | 2 |
| | <i>or</i> | |
| | ELE212 Geometry and Faith Formation for Elementary Montessori Education..... | 2 |
| | ECE211 Practical Life, Language and Culture for Early Childhood Montessori Education . | 2 |
| | <i>or</i> | |
| | ELE211 Practical Life, Language and Culture for Elementary Montessori Education | 2 |
| | EDU311 Educating Diverse Learners..... | 3 |
| | EDU312 Teaching English through Montessori | 3 |
| | EDU411 International School Development | 3 |
| | EDU413 Contemporary Issues in Education | 3 |
| | EDU415 International School Management | 3 |
| | EDU416 Education Capstone | 3 |
| IV. | Christian Ministry Requirements | 27 Credits |
| | CHM211 Intercultural Ministry Preparation..... | 3 |
| | CHM321 Missionary Life and Language Practicum I..... | 3 |
| | CHM322 Missionary Life and Language Practicum II | 3 |
| | CHM323 Missionary Life and Language Practicum III | 3 |

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| CHM422 | Missionary Life and Language Practicum IV | 1.5 |
| EDU313 | Education Practicum I..... | 3 |
| EDU314 | Education Practicum II | 3 |
| EDU412 | Education Practicum III | 1.5 |
| MIS441 | Transitions I..... | 3 |
| MIS442 | Transitions II..... | 3 |
| V. | Additional Programmatic Requirements | 1 Credit |
| BGU111 | Freshman Seminar | 1 |
| VI. | Co-Curricular Requirements | |
| | Chapels (weekly) | |
| | BGU Preview (semi-annual) | |
| | Graduation (annual) | |

Total Required: 125 Credits

Online Education Option

Bethany Global University now offers online education to help students reach their educational and ministry goals. Our online classes retain the same rigorous academic standards and high-quality instruction as our on-campus courses while offering unique convenience and flexibility. You can receive fantastic missions training while staying in your current life and ministry context. Our faculty and student life department will create unique connection opportunities, so online students can feel connected to the great ministry flowing from the BGU community.

Students will be able to complete the Certificate in Bible and Missions online (with 28 required credits) or may choose to continue and enroll in the traditional on-campus program as sophomores, at our beautiful campus in Bloomington, Minnesota.

Undergraduate Level Course Descriptions

BGU111 Freshman Seminar (1 credit)

This course is designed to help students be successful, both academically and personally, as they integrate into Bethany Global University community. Students will be exposed to a variety of academic and general success topics such as note-taking, study skills, academic writing, and time management. They will also become familiar with services that are made available to them on campus through the Academic Department, Student Resource Center, and Student Care Center.

Bible and Theology

BTH112 Red Thread of Redemption I: Genesis to Ruth (3 credits)

This course will study the historical background and general themes of the Old Testament books Genesis through Ruth. This course will cover the Creation, the Fall, the Flood, Moses, and the Exodus, the Tabernacle, The Law, The Wanderings, The Promised Land, The Tribes of Israel, The Judges, and the Story of Ruth. Red Thread I is a survey course that helps students to recognize God's redemptive plan throughout scripture: His Red Thread of Redemption. The course also includes a strong practical element of how to teach these truths to children internationally with a weekly required art response.

BTH122 The Gospel of the Kingdom and Work of the Holy Spirit (3 credits)

The study of Luke and Acts will demonstrate how Jesus' teachings, prayer, miracles, parables, death, resurrection, ascension, and sending of the Spirit advance the great story of the Bible, fulfilling the promises of God. By integrating the NT epistles into the timeline of Acts, students will understand how the gospel of the kingdom spread into all the world.

The course will also include practical components of learning to pray, being filled with the Spirit, leading Discovery Bible Studies, praying for and having gospel conversations with unbelievers, and other missionary activities so that students can take their place in God's continuing story.

BTH131 Fundamentals of Christian Theology (3 credits)

This course seeks to equip students with an understanding of the fundamental doctrines of historic Christianity common to the body of Christ around the world, enabling them to understand what Christians ought to affirm if they are to be called Christians and to work alongside fellow believers on the mission field, regardless of traditional and denominational differences that will inevitably be encountered in service to the Great Commission. The course centers around an expository exploration of the Apostle's Creed (along with other historic statements of classic Christianity) as "a way of summarizing the teaching of Scripture to enable followers of Jesus to 'fear the Lord your God' (Deuteronomy 10:12), to 'know the certainty of the things you have been taught' (Luke 1:4), to 'reach unity in the faith and in the knowledge of the Son of God' (Ephesians 4:13), and 'to contend for the faith that was once for all entrusted to God's holy people' (Jude 3)" (Michael F. Bird, *What Christians Ought to Believe* p.14).

BTH141 Hermeneutics (3 credits)

This course is a study of 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 genres of scripture.

BTH214 Red Thread of Redemption II: I Samuel to Malachi (3 credits)

This course will study the historical and timeline background and general themes of the Old Testament books of 1 Samuel through Malachi. This course will cover the biblical genres of history, poetry, prayers, and the major and minor prophets through the lens of the profound stories of the lives of Samuel, Saul, David, Solomon, the Kings, Minor Prophets, Elijah, Isaiah, Jeremiah, Ezekiel, Daniel, Jonah, Esther, Ezra, Nehemiah, and Job. Red Thread II is a survey course, seen through the lens of a timeline, which helps students to recognize God's redemptive plan throughout scripture: His Red(emptive) Thread. The course also includes a strong practical element of how to teach these truths to children internationally with a weekly, required artwork and worship response, allowing students to share the timeline stories together and create a keepsake timeline.

BTH221 Pauline Epistles (3 credits)

This course focuses on the Pauline epistles. Students examine each book in light of Paul's understanding of the Missio Dei as advanced by the gospel of God revealed in the messiah Jesus. A strong emphasis is given to considering what Paul means for God's people to be *in Christ* and how that shapes a missional praxis.

BTH231 Theological Distinctives (2 credits)

Often emerging mission leaders are unaware of the development of doctrines in church history and unable to teach others how their own teachings differ from those of other believers. Having explored in other courses the fundamental doctrines of Christianity common to all believers in all places at all times, this course explores some of the major doctrines and theological topics that divide Christians in as unbiased a manner as possible. Topics include multiple views of predestination, Holy Spirit gifts, and Hell. To become an "adult" in the faith, knowing the acceptable options for each topic, one must learn the Biblical basis for ideas you do not hold yourself, especially those that may hinder your ability to understand and work with fellow believers on the mission field.

BTH223 Red Thread of Redemption III: The Gospels (3 credits)

This course will study the historical background and general themes of the New Testament Gospels. The highlighted stories include Jesus' birth, death, resurrection, ascension, parables, miracles, and contemplative ministry. Red Thread III is a survey course that helps students to recognize God's redemptive plan throughout scripture: His Red Thread of Redemption. The course also includes a strong practical element of how to teach these truths to children internationally with a weekly required art, worship, and fellowship response.

BTH324 Red Thread of Redemption IV: Acts through Revelation (3 credits)

This course will study the historical background and general themes of the New Testament books – Acts through Revelation. Red Thread IV is a survey course that helps students recognize God's redemptive plan

throughout scripture: His Red Thread of Redemption. The course also includes a strong practical element of how to teach these truths to children internationally with weekly discussion posts and various projects.

BTH321 General Epistles (3 credits)

This course focuses on the general epistles of the Bible. Students study each book within its historical/cultural context. Emphasis will be placed on reading each letter as a unified whole, identifying major themes, and studying individual passages within those contexts.

BTH411 Old Testament Survey (3 credits)

In this course students are introduced to the historical background, key themes, important people, places, and events of the Old Testament and how they develop the metanarrative of God's purposes in the world.

BTH412 Old Testament Hermeneutics (3 credits)

In this course students will learn the general principles of biblical interpretation specific to studying Old Testament literature and apply them to essential Old Testament texts.

BTH422 Hebrews (3 credits)

This study of Hebrews will provide an integrated understanding of the superiority of Jesus and the new covenant over all the facets of the old Mosaic covenant. Students will learn to analyze modern issues that impact the Christian life and how the superiority of Christ affects those issues. Students will learn to persevere in faith, hope, and love in the midst of suffering. Through studying this course, students will grow in their confidence in Christ, and through prayer, learn to receive grace in time of need.

BTH423 John's Writings (3 credits)

This course is an exegetical study of the Gospel of John, John's epistles, and Revelation. Students will consider central themes shaping John's theology and be encouraged to meaningfully respond to their encounter with God through his word.

Christian Ministry

CHM211 Intercultural Ministry Preparation (3 credits)

This course is designed to enable practical preparation for students as they plan for ministry in another culture. Students enrolled in this course will be preparing for participation in ministry practicum. The course will focus on practical issues of missionary life and the personal and interpersonal skills needed for effective ministry service. A heavy emphasis will be placed on partnership development.

CHM231 Children and Family Ministry (3 credits)

In this course students will study the practice of Family Ministry and Discipleship. This course examines the family as a social/cultural unit with emphasis on parental interaction with the developing child. Family structure and dynamics from the perspective of theology and family science theory will be studied. Consideration will be given to biblical and theological foundations, societal influences, parenting, family structures, family worship, family stress and strongholds. Strategies for establishing biblical, substantial, and connected relationships among families, teachers, care-givers, and education systems are addressed.

CHM221 Short Term Ministry and Language Practicum (6 credits)

As students engage in their host culture, many things challenge faith and spirituality. This course encompasses the daily life lessons of the individual and the team during the Global Ministry Practicum. Attention will be given to the 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. The student will also participate regularly in assigned ministry opportunities designed to give them a broad view of ministry in context as well as specific opportunities available for future consideration. In language learning the focus will be on acquiring the basic building blocks of the target language to be able to function in real life communication situations.

CHM241 Teaching and Preaching (3 credits)

One of the most essential tools for a missionary, pastor, minister, or leader is the ability to effectively communicate God's word in such a way that the people encounter God. This course will focus on the effective skills necessary to not just communicate information but help bring transformation to those listening.

CHM321 Missionary Life and Language Practicum I (3 credits)

This course is the first of four Missionary Life and Language Practicums spanning the students' 13-month global internship. During this first year of life in a cross-cultural setting, the goal of the student is to engage in the local community as much as possible. Immersion in the culture provides an integral foundation for future ministry as students invest in relationships, language building, and cultural learning activities within their new environment. Each practicum course consists of three main components: language learning, immersion in the local culture, and the experience of missionary life. Because missionary life by definition is contextual and responsive, students will experience these three components in varied intensity according to their internship site.

CHM322 Missionary Life and Language Practicum II (3 credits)

This course is the second of four Missionary Life and Language Practicums spanning the students' 13-month global internship and consists of the same three main components: language learning, immersion in the local culture, and the experience of missionary life. During the first months of life in a cross-cultural setting, the goal of the student is to engage in the local community as much as possible. Immersion in the culture will provide an integral foundation for future ministry as students invest in relationships, language building, and cultural learning activities in their new environment. As students enter a new culture, many things challenge faith and spirituality.

In language learning the focus will be on gaining basic language competence to be able to successfully navigate real life situations while building incrementally towards the ability to have gospel conversations in the target language. Weekly, the students will plan and assess their growth in language and cultural learning as they set stretch goals that keep them focused upward and outward to lovingly represent Jesus to a new people.

This course also encompasses daily life lessons learned as an individual and as a team so that students can thrive as a cross-cultural missionary-in-training. Weekly students will be asked to self-assess their engagement in community life, personal disciplines, and relationships as they embrace growth and development with God within this new culture. This can be a humbling process at times leaving students feeling vulnerable and incompetent; but it is also very exhilarating as they go deeper in their walk with God and prove him faithful in this new context as well.

CHM323 Missionary Life and Language Practicum III (3 credits)

This course is the third of four Missionary Life and Language Practicums spanning the students' 13-month global internship. In this course, students will continue to design and personalize their language learning. Each student will assess their current language skills, identify language pain points needing mastery to navigate their local context effectively, and set language goals that will enable them to deepen relationships and move towards sharing the good news.

Each student will develop their own SMART language learning goals appropriate for their current level of language, their local relationships, and ministry engagement. Weekly, each student will self-assess their integrated engagement in language learning, cultural immersion, local ministry, and the experience of missionary life. As the novelty of being in a new culture begins to wear off, students especially begin to focus on developing perseverance, great-hearted patience with themselves, their teammates, and relationships in their host culture, and longer-range goals so that they can love well and live radiantly for Christ in their host culture.

CHM422 Missionary Life and Language Practicum IV (3 credits) – Last Offered, Fall 2022

This course is the last of four Missionary Life and Language Practicums spanning the students' 13-month global internship. During this practicum, students will consolidate and celebrate their language learning.

Each student will assess their current language skills, reflect on their growth and development as language learners, and identify preferred language learning strategies that will help them to effectively learn a language in future missionary placements.

Each student will also reflect upon and celebrate their accomplishments, relationships, and personal growth that has helped them to live and love radiantly for Christ in their host culture.

CHM422 Missionary Life and Language Practicum IV (1.5 credits) – First Offered, Fall 2023

This course is the last of four Missionary Life and Language Practicums spanning the students' 13-month global internship. During this practicum, students will consolidate and celebrate their language learning. Each student will assess their current language skills, reflect on their growth and development as language learners, and identify preferred language learning strategies that will help them to effectively learn a language in future missionary placements.

Each student will also reflect upon and celebrate their accomplishments, relationships, and personal growth that has helped them to live and love radiantly for Christ in their host culture.

CHM441 Missionary Life, Language, and Entrepreneurial Practicum IV (3 credits) - Last Offered, Fall 2022

Students will continue their journey in missionary life and ministry, and language learning. The focus of this final practicum is to sum up how the business functions in all nine areas of the business model canvas and reflect on the B4T lessons acquired from the internship.

Communications

COM311 Intercultural Communications (3 credits)

Effective communication is critical to ministry. For the intercultural missionary, that communication is impacted by the diversity of culture. Each culture uses different communicative strategies linked to values and worldview. This course explores general theories of communication; the influence of worldview, values, and social structures on communication; the relational structures of communication; effective strategies for discovering similarities and differences; and bridging communication across cultures.

Education

ECE211 Practical Life, Language, and Culture for Early Childhood Montessori Education (2 credits)

In this course, students are introduced to the materials and theories of the Early Childhood Montessori subjects. Students will understand the hands-on Montessori materials related to practical life, language, and culture for early childhood education. Each week, students will experience an "Atrium" devotional time with a group of children and their parents. Students will compile their own portfolios of completed Montessori work to grasp the uniqueness of the Montessori Method more fully as an individualized, invitational education system. The students will engage in the class as Montessori learners themselves and observers of the children and trained staff.

ECE212 Sensorial Mathematics and Faith Formation for Early Childhood Montessori Education (2 credits)

In this course, students are introduced to the materials and theories of the Early Childhood Montessori subjects. Students will understand the hands-on Montessori materials related to mathematics and faith formation for early childhood education. Each week, students will experience an "Atrium" devotional time with a group of children and their parents. Students will compile their own portfolios of completed Montessori work to grasp the uniqueness of the Montessori Method more fully as an individualized, invitational education system. The students will engage in the class as Montessori learners themselves and observers of the children and trained staff.

EDU111 Foundations of Education (2 credits)

This course will explore foundational theories and traditions in education. Students will discover how to build on practices of excellence in education by studying ten principles of the pioneers in a modern context. Each student will understand and apply the principles. Students will explore three different views of the child, Empiricism, Nativism, and Interactionalism which are foundational to the Montessori approach. Each

student will understand and learn how to apply current practices in education including: environments, schemas, communication, and diversity. Students will also be introduced to specific observation modes that with ongoing development will be the critical base for ongoing in-class assessment guiding of children.

EDU112 Child Development in Education (2 credits)

This course will study the biological and psychosocial development of the human lifespan with a particular focus on early childhood.

EDU211 The Neuroscience of Learning (3 credits)

In this course, we will explore the unique dynamic that exists between mind, body, and soul - and how this unique balance affects developing children 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 linguistic capacities and how to facilitate wellness. This course also explores the need and strategies for an educator to have self-care and demonstrate health and wellness as an example. We will learn to teach children with the brain in mind and be intentional about understanding the neuroscience of learning.

EDU311 Educating Diverse Learners (3 credits)

In this course, students will be learning strategies to build an inclusive classroom so that most learners are welcome and successful, ensuring inclusion for diverse learners. They will review the basics of observation and fuel sources and learn how to develop executive functioning for struggling students. Parent, teacher, student, and support staff team management will be covered. Students will also review the advantages of a Montessori classroom including mixed age, the pace of the environment, and space for re-focusing, along with other common learning plan accommodations. We will discuss constructive, Christian Montessori, education environments that can aid children in becoming peaceful. “Desired Learning Outcomes” will also be addressed and explored. Students will develop a learning plan for one student they are observing and working with throughout the semester.

EDU312 Teaching English through Montessori (3 credits)

This course will examine the fundamentals of the English Language. By examining closely, the bedrock principles of the language, as put forth in the “Logic of English” curriculum, students will then learn to master the rules and explore games to accompany the rules with a wholistic approach. The multi-sensory methods based on Montessori pedagogy can be used in literacy classes which can help young children learn English with ease and fluency along with adult refugees and immigrants. Those with low education levels build English literacy and numeracy skills using this approach as well.

EDU313 Education Practicum I (3 credits)

In this course students will serve in classrooms alongside local teachers to get to know students, their families, and their culture. Students will seek to understand local educational philosophies and practice, their family systems and structures and their impact on classroom management and student learning. Students will also begin to apply and practice disciple-making principles within their new local and religious context. This is the first of a three-course series.

EDU314 Education Practicum II (3 credits)

In this course students will continue to serve in classrooms alongside local teachers to get to know students, their families, and their culture. Students will seek to understand local educational philosophies and practice, their family systems and structures and their impact on classroom management and student learning. Students will also begin to apply and practice disciple-making principles within their new local and religious context. This is the second of a three-course series.

EDU411 International School Development (3 credits)

During this course, students will engage in the basics of planning and developing a Montessori school or education project in their unique international setting. Drawing from a range of existing programs, students will create an organizational mission, vision and value statement, develop a business, operations and management plan, and integrate their learning through a final presentation. The course highlights the value

of working within a unique culture and community, building local partnerships, and addressing relevant educational, ethical, and cultural issues while incorporating a mission mindset.

EDU412 Education Practicum III (1.5 credits)

In this course students will continue to serve in classrooms alongside local teachers to get to know students, their families, and their culture. Students will seek to understand local educational philosophies and practice, their family systems and structures and their impact on classroom management and student learning. Students will also begin to apply and practice disciple-making principles within their new local and religious context. This is the third of a three-course series.

EDU413 Contemporary Issues in Education (3 credits)

This course introduces senior students to several currently pressing educational policy issues and debates at the national and international levels. The course is designed to provide content knowledge and encourage critical thinking about the issues/problems being addressed by policies; the nature and effects of these policies; and the complexities of major policy issues. The course focuses on the impact of recent policies on various school systems, the school organization, and educational performance. The course pays particular attention to issues of equity, social justice, assessment, inclusion, diversity, resource allocation through the lens of the student's recent global internship experience and the spiritual standards we share in common.

EDU415 International School Management (3 credits)

In this course we will discover and foster "Invitational Education." Invitational Education is a theory of practice designed by William W. Purkey to create a total school environment effective both stateside and worldwide. It looks intentionally at The "Five P's" of Invitational Education: people, places, policies, programs, and processes. It provides the means to address the global nature and symbolic structure of the school. It expands the educative process by applying steady and continuous pressure from a number of points, which is needed when managing an international school. This course will also examine successful international schools from various angles.

EDU416 Education Capstone (3 credits)

The Integrative Project is a final capstone course designed for students in the Education in Missions major. As students prepare to launch from the preparedness setting of the university into action, this course is intended to provide an opportunity to reflect on what each has learned. Students will articulate their philosophy of ministry and education, recognized unique gifts and callings from the Lord, create a strategic plan of their direction post-graduation, and practice what they have learned in a volunteer capacity. The course will center on three aspects: past (where I have come from), present (who am I), and future (where am I going). Centering on a biblical reflection, students will have a personal, professional, and prophetic look into their own story in light of God's grand narrative.

ELE211 Practical Life, Language, and Culture for Elementary Montessori Education (2 credits)

In this course, students are introduced to the materials and theories of the Elementary Montessori subjects. Students will understand the hands-on Montessori materials related to practical life, language, and culture for elementary education. Each week, students will experience an "Atrium" devotional time with a group of children and their parents. Students will compile their own portfolios of completed Montessori work to grasp the uniqueness of the Montessori Method more fully as an individualized, invitational education system. The students will engage in the class as Montessori learners themselves and observers of the children and trained staff.

ELE212 Geometry and Faith Formation for Elementary Montessori Education (2 credits)

In this course, students are introduced to the materials and theories of the Elementary Montessori subjects. Students will understand the hands-on Montessori materials related to mathematics and faith formation for elementary education. Each week, students will experience an "Atrium" devotional time with a group of children and their parents. Students will compile their own portfolios of completed Montessori work to grasp the uniqueness of the Montessori Method more fully as an individualized, invitational education system. The students will engage in the class as Montessori learners themselves and observers of the children and trained staff.

Economics

ECO111 Economics of Hope (3 credits)

This course will explore the Kingdom of God model for economic development that fulfills the creation mandate of Genesis 1:28. Students will examine the true causes of poverty and how God's principle of abundance can move people from a poverty mentality to an abundance mentality. This course introduces the student to important concepts such as innovation systems and the learning economy. It throws new light on economic development and opens up a new kind of economics - the economics of hope.

ECO311 Introduction to Economics (3 credits)

The course illustrates the way in which economists view the world. Students will learn about basic tools of micro and macroeconomic analysis and, by applying them, will understand the behavior of households, firms, and government. Problems include trade and specialization; the operation of markets; industrial structure and economic welfare; the determination of aggregate output and price level; fiscal and monetary policy and foreign exchange rates. This course takes a close look at how poverty is being challenged with biblically-based economics.

ECO232 Entrepreneurial Finance and Accounting (3 credits)

The focus of this course will be to understand general macro and microeconomics principles, to gain a general understanding of accounting principles, and to be able to apply these concepts into real-world applicable entrepreneurship skills such as reading basic financial documents (profit and loss, statement of cash flow, and balance sheet) and analyzing data in Excel to aid in the decision-making process for start-ups or newly formed businesses and keep them economically viable.

English

ENG111 English Composition I (3 credits)

The alternative title of the course is "Just Writing." The word "just" has two implications. First, students will learn the power of effective research and communication, thereby acknowledging that we are never "just writing." Secondly, students will research and write within the overarching theme of biblical justice, thus recognizing that our research and writing has the potential to bring about positive, eternal change in a world full of injustices. Lastly, while grappling with these concepts, students will practice the essential elements of academic research writing.

ENG112 English Composition II: Critical Thinking and Research Methods (3 credits)

In this course, student will build on what they learned in ENG111 by exploring new methods related to academic research writing. Such writing will entail conducting in-depth library research, evaluating and formatting sources, exhibiting academic integrity, respectfully arguing a position, and publishing.

Entrepreneurship

BUS211 Business Growth Strategy (2 credits)

Business Growth Strategy will examine seven specific areas of growth strategy that teach students to work more on their business than working in their business. Students will examine skills in 1) Leadership, 2) Market position, 3) Production, 4) Sales and service, 5) Employee development, 6) Finance, and 7) Giving back.

BUS321 Fundamentals of International Business (3 credits)

This course will provide a conceptual evaluation of the frameworks of international and multinational business operations. Topics covered include the global environment, international concerns, and changing parameters within which organizations must function. Special emphasis is on understanding the complexity of an entrepreneurial startup within a foreign country and an examination of the common steps required to successfully launch an entrepreneurial venture.

BUS412 Entrepreneurial Marketing (3 credits)

This course focuses on introducing new products or services to the marketplace and marketing those products and services in an environment of limited resources. Students will be able to craft marketing strategies for all stages of enterprise development and be able to implement those strategies in the most resource-efficient manner. Students will examine strategic internet marketing and social media platforms marketing.

ENT111 Introduction to Business as Mission (3 credits)

This course will introduce the primary components of what is known as Business as Mission. The course will examine the theology of business as mission, the history of business as mission, and the characteristics of a business as mission company. Special attention will be given to the transformation experienced by the business owner or worker and how the business itself can be an instrument of mission and community transformation.

ENT211 Innovation and Creativity (3 credits)

This is a discovery course. A logical and systematic approach to the identification of emerging opportunities and the development of “wickedly good” concepts for new ventures, and to explore several critical challenges surrounding the entrepreneur’s ability to recognize and act on such ideas. Further, you will develop an appreciation of your own entrepreneurial and creative talents, honing your abilities to recognize entrepreneurial possibilities.

ENT221 Lean Entrepreneurship (3 credits)

This course introduces students to the well-known entrepreneurial method known as Lean Startup. Eric Ries defines a lean startup as “a set of practices for helping entrepreneurs increase their odds of building a successful startup” (Ries, 2011, 9.27). During the course, students will develop and execute a business model in a team using the Business Canvas Model. They will understand how that model can apply to all entrepreneurial endeavors. Students will learn to work within a team to develop an entrepreneurial idea.

ENT313 Entrepreneurship Practicum I (3 credits)

Students will begin their journey by exploring how a business as mission (BAM) functions within a cross-cultural context. The focus will be on learning from the BAM mentor the systems that make the business work daily. They will learn the story and vision of the founder of the BAM company. An emphasis will be placed on observing value proposition, customer relationships, and segments.

ENT314 Entrepreneurship Practicum II (3 credits)

As a continuation of ENT313, students will continue their journey in missionary life and ministry within a business as mission context. In the previous course, students took up the challenge of discovering value propositions, customer segments, customer relationships, and key partnerships of the business they are mentoring under. Now the student will turn their attention to the key partnerships, activities, and resources of the business. This focus should help the student discover how these business functions in the host country. The student will also engage in cultural understanding of how the business functions within the three stated key activities.

ENT411 Marketspace: From Evangelism to Church Planting (3 credits) – Last Offered, Fall 2022

This course will examine business from theological, missiological, and practical methods of effective cross-cultural market space ministry for evangelism, discipleship, and ultimately church planting.

ENT411 Creating and Growing a Spiritual Impact Plan (3 credits) – First Offered, Fall 2023

Responsible stewardship calls us to examine our hearts and our actions to see how well we are doing the work we are called to do, to determine if we are making a difference for the Kingdom. In 1 Corinthians 11:28, we are instructed to examine ourselves before joining in the Lord’s Supper. That is a call to a spiritual evaluation on a personal level. We need, similarly, to evaluate our businesses and to report to those in authority over us, as Paul and Silas did in reporting to the church in Antioch. This course focuses on how Transformational Entrepreneurship develops an intentional and measurable spiritual impact plan by asking

the question, “Are we being the people and the business God has called us to be?” The students will become knowledgeable in seven fruitful practices of Transformational Entrepreneurship.

ENT412 Entrepreneurship Practicum III (1.5 credits)

As a continuation of ENT314, students will continue their journey of discovering how ministry and missions develop within a business as mission company. In the previous course, students took up the challenge of discovering key activities, resources, and partnerships of the business they are mentoring under. Now the student will turn their attention to the key channels, revenue streams, and cost structure of the business. Special attention will be given to understanding the vision and implementation of the spiritual impact of the BAM in the host country.

ENT416 Entrepreneurship Capstone (3 credits)

Transformational Entrepreneurship in Missions has one goal – prepare missional entrepreneurs who can, through business, take the church to where it is not. It has three main objectives: sound entrepreneurial skills and methods – transformational impact – and cross-cultural trans-global missions into the unreached or least reached. In this course, students apply the knowledge and skills used in previous courses of the transformational entrepreneurial process required for new venture development. The course consequently builds on the knowledge gathered during your years as a BATE student. The course requires students to integrate their knowledge and skills acquired throughout the major. It gives them the ability to work on an extended entrepreneurial project while gathering efficient experience. This involves critiquing business for transformation case studies and using practical research tools and appropriate analytical approaches to work through their plans. The Capstone course's nature as a Senior course requires a high level of independent thought, academic maturity, intellectual curiosity, and exchange of ideas.

ENT421 Leading and Managing People (3 credits)

The purpose of this course is to provide students with a fundamental understanding of Management and Organizational Behavior, while managing people and organizations, within the context of cross-cultural interaction and cross-cultural communication.

Humanities

HUM211 World Religions (3 credits)

This course serves as an introductory survey of the historical emergence, key doctrines, and various underlying assumptions of the different major world religions. Special attention will be given to practical engagement, effective evangelism, and best practices for ministry within the contexts of non-Christian religious systems.

HUM212 Cultural Anthropology (3 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. Understanding the principles behind the differences are critical to discovering ways to overcome them. We desire to minimize the damage caused and the potential flashpoints of frustration posed by crossing cultural boundaries as missionaries of the Gospel of Jesus Christ. This course will include a significant lab component consisting of case study analysis in small groups.

Intercultural Studies

ICS313 Intercultural Ministry Practicum I (3 credits)

This course builds on Bethany’s Exponential Disciple-Making strategy for launching disciple-making movements (DMM) first practiced in their own culture. Students will be equipped to begin to understand and apply the core DMM principles and praxis within the unique cross-cultural and religious context of their internship placement. This is the first of a three-course series.

ICS314 Intercultural Ministry Practicum II (3 credits)

This course builds on Bethany's Exponential Disciple-Making strategy for launching disciple-making movements (DMM) first practiced in their own culture. Students will be equipped to understand and apply the core DMM principles and praxis within the unique cross-cultural and religious context of their internship placement. This is the second of a three-course series.

ICS321 Discipling the Nations (3 credits)

This course introduces students to God's heart for all nations to reflect his glory. Students identify what makes a just, free, compassionate, and prosperous nation and consider key historical figures and their approaches for developing an ecosystem of ministries that work to disciple a whole nation.

ICS322 Urban Missions (3 credits)

In this course students develop a biblical and missional theology of God's purpose for cities. Students are introduced to core elements of contextualized urban church planting and effective citywide gospel movements.

ICS412 Intercultural Ministry Practicum III (1.5 credits)

This course builds on Bethany's Exponential Disciple-Making strategy for launching disciple-making movements (DMM) first practiced in their own culture. Students will be equipped to develop and apply the core DMM principles and praxis within the unique cross-cultural and religious context of their internship placement. This is the third of a three-course series.

ICS416 Intercultural Ministry Capstone (3 credits)

As students prepare to launch out in the vision that God is growing in their hearts, 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.

ICS422 Contextualization (3 credits)

Worldview perspectives unique to each context shape how people hear and engage the message of the Gospel. During this course, the student will review their prior learning from SSC311 Exploring Material Culture, SSC312 Social and Political Structures, and SSC411 Religious Systems and Structures. They will use the lessons learned there to theorize the contextual issues which either promote or impede the Gospel message, evaluate the ministry assignment they participated in, and create suggestions for the future of that ministry and their own future in ministry.

Language

LNG221 Linguistics (3 credits)

This course introduces the core subfields in linguistics: morphology, syntax, phonetics, phonology, semantics, and sociolinguistics. It examines properties that all languages share and how languages differ. Through analyzing data from various languages, students gain experience in describing linguistic structures. Sign language linguistics and second language acquisition will be touched upon.

Leadership

LDR111 Called to Lead (1 credit)

This course is designed to guide students as they learn and develop some of the traits and practices necessary for leadership. Students will also gain an understanding of how God has made them unique and begin to discover how to use their skills, gifts, and talents to glorify God and lead others.

Mathematics

MAT211 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.

Missions

MIS111 Intro to Missions (3 credits)

This course serves as an introduction to missiological thinking by providing an introduction to God's redemptive mission in the world as it is revealed through the Old and New Testaments. The course also introduces the historical, cultural, strategic, and practical dimensions of the world missions mandate.

MIS112 Missional Ecclesiology (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. Special attention is given to the development of a clear and compelling articulation of the gospel message, the implications of the Gospel and Christ's Lordship for the life of believers, and the biblical basis of missional church ministry.

MIS113 Disciple-Making Movements: Principles & Praxis (3 credits)

This course introduces students to Bethany's Exponential Disciple-Making strategy for launching disciple-making movements (DMM) and equips students in the core DMM principles and praxis essential to being a disciple who makes disciple-making disciples.

MIS211 History of Missions (3 credits)

This course explores the historic expansion of global Christianity from the first century to the present day. Attention will be given to cultural contexts, key personalities, and movements that contributed to the spread and identity of global Christianity.

MIS241 Ministry Practicum Re-Entry (1 credit)

Students returning from their cross-cultural practicum go through some of the same experiences common to all missionaries. Paul describes this in 2 Corinthians 6:3-10 in terms of the joys and victories and the discouragements and defeats of ministry. 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, or the only opportunity to tell the story is surrounded by the expectation to focus on accomplishments. 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.

MIS212 Missional Theology (3 credits)

This course builds on themes introduced in Intro to Missions (MIS 111) and Missional Ecclesiology (MIS112). The course encourages the positive formation of a biblically informed worldview as a foundation for reflective missional engagement in the world. Special attention will be given to a biblical theology of the Kingdom of God, and how missional theology informs and intersects with biblical, systematic, and historical theology and missiological praxis.

MIS213 Missional Leadership Structures (3 credits)

Focusing primarily on the 5-fold ministry typology found in Ephesians 4:1-16, this course provides a thorough exploration of the calling, leadership, and organization essential for the life, ministry, and growth of the church of Jesus Christ in the world. Special attention will be given to understanding and articulating the student's personal sense of calling and gifting for ministry.

MIS411 Contemporary Missions Methodology (3 credits)

Students are introduced to a variety of contemporary missions methods including missions mobilization, business as mission, diaspora ministries, disciple-making & church planting movements, compassion and development ministries, child evangelism & student ministries, family ministries, Bible translation,

literature distribution, and education in missions. Students are encouraged to analyze and critique current approaches and think strategically about gospel impact that not only reaches wide but endures through the generations. Students reflect personally upon finding their place in God's global mission.

MIS441 Transitions I (3 credits)

The transition from one's new adopted host culture back into the home culture can raise many cross-cultural stress issues. Returning missionaries often experience internal conflicts concerning identity, status, role, relationships, and changed perspective. This in turn can lead to misunderstandings and conflicts with friends, families, work, school, and other areas. A successful reentry transition allows missionary to reflect on the relationship between the host culture they are leaving and the primary culture they are returning to. This course is designed to help the student effectively process their transition from internship back to the U.S.

MIS442 Transitions II (3 credits)

Building on the foundation laid in Transitions I, this course continues to assist student's as they process their transition back into their home culture. In addition, they will begin focusing on career exploration and how to prepare for their next steps in pursuit of mission opportunities after graduation.

Practical Training

PRT- - - Practical Training

Students will be assigned a work placement and are required to complete the determined number of hours based on their semester of enrollment. Characteristics developed in Practical Training (PT) include but are not limited to: a strong work ethic, transformational lessons in service, quality, excellence, cooperation, self-discipline, fulfillment of responsibilities, and relating to authority.

Social Sciences

SSC112 Mental Health and Physical Wellness (3 credits)

This course is designed to help students understand the need and assume personal responsibility for maintaining a healthy lifestyle. As Christians, we believe that God took on bodily human form (John 1:14; Philippians 2:5-11); one implication of the incarnation and the bodily resurrection of Jesus is that God is very invested in human matters and the physical world. This should impact how we care for ourselves, for those we serve, and for the world we live in. Students will explore the relationship between individual health and cultural, behavioral, environmental, and biological factors as well as develop a sustainable plan to improve personal health.

SSC311 Intro to Ethnographic Research: Exploring Material Culture (3 credits)

Learning to understand the context is considered a key adaptation skill for cross-cultural missionaries. The ethnographic research that students do daily forms a foundation for understanding the culture they are living in and for their ministry. This course is built on daily observations and interviews that are recorded in a field journal and discussed in weekly collaborative meetings. The observations, interviews, and discussions for this term will focus, therefore, on various aspects of culture and language practices.

SSC312 Social and Political Structures (3 credits)

This course continues the 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.

SSC411 Religious Systems and Structures (3 credits)

This course continues the application of ethnographic research with a specific focus on exploring the religious systems and structures of a particular culture with a view toward effective ministry within the context. 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.

Spiritual Development

SPD211 Life in the Spirit: Training in Godliness (2 credits)

This course explores the impact and application of having and maintaining spiritual disciplines, especially in light of the spiritual warfare Christians face. This course applies foundational lessons on identity to the everyday spiritual disciplines that must be developed, such as: living a life of worship, living fully open before the Lord, relinquishing one's false self, sharing one's life with others, hearing God's Word, becoming a vessel of Christ's love for the world, and living a life immersed in prayer. Students will learn that these disciplines are what allow them to remain sober-minded and alert as they live as spiritual beings and engage in spiritual warfare in their daily lives. In this course, students will also examine how to remain actively engaged in this fight through means of developing spiritual disciplines, which act as an invitation to the Holy Spirit to come and influence their thoughts, mindsets, and attitudes.

Academic Policies

Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

To maintain financial aid eligibility, a student must meet the specific requirements of SAP. The U.S. Department of Education mandates institutions to establish standards of SAP for all students receiving financial aid. BGU has established the following requirements which apply to all federal financial awards granted to students.

Please note that students who are ineligible for federal financial aid for reasons other than failure to meet SAP may still be eligible for some institutional aid. The amount of institutional aid eligibility is determined by the Dismissal Committee.

Satisfactory Academic Progress Requirements

SAP requirements for a full-time student have three components: Qualitative Requirement, Quantitative Requirement, and a Maximum Timeframe for completion.

1. Qualitative Requirement:

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

| Undergraduate programs | CGPA |
|------------------------------|------|
| First Term up to 17 credits | 1.5 |
| Second Term up to 35 credits | 1.8 |
| Subsequent terms | 2.0 |

2. Quantitative Requirement (Pace of Progression):

Students must complete a minimum of 67% of the credit hours attempted to complete their program within the published maximum allowable time frame for completion of the educational objective. The pace of progression is calculated each term by dividing the cumulative credit hours attempted by the cumulative credit hours earned. The result must be at least 67%.

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. The Maximum Time Frame for each program is provided below:

| Program | Length of Program (in credit hours) | Maximum Time Frame (in credit hours) |
|---|--|---|
| BA's in Intercultural Ministry Studies, Transformational Entrepreneurship in Missions, or Education in Missions | 125 | 187.5 |

| | | |
|-----------------------------------|----|----|
| AA in Intercultural Ministry | 60 | 90 |
| Certificate in Bible and Missions | 28 | 42 |

Related Policies

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

- 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 the determination of enrollment status. Repeated courses are computed in completion rate.
- Withdrawn Courses
Withdrawn courses neither earn credit nor influence grade point average. Withdrawn courses may affect the completion rate if the 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 the determination of enrollment status in that term.
- Change of Degree
Should a student change degree programs (e.g., move from the AA degree to the BA degree), the credits earned by a student under all programs will be included in the calculation of attempted, earned, and maximum attempted credits, as well as their GPA calculation.
- 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.
- Audit Courses
Audit courses neither earn credit nor influence grade point average. They are not eligible for financial aid.
- Transfer Students
The credits that are transferred are not calculated into the overall credits earned total or factored into the cumulative GPA until students have successfully completed 12 credits with BGU. Transfer credits are computed in the completion rate.
- Making up Credits
Students may make up for 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.
- Credits earned without Title IV funds
All credits, whether earned during a term when the student receives Title IV funds or during a term when the student does not receive Title IV funds, are counted in determining compliance with the maximum timeframe for completion.

Evaluation of Academic Progress

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

- Financial Aid Warning
If students fail 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 after final grades for the term are posted. While under the FA warning, the student will continue to be eligible to receive financial aid and no appeal is necessary. 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 educational support specialist to create an academic success plan.

- **Financial Aid Suspension**

If students do 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 financial aid. Any funds already awarded will be canceled. Students on financial aid suspension will also concurrently be on academic probation and are required to work with the educational support specialist to create an academic success plan. To be reinstated from financial aid suspension, the student must successfully meet all requirements of successful academic progress stated above.

- **Financial Aid Probation**

A student may appeal a Financial Aid Suspension one time per academic year (see Appeal Process below). A student who successfully appeals a Financial Aid Suspension is placed on Financial Aid Probation for one semester. The student must work with the educational support specialist and maintain compliance with the academic plan submitted with their appeal. During the period of probation, the student must come into compliance with the standards of SAP as described above by the end of the probationary term. Failure to meet the terms of the academic plan will result in the student being placed back onto Financial Aid Suspension and the student will not be eligible for further appeal.

- **Reestablishing Financial Aid Eligibility**

Students who are not making SAP and have lost eligibility for financial aid can restore their eligibility for federal 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 or ethical standards related to issues such as cheating and plagiarism, etc.

Appeal Process

Students may appeal Financial Aid Suspension status in writing. Such appeals are the responsibility of the student and must be made within 30 days after the date of the email notification and must include appropriate documentation. The appeal must be in written form, addressed to the Dismissal Committee, and submitted to the Academic Dean. The appeal must include why the student failed to make SAP, what has changed that will allow the student to make SAP for the next semester, and a proposed academic plan for success approved by an educational support specialist. Mitigating circumstances which would be considered upon appeal as adequate reasons for reinstatement could include (but are not limited to):

| Circumstance | Suggested documentation |
|--|---|
| Student illness, accident, or hospitalization of the student or immediate relative. | Physician's statement, police report, hospital billing statement, or other documentation from a third-party professional. |
| Death or illness of a parent or close relative. | Copy of the obituary or death certificate. |
| Divorce or divorce of a parent. | Attorney's letter or copy of the decree. |
| Personal issues. | Statement from a doctor, counselor, or university official. |
| Successfully following an academic plan during the probationary term yet remaining below the overall completion ratio of 67% or the GPA threshold. | Statement from an academic advisor demonstrating success in following the academic plan. |

The Dismissal Committee will return a final decision that cannot be further appealed, either:

1. **Denial of appeal:** If the student's appeal is denied, the student will remain on Financial Aid Suspension for the term. All appeal decisions are final.

2. **Approval of appeal:** If the appeal is granted the student will be placed on Financial Aid Probation (defined above). While on Financial Aid Probation, the student is eligible for financial aid if otherwise eligible.

Undergraduate Policies

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 text from another source and failing to note it as a quote or give appropriate citation.

While BGU recommends the use of valuable quotes that add to the content of a paper, completed homework assignments are to contain a minimum of 80% original content. (Quoted content includes direct quotes and scriptural references.) Written assignments that do not meet the 80% original content requirement will receive a grade of 50% with the option to resubmit a revision inclusive of the late policy based on the original submission date.

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 educational support specialist will confer with the instructor and the academic dean regarding the appeal. All decisions made by the academic dean are final.

Grade Improvement Proposal

Freshmen 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 educational support specialist 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 educational support specialist 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 educational support specialist 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 an educational support specialist to design an individualized growth plan, with the intent to help them succeed in their studies.

While on Academic Probation, students may not join worship teams or student government and may be limited regarding other extra-curricular BGU activities, to enable them to give adequate time to successful 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 department.

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 degree audit in Populi. Students should be aware of their status at all times.

The programs at BGU 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 the completion of any certificate or degree program of BGU. 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 time 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

All students are expected to attend class in person unless in quarantine or isolation.

Attendance reporting will open at the start of class and close at 11:59 pm the same day. Once the test closes, no late reports will be accepted. The attendance "test" links are organized by month on the Populi Class Page, *Lessons* tab, to the right under *Pages*. Go to the month's page and click on the date to complete the attendance test.

When an absence is necessary, students are responsible to connect with the instructor for the content and any requirements, assignments, or quizzes given that session. Missing one-third or more of the total number of class sessions for any course will result in an automatic course failure. Any course that is failed for non-attendance will not be eligible for a Grade Improvement Proposal.

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 if they arrive after the instructor has started addressing the class. Each late arrival will be factored into the failure for non-attendance rate (FN). For example: if the FN rate = 9 absences, and a student has 9 absences and 1 tardy, that student will fail the course for non-attendance.

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

Faculty has the right to adjust the attendance record as they deem necessary (i.e., marking students absent if they are sleeping in class or leave halfway through and don't return, etc.). Students will be informed within 24 hours if adjustments have been made.

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 BGU, visit the website of the U.S. 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

The registrar's office pre-registers all students based on the degree requirements and course offerings in each semester. Students are allowed to adjust their registration by submitting an add/drop form to the registrar.

Course Selection and Academic Advising

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

Coursework

Course codes, names, instructors, descriptions, locations, syllabi, and textbook listings can all be found in Populi. All questions regarding grades must be addressed directly to the instructor.

Assignment Submission

All assignments must be uploaded to Populi in .doc or .docx format unless otherwise indicated by the professor. All papers must be typed and adhere to MLA formatting.

Cheating & Plagiarism

Any student who cheats or plagiarizes on a test, quiz, homework assignment, or paper will receive an automatic zero for that component and may face additional disciplinary action up to and including expulsion.

Late Work Policy

Assignments must be submitted on time. Failure to do so results in a 5% grade reduction per calendar day for that assignment. After the course closes, late assignments are reduced by 10% per day. Assignments will not be graded once the late penalty exceeds 50% of the assignment grade.

Discussion posts and replies will not be accepted late for a grade reduction; they will automatically receive a grade of "0" if submitted after the assignment due date.

Works Cited Page

Any submitted written assignment without a Works Cited page will receive a “0” (unless the instructor communicates otherwise).

20% Quote Policy

Completed homework assignments are to contain a minimum of 80% original content. Quoted content includes direct quotes and scriptural references. Written assignments that do not meet the 80% original content requirement will receive a grade of 50% with the option to resubmit a revision inclusive of the late policy based on the original submission date.

50% Length Requirement Policy

An assignment will only be counted as having been “turned in” if it is 50% of at least the basic assignment (e.g., If the assignment is to write a 4-page paper, the minimum a student must hand in to the instructor for any credit is a 2-page paper). Anything less will result in a zero.

50% Policy

The lowest grade any submitted assignment should receive is 50% (except in cases covered by other policies such as failing to meet the length requirement, plagiarism, and excessively late work). This policy does not apply to tests and quizzes.

Dropping and Adding Classes

Students may add or drop a course during the first two weeks of the semester. Students who wish to add or drop a course must submit a Course Change Request (available from Registrar’s Office upon request) before the add/drop deadline. Dropping a course within this time frame does not show up on a student’s transcript. Students who wish to withdraw from a course after the add/drop deadline will receive a W on his or her transcript. Students cannot withdraw after 30% of the course is complete. If a student chooses to withdraw after 30% of the course is complete, an F will appear for that course on the student’s transcript. Refer to the BGU Academic Calendar for withdrawal deadline dates (dates will differ based on course length).

When adding a course, the student is responsible to make up any missed work.

Exit Process

Students leaving BGU for any reason must complete all exit paperwork and procedures. This process typically takes a day. Failure to complete the exit process may result in forfeit of the room deposit.

Expulsion

Conditions of Academic Expulsion

Students who have remained on academic probation for successive semesters will be reviewed by the Dismissal Committee and may face expulsion.

Conditions of Financial Expulsion

For details regarding financial expulsion, see Payment Default, under Students in Financial Default, in the Financial Policies section.

Conditions of Student Life Expulsion

Students who have remained on student life probation for successive quarters will be reviewed by the Dismissal Committee and may face expulsion. Additionally, certain specific violations of campus policy may result in immediate expulsion, including acts of violence or a threat of violence.

Notification and Appeal

Students subject to expulsion are notified of their status in writing by the Dismissal Committee.

Students may appeal an expulsion decision in writing to the Dismissal Committee within 14 days of receiving notice of expulsion. At a minimum, an appeal must explain the causes leading to the expulsion and present a plan for addressing those causes.

The Dismissal Committee will review the appeal and reply in writing within 14 days of receiving the appeal. In the case of a denial, a student may appeal to the President of the University within 14 days of receiving notice of the denied appeal. All decisions made by the president will be considered final.

Failed Courses

If a student fails a required or optional course for any reason, alternative options exist for making up the course. Students should contact the registrar for more details.

Please note standard tuition does not cover the cost of re-taking a failed course. Course retakes must be paid for according to per credit rates (i.e., \$350 per credit).

Global Internship

Students with a CGPA of 2.2 or less at the end of their Sophomore Fall semester will be put on a “with condition” status for acceptance to Global Internship (GI). To have the condition removed, the student must improve to, or maintain their CGPA, above 2.0 by the end of their Sophomore Spring term. If not, they will be deferred from participating in GI until the following year and will be required to bring their CGPA to 2.0 or above by January of the following year.

Students entering GI with a CGPA of less than 2.2 (between 2.0 and 2.2) will be placed on academic warning and assigned a faculty advisor for the first term of GI. If students successfully maintain a 2.0 CGPA or higher during their first term they will be taken off academic warning and advising will no longer be required. If students drop below a 2.0 CGPA during their first term standard policy will apply and they will be put on academic probation. Students who transition directly from warning to probation must be removed from probation by the end of that semester to continue on GI.

Specific Course Requirements to Maintain Status as a Global Intern

Due to the holistic structure of the Global Internship (GI), an internship is deemed unsuccessful if a student is not meeting the basic ministry learning requirements.

- A student who fails one Ministry Practicum Course (Ministry Practicum I-IV) or one Core Ethnographic Research course (Intro to Ethnographic Research, Social Systems and Structures, Religious Systems and Structures, or Contextualization) will be placed on academic warning, will be assigned an educational support specialist, and (regardless of CGPA) will need to take specified replacement courses after their internship to graduate. These courses may involve a ministry practicum for one term in the U.S.
- A student who fails more than one Ministry Practicum Course (Ministry Practicum I-IV) or more than one Core Ethnographic Research course (Intro to Ethnographic Research, Social Systems, and Structures, Religious Systems and Structures, or Contextualization) will be dismissed from their internship and will need to restart their internship to continue.
- A student who fails both Ministry Practicum I and Intro to Ethnographic Research in the first term of their internship will be dismissed from their internship and will need to restart their internship to continue.
- A student terminated from GI may reenroll and restart the internship after no less than one year and would reenter for the term of the second failed course.
- A terminated student may transfer to the AA program. Successful courses passed during the GI may count toward AA requirements. The evaluation will be on a case-by-case basis and determination will be made by the Academic Dean.

Grading Scale

The following grading scale has been adapted by the university:

| | | |
|----|---------|------|
| A+ | 97-100% | 4.00 |
| A | 93-96% | 4.00 |
| A- | 90-92% | 3.67 |
| B+ | 87-89% | 3.33 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.67 |
| C+ | 77-79% | 2.33 |

| | | |
|----|-----------|------|
| C | 73-76% | 2.00 |
| C- | 70-72% | 1.67 |
| D+ | 67-69% | 1.33 |
| D | 63-66% | 1.00 |
| D- | 60-62% | 0.67 |
| F | 50-59% | 0.00 |
| W | Withdrawn | |

Graduation

Undergraduate students will be qualified to receive their degree or certificate provided they have completed all requirements for their program, have a minimum CGPA of 2.0, and have fulfilled all tuition and fee payments. To participate in the graduation ceremony, students must be in good financial standing and have 90% credit completion by the end of the fall semester.

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 (inactive) and re-enter the university up until the entrance date which most closely corresponds to one year from their exit without re-applying. A leave of absence student is expected to continue their studies once the leave of absence time is completed and therefore is considered a “continuing” student, and not “temporarily withdrawn.” The \$250 degree completion fee does not apply to leave of absence students.

The following are examples of appropriate circumstances 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 appropriate reason to take a leave of absence rather than withdraw and should be discussed with the Registrar.

Along with the normal exit paperwork and procedures, students taking a leave of absence must complete a Leave of Absence form, detailing the circumstances of the leave and stipulations for return. It is suggested that students take care of this at least two weeks prior to the planned leave, if possible. The Leave of Absence form is available via Populi upon written request to the Registrar’s Office.

Upon receipt of the form, the registrar consults with appropriate BGU staff to ensure that the leave is approved and stipulations for return are clear. Students on a Leave of Absence are still considered as enrolled; therefore, the university will retain his or her room deposit for the duration of the leave.

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

Leave of absence students must pay any outstanding balances due on their account prior to re-entry.

Leave of absence students are not guaranteed re-entry and are still subject to meeting standard admittance requirements (such as lifestyle and Christian walk expectations) required of all BGU students and the Global Internship office.

The university reserves the right to request additional information or to impose additional terms for re-entry.

Due to immigration requirements, international students are not typically eligible to take a leave of absence.

Transcript Requests

Students may print off their own report cards and unofficial transcripts through Populi. Official transcripts can be ordered through the student tab in Populi or through a link at the bottom of the BGU website.

Withdrawal Policy

Students who wish to withdraw from the university must send their intent in writing to the Registrar's Office (registrar@bethanygu.edu). The Registrar will then provide them with an Early Exit Form as well as a BGU Departure Form (via Populi). In addition, those living on campus will receive a cleaning document with instructions on how to properly leave their dorm room upon their departure. If students do not intend to finish out the current semester, they are typically expected to vacate campus within 48 hours of notifying the Registrar. Students unable to continue in their original program are given the option of switching to a lower degree (AA to Certificate, BA to AA, or Certificate), allowing them to complete their time at BGU by graduating with a credential.

All forms and surveys must be completed for students to receive a full refund of their room deposit. Room deposits are first applied to any outstanding debt and then are mailed as a check to the departing student's forwarding address within 4-6 weeks. Student email addresses and Office 365 accounts will be disabled/deleted one week after the student has left campus.

Undergraduate Experiential Learning

Chapels and Gatherings

The following gatherings occur weekly and student attendance is required.

Student Development - Student Development provides an opportunity for staff to connect with the student body, giving weekly announcements as well as teaching on various topics pertaining to developing personal discipline and growing in life skills. Student Development also serves as a platform for students to stay connected with the Global Internship program and see videos or Skype calls with Juniors or Seniors currently overseas.

Bethany Chapel - Everyone on campus comes 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 - Worship Chapel is 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.

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. Students are required to select a local church to be involved in and attend weekly during their time at BGU. Students are also encouraged to maintain a strong relationship with their home church.

Global Internship

Global Internship (GI) makes up a significant portion of the BA program. During GI, students live overseas as a team for 13 months as part of a team of missionaries under Bethany Gateways or one of the Gateways' partners in one of several locations around the world. It is a 16-month program, which includes 1 month of pre-field orientation on campus before departing, and 2 months of focused on-campus debriefing/re-entry upon arrival home.

The purpose of GI is to equip missionaries-in-training to engage strategically in any long-term team that is making disciples, planting churches, catalyzing movements, or working alongside the existing church to grow its capacity to do these things; all within the mission of “taking the church to where it is not while helping others to do the same.”

This equipping is accomplished through a guided intercultural missionary learning experience allowing BGU students to learn and be transformed while they actively participate in a strategic intercultural ministry team.

The internship is built around the concept of “Know, Be, Do.” Learners are guided to take knowledge and understanding gained through what they have and are learning (know), integrate it into personal development and transformation (be), and apply it in action (do). This takes the focus off doing ministry and puts it on *being* a missionary, *being* in the context, and *being* in ministry.

Through GI students are expected to learn *how* to:

- *Learn language and culture* through observation, reflection, and direct engagement.
- *Understand their context*, be increasingly comfortable in it, and learn from it.
- *Become intercultural* - gaining an identity within another culture while entering into a life-long process in which they develop a growing intercultural identity.
- *Identify people groups* and how to engage them by understanding the various stages of engagement.
- *Engage in relevant strategic platforms* (such as education, business, agriculture, language, social action, and health education) and bridge these to the overarching strategy of discipleship and church planting.
- *Engage in making disciples* in a contextually relevant manner - walking with any person, towards or beyond the cross to draw them closer to what it means to be a follower of Jesus within their context.
- *Incorporate disciples into growing churches* - drawing followers of Jesus to each other for fellowship, growth, and encouragement; and strategically mobilizing them to fulfill the great commission.
- *Work alongside national partners*, national teammates, and/or under national leaders.
- *Work collaboratively* on a team, using individual call, gifts, and abilities to further the collective mission and vision.
- Develop characteristics relevant to long-term missionary service such as:
 - *Flexibility* in the face of under-defined opportunities and changing realities
 - *Initiative* in the context of a team and its vision
 - *Ownership* for their learning and growth
 - *Resilience* in the face of difficulty
 - *Strong interpersonal relationships* and conflict resolution skills
 - *Dependence* on God
 - *Spiritual vitality*

The GI sites each provide 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, Europe, and Africa. Locations change from year to year.

For students to be eligible for the GI program, they must have a minimum CGPA of 2.0 at the conclusion of their sophomore year (see Global Internship under Undergraduate Academic Policies for more information).

Global Ministry Practicum (AA Degree)

The Global Ministry Practicum is a required component of the Associate Degree’s program. The practicum is generally the same as a 14-week experience. Students live overseas and serve as part of a team of missionaries under Bethany Gateways or one of the Gateways’ partners in Central America.

The purpose of the Global Ministry Practicum and the expected learning outcomes are similar to those described for the Global Internship (for BA programs) above. As they operate on a much shorter time frame, the development of these expectations will be at a more basic and introductory level. However,

students in this program still participate in a guided intercultural missionary learning experience which allows them to learn and be transformed while they actively participate in a strategic intercultural ministry team that is engaged strategically in making disciples and working alongside the existing church through local relevant strategies, all within the mission of “taking the church to where it is not while helping others to do the same.”

Practical Training

BGU is one of nine Work Colleges in the United States which offer students enhanced learning opportunities by integrating work, learning, and service throughout their college experience. The Work Colleges strive to help their students graduate with limited debt. At BGU, every student is required to work in the Practical Training Program which offsets their tuition.

The Practical Training (PT) Program is an integral and stated part of the educational program as required by the Work Colleges regulations. It is a competency-based (rather than credit hour-based) model of learning. The PT Program develops advanced skills and key attributes such as work ethic, problem-solving, reliability, customer service, integrity, teamwork, and leadership. The PT Program has clearly defined student learning goals and expected outcomes which are outlined in the Practical Training Student Handbook. In addition, student work performance is evaluated regularly.

Spiritual Development

As a university centered on the Word of God, BGU strives to keep the spiritual disciplines reflected in the Bible at the core of its missions training. Students enrolled at BGU are challenged to go deep in their walk with the Lord and cultivate a life of wholehearted communion with Him. BGU 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.

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 incorporate regular fasting into their lifestyle and to participate in corporate fasts when directed by leadership.

Prayer

The Centrality of Prayer is one of the core values of Bethany International and therefore plays a major role in BGU’s training philosophy. All students engage regularly in prayer during the two weekly chapels, at least one hour of weekly intercession with other members of the community, and multiple weekly prayer sets offered through the Furnace Prayer Room.

Scripture

Bethany does not mandate the use of any one translation of the Bible for students personal study; however, for academic purposes, students are required to utilize the ESV translation for classes. Students are encouraged to incorporate regular personal Bible study memorization, and meditation on the word in their daily quiet times.

Worship

There are many occasions to take part in corporate worship on campus. The two consistent weekly meetings where corporate worship takes place are Bethany International Chapel and Worship Chapel. See “Furnace Prayer Room” for additional worship opportunities throughout the week.

Worship Teams

There are many opportunities for students to be involved in teams that lead prayer and worship in the community. Worship team auditions are held at the beginning of each semester, after which each worship team is scheduled to play for various chapels, events, and weekly watches in the Furnace Prayer Room (see description above). Students who are interested in being involved can find out more during Orientation Week from the Prayer and Worship Coordinator.

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 (SLA). BGU SLAs are upper classmen or university graduates who are chosen for their leadership abilities, good organizational and communication skills, spiritual maturity, and genuine love for students.

The primary role of an SLA is to provide accountability to students related to the standards of conduct, honor, and godliness found in the BGU Student Handbook.

Student Life Advisors have the support and assistance of the Deans. The Deans are partnered and are available to help with special concerns, meet with students, and offer advice and prayer.

Student Life Advisors lead a weekly life group time with their students. During this time, students build a deeper community, discuss topics centered around life and faith, pray together, encourage one another, and talk through concerns and hardships. Students may also meet with their SLA each week for accountability, prayer, and support.

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.

The Furnace Prayer Room

The Furnace Prayer Room (Furnace) exists to cultivate a culture of prayer and worship on our campus and extending into our global community. The Furnace is a centralized location on campus that hosts multiple weekly prayer watches, providing a regular opportunity for students to cultivate a lifestyle of prayer. All students engage in one hour per week in the Furnace as a part of the requirements of their program, and the Furnace is open eighteen hours daily for access to any member of the community. Quarterly, the Furnace hosts an All Night of Prayer which is a prayer and worship meeting running from 9 pm-5 am. Each hour is led by a different prayer and worship leader, and students are welcomed to attend any portion of the event.

Campus Facilities and Services

Foodservice

The costs of room and board are combined; therefore, students are not permitted to opt-out of the campus meal plan. The meal plan consists of three meals per day, seven days per week, served in the cafeteria while school is in session. 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 can purchase the meal at the register.

Guest Rooms

Bethany International has several guest rooms available on campus. Students should contact the Services Department for information on the availability and pricing of these guest rooms (servicesassistant@bethanygu.edu or 952.829.2459).

Gymnasium and 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 Atkins Hall, Finsaas Hall, Shelling Hall, Founders Hall, and in the central laundry room located on the north end of the campus across from Bergh Hall. Machines are activated by using a pre-paid swipe card or an app on your phone. Students must provide their own supplies.

Parking

Student parking is limited to an assigned area on the west side of the campus between Bethany Church and the gym. Students wishing to keep a car or motorcycle on campus must apply for a parking permit from the Services Office. Parking is on a first come first serve basis and is not guaranteed for every student. The permit fee of \$400 per year covers parking for one car or motorcycle only.

Playground

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

Populi - Online Student Database

Once students are accepted, have completed the financial aid application process, and receive their financial aid award letter, they receive a welcome email with a username and link to their online student database account (www.bethanygu.populiweb.com). Students will use Populi to view class information, including attendance, grades, etc. as well as their student financial account and financial aid information.

Once students attend their first day of class, they are also sent login information for their bethanygu.edu email account and online Office 365 tools to utilize throughout their enrollment. The .edu email is automatically set to be the student's primary email address at that point, so students must either check this account daily or forward it to a personal account which they check daily, to receive all college communication without interruption.

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.
- "Facebook-type" social networking feature.
- Students can access their degree completion progress, see grades and attendance, view syllabi, required textbooks, and schedules, take tests, and complete assignments.
- 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.
- Bookstore function, which shows Oasis Store inventory and allows for online purchasing and shipping of merchandise.
- Online library function that enables students to review and reserve items from our Student Resource Center.
- Students may print off their own report cards and unofficial transcripts. Official transcripts may be ordered through the Populi student tab.

Services Office

Replacement keys can be ordered in the Services Office.

- Replacement dorm room key: \$50
- Replacement mailbox key: \$15 (ordered at the Welcome Center Desk)

- Replacement of a broken access card: \$15
- Replacement of a lost access card: \$30
- Replacement parking permit: \$100

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 residential students age 25 and younger 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. Students beginning at BGU over 25 are not permitted to live in student dormitories. They may select either an off-campus housing arrangement, or on-campus housing (excluding student dormitories) as available.

Married students who live within daily commuting distance may live off-campus and still enroll in a full-time program. Married couples with children under the age of 2 may still be housed in the dorms. Families with children ages 2 or older may apply for on-campus housing outside of the student dormitories (apartment or guest rooms). Housing cost will vary based on the type of unit used. 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).

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, access to multiple online database links (located in Populi), computer workstations with internet access, wireless internet, a color photocopier/ printer, and movies and board games for loan.

An online catalog (located in Populi) allows students to search and place items on hold, renew items, and track any 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.

Technology Student Help Desk

The Bethany Student Technology Help Desk is a FREE computer support resource for students. The office is located in the rear of the SRC. Services provided include internet and software configuration, virus and

spyware removal, system troubleshooting, software installations, and upgrades on laptops, desktops, smartphones, and tablets.

The Welcome Center

The Welcome Center is located in the T.A. Hegre Ministry Center and provides package processing and pick-up for students and staff. It includes a small café offering drinks, pastries, and ready to eat foods with a space to eat, meet, and study.

Writing Center

The BGU Writing Center offers free, individual meetings in the SRC where students may discuss their work with a trained student consultant. Students are encouraged to bring their work at any point in the writing process (brainstorm, outline, rough draft, final copy, etc.).

Students are assisted with many different aspects, including:

- Grammar
- MLA formatting
- Citations and resources
- Sentence structure
- Organizing ideas
- Content development
- Time management
- Populi assistance

Recreation

Extracurricular Activities

The university organizes activities and events guided by the makeup, interests, and requests of the student body. Common yearly events include the Talent Show, the Harvest Party, the Student Christmas Party, open mic nights, and various other events organized by Student Government. There are also various seasonal intramural sports hosted by the student government based on interest.

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. There are plenty of trails for biking and running. The Izaak Walton League nature preserve and Three Rivers Park District lands are within close proximity of the campus and offer great opportunities for 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 the Campus Preview Event, The Forge and The Furnace, winter Men's and Women's retreats, 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.

Financial Policies and Information

Institutional Statement

Bethany is a non-profit institution. BGU makes 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.

The governing body of Bethany Global University reserves the right to make adjustments to student costs and financial assistance offerings at any time, as deemed necessary.

Examples:

- The Federal Work College Award and the PT Tuition Scholarship are disbursed monthly according to the practical training completed by that student in the month. So that aid can vary from month to month.
- A student could incur a fine or fee that would be added to their student account at the time incurred.

Costs for a student's freshman year are not in effect for the duration of enrollment but should be expected to increase slightly from year to year.

BGU does not add new required fees or increase costs without carefully considering the benefit of the service to the student body, and whenever possible gives advance notice of significant cost or financial assistance changes. No changes are made to the basic cost and aid structure for a given academic year once students have been invoiced and financial aid is being packaged.

Undergraduate Financial Information

Costs

Costs throughout the catalog are listed as annual costs and apply to all full-time, residential students unless noted.

Tuition: \$14,320

BGU does charge tuition and employs a banded-tuition system that allows credential-seeking students to take up to 19 credits per semester for one flat tuition rate. Banded tuition only applies to first attempts for all scheduled classes. Course retakes and independent studies must be paid for according to non-credential seeking student rates (i.e., \$350 per credit).

Room and Board (housing and meals): \$8,670

This flat rate applies to all full-time students living on campus regardless of room size, dorm, number of roommates, or number of meals eaten. The "room" (housing) portion of the Room and Board is \$6,936. The "board" (meals) portion of the Room and Board is \$1,734. Three meals are served seven days a week except during the following breaks in which the cafeteria is closed: Thanksgiving Break, Christmas Break, Spring Break, and Summer Break.

Standard Fees

These fees are invoiced to the student's account. The total amount varies by grade level and program, as listed below. This includes fees such as a one-time Matriculation fee (for freshmen), Student Life, Student Services, Technology, Financial Services, Senior Activity, LEAD Activity, and Graduation fees. Not all apply to full-time students living off-campus.

- Freshman (Bachelor's and Associate's): \$1,950
- Freshman (Certificate without trip): \$2,000
- Freshman (Certificate in Pre-Field Prep with trip): \$2,000
- Sophomore (Bachelor's): \$1,950

- Sophomore (Associate's): \$2,000
- Junior: \$225
- Senior: \$1,380

Room Deposit

The room deposit is a one-time, conditionally refundable fee of \$350 for on-campus students. Once a new student has attended his or her first day of class, the room deposit is then refundable (dependent upon whether the student owes a balance to the college, owes for damage done to his or her dorm room, etc.). The room deposit is not refunded to students who are going home for the summer or taking a leave of absence. It is only eligible to be refunded at the point when a student graduates, withdraws, or is expelled.

After the published room deposit due dates, an additional, non-refundable \$150 late room deposit fee is added to the \$350 deposit (\$500 total).

Room Deposit Hold Policy for New Students

If accepted students wish to defer their enrollment to a future date (for up to one year from that date of their original intended enrollment), but has not yet paid their room deposit, their status is updated to that of the date they intend to enroll in the future (i.e., Accepted Fall 2023). The deferring student may make the room deposit payment any time after their original acceptance date, but within the first year thereafter. No late room deposit fee is charged for students who wish to defer to a future term within the deferment year until after the published room deposit due date for the term in which they intend to enroll.

Accepted students who are rescinded or withdraw after having paid their room deposit are still given the option to reactivate their accepted status and defer their enrollment at any time within one year from their original date of acceptance. Therefore, BGU holds the paid room deposit for one full year in the event that such a student decides to re-activate their acceptance within the bounds of our current admissions policy.

If the student fails to enroll by one year from the original date of their enrollment, the paid room deposit is absorbed by BGU, and a future re-application and acceptance will require that the room deposit be paid again.

Optional Costs

- Parking Permit: \$400
 - Availability is limited.
- Estimated Books and Materials: \$250-\$500
 - Costs vary depending on the credential and year of studies. Some books and materials must be purchased directly through the university.
- Gluten-Free/Dairy-Free Meal Plan: \$1,000
 - In addition to the standard Room and Board.
- Parkway Plan Medical Coverage: \$264
 - This medical coverage option is available through the Welcome Center. Students can enroll at any point in the year. Contact welcome.center@bethanygu.edu for details.
 - Medical insurance/coverage is **not** a requirement for enrollment at BGU.
- Payment Plan Fee: \$150 per semester
 - Students who choose a monthly payment plan are charged a \$150 payment plan fee.

Meal Plan Exemption Requests

Students are required to live on campus and pay for the standard meal plan (room and board), except in the case of full-time married students who live within daily commuting distance or those with medically documented conditions, which prevent them from eating food prepared in the Foodservice.

Those with medical restrictions must submit a Meal Plan Exemption Request form, completed by their physician, to sarah.demello@bethfel.org, to be exempted from paying the “board” portion of Room and Board. Students should submit the request prior to the start of the semester whenever possible, but

exemption forms can be submitted at any time. A pro-rated refund of Board paid is available to students who must submit the exemption request form after the start of a semester.

Bethany Global University reserves the right to approve or deny requests at its discretion.

The Meal Plan Exemption Request form is available to download and print from the Shared Files of the student's profile at bethanygu.populiweb.com.

Full-time Married Students/Families Living On-campus Costs

If Both Spouses are Full-time Students

- Each couple pays only one room deposit.
- Each spouse pays the same room and board as any other full-time student.
- Each spouse pays the same required fees as any other full-time student.

One Spouse is a Full-time Student, and One is Not

- Each couple pays only one room deposit.
- The full-time student pays the same room and board and fees as any other student. The Student Billing Office handles these payments through the student's online account in Populi.
- The non-student pays \$250 per month rent. The Services Department handles the terms of the lease and payments.
- Non-student family members living in the dorms are not required to purchase any meal plan in the cafeteria.
- A full-time, married student may opt-in to the Married Student Shared Meal Plan Option at no additional cost. This meal plan allows a married student to share his or her meal benefits with his or her spouse and children. To opt-in, a student must read and sign the Married Student Shared Meal Plan Policy and turn it in to sarah.demello@bethfel.org.
- 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.
- Married students with dependent family members living with them in married student housing may purchase additional meal tickets in the Oasis, at the student rate.

Children's Housing - Ages 2 and Under

- All children ages 2 and under must live in the dorm room with their parents. There is no cost for children ages 2 and under.
- BGU does not currently offer second rooms for children 2 and under, due to space limitations in the dorms. This space may be provided at an additional cost, if available, but cannot be guaranteed from term to term.

Children's Housing - Ages 3 and Up

- Children ages 3 and up must live in a separate room.
- Up to two children may be housed in most rooms.
- Housing configurations for children are based on availability and determined in consultation between the parents and the deans.
- Rent for children's housing varies, depending on the space assigned, but costs roughly \$175 per child per month. The Services Department handles terms of the lease and payments for children's housing.
- A \$100 room deposit is charged for each child's room (new students only). Terms of room deposit payment and refund policies are the same as those for adult room deposits.

Full-time Married Students Living Off-campus Costs

Full-time students living off-campus is not eligible to receive the tuition-paid benefit (which requires residency). However, they are still eligible to apply for federal financial aid in most cases and receive the

PT Tuition Scholarship for completing the work education requirement of the program. This scholarship covers a little more than half of their tuition costs.

In addition to tuition, the full-time married student living off-campus pays the same fees as any other student. The Student Billing Office handles these payments through the student's online account in Populi.

Room and board and a room deposit are not charged to the off-campus student. An off-campus student who wishes to eat meals in the cafeteria may purchase meal tickets from the Oasis at the student rate.

Students who live off-campus are not required to purchase the student parking permit but may park in any guest or an undesignated lot, free of charge, by registering their vehicle with the Services Department at the start of each school year.

International Student Costs

International Students are not eligible to complete the FAFSA (U.S. Government student financial aid application) unless they are "eligible noncitizens" as defined by the U.S. Department of Education (<https://studentaid.ed.gov/sa/eligibility/non-us-citizens>). Therefore, international students who are not eligible noncitizens cannot receive the tuition-paid benefit that BGU offers to U.S. citizens and eligible noncitizens.

To make attendance more affordable for international students, the university employs a combination of the Practical Training Tuition Scholarship and a sliding rate scale based on the student's country of citizenship. The "ABC" country designation listing can be obtained by contacting the Enrollment Office or on our website in the Admissions section. International student discounted costs are reflected below.

"A" Country Designation

Tuition - \$8,652 (less the \$6,675 PT Tuition Scholarship) = \$1,977

Room and Board - \$6,206

Payment options are the same as U.S. students; proof of financial support documentation is required; eligible for institutional scholarships.

"B" Country Designation

Tuition - \$7,416 (less the \$6,675 PT Tuition Scholarship) = \$741

Room and Board - \$5,182

May pay for the year in advance (with no Pay in Advance discount) or pay for each semester in advance; proof of financial support documentation is required; not eligible for institutional scholarships.

"C" Country Designation

Tuition - \$6,876 (less the \$6,675 PT Tuition Scholarship) = \$201

Room and Board - \$2,716

Must pay for the entire year in advance (with no Pay in Advance discount); proof of support documentation is not required; not eligible for institutional scholarships.

Standard Fees for International Students

The Standard Fees for international students are the same as other students. These fees are invoiced to the student's account. The total amount varies by grade level and program, as listed below. This includes fees such as Student Life, Student Services, Technology, Financial Services, Senior Activity, LEAD Activity, and Graduation fees. Not all apply to full-time students living off-campus.

- Freshman (Bachelor's and Associate's): \$1,950
- Freshman (Certificate without trip): \$2,000
- Freshman (Certificate in Pre-Field Prep with trip): \$2,000
- Sophomore (Bachelor's): \$1,950
- Sophomore (Associate's): \$2,000

- Junior: \$225
- Senior: \$1,380

The costs below may also apply:

- Books and materials
- All Optional Fees, listed previously
- Additional required fees
- Travel expenses
- Personal expenses, including the cost of living on campus during school breaks when food service is not operating
- Immigration expenses, such as the I901 SEVIS Fee
- Expenses for dependents

International Family Costs

Responsibility for Dependent Costs

The new international student who is bringing dependent family members to live on campus is responsible for all costs for those dependents as per U.S. government regulations. The estimated costs for dependents are included on the student's I20 form, and proof of financial support documentation must be submitted in the amount of those costs, regardless of the student's country designation. This requirement must be re-submitted annually. If the student has financial supporters or sponsors who are willing to cover the costs of dependents that is fine and must be documented in the proof of financial support materials.

Dependent Costs for Housing and Meals

Children who will be 18 years old or older by the time the family arrives on campus are not eligible to be in student housing even though they may still meet the requirements to be granted an F2 dependent visa. In such cases, the child may choose to live off-campus, apply for residency in non-student housing on-campus or apply to attend BGU or another school in the area as a full-time student, and thus receive their own F1 visa.

Rent for dependents of "C" country designation students must be paid in full for the entire semester at the start of each semester. Rent for "A" and "B" country dependents are charged monthly by the Services Department of Bethany International and are due upon the set due date of that month. If students prefer to pay for dependent rent in advance they may do so at any time. Failure to make rent payments for dependents on time can result in the student being asked to leave school due to the inability to meet the financial requirements of having dependents on campus.

Please note that renting space in the dorms does not include meals. See the estimated costs for families living on campus in this catalog, including meal costs and options, which apply to both U.S. and International student families, for specific information about housing and meal costs for families on campus.

Global Ministry Practicum Costs (Associate Degree)

Students pursuing the Associate Degree in Intercultural Ministry participate in a 14-week intercultural practicum. The practicum takes place during the spring term of the sophomore year.

For this practicum students raise financial support as students of BGU to cover most of the costs. Students are given guidance on how to build partnerships and communicate vision with donors as part of the AA program.

Estimated Cost of Overseas Trips (Eligible to be Fund-Raised) *

Associate Degree: \$10,000

*The amounts are per student, so married couples should plan for these figures to be doubled. Costs for children are not factored into these figures. This is an estimate based on average expenses. *Actual costs will vary depending on the country in which the practicum takes place.*

Costs During the Ministry Practicum Semester (NOT Eligible to be Fund-Raised)

Tuition

\$7,160 for the term

- minus a \$2,033 PT Tuition Scholarship or FWC Award and \$5,127 for the Pell Grant and BGU Student Aid (combined) = \$0 tuition

Room and Board on Campus for a partial semester

\$546

Additional Costs

\$250 - Optional gluten/dairy-free meal plan

\$250 - Estimated books and supplies

\$150 - Payment plan fee for students with a payment plan

All other optional costs remain the same.

Global Internship Costs (Bachelor Degree)

Students participating in the Global Internship program for the bachelor's degree must be accepted as missionaries under Bethany Gateways. As such, they raise support for their field ministry costs. Students are given guidance on how to build partnerships and communicate vision with donors as part of the BA program.

Estimated Costs During Global Internship Semesters (Eligible to be Fund-Raised) *

Travel and Set-up Costs: \$11,000; 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: \$2,650 for each of the 4 terms of the internship (raised as monthly support at approximately \$500/month); includes ministry outreach, transportation, ministry supplies, etc.

Housing and Meals: \$3,050 for each of the 4 terms of the internship (raised as monthly support at approximately \$600/month); includes housing, utilities, and food costs.

*The amounts are per student, so married couples should plan for these figures to 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 the country in which the internship takes place.*

Costs During Global Internship Semesters (NOT Eligible to be Fund-Raised)

Tuition

\$ 7,160 per term

- minus the Pell Grant and GI Student Aid totaling \$ 7,160 * = \$0 tuition

Required Fees

\$75 per term for Technology and Financial Services Fees

\$375 per month for Program Operations

Important: Juniors are on Global Internship for 3 consecutive semesters. Seniors are on Global Internship for 1 semester and then fall under the regular financial structure for on-campus students during their final term of enrollment.

*Requires that the student complete the financial aid application process for the appropriate academic year to qualify for tuition paid. Failure to do so results in the student being responsible to pay the full tuition costs out of pocket.

Online Hybrid Program Costs

Tuition and fees for the Online Hybrid program are different from on-campus programs. If your degree program requires you to continue education on campus, other tuition and fees will apply.

Full-Time Annual Cost

- Tuition: \$8,400*
- Student Services Fee: \$200
- Technology Fee: \$250
- One-time Matriculation Fee: \$150

Total: \$9,000**

Full-Time International Annual Costs

- Tuition: \$8,400 (A Country), \$7,200 (B Country), \$5,400 (C Country) *
- Student Services Fee: \$200
- Technology Fee: \$250
- One-time Matriculation Fee: \$150

Total: \$9,000 (A Country), \$7,800 (B Country), \$6,000 (C Country) **

* Full-time tuition (12+ credits) is banded per semester. Online students have the opportunity to take advantage of the BGU banded-tuition system, which allows credential-seeking students to take from 12 to 19 credits per semester for one flat tuition rate. Banded tuition only applies to first attempts for all scheduled classes. Course retakes and independent studies must be paid for according to non-credential seeking student rates (see credit rates below).

**There is an additional \$50 graduation fee for certificate students.

Per Credit Rate

- U.S. Students: \$350
- A Country: \$350
- B Country: \$300
- C Country: \$225

International ABC designations can be found on our website or by contacting the Admissions Office.

Graduation Fees

All graduating students will pay a graduation fee regardless of whether they walk at the graduation ceremony.

- Certificate: \$50
- Associate: \$50
- Bachelor's: \$75

Financial Assistance

Tuition-Paid; Not Tuition-Free

BGU employs a tuition-paid financial model. Tuition-paid is NOT the same as tuition-free. BGU does charge tuition. However, tuition-paid means that every qualifying student who completes the BGU program graduates with their tuition paid in full. ***Additional costs do still apply, which include room, board, and fees.***

Qualifying for Tuition-Paid

Students who qualify for the tuition-paid benefit are defined as full-time, on-campus, undergraduates, who have not yet earned a bachelor's degree from any institution and are U.S. citizens or eligible non-citizens.

Qualifying students must also have Pell Grant Lifetime Eligibility remaining. The maximum number of years for which a student qualifies for the Pell Grant is 6; students who have exceeded this limit are not qualified for the tuition-paid benefit.

DACA status applicants do not qualify for tuition-paid, since they are not defined by the U.S. Government as eligible non-citizens and therefore, cannot complete the FAFSA.

Qualifying students must annually complete the FAFSA. If selected for verification, the student must also complete this process promptly. Students who choose not to complete the FAFSA, their verification process, or refuse all or part of Federal Pell Grant awards are not eligible for tuition-paid.

Funding for the tuition-paid benefit comes from a combination of the following funding sources:

1. Practical Training Tuition Scholarship or Federal Work College Award (\$6,675 annually)

All full-time students are required to fulfill a Practical Training work education assignment, most of which are in a department on campus. Students who successfully meet the requirements of Practical Training earn financial aid (regardless of whether they qualify for the tuition-paid benefit). This aid comes either in the form of Federal Work College Award funds or the Practical Training Tuition Scholarship and covers \$6,675 of the student's annual tuition costs.

2. Federal Pell Grant (\$0 - 6,895 annually)

All students who wish to receive the tuition-paid benefit must complete the financial aid application process, including the FAFSA. The Pell grant is applied to their tuition costs. The maximum Pell Grant amount for the 2022-23 academic year is \$6,895.

3. Bethany Global University Student Aid (\$7,645 minus Pell Grant amount awarded to the student)

BGU provides Student Aid for the remaining tuition balance, no matter how much it is, even if the student does not qualify for any Pell Grant funds after completing their financial aid application.

BGU Discounts and Scholarships

BGU offers the following automatic discounts and scholarships, which apply to the student's required fees or room and board costs:

New Students only:

- **\$300 Campus Visit Event Scholarship** - Attend a semi-annual Preview Weekend.
- **\$200 Individual Campus Visit Scholarship** - Attend an individual campus visit. Cannot be combined with the Campus Visit Event Scholarship.

Both sophomores and incoming new students:

- **\$300 Pay in Advance Discount** - Pay for the entire year in full by the first payment deadline. Loans do not qualify as payment. Off-campus students are ineligible.
- **Legacy Scholarship**
The Legacy scholarship is offered to Bethany International staff and missionaries.
 - U.S. Citizens: scholarship covers the costs of Room and Board and leaves qualifying U.S. students with the out-of-pocket cost of standard and additional fees each semester.
 - Internationals: scholarship covers the costs of Room and Board and the remaining Tuition costs, leaving qualifying international students with the out-of-pocket cost of standard and additional fees each semester.

Fee payments must be made by the deadline date each semester or start of the school year.

The Legacy Scholarship only applies to the Freshman, Sophomore, and Senior year on campus. It does not cover the cost of Global Internship or outreach overseas (AA degree).

Please refer to the following PDF for additional details regarding Cost Breakdown: [Legacy Scholarship 2022-23](#)

Applying for Financial Aid

There are several steps in applying for Financial Aid (*required for all BGU students wishing to receive the tuition-paid benefit):

1. Complete the FAFSA*
2. If selected for verification, complete all verification requirements as requested. *
3. If electing to take out student loans, the student must sign the Master Promissory Note for Subsidized/Unsubsidized loans at studentloans.gov.
4. Parents wishing to take out PLUS loans must complete the Parent PLUS loan application process and sign a separate Master Promissory Note for the Parent PLUS loans at studentloans.gov.

Completing the Free Application for Federal Student Aid (FAFSA)

All students who wish to receive the tuition-paid benefit are required to apply annually for federal student aid by completing the FAFSA online. The FAFSA for the upcoming school year opens on October 1 of the prior year (e.g.: the 2022-23 FAFSA opened on October 1, 2021).

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

Before starting the FAFSA, students should review information on the fafsa.gov site and additional resources the Financial Aid Office makes available to ensure a smooth process.

The Federal School Code for BGU is 042278. You also may use the School Code Search in the FAFSA.

Completing the Verification Requests

Verification is the U.S. Department of Education's process of showing proof that the information entered on the FAFSA is valid and accurate. Not all students applying for aid are selected for verification. A random sampling of approximately 30% of all students enrolled in U.S. institutions is selected by the government, and others are selected because there is an inconsistency or error made by the student or parent when completing the FAFSA or their tax returns.

Verification requires that students and/or parents submit additional documents and information, such as IRS tax return transcripts, W2 forms, forms verifying personal or family information related to your living or dependency status, etc. It is imperative that these requests are responded to in a timely manner to keep the financial aid award process moving forward.

Award Notifications

Once the student has completed all necessary steps in the financial aid application process, BGU's Financial Aid staff will compile the student's financial aid package with federal and institutional aid for the year. An award notification email is then sent to the student. The award notification includes the award amounts, anticipated disbursement dates, and loan disclosure statements.

Financial Aid Disbursement to Your Student Account

Federal Pell Grants are disbursed directly to the tuition invoiced on the student's account. Federal student loan funds are applied to the student's account balance first and then remaining funds are sent directly to the student as a check from the Student Billing Office within 14 days of the disbursement date.

It should be noted that the anticipated disbursement date for the first year, first-time federal student loan borrowers is 30 days after the start of classes. The Student Billing Office is aware of this process and students are not penalized for loan funds that disburse at this later date.

Will Financial Aid/Student Loans Pay for everything?

Most students will not pay anything for tuition. However, most students will owe a modest balance on their room and board costs even after all their financial aid (including student loans) is applied to their account.

This is because the maximum amount that dependent students (as defined by FAFSA) are permitted to take in federal student loans, is less than the total cost of BGU's room and board and required fees.

There are two exceptions to this:

1. If students are independent (as defined in the FAFSA) they may be able to take out enough in federal student loans to cover all (or close to all) of the costs.
2. The eligible parent of a dependent student (as defined in the FAFSA) can take out enough in Parent PLUS Loans to cover all remaining costs (if the student first takes out the maximum in student loans).

Payment Options

Students have three options to pay for their year of school after all institutional (BGU) aid and federal financial aid has been applied to their student account:

1. Pay for the entire year in advance

Due by the payment due date for the student's first semester of enrollment for the academic year.

- Fall Deadline: August 1st
- Spring Deadline: December 1st

Students receive a \$300 Pay in Advance discount off the total annual costs if they choose to pay in advance (if students are receiving Federal Direct (student) loans and/or PLUS (parent) loans they are not eligible to receive the discount).

Students planning to pay for the year in advance must contact studentbilling@bethanygu.edu to make those arrangements prior to the first payment due date of the academic year.

2. Pay for each semester in full

Due by the first payment due date of the semester.

This is the most common payment option students choose and is the default payment option reflected in student online accounts in Populi.

3. Make monthly payments

The BGU monthly payment plan spreads out each semester's costs over the months of that semester. The payment amounts ensure that your BGU bill will be paid in full by the end of each term. It is the responsibility of the student to be aware of payment amounts and due dates.

If you have taken out any loans, you will still need to make payments on those loans according to the terms you agreed upon with your lender (once you have graduated or left school).

A \$150 payment plan fee is added to the first payment of each semester. To set up a monthly payment plan the student must contact studentbilling@bethanygu.edu.

A \$25 non-refundable late fee will be charged to your student account if a payment is not made by the due date.

Methods of Payment

- Cash (paid directly to the Student Billing Office in the T.A. Hegre Ministry Center)
- Credit card - payable using the Financial tab in your Populi account; go to the Dashboard view and click on Make a Payment
- Check or Money Order (made in U.S. Dollars and drawn from the U.S. Bank)
 - Made out to: Bethany Global University (or BGU)
 - Mailed to: BGU - Student Billing Office
6820 Auto Club Rd, Suite J
Bloomington, MN 55438
Put the student's name and purpose of payment on the memo line.
- Funds from a 529 College Savings Plan
- Private scholarships and loans

- Gifts from supporting churches/individuals - There is a “someone else paying” link in the Dashboard of your Financial tab in Populi, which you can send to anyone wishing to make a payment on your behalf. The link is valid for 30 days. Gifts toward your school costs are not tax-deductible.

Using Federal Direct Loans or PLUS Loans to pay any portion of your account balance:

All students must complete the entire financial aid application process, including any items requested for FAFSA verification, to be eligible to receive institutional aid, including the tuition-paid benefit, and federal grants and loans.

Financial Aid application deadline: expected to be June 30, 2022 (fall semester new and continuing students).

Any student who has not completed the financial aid application process by the above deadline is automatically placed on a temporary payment plan for the full cost of attendance for the first semester, less the PT Tuition Scholarship for that semester, until the financial aid application process is completed, and federal student aid has been scheduled to his or her account.

Students placed on a temporary payment plan, who have overpaid on their account, once aid has been applied, are reimbursed by BGU for the overage paid.

Students paying their entire balance via Federal Direct Loans and/or PLUS (Parent) Loans:

Students who have completed their financial aid application process and are scheduled to receive loan funds covering their entire balance pay \$0 for their first-semester initial payment, in good faith that they will remain in school until the loans are disbursed and their school bill is paid.

Since federal loans are not disbursed to the students account until 10-30 days from the first day of class, students agree to forfeit their room deposit toward the total compensation owed to the university if they leave school for any reason prior to the loan funds being received by the university.

Please note that if students withdraw from school prior to their loans being disbursed, they may be liable for a portion of the bill incurred before withdrawal. See the BGU Refund Policy for details.

Financial Policies

Students in Financial Default

Pay in Advance

Students on the pay in advance plan must pay all invoices for both semesters by August 1st. If payment is not made in full by the due date, they are no longer eligible for the \$300 discount and their account defaults to the Pay for the Semester plan and due dates for the 2nd semester invoices will be adjusted to December 1st (April 1st for January students).

If the student has not made a payment sufficient to cover the cost of the first semester by August 1st (December 1st for January students), a \$25 late fee is applied to their account. The first semester invoices and the late fee are now due on August 11th (April 11th for January students). If payment is not made by this second deadline the admissions department contacts the student about switching to a monthly payment plan or deferring to the next enrollment cycle.

Pay for the Semester

Invoices for each semester must be paid in full by the following due dates:

- Fall Semester - August 1st
- Spring Semester - December 1st
- Summer Semester - April 1st

Monthly Payment Plans

Students on a monthly payment plan are required to make their payments in full by the 1st of each month: starting on August 1st (December 1st for January students). Please refer to your Financial Dashboard in Populi for details on amounts and due dates.

Payment Default

If payments are not made in full by the due date a \$25 late fee is applied to the student's account. The payment and the late fee are due by the 11th of the month. If no payment is received by the 12th of the month, a lock will be placed on the student's Populi account and they will no longer have access to course work, grades, transcripts, and registration, until payment is received, or the student has communicated with the Student Accounts Coordinator. If incoming freshmen are unable to meet this deadline, the admissions department contacts the student about deferring to the next enrollment cycle.

Continuing students who are unable to meet this secondary deadline are dismissed from BGU and have until the end of the month to vacate the dorms. However, if they are able to get their account current before the end of the month then they will be permitted to remain enrolled in their program. Students who are dismissed remain financially responsible for their accounts.

VA Payment Delay Policy

Bethany Global University cannot penalize or prohibit a GI Bill student from attending or participating in courses while awaiting VA payment (for up to 90 days). BGU will not impose any penalty, including late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title. The GI Bill student must submit a Certificate of Eligibility (COE) in order to qualify for the protections listed in the law above by no later than the first day of a course of education for which the student wishes to use the student's entitlement to educational assistance. The student must submit a written request to use such entitlement and provide additional information necessary to the proper certification of enrollment by the educational institution to the Financial Aid Office. Bethany Global University retains the right to require a GI Bill student to pay for room and board, optional fees (i.e., parking permit), and fines such as parking tickets, library late fees, etc. which the BA does not have the expectation to pay based on the VA regulations.

"Policy Protecting Students from Fees and Penalties Due to VA Payment Delay," VA.gov: Veterans Affairs. Last updated: 28 January 2020. https://benefits.va.gov/gibill/fgib/transition_act.asp#Schools

"S.2248 – Veterans Benefits and Transition Act of 2018." Congress.gov. 31 December 2018.

<https://www.congress.gov/bill/115th-congress/senate-bill/2248/text>

Economic Hardship Appeal

Students who are unable to meet payment deadlines due to a recent and unexpected economic hardship may submit an appeal form to either adjust their payment plan, avoid late fees, or extend due dates. Appeals should be submitted before the due date has passed and are only available to continuing students, not incoming freshmen. Please contact the Student Billing department for more details about this process (studentbilling@bethanygu.edu).

Refund and Return of Title IV Funds Policy

The following fees paid to BGU prior to or upon enrollment are non-refundable:

- Application fee
- Required materials fees
- Funds donated by a church/private scholarship toward the student's school fees (refunds are made directly to the church/scholarship fund; tax law prohibits such money from being refunded to an individual)
- A late room deposit fee

- Room deposit (For new students, the room deposit is non-refundable until the first day of class of the student's first semester. The student must attend the first day of class, after which he or she can receive a refund of the room deposit.)

The following fees paid to BGU prior to or upon enrollment are non-refundable after the 100% refund period of the semester (see the Refund Schedule for specific dates):

- Parking Permit for the semester in which the withdrawal takes place. If the student paid for the entire year, payment for an unattended semester will be refunded in full.
- Standard Fees (includes Student Life, Student Services, Financial Services, and Technology)
- Payment Plan Fee
- Parkway Plan medical coverage
- Graduation Fee
- Senior Activity Fee

The following fees paid to BGU are refundable according to the refund schedule:

- **Room deposit for student and children's rooms**

The room deposit is refundable if the student is no longer attending BGU and the following conditions are met:

- The dorm room passes inspection.
- Official exit procedures were followed.
- The student does not owe an unpaid balance to the university.
- New student: attended the first day of class of the student's first semester.
- Leave of Absence students: officially completed withdrawal procedure.

BGU 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 and Room and Board** (*including optional Meal Plan Add-ons*)

- Student accounts are credited for tuition and room and board according to the refund schedule, based on the student's last date of attendance.

- **Refund of Board after a Meal Plan Exemption for Medical Reasons is approved**

- Students approved for a Meal Plan Exemption for medical reasons after the start of a semester are eligible for a pro-rated credit on the board costs paid. Board consists of one-half of the total room and board cost. The credit is calculated based on the cost of the board for the entire semester, divided by the number of weeks in the semester. The student is credited for each full week remaining in the semester, starting with the Monday after the Meal Plan Exemption goes into effect. Credit is not given for partial weeks.

Calculating Your Official Withdrawal Date

The student's official withdrawal date is the last date of attendance in a class period, according to class attendance records.

If a student does not attend any class period for 5 straight days on which class was held, it can be considered an automatic withdrawal from school. For example, if a class is held on a Friday and the following Monday and the student does not attend any class period on either day, this would count as 2 straight days because the class was not held on Saturday or Sunday.

The official withdrawal date is the last day of having attended a class period prior to their 5 straight days of absence. If a student has a valid reason for missing 5 straight days of class, approval must be given by the Student Life Office and advanced notice must be provided to the Registrar's Office.

Refund Schedule*

| Traditional On-Campus Semesters* | | | |
|---------------------------------------|-------------------|--------------------|--------------------|
| Amount of Credit for Refundable Costs | Fall 22/23 Dates | Spring 22/23 Dates | Summer 22/23 Dates |
| 100% | Through 8/28/22 | Through 1/16/23 | Through 5/14/23 |
| 75% | 8/29/22 – 9/4/22 | 1/17/23 – 1/22/23 | 5/15/23 – 5/21/23 |
| 50% | 9/5/22 – 9/11/22 | 1/23/23 – 1/29/23 | 5/22/23 – 5/28/23 |
| 25% | 9/12/22 – 9/18/22 | 1/30/23 – 2/5/23 | 5/29/23 – 6/4/23 |
| 0% | After 9/18/22 | After 2/5/23 | After 6/4/23 |

| Freshmen Online Quads | | | |
|---------------------------------------|---------------------------|---------------------------|---------------------------|
| Amount of Credit for Refundable Costs | Fall 22/23 Quad 1 Dates | Fall 22/23 Quad 2 Dates | Spring 22/23 Quad 3 Dates |
| 100% | Through 8/28/22 | Through 10/23/22 | Through 1/8/23 |
| 75% | 8/29/22 – 9/4/22 | 10/24/22 – 10/30/22 | 1/9/23 – 1/15/23 |
| 50% | 9/5/22 – 9/11/22 | 10/31/22 – 11/6/22 | 1/16/23 – 1/22/23 |
| 25% | 9/12/22 – 9/18/22 | 11/7/22 – 11/13/22 | 1/23/23 – 1/29/23 |
| 0% | After 9/18/22 | After 11/13/22 | After 1/29/23 |
| | Spring 22/23 Quad 4 Dates | Summer 22/23 Quad 5 Dates | Summer 22/23 Quad 6 Dates |
| 100% | Through 3/5/23 | Through 4/30/23 | Through 6/25/23 |
| 75% | 3/6/23 – 3/12/23 | 5/1/23 – 5/7/23 | 6/26/23 – 7/2/23 |
| 50% | 3/13/23 – 3/19/23 | 5/8/23 – 5/14/23 | 7/3/23 – 7/9/23 |
| 25% | 3/20/23 – 3/26/23 | 5/15/23 – 5/21/23 | 7/10/23 – 7/16/23 |
| 0% | After 3/26/23 | After 5/21/23 | After 7/16/23 |

*Please note that these dates apply for on-campus, traditional semesters. For semesters that include an off-campus element (such as Global Internship or Global Ministry Practicum) please inquire about the applicable dates before withdrawing.

Payments Due to the University upon Withdrawal or Expulsion

Room and Board during the 100% Refund Period

Enrolled students who leave school for any reason during the 100% refund period are charged \$40/night to cover the costs of room and board during this time. Weekends and holidays are not charged. This amount is deducted from any refund due to the student.

Paying Your Debt to the University

Funds paid by the student are returned to the student only when payments made have cleared and the student's outstanding bills due to the university have been paid in full.

Students with unpaid balances are expected to continue making payments to the university until their debt is paid in full. Therefore, all credits are first applied to any unpaid balances on the student's account. Once all outstanding bills are paid, any remaining funds are refunded to the student.

Understanding This Policy

Your education (like a car, rent, and purchase of a home) is an expense typically set up on a payment plan. The plan is a legally binding contract, in which the purchaser takes possession of an item prior to having paid for it in full but agrees to pay for it in installments. Payment plans "buy time" for the person making the purchase, allowing them to have the benefit while paying for it.

You would be expected to continue making payments on your car, even if you decided to park it in a garage instead of driving it or got into a crash and totaled it. Likewise, even if you leave school early for any reason (including expulsion), you still have an obligation to continue making payments to the college to meet the financial responsibilities you agreed to take on.

Returning Title IV Funds Disbursed to the Student's Account

Federal Pell Grants and Federal Student Loan/Parent (PLUS) Loans

If a student withdraws from school during the semester, a portion of the total amount of federal Title IV aid disbursed to the student may need to be returned to the government.

The portion is pro-rated based on the percentage of time the student was enrolled in school that semester. This is calculated using the student's official withdrawal date (see previous page).

For example, students who remain enrolled for 10% of a semester will have 10% of the Title IV aid for the semester applied to their balance. In this example, the remaining 90% of Title IV aid must be returned to the government.

Students who remain enrolled for 60% or more of a semester are eligible for 100% of the Title IV aid to be applied to that semester.

It is to the student's advantage to continue attending class up to and including the following dates:

| Semester | Date 60% of the semester is completed by: |
|-------------------------------|--|
| Fall | 10/25/2022 |
| Fall (Online freshmen) | 10/27/2022 |
| Spring | 3/26/2022 |
| Spring (Online freshmen) | 3/10/2023 |
| Summer (Residential freshmen) | 6/22/2023 |
| Summer (Online freshmen) | 6/29/2023 |
| Summer (Juniors) | 7/5/2023 |

Returning Excess Title IV Funds Disbursed to the Student Directly

If a student receives Title IV aid in excess of what BGU has billed them, it is given to the student in the form of a check or an EFT (electronic funds transfers) from the Student Billing Office. If the student withdraws or is dismissed prior to completing more than 60% of the semester, a portion of this excess aid must be returned to the government. The student is notified and billed by BGU for any of these excess financial aid funds that must be paid back.

When students withdraw, BGU must return the amount of Title IV aid for which it is responsible to the Department of Education, as soon as possible, but no later than 45 days after the date of BGU's determination that the student withdrew. If a student is scheduled to receive Title IV aid in excess of what BGU has billed them, this excess aid will be used toward the amount that must be returned to the Title IV Program(s), rather than being given to the student. If this excess aid has already been given to the student in the form of a check or an EFT, the student may be required to return all or a portion of it back to the university. The student will be notified of and billed for any financial aid funds that must be returned.

Student loan funds are to be repaid according to the terms of the loan. Funds will be applied 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 Direct Parent PLUS Loan
- Federal PELL Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- The student

Important: Federal Work College Awards are only disbursed for the accumulated hours a student has worked their Practical Training assignment, up to the time of their withdrawal.

Returning Institutional Funds

BGU Tuition Scholarship, Practical Training Financial Aid, and Other Discounts and Scholarships from BGU

Non-federal funds that are provided by the university are earned and recalculated based on the proration policy as described for federal aid funds, with the exception of the PT Tuition Scholarship. PT Tuition Scholarship disbursements are only made for the accumulated hours a student has worked up to the time of their withdrawal. In the case of a student withdrawing and receiving a 100% refund no institutional aid will be disbursed outside of what was earned for working practical training.

Post-Withdrawal Disbursements (PWD) of Financial Aid: Federal Pell Grants

If it is determined that a student had been scheduled to receive Federal Pell Grant funds which had not yet been disbursed to them by the time of their withdrawal, BGU will apply those funds, before loan funds to any outstanding balance due on the student's account and then fees, room, and board up to the amount of the outstanding charges.

A student's permission is not required by law for the college to take this action for the current school year. However, the student/parent's authorization must be obtained before crediting their account for previous year charges.

BGU must give to the student any amount of a PWD 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 of the student's official withdrawal date.

Post-Withdrawal Disbursements (PWD) of Financial Aid: Federal Student Loans/Parent (PLUS) Loans

Written notification is sent to the student/parent by BGU within 30 days of the student's official withdrawal date.

This notification from BGU includes:

- Request of the student/parents for confirmation to disburse the loan funds.
- Confirmation deadline of 14 days or more.
- The type and amount of the loan funds to be credited to the student's account or to be disbursed to the student directly in the form of a check from BGU.
- Notification that the student or parent may not receive the loan funds as a direct disbursement if BGU chooses to credit the student's account instead.
- Option to accept or decline the PWD.
- Notice of obligation for the student/parents to repay the loan funds, regardless of whether they were applied to the student's account or given to the student in the form of a check.

The student or parent must confirm the receipt of this communication before the college can make any post-withdrawal disbursement of loan funds.

Title IV Credit Balances

All Title IV credits (Federal Student Aid funds that exceed the charges the college has billed to the student) are placed on hold once the institution determines that a student has withdrawn or been dismissed. A check or an EFT is sent from the Student Billing Office, in the amount of any credit balance due to the student, within 14 days after all federal refunds have been calculated against the student's account.

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 (except for funds given by churches or private scholarship funds) and are sent by a check or an EFT directly to the student within approximately two weeks of withdrawal or dismissal.

Financial Services

Students have access to their financial records in their online student profile at bethanygu.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 to 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 Office at financialaid@bethanygu.edu and Weber & Associates (BGU's third-party financial aid administrative service) take questions for new and continuing students about the FAFSA and VFAO process through a variety of communication methods. Students seeking a payment plan or who desire financial counseling should inquire with studentbilling@bethanygu.edu.

Students raising support for Global Internship are given instructions from the Partnership Development Office of Bethany Gateways 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.

Undergraduate Faculty and Staff

Full-Time Faculty

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

Derek Brokke: MA in New Testament, with a preaching emphasis, from Johnson University; 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; teaches courses in Bible and Theology.

La'Tia Coleman: MA in Intercultural Ministry Leadership from Bethany Global University; BA in Communications from Thomas Edison State University; currently serves as Director of LEAD and Executive Assistant to the President of BGU; teaches courses in Leadership.

Tony Foster: PhD in Intercultural Studies from Malaysia Baptist Theological Seminary; MA in Intercultural Ministry from Assembly of God Theological Seminary; BA in Theology from Word of Truth Seminary; 15 years' missionary field experience in Russia and Southeast Asia; served as President of Gulf States Bible College from 1997-2001 and more recently headed up the E5 Project in Southeast Asia which combined business initiatives with church planting movements as a regional director with the Surge Project; currently serves as the TEM Program Chair at BGU; teaches courses in Entrepreneurship and Intercultural Ministry Studies.

Jason Haché: Currently pursuing a PhD in Organizational Leadership at Columbia International University; MA in Human Services Counseling, with a concentration in Marriage and Family from Liberty University; BA in Cross-Cultural Studies from Bethany Global University; Bethany Global University Registrar from 2007-2018; currently serves as Academic Dean at BGU; teaches a personal finance course.

Matt Harbour: Currently pursuing a MA in Missiological Studies, with an emphasis on the missiology of movements, at Mission India Theological Seminary; MA in Christian Apologetics from Biola University; BA from John Brown University; former Program Director, Associate Director for Curriculum Development, and Faculty for the Rivendell Sanctuary Honors Program, San Diego Christian College; former Program Consultant and Faculty at Sterling Campus, Singapore; former instructor of English and Cultural Studies at the QSI International School of Ljubljana, Slovenia; served for three years as staff for

YWAM (University of the Nations - Kona, HI) focusing on worldviews and discipleship, and ministering among Tibetan communities in northern India; teaches courses in Humanities, Missions, and Theology.

Paul Hartford: PhD in Education (Postsecondary and Adult) from Capella University; MA in Intercultural Studies from Wheaton Graduate School; BA in Theology and Missions from Bethany Global University; served 9 years as Director of Bethany Global University; 15 years as Director of Global Internship for BGU; founding Director of Bethany School of Church Planting (Philippines); 11 years' field experience in cross-cultural missions, church planting, and leadership training; currently serves as International Training Consultant for Bethany International; teaches courses in Communications, Missions, and Christian Ministry.

David Hasz: Doctorate in Strategic Leadership from Faith International University; MA in Intercultural Leadership from Bethany Global University; BS in Education from Oral Roberts University; Executive Vice President, Director of Teen Mania's Honor Academy (1995-2012); Bethany International board of directors 2006-2013; Executive Vice President and Provost of Bethany Global University (2013-2020); currently serves as President and CEO of Bethany and President of BGU; teaches courses in Leadership and Social Sciences.

Melanie Hurlbut: MA in Biblical/Theological Studies from Western Seminary; MA in Religious Studies, focused on Spiritual Formation from Columbia Evangelical Seminary; BA in Comparative Literature from University of California; YWAM Malaysia base director of five schools in discipleship training, biblical studies, evangelism, and frontier missions; school leader and faculty for YWAM's School of Biblical Studies; Program Director of the Magnum Opus syntopical great books program at North Central University; founding board member and curriculum developer at Lifebridge Learning Centre in Penang, Malaysia serving Rohingya refugees in a K-8 school; currently serves as the IMS/BTH Program Chair at BGU; teaches courses in Bible, Intercultural Studies, and Missions.

Brian Schwarz: BA in Business Management from Augsburg University; former Project Manager, Payroll Consultant, and Operational Risk Consultant for Wells Fargo Bank in their Institutional Retirement and Trust Division; Worship Leader and Youth Group Leader responsible for teaching and mentoring high school students; former Senior Manager at Mugshots Coffee Co; currently serving as Vice President of Administration and Enrollment; teaches courses in Entrepreneurship.

Elisabeth Wilson: Doctorate in Strategic Leadership from Faith International University; MA in Intercultural Leadership from Bethany Global University; BA in Cross-Cultural Studies from Bethany Global University; Certificate in Biblical Studies from Ecola Bible School; served 8+ years in various Student Life roles at Bethany Global University; served as Director of Bethany Global University Graduate Studies (2020); currently serves as the Vice President of Student Affairs at BGU; teaches courses in Leadership and Spiritual Development.

Part-Time Faculty

Zachary Andress: MA in Intercultural Ministry Education from Bethany Global University (Thesis: Developing Language Proficiency in Long-Term Cross-Cultural Workers); BA in Cross-Cultural Studies from Bethany Global University; 9 years' cross-cultural field experience in Southeast Asia; 7 years' missions training experience in Thailand; 5 years' teaching experience with learners of English as a Second Language in overseas settings; currently works in youth development in the greater Minneapolis-Saint Paul metropolitan area; teaches courses in Social Sciences.

Myra Arnold: MA in Montessori Early Childhood and Certificate of Montessori Early Childhood from the University of Saint Catherine; BA in Natural History from the University of Minnesota; faculty since 2001 at Hand in Hand Christian Montessori and current Children's House Lead Teacher; Catechesis of the Good Shepherd certified National Teacher Trainer; Program Director of Christian Montessori Training at BGU; teaches courses in Education.

Christine Bredemus: BS in Elementary Education from Iowa State University; Montessori Elementary credential from Center for Montessori Teacher Education in New York; Campus Director and Lead Elementary Teacher at Hand in Hand Christian Montessori which serves as a lab school for BGU and CMTC students; teaches courses in Education.

Christie Cheng: MA in Montessori Education from Sarasota University; BA in Education, Biblical Studies, and Coaching from Faith Baptist Bible College; AA in Applied Science from MRCTC; served as a teacher in a traditional preschool classroom, a teacher in a classical education classroom, as a lead guide at Hand in Hand Christian Montessori, and currently hold the Campus Director position at Hand in Hand Christian Montessori - West Campus. Currently teaches courses in Education.

Kenneth Freire: MDiv from Regent University; BS in Religion from Liberty University; worked at Teen Mania from 2006-2013 training men, teaching apologetics and leadership, and directing a summer camp; teaches courses in Bible and Theology.

Ian Hewitson: PhD in Systematic Theology from the University of Aberdeen; ABD in Biblical Counseling from Trinity Seminary; MA in Religion and DMin (ABP) from Westminster Theological Seminary; Certificates in Pastoral Counseling, Christian Counseling; Ordination to the Ministry of Word and Sacrament from Presbytery of the Siouxlands. He has three decades of combined pastoral/counseling and teaching experience. Teaches courses in Theology.

Thomas Klein: MA in Teaching and BS in Social Studies from the University of Wisconsin – River Falls. 36 years' experience as a teacher in a variety of social studies areas including: World, US, Western European, and European History, World Studies, World Religion, Philosophy, Geography, and Civics. Teaches courses in Humanities.

Megan Mathis: MA in Family Education from the University of Minnesota; BS in Family Social Science from the University of Minnesota; Family and Consumer Sciences and Work-Based Learning Teaching License; Academic Dean and Lead Teacher of CREO at Hand in Hand Christian Montessori, currently working on Adolescent Montessori Certification from The Center of Guided Montessori Studies; teaches courses in Education.

Sharon Reichardt: MS in Early Childhood Studies, with an emphasis in Teaching Adults in Early Childhood Education, and a BS in Child Development, with a concentration in Administration and Management, from Walden University; BA in Ministry from Bethany School of Church Planting (Philippines); Intercultural Studies Certificate from Great Commission Missionary Center (Antipolo, Philippines); Montessori Instruction Certificate from Bethany College of Missions; 19 years' experience in Church Planting in the Philippines and a few years of teaching in a Bible School; 7 years serving Global Internships internationally; 7 years teaching in a Montessori classroom setting. Currently serves as a Director of Education at River Valley Montessori; teaches courses in Education.

Sieglinde Schnellbacher: Degree in Early Childhood Education from Fachoberschule für Sozialwesen; Montessori Certification for ages 3-6+ from AMI Training Center; 30 years as head and lead teacher of Christian Montessori School; 10 years as Montessori Teacher Trainer at Missouri Montessori Training Center; leader of Montessori Teacher Refresher Courses in the U.S., Korea, and China; opened new YWAM Christian Montessori Training Center in Lausanne, Switzerland (prepared the classroom, wrote the manuals, taught all of the courses, and supervised the trainees through the certification process); funded and facilitated Christian Montessori Teacher training at YWAM in Piratininga, Brazil; created Montessori Refresher Course and other teacher education materials; teaches courses in Education.

Sherri Simmons: Currently pursuing a degree in Child Development along with a Coaching Certificate; Earned a diploma in Assistants to Infancy, Birth to Three Years from AMI Montessori Education Center. Currently services as Curriculum Developer and Teacher Trainer for the Montessori Development Center, accredited by MACTE (Montessori Accreditation Council for Teacher Education) and the American Montessori Society, and the Child Alive Institute where she facilitated a pilot teaching training course for

Christian Montessori for birth to three years; history in musical theater and choreography; teaches courses in Education.

Patrick Stitt: MA in Biblical Studies from Global University; BA in Cross-Cultural Studies from Bethany Global University; Ordained minister with the Assemblies of God, Professor at Minnesota School of Ministry, served in Freedom Home, Chisinau, Moldova which provided transitional housing and education for women who had been victims of human trafficking, served as lead pastor at Vibrant Life Assembly of God in Ellendale, MN; teaches Bible courses.

Paul Strand: MA in Missiology from Fuller School of World Missions; BS in Secondary Education from the University of Minnesota; Diploma in Bible and Missions from Bethany Global University; 15 years' field experience in Indonesia in cross-cultural missions; served 7 years as President of Bethany International; 45 years' experience teaching in the U.S. 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; adjunct at East Africa School of Missions, Tanzania; currently serves on the board at the U.S. Center for World Missions; teaches courses in Intercultural Studies.

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; currently serves as the BGU Education Program Chair; teaches courses in Education.

Stephen Thorson: MD from Penn State University (board-certified in pediatrics); MA in Theological Studies from Wheaton College Graduate School; BS in Biology from Houghton College; 36 years' experience as a cross-culture missionary in the United Mission to Nepal, sent by the World Mission Prayer League; 29 years teaching theology in Nepal; 15 years in vaccine research in Nepal; co-author of *The Applied New Testament Commentary* and *The Applied Old Testament Commentary*; author of *Joy and Poetic Imagination* (on C.S. Lewis); teaches an elective in Theology.

Leah Wells: MPH in Global Health from Saint Catherine University; BA in Organizational Leadership from Bethel University; BA in Cross-Cultural Studies from Bethany Global University; served on humanitarian aid programs in Liberia aimed at reducing food insecurity, developing farm to market infrastructure, and improving dietary diversity within the local diet; 10 years of school nutrition program administration; SNA Certified Nutrition Professional; teaches courses in Social Sciences and Public Health.

Administrative Staff

Matt Adair: Currently pursuing an MBA from Grand Canyon University; BS in Religion from Liberty University; serves as the Director of Services.

Tiffany Garrison: MA in Intercultural Ministry Education and BA in Intercultural Studies and Bible & Theology Studies from Bethany Global University; TESOL certified through Asean Center for TESOL; 16 months of field experience in cross-cultural missions; currently serves as the Associate Registrar and Public Service Manager.

Christine Ramirez: MA in Human Service Counseling with an emphasis on Crisis Response and Trauma from Liberty University; BA in Intercultural Studies from Bethany Global University; Certificate of Domestic Violence and Sexual Assault Advocacy Training from Cornerstone; Certified Mental Health Coach from Lighthouse University; Certified Prayer Minister from Singing Waters Ministry; Certified as Apprentice Trauma Facilitator from The Trauma Healing Institute; Certified God Encounter Facilitator from Harvest Home Ministries; Certified in Narrative Exposure Therapy from Minnesota Trauma Recovery Institute; Licensed Minister from Bethany International; 2 Years as Student Life Mentor at Bethany Global

University; 2 years as Groups Coordinator at Singing Waters Ministry (Ontario, Canada); currently has been serving for 13 years as the Student Care Services Manager at Bethany Global University.

Doug Goodmundson: MA in Intercultural Ministry Leadership from Bethany Global University; BA in Economics with an emphasis in Finance from Saint Olaf College; 7 years' experience as an Investment Advisor prior to coming on staff at Bethany International in 2014; designed Bethany's program for Partnership Development and served as Director of Finance and Home Office for Bethany Gateways; currently serving on leadership at Bethany Church and as the Vice President of Global Internship.

Dria Knutson: 17 years' experience as a home educator and 5 years as a director of various programs with Classical Conversations; 10 years as a tutor of Spell to Write and Read with remedial readers; 7 years with Institute for Cultural Communicators as a Chapter Sponsor, Area Student Leader Liaison, and coach and mentor to young speaker guild students; 30 years' experience writing and implementing SMART plans; 10 years' experience in the Mathew 18 approach to peace making; currently serving as the Educational Support Specialist.

Amanda LeVahn: BA in Intercultural Ministry Studies and a minor in Social Justice from Bethany Global University; served as a Global Missionary Intern in Slovenia; Accounting Office Associate and Support Manager at Walmart Supercenter; currently serves in the Finance Office as the Student Accounts Coordinator.

Hannah Levin: BA in Cross-Cultural Studies from Bethany Global University; CELTA (Certificate in Teaching English to Speakers of Other Languages) from the University of Cambridge; 1 year of field experience in cross-cultural missions; 11 years' cross-cultural experience as a missionary kid; 5 years' experience as an administrative/teacher's assistant; 4 years' teaching experience at elementary and middle school levels; previously served as BGU Academic Advisor and TA Supervisor; currently serves as the Registrar.

Roger van Oosten: MA in Theological Studies and Church History from Bethel Theological Seminary; MS in 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; BS in Science and Education from Michigan State University; Reference and Internet Librarian 2005-2009 and Library Directory 1994-2005, Moody Bible Institute; Head Librarian, 1986-1994 and Assistant Librarian 1984-1986, Crown College; serves as BGU Librarian 2012-present.

Eric Simmons: Four-year Christian Ministry Diploma in House of Prayer Leadership from International House of Prayer University; 2 years' experience as the Youth Department Worship Director at Hillsong Phoenix; 4 years' experience as an intercessory missionary and worship leader at the International House of Prayer in Kansas City; currently serves as the Prayer and Worship Coordinator and Dean of Men at BGU.

Holly Ward: BA in Christian Ministry from Regent University; interned at Teen Mania Ministries from 2005-2007; Women's Program Manager then Assistant Director of Women at Teen Mania Ministries; Activation Manager for MySureFit Technology; Communications Specialist for Bethany International; Events Coordinator for BGU, currently serves as the Dean of Women at BGU.



MONTESORI CERTIFICATE PROGRAMS

Montessori Certificate Admissions

Admissions Office Contact Information

Hours: Monday - Friday from 9am - 6pm CST

Phone: 800.323.3417 or 952.829.2403

Fax: 952.829.2765

Email: admissions@bethanygu.edu

Website: www.bethanygu.edu

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

Applying to BGU Montessori Certificate Programs

Application Process

All the following must be submitted by the application deadline:

- Application form
- Pastor's Reference Form
- Personal Reference Form
- Official transcript from the institution from which you earned your associate or bachelor's degree
- Payment of the application fee (online) - this fee is waived for non-U.S. citizens

Academic Requirements for Admissions

All Montessori Certificate applicants must have earned an associate's or bachelor's degree with a CGPA of 2.5 or higher on a 4.0 scale.

Students must also have completed one undergraduate course in Child Development. The course must be from a college or university, substantiated with an official transcript, fulfill 32 clock hours or more, and must have been graded (not audited). The credit will only be accepted if the grade level is a C or above.

Conditional Acceptance

Unofficial transcripts (such as those sent through email, PDF documents, 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.

International Applicants

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 or World Academic Research Center at www.foreigndegrees.com. An official copy of the results from the transcript evaluation should be sent to the campus in Minnesota.

In some cases, depending on the student's academic background and level of English proficiency, it may be necessary to submit a completed TOEFL test.

Transferring Credits

A maximum of 6 earned Bible and Theology undergraduate-level credits may be transferred from an accredited institution. Students may officially petition for the acceptance of transfer credits after being accepted into the 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 12 program credits through BGU. Official transcripts must be submitted for courses to be reviewed for transfer, and a grade of C or higher is required.

Campus Services

Rental Options

Due to the residential nature of the summer semester, students may have the option of renting on campus. Contact the Services Department for rates and availability (servicesassistant@bethanygu.edu).

Dining Facilities

The campus cafeteria is located in the main administration building. Meals are available to students on a per meal basis. Prices and serving times are posted at the entrance to the cafeteria.

Refer to the undergraduate section of the catalog for [details](#).

Library/Student Resource Center

Refer to the undergraduate section of the catalog for [details](#).

Montessori Certificate Academic Programs

Certificates

Early Childhood Christian Montessori

The Early Childhood Christian Montessori Certificate is one of only a few Montessori training programs with a distinctly Christian emphasis. Students will learn how to use the Montessori method to transform the lives of children around the world by educating the whole child as they develop spiritually, socially, intellectually, emotionally, physically, and linguistically. This program was developed to educate, equip, and empower university students and adult learners so they may offer life-giving, Christ-centered educational experiences to Early Childhood children worldwide using the Montessori method.

Program Objectives

The Early Childhood Christian Montessori Certificate Program seeks to achieve the following objectives in the lives of students:

1. Demonstrate understanding of the Montessori method of education, its philosophy, principles, and methodology. “Grow in the grace and knowledge of our Lord and Savior Jesus Christ.” (New Living Translation, 2 Peter 3:18)
2. Demonstrate the development of key competency skills necessary to provide a Christian learning environment for children in diverse environments. “There is no longer Jew or Gentile, slave or free, male and female. For you are all one in Christ Jesus.” (Galatians 3:28)
3. Demonstrate a comprehensive understanding of the theory and practice of Christian Montessori, using a biblically focused application of methodology, practice, materials, and lectures. “Work hard so you can present yourself to God and receive his approval. Be a good worker, one who does not need to be ashamed and who correctly explains the word of Truth.” (2 Timothy 2:15)
4. Exemplify successful engagement with children in a Christian Montessori school setting. “God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.” (1 Peter 4:10)
5. Discover opportunities and connections for worldwide impact for the purpose of fulfilling the great commission. “Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and the Holy Spirit.” (Matthew 28:19)

Program Requirements

The following details the course requirements which must be completed to attain the Certificate in Early Childhood Christian Montessori.

| | |
|---|------------|
| I. Bible & Theology | 12 Credits |
| BTH236 Faith Formation..... | 1 |
| ECE237 Parent Partnership | 1 |
| ECE322 Classroom Leadership for Early Childhood | 2 |
| EDU321 Christian Montessori Philosophy and Theory..... | 2 |
| *Students who have not previously completed six (6) Bible and Theology credits will take BTH112 (Red Thread of Redemption I: Genesis to Ruth) and another additional BTH course from the freshman online program. | |
| II. Core Requirements..... | 13 Credits |
| ECE321 Practical Life for Early Childhood..... | 1 |
| ECE236 Fine Arts for Montessori Instruction..... | 1 |
| ECE324 Early Childhood Language | 2 |
| ECE323 Early Childhood Sensorial | 2 |
| ECE325 Early Childhood Mathematics | 3 |
| ECE326 Early Childhood Cultural: History, Geography and Science..... | 2 |
| EDU322 Fine Arts for Montessori Instruction..... | 1 |
| EDU421 Montessori Philosophy Research I* | 1 |
| EDU422 Montessori Philosophy Research II* | 1 |
| III. Practicum Requirements | 6 Credits |
| ECE421 Montessori Student Teaching Practicum I* | 3 |
| ECE422 Montessori Student Teaching Practicum II* | 3 |

*online course

Total Required: 31 Credits

Elementary Christian Montessori

The Elementary Christian Montessori Certificate is one of only a few Montessori training programs with a distinctly Christian emphasis. Students will learn how to use the Montessori method to transform the lives of children around the world by educating the whole child as they develop spiritually, socially, intellectually, emotionally, physically, and linguistically. This program was developed to educate, equip, and empower university students and adult learners so they may offer life-giving, Christ-centered educational experiences to elementary children worldwide using the Montessori method.

Program Objectives

The Elementary Christian Montessori Certificate Program seeks to achieve the following objectives in the lives of students:

1. Demonstrate understanding of the Montessori method of education, its philosophy, principles, and methodology. “Grow in the grace and knowledge of our Lord and Savior Jesus Christ.” (New Living Translation, 2 Peter 3:18)
2. Demonstrate the development of key competency skills necessary to provide a Christian learning environment for children in diverse environments. “There is no longer Jew or Gentile, slave or free, male and female. For you are all one in Christ Jesus.” (Galatians 3:28)
3. Demonstrate a comprehensive understanding of the theory and practice of Christian Montessori, using a biblically focused application of methodology, practice, materials, and lectures. “Work hard so you can present yourself to God and receive his approval. Be a good worker, one who does not need to be ashamed and who correctly explains the word of Truth.” (2 Timothy 2:15)

4. Exemplify successful engagement with children in a Christian Montessori school setting. “God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.” (1 Peter 4:10)
5. Discover opportunities and connections for worldwide impact for the purpose of fulfilling the great commission. “Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and the Holy Spirit.” (Matthew 28:19)

Program Requirements

The following details the course requirements which must be completed to attain the Certificate in Elementary Christian Montessori.

| | |
|---|------------|
| I. Bible & Theology | 12 Credits |
| BTH236 Faith Formation..... | 1 |
| EDU321 Christian Montessori Philosophy and Theory..... | 2 |
| EDU323 Parent Partnership..... | 1 |
| ELE322 Classroom Leadership for Elementary..... | 2 |
| *Students who have not previously completed six (6) Bible and Theology credits will take BTH112 (Red Thread of Redemption I: Genesis to Ruth) and another additional BTH course from the freshman online program. | |
| II. Core Requirements..... | 24 Credits |
| EDU322 Fine Arts for Montessori Instruction..... | 1 |
| EDU421 Montessori Philosophy Research I* | 1 |
| EDU422 Montessori Philosophy Research II* | 1 |
| ELE321 Practical Life/Children’s House Overview for Elementary..... | 1 |
| ELE323 Elementary Geometry I..... | 2 |
| ELE324 Elementary Language I..... | 3 |
| ELE325 Elementary Mathematics I..... | 3 |
| ELE326 Elementary Cultural: History, Geography, and Science I..... | 3 |
| ELE423 Elementary Geometry II* | 2 |
| ELE424 Elementary Language II*..... | 1 |
| ELE425 Elementary Mathematics II*..... | 2 |
| ELE426 Elementary Cultural: History and Geography II*..... | 2 |
| ELE427 Elementary Cultural: Science II*..... | 2 |
| III. Practicum Requirements | 6 Credits |
| ELE421 Montessori Student Teaching Practicum I* | 3 |
| ELE422 Montessori Student Teaching Practicum II*..... | 3 |

*online course

Total Required: 42 Credits

Montessori Certificate Course Descriptions

Bible and Theology

BTH236 Faith Formation (1 credit)

During this course, students will be introduced to the life and history of Dr. Maria Montessori with an overview of her theories and principles of incorporating faith with children - with an emphasis on learning the three important principles of the Montessori method in the classroom - learner, guide, and environment. In addition, the students will gain knowledge of the five aspects or dimensions of child development and increase their sensitivity and understanding of the world of the child with an emphasis on spiritual faith formation. This course is a study of the purposes, methods, and instructional materials used in the spiritual formation and development of the young child.

Education

ECE321 Practical Life for Early Childhood Montessori Education (1 credit)

This course is designed to develop, refine, and implement skills necessary to become an effective Montessori teacher in the area of Practical Life.

ECE324 Early Childhood Language (2 credits)

This course applies Montessori theory and materials to the teaching of the language processes of listening, speaking, writing, and reading to children ages 3-6. Stress is placed on language development as a process and on the thought/language connection. Sensory-motor input in language is explained, along with the progression from concrete to abstract. The acts of reading and writing are analyzed in the context of the Montessori developmental program.

ECE323 Early Childhood Sensorial (2 credits)

The theory and technique necessary to ensure refinement and education of the senses are the basis of this course. Discussions will focus on the phenomena of learning in the 3-6-year-old classroom and their discovery of the work through sensory experience. This course presents the Montessori sensorial materials through detailed discussions of the basic rationale for the importance of sensory experience between the ages of 3-6 years. Pre-language and pre-math materials are considered in terms of their application to the sensorial area.

ECE325 Early Childhood Mathematics (3 credits)

This course presents the processes of learning mathematical operations through the use of Montessori materials. Emphasis is placed on learning these concepts through developmental procedures using concrete materials.

ECE326 Early Childhood Cultural: History, Geography, and Science (2 credits)

This course is designed to develop techniques and processes for introducing concepts in history, geography, and science through the presentation of Montessori materials to children aged 2½ to 6.

ECE322 Classroom Leadership for Early Childhood (2 credits)

This course is designed to teach participants the theory as well as practice in the Montessori philosophy as they work with and observe early childhood level children in the classroom. It is developed to help the participant learn skills and proper techniques in the observation of young children and Montessori classroom management. It is accomplished through a variety of charting options, as well as how to apply what you have observed, toward a peaceful and normalized environment.

ECE421 Early Childhood Montessori Student Teaching Practicum I (3 credits)

This practicum course is one semester of an academic school year under the direction of a cooperating teacher and a field supervisor in a Montessori early childhood classroom (ages 3-6) as indicated in the Student Teacher Resource. During this time, the student will experience and participate in the preparation of the environment, observation, planning, recordkeeping, assessment, individual/group presentations, conferences, parent orientation, interviews, staff meetings, as well as interaction with staff, parents, children, and school management. Practicum I and Practicum II are required for the completion of the internship.

ECE422 Early Childhood Montessori Student Teaching Practicum II (3 credits)

This practicum course is one semester of an academic school year under the direction of a cooperating teacher and a field supervisor in a Montessori early childhood classroom (ages 3-6) as indicated in the Student Teacher Resource. During this time the student will experience and participate in the preparation of the environment, observation, planning, recordkeeping, assessment, individual/group presentations, conferences, parent orientation, interviews, staff meetings, as well as interaction with staff, parents, children, and school management. Practicum I and Practicum II are required for the completion of the internship.

EDU321 Christian Montessori Philosophy and Theory (2 credits)

This course is designed to be an introduction to the philosophy, history, and educational method of Maria Montessori.

EDU322 Fine Arts for Montessori Instruction (1 credit)

This course will enable the participant to develop and refine skills to implement lessons in Fine Arts (music, movement, art, drama) at early childhood and elementary levels. Strategies in lesson plans and presentations through the Fine Arts in listening, moving, singing, playing classroom instruments, storytelling, drama, and art responses will be explored and implemented within a Montessori classroom environment.

EDU323 Parent Partnership (1 credit)

This course covers the 6 P's of healthy school culture and the parent-school partnership. Special attention is given to methods and techniques of engaging parents in the life and work of their child in the school environment.

EDU421 Montessori Philosophy Research I (1 credit)

This course will guide students through the Montessori literature in an exploration of various topics that are relevant to their role as Montessori classroom guides. Students will deepen their knowledge and understanding of child development and observation, as well as the Montessori prepared environment and specialized materials.

EDU422 Montessori Philosophy Research II (1 credit)

This course will guide students through the Montessori literature in the exploration of various topics that are relevant to their role as Montessori classroom guides. Students will deepen their knowledge and understanding of creativity and the child and the spiritual formation of the child.

ELE321 Practical Life/Children's House Overview for Elementary (1 credit)

This course is designed to develop, refine, and implement skills necessary to become an effective Montessori teacher in the area of Practical Life.

ELE322 Classroom Leadership for Elementary (2 credits)

This course is designed to teach participants the theory as well as practice in the Montessori philosophy as they work with and observe elementary-level children in the classroom. It is developed to help the participant learn skills and proper techniques in the observation of young children and Montessori classroom management. It is accomplished through a variety of charting options, as well as how to apply what you have observed, toward a peaceful and normalized environment.

ELE323 Elementary Geometry I (2 credits)

This course presents the processes of learning geometric concepts through the use of Montessori materials at the Elementary level for children ages 6-12. Emphasis is placed on learning these concepts through developmental procedures using concrete materials and moving from concrete to abstract concepts.

ELE324 Elementary Language I (3 credits)

This course applies Montessori theory and materials to the analysis of language as spoken and written including grammar, sentence analysis, reading, writing, word study, and spelling. These processes are taught in a developmental sequence. Students will gain an understanding of Montessori's holistic approach to developing language in all areas, throughout the elementary years.

ELE325 Elementary Mathematics I (3 credits)

This course presents the processes of learning mathematical operations through the use of Montessori materials at the Elementary level for children ages 6-12. Emphasis is placed on learning these concepts through developmental procedures using concrete materials and moving from concrete to abstract concepts.

ELE326 Elementary Cultural: History, Geography, and Science I (3 credits)

This course is designed to develop techniques and processes for introducing concepts in science, geography, and history through the presentation of Montessori materials to children aged 6-9.

ELE421 Elementary Montessori Student Teaching Practicum I (3 credits)

This practicum course is one semester of an academic school year under the direction of a cooperating teacher and a field supervisor in a Montessori elementary classroom (ages 6-9 or 9-12) as indicated in the Student Teacher Resource. During this time, the student will experience and participate in the preparation of the environment, observation, planning, recordkeeping, assessment, individual/group presentations, conferences, parent orientation, interviews, staff meetings, as well as interaction with staff, parents, children, and school management. Practicum I and Practicum II are required for the completion of the internship.

ELE422 Elementary Montessori Student Teaching Practicum II (3 credits)

This practicum course is one semester of an academic school year under the direction of a cooperating teacher and a field supervisor in a Montessori elementary classroom (ages 6-9 or 9-12) as indicated in the Student Teacher Resource. During this time, the student will experience and participate in the preparation of the environment, observation, planning, recordkeeping, assessment, individual/group presentations, conferences, parent orientation, interviews, staff meetings, as well as interaction with staff, parents, children, and school management. Practicum I and Practicum II are required for the completion of the internship.

ELE423 Elementary Geometry II (2 credits)

This course continues the study of Montessori geometry. After taking Geometry I, the student will build on that foundational understanding of geometry. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE424 Elementary Language II (1 credit)

This course continues the study of the Montessori Language. After taking Language I, the student will build on that foundational understanding of language. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE425 Elementary Mathematics II (2 credits)

This course continues the study of Montessori mathematics. After taking Mathematics I, the student will build on that foundational understanding of mathematics. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE426 Elementary Cultural: History and Geography II (2 credits)

This course continues the study of Montessori Cultural concepts in history and geography. After taking Cultural I, the student will build on that foundational understanding of history and geography. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE427 Elementary Cultural: Science II (2 credits)

This course continues the study of Montessori Cultural concepts in science. After taking Cultural I, the student will build on that foundational understanding of science. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

Montessori Certificate Program Policies

Academic Grievances

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 regarding appeals are final.

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 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 (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. An assigned educational support specialist 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 BGU. In such circumstances, a student may be eligible to re-enroll after a minimum of one year's absence and should contact the Admissions Office.

Course Materials

Students are expected to purchase their required course textbooks. Some additional materials are provided for students and are included in the required student fees.

Course Selection and Registration

Each certificate is designed so that all courses within the certificate are required and offered in sequence and therefore students will automatically be registered for the necessary courses each semester by the Registrar's Office.

Academic Advising

An educational support specialist is available upon request through the Registrar's Office to students who are struggling with the academic rigor of the program.

Dropping or Withdrawing from Classes

Modular Classes (Summer)

If a student communicates a desire to drop a class before the start of the 2nd day of class, the student will be deregistered, and the transcript will show no record of the course. A student who communicates their intent to withdraw after the drop deadline, but within the first 30% of the course (based on clock hours), will receive a "W" on their transcript. A withdrawal after the first 30% of the course will result in a grade of "F" on the student's transcript. The petition to drop or withdraw from a course must be made in writing to the Registrar's Office (registrar@bethanygu.edu).

Semester Classes (Fall and Spring)

A student may drop a course before the start of the third week of the semester. Dropping a course within this time frame does not show up on a student's transcript. A student who communicates their intent to withdraw from a course after the drop deadline will receive a "W" on his or her transcript. Students cannot withdraw after 30% of the course is complete. If a student chooses to withdraw after 30% of the course is complete, an "F" will appear for that course on the student's transcript. The petition to drop or withdraw from a course must be made in writing to the Registrar's Office (registrar@bethanygu.edu).

Graduation

Students will be qualified to receive their certificate provided they have completed all academic requirements for their program, have a minimum CGPA of 2.5, and have fulfilled all tuition and fee payments. The official announcement of the student's accomplishment will be made at the spring BGU Graduation Ceremony. Each graduate is invited to participate in the graduation ceremony.

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

Montessori Certificate Financial Policies

General Costs

Costs are subject to change and only include tuition and fees. BGU does not offer a room and board package to students in this program. See Campus Services above for more information on meals and housing.

Tuition Fees

Early Childhood Certificate: \$7,000*

- Summer semester: \$5200 plus \$200 in fees,
- Fall semester: \$800
- Spring semester: \$800

Elementary Certificate: \$9,000*

- Summer semester: \$5,600 plus \$200 in fees,
- Fall semester: \$1,600
- Spring semester: \$1,600

*BGU graduates receive a 50% discount on program costs.

Non-Tuition Standard Fees (Early Childhood and Elementary)

Application Fee: \$50 one-time, non-refundable

Course Materials: \$200 summer semester only, non-refundable

Graduation Fee: \$75 spring semester only

MACTE Fee: \$171

*Course retakes are not covered under standard tuition fees and would result in an additional \$350 per credit charge.

Method of Payment

Students will be invoiced through Populi for all fees and tuition. All tuition and fees must be paid by the stated deadlines on the invoices in Populi. All late payments will receive an automatic \$25 late fee, which must be paid along with any remaining balance by the new due date provided. Students who are unable to meet the new due date may face dismissal from the program.

Refunds

The following tuition refund schedule is applied to BGU students enrolled in the Montessori Certificate programs:

Semester Refund Schedule

Week 1 - 100% of tuition

Week 2 - 75% of tuition

Week 3 - 50% of tuition

Week 4 - 25% of tuition

The remainder of the semester is not eligible for a refund.

Financial Aid

At this time there is no institutional aid or federal financial aid available for the Montessori Certificate programs. However, BGU will honor third-party scholarships.



GRADUATE STUDIES

Bethany Graduate Studies Admissions

It is the responsibility of the student to read the Catalog and other information BGU provides; stay informed about program revisions; and know and comply with all current policies, procedures, and requirements. The BGS academic dean is available to answer any questions students might have regarding the Catalog and graduate programs.

Admissions Office Contact Information

Hours: Monday - Friday from 9am - 6pm CST

Phone: 800.323.3417 or 952.829.2403

Fax: 952.829.2765

Email: admissions@bethanygu.edu

Website: www.bethanygu.edu

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

Applying to BGU Graduate Studies Programs (BGS)

Application Process

All the following must be submitted by the application deadline:

- Application Form
- Writing submission (details listed in the application)
- Pastor's Reference Form
- Personal Reference Form
- Official Transcript from the institution from which you earned your bachelor's degree
- Application Fee (online) - this fee is waived for non-U.S. citizens
- Copy of a government-issued Photo ID (non- U.S. citizens only)

Academic Requirements for Admissions

All Graduate Studies 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 documents, 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.

Students without bachelor's degrees may apply. Typically, the applicant will submit a portfolio of the certificate(s)/diploma(s) received training and workshops attended, and ministry aspirations. However, final admittance into a graduate studies program for applicants without required credentials are reviewed on a case-by-case basis at the discretion of the Admissions Committee and Graduate Committee based upon academic performance, quality, and credibility of the school in which the certificate(s)/diploma(s) were earned, and background, ministry, and life experience.

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. A student may be accepted on a probationary status. A probationary student will be evaluated following their first two BGS courses, requiring a 2.75 GPA to continue in the program. The faculty will review the probationary student and recommend the next steps.

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 or World Academic Research Center at www.foreigndegrees.com. An official copy of the results from the transcript evaluation should be sent to the campus in Minnesota.

In some cases, depending on the student's academic background and level of English proficiency, it may be necessary to submit a completed TOEFL test and/or undergo a pre-program course to determine eligibility for the Master's program.

Transferring Credits

A maximum of 6 earned graduate-level credits may be transferred from an accredited institution. Credits from other MA programs will only be accepted if they were completed at a 3.0 or equivalent grade level. 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 dean of graduate studies as to their eligibility for program requirements. Transfer credits remain pending until after the student has completed 12 program credits through BGS.

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 their 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.

Full-Time/Part-Time

Graduate studies students enrolled in three credits per quad are considered part-time. Students enrolled in six credits per quad are considered full-time.

Leave of Absence

Students may choose to take a Leave of Absence by not taking a course during one of the teaching sessions (quads). Students must communicate their decision to take a Leave of Absence by emailing the BGS Graduate Assistant (gradassist@bethanygu.edu). A maximum number of 3 consecutive terms may be deferred. A student who has not enrolled for a course after 3 consecutive deferred terms will be un-enrolled from BGU Graduate Studies Program and must reapply.

BGS Academic Programs

Master of Arts Degrees

Intercultural Ministry Education

The Master of Arts in Intercultural Ministry Education (M.A.I.M.E.) is designed for people who will be training others for missions.

Program Objectives

The MA in Intercultural Ministry 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, and 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 missions.
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, teaching methods, and skills (deductive and inductive) of education and student learning styles and develop an educational philosophy specific for competency training in cross-cultural ministry.
4. Develop skills in training students, in cross-cultural and field settings, effective church-planting skills, and designing missionary training programs and curricula that are outcomes-based as well as cognitively, conatively, and effectively holistic and comprehensive.
5. 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 (3 credits each) to complete the 36-credit M.A.I.M.E. degree program.

| | |
|---|------------|
| I. Bible & Theology | 3 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| II. Intercultural Studies Core | 6 Credits |
| Choose 2 courses from the following: | |
| ICS511 Cross-Cultural Communications in Ministry | 3 |
| ICS512 Intercultural Interaction in Mission | 3 |
| ICS521 Missiological Anthropology | 3 |
| ICS522 Applied Church-Planting Models & Methods | 3 |
| ICS523 Contextualization in Missions | 3 |
| III. Intercultural Education Core Course Group... .. | 15 Credits |
| EDU511 Missiological Education - Training for Affective Growth..... | 3 |
| EDU521 Philosophy of Missiological Education | 3 |
| EDU522 Cross-Cultural Ministry - Design for Effective Teaching | 3 |
| EDU523 Missiological Education - Design for Affective Training | 3 |
| EDU524 Ministry Training - Program and Curriculum Design | 3 |
| IV. General Electives | 12 Credits |
| Choose 4 courses from the following: | |
| BTH512 Transforming Power of the Gospel..... | 3 |
| BTH513 Biblical Foundations of Leadership | 3 |
| BTH514 Jesus as Leader..... | 3 |
| LDR511 Spiritual Formation for Leaders..... | 3 |
| LDR512 Transforming Organizational Culture in Mission..... | 3 |
| LDR521 Leading Multicultural Teams in Mission..... | 3 |
| LDR522 Lifelong Christian Leadership Development..... | 3 |
| LDR523 Measuring and Improving Christian Leadership | 3 |
| LDR524 Mentoring and Developing Christian Leaders | 3 |
| LDR531 Collaborative Missions Leadership..... | 3 |

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| LDR532 | Creative Innovation in Christian Leadership | 3 |
| LDR533 | Vision and Strategic Planning in Mission..... | 3 |
| ICS511 | Cross-Cultural Communication in Ministry | 3 |
| ICS512 | Intercultural Interaction in Mission | 3 |
| ICS521 | Missiological Anthropology | 3 |
| ICS522 | Applied Church-Planting Models and Methods | 3 |
| ICS523 | Contextualization in Missions | 3 |
| ICS524 | Movements and Becoming a Movements Catalyst..... | 3 |

Total Required: 36 Credits

Thesis Track

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

| | |
|---|------------|
| I. Bible & Theology | 3 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| II. Intercultural Education Core Course Group | 15 Credits |
| EDU511 Missiological Education - Training for Affective Growth | 3 |
| EDU521 Philosophy of Missiological Education | 3 |
| EDU522 Cross-Cultural Ministry - Design for Effective Teaching | 3 |
| EDU523 Missiological Education - Design for Affective Training | 3 |
| EDU524 Ministry Training - Program and Curriculum Design | 3 |
| III. General Electives | 3 Credits |
| Choose 1 course from the following: | |
| BTH512 Transforming Power of the Gospel..... | 3 |
| BTH513 Biblical Foundations of Leadership..... | 3 |
| BTH514 Jesus as Leader..... | 3 |
| LDR511 Spiritual Formation for Leaders..... | 3 |
| LDR512 Transforming Organizational Culture in Mission..... | 3 |
| LDR521 Leading Multicultural Teams in Mission..... | 3 |
| LDR522 Lifelong Christian Leadership Development..... | 3 |
| LDR523 Measuring and Improving Christian Leadership | 3 |
| LDR524 Mentoring and Developing Christian Leaders..... | 3 |
| LDR531 Collaborative Missions Leadership..... | 3 |
| LDR532 Creative Innovation in Christian Leadership | 3 |
| LDR533 Vision and Strategic Planning in Mission..... | 3 |
| ICS511 Cross-Cultural Communication in Ministry | 3 |
| ICS512 Intercultural Interaction in Mission | 3 |
| ICS521 Missiological Anthropology | 3 |
| ICS522 Applied Church-Planting Models and Methods | 3 |
| ICS523 Contextualization in Missions | 3 |
| ICS524 Movements and Becoming a Movements Catalyst..... | 3 |
| IV. Thesis Research Courses..... | 15 Credits |
| RSC511 Missiological Research Methods | 3 |
| RSC611 Graduate Thesis I: Defining the Problem and Proposed Methodology..... | 3 |
| RSC612 Graduate Thesis II: Literature Research and Refined Methodology | 3 |
| RSC613 Graduate Thesis III: Discovery, Analysis, and Conclusions | 3 |
| RSC614 Graduate Thesis IV: Findings and Conclusions..... | 3 |

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| V. Optional Course | 3 Credits |
| *Only necessary if unable to complete above courses/ fees apply | |
| RSC615 Graduate Thesis V: Additional Research Assistance..... | 3 |
| RSC616 Thesis Course VI: Final Research Assistance | 3 |

Total Required: 36 Credits

Intercultural Ministry Leadership

The M.A.I.M.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 a Thesis Track.

Program Objectives

The MA in Intercultural Ministry Leadership program aims for the following specific outcomes:

1. Understanding, internalizing, practicing, and building upon the biblical foundations and spiritual disciplines that form the godly character necessary for lifelong, transformational leadership.
2. Understanding current issues and trends in global leadership, the value, and method of forming collaborative relationships, as well as developing an awareness of how differences in worldview and culture shape perspectives and practices in leadership, enhancing one's ability to communicate effectively in cross-cultural settings.
3. Effective use of the tools and methods available to leaders for understanding, casting vision, creating a strategic plan, and impacting the culture of the organizations they influence.
4. 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.
5. Understanding how to develop leaders in an intercultural setting.

Program Requirements

Course Track

Students may elect to take twelve (12) courses (3 credits each) to complete the 36-credit M.A.I.M.L degree program. This program track draws from Leadership, Intercultural Studies, Bible and Theology, and History:

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| I. Bible & Theology | 3 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| II. Intercultural Studies | 6 Credits |
| Choose 2 courses from the following: | |
| ICS511 Cross-Cultural Communications in Ministry..... | 3 |
| ICS512 Intercultural Interaction in Mission | 3 |
| ICS521 Missiological Anthropology | 3 |
| ICS522 Applied Church-Planting Models & Methods | 3 |
| ICS523 Contextualization in Missions | 3 |
| III. Intercultural Leadership Core Course Group..... | 6 Credits |
| LDR511 Spiritual Formation for Leaders..... | 3 |
| BTH514 Jesus as Leader..... | 3 |
| IV. Intercultural Leadership Electives | 12 Credits |
| Choose 4 courses from the following: | |
| LDR512 Transforming Organizational Culture in Mission..... | 3 |
| LDR521 Leading Multicultural Teams in Mission..... | 3 |
| LDR522 Lifelong Christian Leadership Development..... | 3 |
| LDR523 Measuring and Improving Christian Leadership | 3 |
| LDR524 Mentoring and Developing Christian Leaders | 3 |

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| LDR531 | Collaborative Missions Leadership..... | 3 |
| LDR532 | Creative Innovation in Christian Leadership | 3 |
| LDR533 | Vision and Strategic Planning in Mission..... | 3 |
| V. General Electives | | 9 Credits |
| Choose 3 courses from the following: | | |
| <i>(or from the Leadership course list above)</i> | | |
| BTH512 | Transforming Power of the Gospel..... | 3 |
| BTH513 | Biblical Foundations of Leadership | 3 |
| EDU511 | Missiological Education - Training for Affective Growth..... | 3 |
| EDU521 | Philosophy of Missiological Education | 3 |
| EDU522 | Cross-Cultural Ministry - Design for Effective Teaching | 3 |
| EDU523 | Missiological Education - Design of Affective Training..... | 3 |
| EDU524 | Ministry Training - Program and Curriculum Design | 3 |
| ICS511 | Cross-Cultural Communication in Ministry | 3 |
| ICS512 | Intercultural Interaction in Mission | 3 |
| ICS521 | Missiological Anthropology | 3 |
| ICS522 | Applied Church-Planting Models and Methods | 3 |
| ICS523 | Contextualization in Missions | 3 |
| ICS524 | Movements and Becoming a Movements Catalyst..... | 3 |
| <i>Total Required: 36 Credits</i> | | |

Thesis Track

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

| | |
|---|-----------|
| I. Bible & Theology | 3 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| II. Intercultural Leadership Core Course Group..... | 6 Credits |
| LDR511 Spiritual Formation for Leaders..... | 3 |
| BTH514 Jesus as Leader..... | 3 |
| III. Intercultural Leadership Electives | 9 Credits |
| Choose 3 courses from the following: | |
| LDR512 Transforming Organizational Culture in Mission | 3 |
| LDR521 Leading Multicultural Teams in Mission..... | 3 |
| LDR522 Lifelong Christian Leadership Development..... | 3 |
| LDR523 Measuring and Improving Christian Leadership | 3 |
| LDR524 Mentoring and Developing Christian Leaders | 3 |
| LDR531 Collaborative Missions Leadership..... | 3 |
| LDR532 Creative Innovation in Christian Leadership | 3 |
| LDR533 Vision and Strategic Planning in Mission..... | 3 |
| IV. General Electives | 3 Credits |
| Choose 1 course from the following: | |
| <i>(or from any remaining Leadership courses listed above)</i> | |
| BTH512 Transforming Power of the Gospel..... | 3 |
| BTH513 Biblical Foundations of Leadership | 3 |
| EDU511 Missiological Education - Training for Affective Growth..... | 3 |
| EDU521 Philosophy of Missiological Education | 3 |
| EDU522 Cross-Cultural Ministry - Design for Effective Teaching | 3 |

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| EDU523 | Missiological Education - Design of Affective Training..... | 3 |
| EDU524 | Ministry Training - Program and Curriculum Design | 3 |
| ICS511 | Cross-Cultural Communication in Ministry | 3 |
| ICS512 | Intercultural Interaction in Mission | 3 |
| ICS521 | Missiological Anthropology | 3 |
| ICS522 | Applied Church-Planting Models and Methods | 3 |
| ICS523 | Contextualization in Missions | 3 |
| ICS524 | Movements and Becoming a Movements Catalyst..... | 3 |
| LDR512 | Transforming Organizational Culture in Mission..... | 3 |
| LDR521 | Leading Multicultural Teams in Mission..... | 3 |
| LDR522 | Lifelong Christian Leadership Development..... | 3 |
| LDR523 | Measuring and Improving Christian Leadership | 3 |
| LDR524 | Mentoring and Developing Christian Leaders..... | 3 |
| LDR531 | Collaborative Missions Leadership..... | 3 |
| LDR532 | Creative Innovation in Christian Leadership | 3 |
| LDR533 | Vision and Strategic Planning in Mission..... | 3 |
| RSC511 | Thesis Intro: Missiological Research Methods..... | 3 |
| V. Thesis Research Courses..... | | 15 Credits |
| RSC511 | Missiological Research Methods | 3 |
| RSC611 | Graduate Thesis I: Defining the Problem and Proposed Methodology..... | 3 |
| RSC612 | Graduate Thesis II: Literature Research and Refined Methodology | 3 |
| RSC613 | Graduate Thesis III: Discovery, Analysis, and Conclusions | 3 |
| RSC614 | Graduate Thesis IV: Findings and Conclusions..... | 3 |
| VI. Optional Courses..... | | 3 Credits |
| <i>*Only necessary if unable to complete above courses/ fees apply</i> | | |
| RSC615 | Graduate Thesis V: Additional Research Assistance..... | 3 |
| RSC616 | Thesis Course VI: Final Research Assistance | 3 |
| | | <i>Total Required: 36 Credits</i> |

Intercultural Ministry Studies

Description: The M.A.I.M.S. degree, which is designed for mission practitioners, draws from the Intercultural Studies, Bible and Theology, Education, Leadership, and History courses and allows for flexibility in elective course selection. Students may choose between a Course Track and a 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 MA in Intercultural Ministry 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, and 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 missions.
2. Develop an understanding of the transformation power of the Gospel in individual lives (conversion, sanctification, relationships with others, etc.,) in society (the impact of transformed people and church on culture and society), and 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.
3. Provide a practical (applied) understanding of culture, issues of ministry, and how the church begins, grows, and functions viably within an intercultural context.
4. Help the student understand approaches to, models of, and issues in contextualization.

5. Enhance the student's ability to understand and be effective in cross-cultural communication in ministry and leadership settings.

Program Requirements

Course Track

Students may elect to take twelve (12) courses (3 credits each) to complete the 36-credit M.A.I.M.S. degree program.

| | |
|---|------------|
| I. Bible & Theology | 6 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| BTH512 Transforming Power of the Gospel..... | 3 |
| II. Intercultural Studies Core..... | 12 Credits |
| Choose 4 courses from the following: | |
| ICS511 Cross-Cultural Communication in Ministry | 3 |
| ICS512 Intercultural Interaction in Mission | 3 |
| ICS521 Missiological Anthropology | 3 |
| ICS522 Applied Church-Planting Models & Methods | 3 |
| ICS523 Contextualization in Missions | 3 |
| ICS524 Movements and Becoming a Movements Catalyst..... | 3 |
| III. General Electives | 18 Credits |
| Choose 6 courses from the following: | |
| (or from any remaining Intercultural Studies course listed above) | |
| BTH513 Biblical Foundations of Leadership | 3 |
| BTH514 Jesus as Leader..... | 3 |
| EDU511 Missiological Education - Training for Affective Growth..... | 3 |
| EDU521 Philosophy of Missiological Education | 3 |
| EDU522 Cross-Cultural Ministry - Design for Effective Teaching | 3 |
| EDU523 Missiological Education - Design of Affective Training..... | 3 |
| EDU524 Ministry Training - Program and Curriculum Design | 3 |
| LDR511 Spiritual Formation for Leaders..... | 3 |
| LDR512 Transforming Organizational Culture in Mission..... | 3 |
| LDR521 Leading Multicultural Teams in Mission..... | 3 |
| LDR522 Lifelong Christian Leadership Development..... | 3 |
| LDR523 Measuring and Improving Christian Leadership | 3 |
| LDR524 Mentoring and Developing Christian Leaders | 3 |
| LDR531 Collaborative Missions Leadership..... | 3 |
| LDR532 Creative Innovation in Christian Leadership | 3 |
| LDR533 Vision and Strategic Planning in Mission..... | 3 |

Total Required: 36 Credits

Thesis Track

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

| | |
|---|------------|
| I. Bible & Theology | 6 Credits |
| BTH511 Dynamics of Kingdom Ministry | 3 |
| BTH512 Transforming Power of the Gospel..... | 3 |
| II. Intercultural Studies Core..... | 12 Credits |
| Choose 4 courses from the following: | |

| | | |
|--|---|------------|
| ICS511 | Cross-Cultural Communications in Ministry | 3 |
| ICS512 | Intercultural Interaction in Mission | 3 |
| ICS521 | Missiological Anthropology | 3 |
| ICS522 | Applied Church-Planting Models & Methods | 3 |
| ICS523 | Contextualization in Missions | 3 |
| III. General Electives | | 3 Credits |
| Choose 1 course from the following: | | |
| <i>(or from any remaining Intercultural Studies course listed above)</i> | | |
| BTH513 | Biblical Foundations of Leadership | 3 |
| BTH514 | Jesus as Leader..... | 3 |
| EDU511 | Missiological Education - Training for Affective Growth..... | 3 |
| EDU521 | Philosophy of Missiological Education | 3 |
| EDU522 | Cross-Cultural Ministry - Design for Effective Teaching | 3 |
| EDU523 | Missiological Education - Design of Affective Training..... | 3 |
| EDU524 | Ministry Training - Program and Curriculum Design | 3 |
| LDR511 | Spiritual Formation for Leaders..... | 3 |
| LDR512 | Transforming Organizational Culture in Mission..... | 3 |
| LDR521 | Leading Multicultural Teams in Mission..... | 3 |
| LDR522 | Lifelong Christian Leadership Development..... | 3 |
| LDR523 | Measuring and Improving Christian Leadership | 3 |
| LDR524 | Mentoring and Developing Christian Leaders..... | 3 |
| LDR531 | Collaborative Missions Leadership..... | 3 |
| LDR532 | Creative Innovation in Christian Leadership | 3 |
| LDR533 | Vision and Strategic Planning in Mission..... | 3 |
| IV. Thesis Research Courses | | 15 Credits |
| RSC511 | Missiological Research Methods | 3 |
| RSC611 | Graduate Thesis I: Defining the Problem and Proposed Methodology..... | 3 |
| RSC612 | Graduate Thesis II: Literature Research and Refined Methodology | 3 |
| RSC613 | Graduate Thesis III: Discovery, Analysis, and Conclusions | 3 |
| RSC614 | Graduate Thesis IV: Findings and Conclusions..... | 3 |
| V. Optional Course | | 3 Credits |
| *Only necessary if unable to complete above courses/fees apply | | |
| RSC615 | Graduate Thesis V: Additional Research Assistance..... | 3 |
| RSC616 | Thesis Course VI: Final Research Assistance | 3 |

Total Required: 36 Credits

BGS Course Descriptions

Bible and Theology

BTH511 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.

BTH512 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 through 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. In 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.

BTH513 Biblical Foundations of Leadership (3 Credits)

This leadership course gives the student an overview of the field of leadership from two perspectives — leading secular theories and biblically-grounded frameworks. While many secular theories reflect biblical values, some do not. Unlike secular leadership, biblical leadership arises out of who we are in Christ and a desire to please God and do His will. It is deeply rooted in a relationship with God, looking to Him for guidance, understanding, enabling, and resourcing. It recognizes the Holy Spirit as the agent and empowering source for effective leadership. It is Christ-centered and Kingdom-oriented. As students progress through the course, they will assess leadership theories and perspectives through the lens of Scripture and biblical values, with a view to developing a personal rubric of leadership that is deeply grounded in Scripture, while connecting with personal calling, traits, gifts, skills, experiences, and the leading of the Holy Spirit.

BTH514 Jesus as Leader (3 Credits)

Considering the historical and eternal impact of Jesus’ life, it is a fact that He was and is the greatest leader this world has ever known. Leadership results from a wide range of character and spiritual dynamics, knowledge, interpersonal and relational skills, communicational abilities, vision, and drive, and many other factors, all of which Jesus had profoundly. Researchers have demonstrated that leadership flows out of being, the very essence of the leadership of Jesus. This course looks at the intrinsic and extrinsic factors that Jesus had and demonstrated in His leadership and the possibilities of these in the lives of those who follow His current leadership, submit to His Lordship, and are filled with His Spirit.

Education

EDU511 Missiological Education - 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.

EDU521 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 Ministry Training - Program and Curriculum Design (EDU524).*

EDU522 Cross-Cultural Ministry - Design for Effective Teaching (3 Credits)

Western teaching styles tend to be deductive; non-western tend to be inductive. To be effective in cross-cultural ministry it is important to understand and be skilled in communicating truth both inductively and deductively. This course trains the student in both approaches.

EDU523 Missiological Education - Design for Affective 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. These are skills that are not easily learned in the traditional classroom but require experiential field training. This course looks at how to design, manage, undertake, and assess field training in preparing missionaries for effective ministry.

EDU524 Ministry Training - 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. *Prerequisite: Philosophy of Missiological Education (EDU521).*

Intercultural Studies

ICS511 Cross-Cultural Communication in Ministry (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 missionaries 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.

ICS512 Intercultural Interaction in Mission (3 credits)

The tools of Cultural Anthropology and Intercultural Communication are foundational to God-honoring and effective ministry across cultures. This course builds on that foundation, dealing with attitudes and actions (i.e., “heart and hands”) as well as knowledge. The course seeks to help students apply previously learned tools in real-life situations. It encourages critical thinking in difficult situations, developing the skill of discerning what is biblical from what is cultural. *Prerequisite: Missiological Anthropology (ICS521).*

ICS521 Missiological 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. *Please note: this course is a prerequisite for Intercultural Interaction in Mission (ICS512).*

ICS522 Applied Church-Planting Models and Methods (3 Credits)

Lessons from evangelistic and church-planting models from around the world are compared to identify the strengths and weaknesses of each, and how to personally develop a contextually effective method from the insights gained.

ICS523 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 the 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

LDR511 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 breakdown 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.

LDR512 Transforming Organizational Culture in Mission (3 Credits)

Every organization, whether a church, mission, or secular business, has a personality, a way of doing things, a culture that 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 ministry 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.*

LDR521 Leading Multicultural Teams in Mission (3 Credits)

Leading Multicultural 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 multicultural team leadership, contrastive cultural ways of perceiving and functioning, foundational traits and attitudes for managing the multicultural 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 a multicultural team.

LDR522 Lifelong Christian 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 lifetime. 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.

LDR523 Measuring and Improving Christian Leadership (3 Credits)

Extensive research over the past decades has identified many dimensions both of Christian 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 various disciplines necessary for effective Christian leadership, and do self-reflection and personal growth planning on a range of personal character attributes.

LDR524 Mentoring and Developing Christian 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 for 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.

LDR531 Collaborative Missions Leadership (3 Credits)

Collaborating, 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.

LDR532 Creative Innovation in Christian Leadership (3 Credits)

A study of creation and God's dealings with mankind shows that creativity is one of the hallmarks of God. God's people are also meant to be creative and innovative in life, ministry, and business. Some of the greatest scientists and inventors have identified their creativity to the insights given by the Spirit of God. This course focuses on the development of creativity and innovation in bringing the transforming power of the Gospel into ministry, how to find and develop ideas, and how to apply these ideas as the Spirit gives guidance and liberty.

LDR533 Vision and Strategic Planning in Mission (3 Credits)

This course will lead the student through the creative processes of strategic planning for impact in ministry. These include the identification of core values, development of sound mission and vision statements, current team and ministry assessments, goals and outcomes identification, and development of steps, processes, and resources for accomplishing the mission and vision. Either cross-cultural mission or church will be the course contexts for the development of a strategic ministry growth plan. This course requires that students have a specific ministry in view — either a local church or a specific cross-cultural ministry — for which they will do strategic planning.

Research**RSC511 Thesis Intro: 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. The development of a research design, bibliography, and database for the thesis will be included.

RSC611 Thesis Course I: 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.

RSC612 Thesis Course II: 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.

RSC613 Thesis Course III: 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.

RSC614 Thesis Course IV: 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.

RSC615 Thesis Course V: Additional Research Assistance

This is an optional course to assist students who did not complete their thesis by the end of RSC614.

RSC616 Thesis Course VI: Final Research Assistance

This is an optional course to assist students who did not complete their thesis by the end of RSC615.

BGS Academic Program Policies

Academic Grievances

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 Dean of Graduate Studies will consult with the student and faculty regarding the appeal. All decisions made by the Dean of Graduate Studies regarding appeals are final.

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 2.5 or higher, and academic dishonesty.

Students are notified in writing if they are placed on academic probation. The Dean of Graduate Studies 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 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). Every effort has been made to select textbooks that are available in electronic form. Students choosing to purchase textbooks that are not electronic should plan to do so well in advance of term start dates to ensure delivery.

Course Registration

Students will register for courses online through BGU's course management system (Populi). Graduate students should register for courses at least 14 days prior to the start of the new term.

Course Selection and Academic Advising

Initially, the Dean of Graduate Studies will act as an academic advisor for the incoming student. Subsequently, the student may be assigned to a faculty academic advisor. Students work with their advisors 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.

Dropping Classes

If a graduate student communicates a desire to withdraw before the start of the 2nd week of class, the student will be deregistered, and the transcript will show no record of the course. After the start of the 2nd week up through the end of the 4th week, the withdrawing student's transcript will show the withdrawal designation of "W". A withdrawal after the 4th week of class will result in a grade of "F" on the student's transcript. The withdrawal petition must be made in writing to the Registrar.

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, have a minimum CGPA of 2.5, and have fulfilled all tuition and fee payments. The official announcement of the student's accomplishment will be made at the spring BGU Graduation Ceremony. Each graduate of BGS is invited to participate in the graduation ceremony.

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 by 10% per calendar day.

BGS Faculty and Staff

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' field experience in cross-cultural missions; currently serves as Senior Stewardship Advisor and teaches courses in Graduate Studies.

Jolene Erlacher: EdD in Leadership, MA in English, and Graduate Certificate in International Leadership from the University of Saint Thomas; BA in Elementary Education from North Central University; certified IPSAT (Identity Profile Self Awareness Tool) Leadership Coach; certified Church Consultant; speaker and consultant at Leading Tomorrow; author of *Millennials in Ministry* and *Daniel Generation: Godly Leadership in an Ungodly Culture*; teaches courses in Leadership.

Tim Freeman: MA in Intercultural Leadership and BA in Theology and Missions from Bethany Global University; additional education experience in human Resource Leadership from Asuza Pacific University. He has 15 years of experience in cross-cultural missions and leadership and has served as the Director of Bethany International Ministries (overseeing 150 missionaries in 28 different countries), Vice President of International Ministries, and currently serves as Executive Vice President and Director of Bethany Partners. Teaches courses in Intercultural Studies.

Dale Hutchcraft: PhD in Global Leadership and Entrepreneurship from Regent University; MA in Church Leadership from Crown College; Graduate Studies in Theology and Pastoral Ministry at Dallas Theological Seminary and Bethel Seminary; BA in Pastoral Ministry from Northwestern College; member of the faculty/administration at the University of Northwestern Saint Paul in various roles since

2004; Strategic Intentional Interim Pastor/Church Health Consultant since 1999; over 30 years' experience as a senior pastor; teaches courses in Bible & Theology, Intercultural Studies, and Leadership.

John Kayser: PhD in Missiological Education from the University of Edinburgh; MA in Missiology from Grace Theological Seminary; BA in Theology from the Prairie Bible Institute; 2 years' 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); 14 years' experience as an educational consultant with Bethany International and GO100; specializes in missions curriculum development and program design; teaches courses in Bible & Theology, Intercultural Studies, and Leadership.

Darin Kindle: DMin from Assemblies of God Theological Seminary; MEd in Christian School Administration from Southwestern Assemblies of God University; BS in Pastoral Studies from North Central University. Over 32 years of pastoral and educational leadership and Christian school administration. Currently serves as Vice President of Academic Affairs and Dean of Graduate Studies. Teaches courses in Bible and Leadership.

Randy Mitchell: DMin from the School of Bible Theological Seminary; BS in Marketing from Oral Roberts University; original signatory of the Tokyo Declaration in 2010 and serves on the leadership of the Global Great Commission Network; assisted with launching the Global Mobilization; more than 30 years' experience in pastoral and missionary service; has worked to train leaders and mobilize and equip for missions in over 60 nations; founder and International Director of One World Missions where he serves as a consultant and catalysis for emerging mission movements; teaches courses in Bible & Theology, Intercultural Studies, and Leadership.

Garry Morgan: DMiss and MDiv from Western Seminary; BA in History from Seattle Pacific University; 18 years' missionary service with World Venture and Mission: Moving Mountains; 17 years' experience as Professor of Intercultural Studies at the University of Northwestern-Saint Paul; 5 years' experience as Director of Global Initiatives, University of Northwestern Saint Paul, overseeing study abroad, curriculum internationalization, international partnerships, faculty, and student international exchanges; author of *Understanding World Religions in Fifteen Minutes a Day*, published by Bethany House; teaches courses in Bible & Theology, Intercultural Studies, and Leadership.

Emanuel Prinz: PhD student in Leadership in International Theological Education and DMin in Intercultural Leadership from Columbia International University; M.Div. (equivalent) from Giessen School of Theology; 10 years' experience as the team leader planting churches in North Africa, and another 10 years as the overseer of church planting teams in North and East Africa; 5 years' experience as the Chair of the Lead Develop Group; he currently is the Director of Sending & Engagement, Leadership & DMM Trainer and Researcher for Globe Mission, Head of Global Analytics as the Lead Research Consultant on Leadership Development, Associate Director of Bethany Research Institute, and Global Training Architect; teaches courses in Intercultural Studies.

Jim Raymo: DMin, with an emphasis in Global and Contextual Leadership, from Bethel Seminary; MCS from Regent College (Vancouver, British Columbia); BA from 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 U.S. Director; 13 years teaching at University of Northwestern-Saint Paul; 6 years teaching at BGU; teaches courses in Bible & Theology and Education.

Joni Wise: PhD in Philosophy from Oxford Centre for Missions Studies, in partnership with Middlesex University; MA in Biblical Theology from Wheaton College; missionary for 35+ years in Hong Kong, Vietnam, and Cambodia, teaching and training in churches across Vietnam; currently oversees a small unreached people group in Eastern Cambodia called the Stieng people, as a member of Anglican Frontier Missions; founder and director at We Love Kids, a non-profit organization which provides scholarships

for children to attend local and private schools in Southern Vietnam and Cambodia; member of the Motus Dei research group for UPGs and People Movements; currently teaches a course in Bible & Theology.

BGS Financial Policies

General Costs

Tuition Fees

All fees are subject to change. *

BGS student tuition fees are based on a student's citizenship. International ABC designations can be found on our website or by contacting the Admissions Office.

Cost Per Credit

- U.S. Students: \$367
- A Country: \$367
- B Country: \$257
- C Country: \$138

* 3-Year Locked-In Rate: Tuition Rates (per credit) are locked in for 3 years once a student is accepted. The 3-year timeframe begins with their start date.

* Tuition Discount: Existing students who have taken at least one course prior to the 22/23 academic year will receive a 5% discount for the 22/23 year.

Non-Tuition Standard Fees

Application Fee: \$40 one-time, non-refundable

Technology and Administrative Fee: \$75 per quad

Graduation Fee: \$100

Method of Payment

BGU provides payment options for ACH payments from a U.S. Bank, pay by credit card, or check.

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 ACH a check from a U.S. bank. There is a transaction fee when using a credit card.

All tuition and fees must be paid prior to the starting date of a course.

Refunds

The following tuition refund schedule is applied to BGS students enrolled in online courses:

Week 1 - 100% of course tuition

Week 2 - 75% of course tuition

Week 3&4 - 50% of course tuition

Week 5&6 - 25% of course tuition

The remainder of the term is not eligible for a refund. An instructor fee amount will also be withheld based on the percentage of course completion at the time of withdrawal.