



2023 | 2024

CATALOG



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President's Message

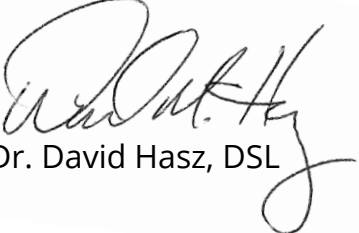
Bethany Global University prepares people to live lives of intimacy and bring a witness of the gospel into every dark corner of the world.

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 and CEO of Bethany

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About Bethany

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.

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).

University Profile

Name: Bethany Global University

Parent Organization: Bethany

Founded: 1945

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

Denomination: Interdenominational

President: Dr. David Hasz

Address: Bethany Global University, 68200 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 2022: 212*

Retention Rate of freshmen to sophomores (from Fall 2021 to Fall 2022): 44%

Number of Full-time students who completed their program within 150% of full-time studies in Spring 2022: 55

Male/Female Ratio as of Fall 2021: 64:158

*Full-time equivalent

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 for our programs, with the exception of the Bachelor of Science in Midwifery degree.



Bethany Global University's Bachelor of Science in Midwifery is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education

1450 Energy Park Dr., Suite 350, St. Paul, MN 55108 www.ohe.state.mn.us | 651.642.0567

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)

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 is the sole and final source and authority concerning truth, morality, and the proper conduct of mankind. For purposes of Bethany's faith, doctrine, practice, policy, and discipline, our Board of Trustees is Bethany's final interpretive authority of the Bible's meaning and application.

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. This also includes edibles, beverages, vapes, and any other consumable substance containing THC. Although THC is legal in some states, use is not permitted for students attending BGU. 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.

Note: Graduate students are permitted to drink alcohol within the bounds of the law and in a manner that reflects Christlike character and integrity. If a graduate student is living on BGU's campus, they must follow campus standards for alcohol, which limits alcohol consumption to non-dorm housing and apart from undergraduate students.

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, 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.

Ministries

Bethany's family of ministries consists of Bethany Global University and Bethany International, both headquartered on the Bloomington campus.

Bethany International has over 100 missionaries fielded in more than 20 countries who are engaged in various ministry tasks, but all focused on seeing disciples made and churches established among the least-reached people of the world. In addition, Bethany International partners with ministry organizations in over 60 countries, helping them to establish disciple-making, missionary-training, and missionary-sending initiatives within their contexts. Between these initiatives, the work of Bethany International's missionaries, and Bethany Global University, more than 10,000 missionaries have been trained and are now engaged with and ministering among 500 previously unreached people groups.

History

Bethany Global University grew out of the vision of a small congregation founded in 1943 known as Bethany Chapel. The name "Bethany" was chosen because it was a place Jesus would retreat to for fellowship and prayer. Out of that congregation, 5 families committed themselves to serve as missionaries. When faced with challenges of getting large families to the field, they refocused their effort on sending others. They sold their homes, combined

their income, and purchased a large 30-room home in Minneapolis which they called “Bethany House.” By pooling their resources, they felt they could give more money to send and support missionaries.

By 1946, the group at Bethany House was outgrowing the home, so they purchased a 62.5-acre farm in Bloomington, Minnesota and called themselves “Bethany Fellowship.” During the early years, Bethany operated as a self-supporting community, building industries to support missionaries, from toys to camping trailers to a highly successful publishing house. Under the leadership of Pastor Ted Hegre, the congregation of Bethany Chapel moved also to the Bloomington farm as Bethany Church. Together the Bethany Fellowship and Bethany Church committed themselves to the vision of training, sending, and supporting 100 missionaries.

The result of that vision was the birth of the Bethany Fellowship Missionary Training Center in 1948 with 10 students. Graduates of the early classes went on to serve with many different mission agencies. In 1963, the Fellowship organized its own mission sending agency, then simply known as Bethany Fellowship Missions. The mission sent out its 100th missionary in 1975.

Today, the missionary training program, **Bethany Global University**, and the missionary sending agency, **Bethany International**, continue to work together in Bloomington as one ministry called **Bethany**. The university has trained thousands of missionaries and Bethany International has fielded hundreds of the university graduates and others as missionaries. Bethany International is working through its missionaries and partners in over 60 countries today. Bethany Global University has grown into an accredited, four-year university that specializes in intercultural ministry training through four undergraduate and four graduate degrees. Bethany, through the integrated efforts of the university and Bethany International, is training and sending individuals to bring the Good News of Christ’s Kingdom to the least-reached people of the world.

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.

Board of Directors

Dr. David Hasz, President

Diana Chanda, Chair

Bob Bakke, Vice Chair

Ron Have, Secretary

Nicole Bender

Bill Couey

Rev. Sam Dunya

Roy Goodman

Paul Strand

University Administration

Administrative Offices

David Hasz, DSL, President and CEO of Bethany and President of BGU

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

Academic Affairs Administration

Darin Kindle, DMin, Senior Vice President of Bethany Global University & Dean of Graduate Studies

Jason Haché, MA, Academic Dean

Tiffany Garrison, MA, Registrar

Dria Knutson, BA, Educational Support Specialist

Program Chairs

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

Michelle Thompson, MA, Education in Missions

Krys McNeil, LM, CPM, MPHE, Midwifery

Tony Foster, PhD, Transformational Entrepreneurship in Missions

Admissions/Enrollment Administration

Brian Schwarz, MBA, Senior Vice President of Bethany Support Operations

Daniel Bolt, DMin, MDiv, Enrollment Director

Licia Grey, AA, Admissions Manager

Elisabeth Klueg, BA, Associate Dean of Work Study, Executive Assistant to the SVP of BGU

Global Internship Administration

Doug Goodmundson, MA, Vice President of Global Internship

Jasmine Swope, MA, Intern Care Director

Paul Orr, BA, Global Intern Care Coordinator

Summer Orr, BA, Global Intern Care Coordinator

Student Affairs Administration

Elisabeth Wilson, PhD, Vice President of Student Affairs

Eric Simmons, BA, Dean of Men and Prayers and Worship Coordinator

Autumn Miller, MA, Interim Dean of Women

Holly Ward, BA, Associate Dean of Women

Christine Ramirez, MA, Student Care Services Manager

Laura Krause, BA, Student Care Coordinator



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

United Christian Academy Classrooms (1C)
 The Furnace Prayer Room (1D)

★ The Welcome Center (1A)

3rd Floor

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

2: Bethany Auditorium

Church Dorm (2A)

3: Gym

4: Sports Fields

5: Services Garage & Workshop

Grounds Garage (5A)

6: The Dahlen Center

BGU Academic Offices (6C)
 Global Internship (6C)
 Bethany Press International (6B)
 Bethany International (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



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 submit one of the following:

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 for certifying 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.

GED (General Education Development) exam results

See the section of the catalog titled, "GED 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 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.

Applicants who do not meet the academic requirements are given the opportunity to complete an Academic Appeal 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 concerns. 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 deans.

Application Process

Applicants to any program at Bethany Global University 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 and a local Christian High 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 the Admissions Office 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). 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 of 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, obtained through contacting the Admissions Office. 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). Students who are not taking a full-time course load will have their institutional and Pell Grant awards scaled accordingly. Students taking 5 credits or less will be eligible for 25% of the full award, students taking 6-8 credits will be eligible for 50% of the full award, and students taking 9-11 credits will be eligible for 75% of the full award. Students taking 6 or more credits are eligible for Federal Direct Loans. 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., \$585 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 federal or institutional 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.

Beyond Limits

Beyond Limits is a collaborative partnership venture based on campus that offers a two-year, residential post-secondary Christian campus experience and Beyond Limits life skills certificate for qualified young adult students with developmental disabilities. The program includes a customized selection of audited Bethany classes, independent living skills courses, and on-campus job placement and coaching to gain work skills in Bethany's student work/study program. For more information, please visit <https://beyondlimitscollege.org/>.

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.

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 enrollment steps by the due dates published in the acceptance material.

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 a government-issued ID.
- Request and pay for parking (if available).
- Submit final and official transcripts from all schools.
- 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 Enrollment Director, Admissions Manager, two Student Affairs 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 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 accommodation must identify their needs to the registrar. To fully evaluate the request for accommodations, the Registrar's Office 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 Registrar's Office 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 the 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 the 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. Students must maintain a full-time course load of 12 credits minimum each semester to receive the maximum financial aid. Exceptions may be made based on transfer credits and financial aid will be adjusted as necessary according to course load.

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: <https://abhe-dir.weaveeducation.com/>.

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 Dismissal 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 (GI), it is strongly recommended that they contact the GI Department by September of the year prior to their anticipated internship departure date and complete the formal re-enrollment process (an application is involved) with the Admissions Office 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 the Admissions Office 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 Department 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 Department. 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

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

- 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.

Undergraduate 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. All freshman requirements for the associate and bachelor's in Intercultural Ministry Studies degrees will be met. Students may elect to transfer into one of the other bachelor's degree programs, however, they will need to take additional courses required for those programs. 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
MIS113 Disciple-Making Movements: Principles and Praxis	3
SSC112 Mental Health and Physical Wellness	3
III. Co-Curricular Requirements	
Chapels (weekly)	
BGU Preview (semi-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 two years of the bachelor's degree in Intercultural Ministry Studies. Associate degree students focus on biblical and theological studies, personal spiritual development, courses in missions and ministry.

Associate degree students also participate in an 8-week Global Ministry Practicum as a part of the summer semester after their first 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.

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
LNG221 Linguistics.....	3
MAT211 Personal Finance	3
SSC112 Mental Health and Physical Wellness	3
II. Bible & Theology.....	20 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
CHM241 Teaching and Preaching.....	3
MIS112 Missional Ecclesiology	3
SPD211 Life in the Spirit: Training in Godliness	2
III. Intercultural Ministry.....	18 Credits
CHM211 Intercultural Ministry Preparation	3
CHM221 Short Term Ministry Practicum and Re-Entry.....	3
MIS111 Intro to Missions	3
MIS113 Disciple-Making Movements: Principles and Praxis	3
MIS212 Missional Theology.....	3
MIS213 Missional Leadership Structures.....	3
IV. Additional Programmatic Requirements	1 Credit
BGU111 Freshman Seminar	1
V. Co-Curricular Requirements	
Chapels (weekly)	
BGU Preview (semi-annual)	

Total Required: 60 Credits

BACHELOR OF ARTS DEGREE PROGRAMS

Education in Missions

Our Bachelor of Arts Degree in Education in Missions weaves together Bible and Theology, Intercultural Studies, and Early Childhood or 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.

Students spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving as missionary interns, 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 during their senior year 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.

- **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.

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: Principles and Praxis	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.....	2
EDU211	The Neuroscience of Learning.....	3
ECE212	Sensorial, Mathematics, and Faith Formation	2
or		
ELE212	Geometry, Mathematics, and Faith Formation	2
ECE211	Practical Life, Language, and Culture for Early Childhood	2
or		
ELE211	Practical Life, Language, and Culture for Elementary	2
EDU311	Educating Diverse Learners	3
EDU312	Teaching English through Montessori	3
EDU411	International Project Development.....	3
EDU413	Contemporary Issues in Education	3
EDU415	Invitational School Management.....	3
EDU416	Education Capstone	3
IV. Christian Ministry Requirements.....		27 Credits
<i>Must successfully complete 3 of 4 Missionary Life and Language Practicums:</i>		
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
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)	

Total Required: 125 Credits

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.

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, 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 during their senior year 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.

- **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.

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: Principles and Praxis	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
	<i>Must successfully complete 3 of 4 Missionary Life and Language Practicums:</i>	
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
V.	Additional Programmatic Requirements	1 Credit
BGU111	Freshman Seminar	1
VI.	Co-Curricular Requirements	
	Chapels (weekly)	
	BGU Preview (semi-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.

Students spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving as missionary interns, 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 during their senior year 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.

- **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.

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: Principles and Praxis	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
	<i>Must successfully complete 3 of 4 Missionary Life and Language Practicums:</i>	
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
MIS422	Transitions II.....	3
V.	Additional Programmatic Requirements	1 Credit
BGU111	Freshman Seminar	1
VI.	Co-Curricular Requirements	
	Chapels (weekly)	
	BGU Preview (semi-annual)	

BACHELOR OF SCIENCE DEGREE PROGRAM

Midwifery

Our Bachelor of Science Degree in Midwifery weaves together Bible and Theology, Intercultural Studies, and Midwifery into one educational experience. Graduates will be prepared to practice evidenced based, compassionate midwifery care that engages, strengthens, educates, and empowers women to care for their bodies and their families. Graduates will be equipped to serve globally, with awareness of the special considerations of women and children in low-resource areas of the world. This major is designed to prepare students to be effective messengers of the Gospel throughout the world through ministry focused on midwifery in an intercultural setting and to meet the requirements of the North American Registry of Midwives licensing exam.

Students start hands-on clinical training during their freshman year. Students will be working closely with a licensed midwife, preceptor, in the U.S. Later, students will spend 13 months, four academic terms, on Global Internship (GI), living in another country with a team of classmates serving in a birthing center as missionary interns, 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 debrief designed to help students process and integrate all they have experienced before completing their final semester of clinical experience in a US placement.

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.

- **Double Major:** Because of the strong focus both on Midwifery and on Bible and Theology, the BS degree is considered a double major.

Program Objectives

Midwifery

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

1. Be nationally certified by the North American Registry of Midwives as a Certified Professional Midwife (CPM).
2. Be prepared to meet the global shortage of skilled, compassionate, and culturally sensitive midwives who are trained to address the crisis in maternity care worldwide by training to work in low resource setting and address emergencies.
3. Practice the Midwives Model of Care[®] by:
 - a. Monitoring the physical, psychological, and social well-being of the mother throughout the childbearing cycle.

- b. Providing the mother with individualized education, counseling, and prenatal care, continuous hands-on assistance during labor and delivery, and postpartum support.
 - c. Minimizing technological interventions.
 - d. Identifying and referring women who require obstetrical attention.
 - e. Passionately train national midwives and healthcare workers to serve their own countries, villages, and communities.
4. Use their skills in any location that will accept a U.S. CPM after graduation.
5. Be an invaluable asset to missions' teams across the globe by transcending common barriers to the gospel message and creating unique opportunities to further expand the reach of the gospel around the world.

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 Science Degree in Midwifery. Students must complete 133 credits.

I.	General Education.....	33 Credits
	BIO111 Anatomy and Physiology.....	3
	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
	SSC311 Intro to Ethnographic Research: Exploring Material Culture.....	3
	SSC312 Social and Political Structures	3
	SSC411 Religious Systems and Structures	3
II.	Bible & Theology	30 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: Principles and Praxis	3
III.	Midwifery Major Requirements	42 Credits
BIO211	Well Woman and Family Planning.....	3
MDW111	Clinic Phase Ia: Theory and Competencies.....	1
MDW112	Clinic Phase Ib: Practicum and Competencies	2
MDW121	Intro and History of Midwifery in a Global Context.....	2
MDW131	Antepartum I: Early Pregnancy and Prenatal Care	3
MDW132	Antepartum II: Nutrition and Labor Preparation	3
MDW141	Intrapartum I: Labor and Birth	3
MDW151	Postpartum I: Immediate Through the First 6 Weeks	3
MDW211	Clinic Phase IIa: Practicum and Competencies	2
MDW212	Clinic Phase IIb: Theory and Competencies	2
MDW233	Antepartum III: Complications.....	3
MDW242	Intrapartum II: Complications	3
MDW252	Lactation and The Newborn	3
MDW412	Clinic Phase IVb: Practicum & Competencies.....	3
MDW416	Midwifery Capstone	3
MDW453	Postpartum II: Complications	3
IV.	Christian Ministry Requirements.....	27 Credits
	<i>Must successfully complete 3 of 4 Missionary Life and Language Practicums:</i>	
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
MDW311	Clinic Phase IIIa: Practicum & Competencies	2
MDW312	Clinic Phase IIIb: Practicum & Competencies	2
MDW313	Clinic Phase IIIc: Practicum & Competencies	2
MDW411	Clinic Phase IVa: Practicum & Competencies	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)	

Total Required: 133 Credits

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.

Biology

BIO111 Anatomy, Physiology and Fetal Development (3 credits)

This course highlights the anatomy and physiology of the human body, conception, and fetal development. Throughout this course, the student will gain an in-depth understanding of anatomy and physiology as it pertains to pregnancy and childbirth. This course focuses on anatomy and physiology considering anticipated normal physiological birth. The student will study in-depth the development of the unborn baby throughout each stage of intrauterine development. The student will be equipped to support clients by using the Midwives Model of Care® in relation to the human body and human reproduction. The student will also study pharmacology and pharmacokinetics as it relates to pregnancy, postpartum and newborns.

BIO211 Well Woman and Family Planning (3 credits)

This course focuses on the health of a woman across the lifespan, inclusive of family planning options available to those who desire such. This course focuses on the following topics: how to perform and chart a full obstetric, gynecologic, and reproductive health history, how to perform a well woman physical exam including breast exam, how to perform a PAP smear exam and interpret the results, how to test for and recognize sexually transmitted infections, and how to stay up to date on the research in family planning and contraceptive methods.

Through understanding women and family planning, the student will be able to support and educate families in these areas. The student will also learn about holistic well woman care inclusive of; physical, mental, and spiritual well-being. The student will also understand the local guidelines and scope of practice a midwife has in these areas.

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, the Patriarch's, Moses, 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. Students will understand how the Spirit empowers disciples to be witnesses, and all that the gospel overcame to spread God's the kingdom into all the world. The course also includes practical components of leading Discovery Groups, praying for and having gospel conversations with unbelievers, and other disciple making 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 is a survey course on the Pauline epistles. Students study each book within its historical/cultural context seeking to understand Paul's thinking and response. Students will practice their hermeneutical skills to understand Paul's main ideas presented in each book in response to Paul's and his audience's concerns. Students will also consider central themes shaping Paul's theology across Paul's letters in light of 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.

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.

BTH231 Theological Distinctives (2 credits)

Maturity in the faith is demonstrated by knowing theological differences held by others, while maintaining love within the body. One must learn the perspective of variant ideas held by others, especially those that may have the potential to hinder the ability to understand and work with fellow believers on the mission field. The beauty of the body of Christ is the unity experienced in diversity, both theologically and culturally. 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.

BTH321 General Epistles (3 credits)

This study of the general epistles will provide a broad study of the foundational Christian doctrine provided in these letters. Students will learn the theological, social, and political situations that led to these writings. This will include textual criticism and how the general epistles were inducted into the biblical canon. We will pay particular attention to the role of Christ in these early Christian communities and how impactful the same message is in the 21st century.

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.

BTH411 Old Testament Survey (3 credits)

This course is designed to provide students with an overview knowledge of the Old Testament. Students will focus on four main areas: textual criticism, the content of the books, the books' place in the historical timeline, and the theology of these books. Particular attention is given to Old Testament covenants and understanding the historical narrative.

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.

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.

Business**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 will examine a tried and proven method of marketing called the RAF Marketing Method – Ready-Aim-Fire. The course gives you the framework for marketing and launching a startup. The three-step process will give the students practical and doable steps to build a solid foundation on which to launch a sustainable company. This course is especially designed to market a Lean Startup business.

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 an intercultural 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. This course is a prerequisite for Global Internship and Global Ministry Practicum.

CHM221 Short Term Ministry Practicum and Re-Entry (3 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. This course is also 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.

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, caregivers, and education systems are addressed.

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 teaching and preaching course will focus on the skills and practices necessary to both teach and preach effectively in a cross-cultural setting.

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. 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.

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. 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. Further growth in these three components will enable students to now deepen relationships and move towards sharing the good news as they live radiantly for Christ in their host culture.

CHM422 Missionary Life and Language Practicum IV (1.5 credits)

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.

Communications

COM311 Intercultural Communications (3 credits)

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

Early Childhood Education

ECE211 Practical Life, Language, and Culture for Early Childhood (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 (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 sensorial, 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.

Economics

ECO111 Economics of Hope (3 credits)

The Bible calls for us to take care of the poor. As the poor are made in the image of God, we should desire that they flourish. This means food for the hungry, opportunities to pursue education and develop gifts and talents, and the resources to launch small businesses, earn one's way, and create jobs for others and be free from social abuse and exploitation. This course unmask the biblical narrative of God's Economics of Hope through honoring Christ and creating value through service.

ECO232 Entrepreneurial Finance and Accounting (3 credits)

The focus of this course will be to introduce macro and microeconomics principles, to gain an 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.

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.

Education

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 Interactionism 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 (2 credits)

This course will study the neurological, biological, and psychosocial development of the human lifespan with a particular focus on early childhood. This course provides an overview of the theory and principles of human growth and development from conception to age six. Content includes an in-depth study of a developing young human as it relates to spiritual, social, physical, emotional, intellectual, and linguistic aspects of development. One field observation is required outside of class time.

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 and help educators teach children to learn English with ease and fluency along with adult refugees and immigrants. The readings, materials, and videos in this course review methodologies for teaching English language structure (writing, listening, vocabulary, speaking, and pronunciation). Students are to systematize the most important theories in second-language acquisition and integrate them into their teaching contexts. The course aims to familiarize students with multi-sensory methods involving the use of Montessori materials in language teaching.

EDU313 Education Practicum I (3 credits)

Students will serve in local ministry placement(s) unique to their GI Site, 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.

EDU314 Education Practicum II (3 credits)

Students will serve in local ministry placement(s) unique to their GI Site, 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, educational and religious context. This is the second of a three-course series.

EDU411 International Project 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)

Students will serve in local ministry placement(s) unique to their GI Site, 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, educational and religious context.

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, and resource allocation through the lens of the student's recent global internship experience and the spiritual standards we share.

EDU415 Invitational 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)

This capstone course is designed for students in the Education in Missions major. As students prepare to launch from the preparedness setting of the university into action into their calling and careers, 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 (what will I be doing next). 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.

Elementary Education

ELE211 Practical Life, Language, and Culture for Elementary (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, Mathematics, and Faith Formation (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 geometry, 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.

English

ENG111 English Composition I (3 credits)

In this course, students will develop academic writing skills through the study of genre writing. Students will analyze four genres of writing to strengthen their analysis skills, develop persuasive strategies, and begin to utilize academic research and writing skills that will be built upon in English Composition II.

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

In this course, students 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

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 course introduces students to a process of understanding and experiencing the qualities and thinking of successful entrepreneurs and innovators and describes possible entrepreneurial career

paths available. The course objectives include providing students with high quality information to help them better understand how to commence establishing a new business or a social venture. Students are introduced to general problems facing entrepreneurs in starting and operating new ventures and how to approach solving these problems. Students will be introduced to the six principles of design thinking - 1) Frame the question, 2) Gather inspiration 3) Generate ideas, 4) Make ideas tangible, 5) Test to learn, and 6) Tell the story.

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)

As students begin their journey to exploring what it means to be a Business for Transformation Entrepreneur, their first duty is to grasp the story of the business owners. This course helps the student to connect to others by learning their story. It will also guide the student in developing a self-directed learning process through the utilization of the Practicum Development Worksheet and Osterwalder’s Business Canvas Model (BCM) as well as a mentor-guided learning process.

ENT314 Entrepreneurship Practicum II (3 credits)

As the student continues exploring what it means to be a cross-cultural entrepreneur, focus is given to how a cross-cultural business leader develops and grows relationships with key stakeholders within the community and within the business. This course helps the student to connect to key partnerships to develop a thriving business. It will also guide the student in developing a self-directed learning process through the utilization of the Practicum Development Worksheet and Osterwalder’s Business Canvas Model (BCM) as well as a mentor-guided learning process. Students will give focused attention to key partnerships, key resources, and key activities within the business that they are interning under.

ENT411 Creating and Growing a Spiritual Impact Plan (3 credits)

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 and how to take steps to develop an intentional Spiritual Impact Plan.

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)

The Entrepreneurship Capstone course provides a structure for students to consolidate and showcase the learning, experiences, resources, and skills from the other courses in the Transformational Entrepreneurship in Missions program sequence. The course provides two options:

Option 1: Provides a framework to move from idea formation, development of a business plan, portfolio construction, sponsorship resources identification and market development, presentation preparation, to proposal delivery or 'pitch' to a panel of judges. The student will present to the panel of judges, one week prior to the event, a business plan that adheres to industry standards.

Option2: Requires the student to present a research proposal which addresses issues that challenge today's transformational entrepreneurs. This allows the student to address a transformational entrepreneurship problem, missional impact, social transformation, etc. The research is both quantitative and qualitative and allows the student to become a subject expert on the topic of the research. Option 2 is geared toward reinforcing students' academic qualities and overall research attitude while allowing them to gain insights in contemporary transformation entrepreneurship companies. The students will give a public presentation of their research findings.

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)

Cultural differences create the potential for misunderstanding. Cultural anthropology as a field of practice seeks to identify and build understanding and appreciation of those differences. This course introduces the practice of cultural anthropology, and the broad categories

anthropologists might use to explore other cultures and seeks to integrate the theories of cultural anthropology with the practice of intercultural ministry. The course will include a significant lab component consisting of observation, interviews, and collaborative projects.

Intercultural Studies

ICS313 Intercultural Ministry Practicum I (3 credits)

Students will actively participate in a local ministry placement(s) unique to their Global Internship (GI) Site, coordinated with their GI Site leadership in order to provide access into the local culture and community. Students will also learn to apply Disciple-Making Movements (DMM) principles and praxis within their unique religious and cross-cultural context.

ICS314 Intercultural Ministry Practicum II (3 credits)

Students will continue to actively participate in a local ministry placement(s) unique to their Global Internship (GI) Site, coordinated with their GI Site leadership in order to provide access into the local culture and community. Students will also learn to apply Disciple-Making Movements (DMM) principles and praxis within their unique religious and cross-cultural context.

ICS321 Discipling the Nations (3 credits)

This review of what we call the “great commission,” in some ways best summarizes our course title, “Discipling the nations.” Discipling the nations is, in this 21st century era, a kind of revisit or a stating ‘more fully’ what we actually mean when we talk about ‘fulfilling the great commission.’ Discipling the nations finds its biblical roots in the Matthean version of the commission (28:18-20), and, if there’s any obvious criticism of our obedience to that version of our commission, it is that we’ve interpreted it almost exclusively as an individualistic mandate, when the object of the verb “to disciple” is *panta ta ethne*—“all the nations.” In this course we will seek to do initial exploration of what it means to actually “disciple ANY 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)

Students will continue to actively participate in a local ministry placement(s) unique to their Global Internship (GI) Site, coordinated with their GI Site leadership in order to provide access into the local culture and community. Students will also learn how to finish their internship well.

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.

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.

Midwifery

MDW111 Clinic Phase Ia: Theory and Competencies (1 credit)

This course introduces the student to the foundation of midwifery. Students will build a foundation of knowledge of medical terminology to assist them with didactic learning and communication in upcoming lessons and clinical preceptorships. This course is taught simultaneously to Antepartum 1 and Intrapartum 1 and will help solidify with practical simulations and role playing the topics covered in those courses.

MDW112 Clinic Phase Ib: Practicum and Competencies (2 credits)

Student skills will primarily be learned through in-person clinic participation and observation. Students will have the chance to shadow a midwife or senior student to build a foundation for entry-level clinical competencies. During this semester, the student will begin to shadow midwives in the clinic and at deliveries as scheduling allows. Based on the foundation set in fall semester the student will use this semester to grow in understanding the flow of prenatal and postpartum visits and labor. The student will demonstrate skills in birth set up, charting, venipunctures, vitals, and other necessary skills.

MDW121 Intro and History of Midwifery in a Global Context (2 credits)

This course focuses on the history of midwifery: starting with early community midwifery followed by the takeover of hospital based obstetric care. This course will also introduce

various aspects of midwifery in developing countries. The student will explore the World Health Organization's (WHO) plea for expanded midwifery services worldwide. Students will study movements towards lowering maternal and infant mortality around the globe. The student will examine effective midwifery care models in various settings. The student will investigate disparities in childbirth emerging from this course with an understanding of what women centered care is and how change can be affected by engaged, educated providers.

MDW 131 Antepartum I: Early Pregnancy and Prenatal Care (3 credits)

This course focuses on the foundations of antenatal care. The student will learn about the Midwives Model of Care® and how to incorporate it into practice. Areas of prenatal care that are covered include: confirming a pregnancy, determining an estimated due date via different techniques, performing a thorough physical exam and health history, proper charting technique throughout pregnancy, ordering and understanding prenatal labs, tests and ultrasounds and application of such throughout pregnancy. During this course, the student will gain vital counseling skills enabling them to educate clients around prenatal topics like prenatal tests, labs, and ultrasounds. The student can help the clients make informed and independent healthcare decisions.

MDW132 Antepartum II: Nutrition and Labor Preparation (3 credits)

This course focuses on the importance of nutrition for optimal health throughout pregnancy. The student will gain knowledge and tools enabling them to educate families regarding: vitamins, minerals, a variety of food, special diets, as well as environmental items to avoid. By developing a better understanding of the importance of holistic health, the student will be prepared to educate parents toward a healthy birth and a solid foundation for successful parenting. The student will study the latter part of pregnancy leading towards labor and delivery. This course focuses on equipping the student with necessary knowledge and skills enabling them to engage clients and prepare them for an optimal childbirth experience.

MDW141 Intrapartum I: Labor and Birth (3 credits)

The student will study the physiological process of human labor and birth encompassing the first, second, and third stages of labor. The student will focus on the normal physiology of labor and birth. They will gain important tools and develop protocols for monitoring and charting both the mother and the baby during each stage of labor. The student will discover and understand the unique anatomical process by which birth occurs, and all maneuvers for vertex birth. Upon completion, the student will have a thorough understanding of physiologically normal human labor and delivery.

MDW151 Postpartum I: Immediate Through the First 6 Weeks (3 credits)

This course focuses on the normal physiology of the postpartum period both physically and psychologically. The student will learn how to provide sensitive and quality postpartum care from the moment the baby is born through the end of the 6-week postpartum period. The student will understand local regulations surrounding the midwife's role in the postpartum period as it pertains to care of the mother and her child. The student will learn how to assist with bonding, breastfeeding, and transition to parenthood.

MDW211 Clinic Phase IIa: Practicum and Competencies (2 credits)

Clinic Phase IIa focuses on gradually moving the student into the role of Assistant Under Supervision (AUS). During this phase, the student begins to practice hands-on prenatal, labor and delivery, postpartum, and newborn responsibilities under the midwife's direct supervision. The student will exhibit understanding by demonstrating good documentation of services provided and interpreting basic findings. As the student assists, they will learn how to apply their academic and observational knowledge and start putting it into practice with the guidance and supervision of the midwife.

MDW212 Clinic Phase IIb: Theory and Competencies (2 credits)

Clinic Phase IIb continues to focus on the role of an Assistant Under Supervision (AUS). The student will become more competent in assisting and grow in responsibility and clinical abilities. During this phase, the student practices hands-on prenatal, labor, birth, postpartum, and newborn responsibilities under the midwife's direct supervision. The student will be asked to show competencies applicable to this clinical phase including physical exams and laboratory interpretations. As an AUS, the student should demonstrate the application of their academic knowledge and begin to put it into practice with the guidance and help of the midwife.

MDW233 Antepartum III: Complications (3 credits)

This course focuses on complications that may arise during pregnancy. The student will learn how to monitor the mother and unborn baby throughout the pregnancy. Topics include: prenatal counseling, effects of alcohol, illicit drug use, environmental, food-borne illnesses, or other activities that can complicate a pregnancy. The student will learn how to thoroughly evaluate all antepartum lab results and understand the significance of any results out of normal range.

Instructors will guide the student in managing pregnancy complications and develop a grasp of the midwifery scope of practice based on local guidelines. The student will learn when transfer to a higher level of care is recommended and required. The student will learn the importance of documenting their findings and subsequent discussions, suggestions, and decisions. The student will also learn to guide clients through follow up after transfer or care or resolution of the complication.

MDW242 Intrapartum II: Complications (3 credits)

In this course, the student will learn about potential complications in the first, second and third stages of labor. The student will understand the signs and symptoms of labor complications and how to manage emergency complications.

This class will go into depth on many different topics including, but not limited to, teaching the student how to manage meconium-stained fluid, initiation of newborn resuscitation, how to stop a hemorrhage, resolution of shoulder dystocia, protocols for giving medications appropriate in a community setting and so much more. The student will role play with one another and be given the chance to lead the birth team or be part of a birth team to help them fully grasp how to handle the many different complications that can be part of normal birth.

The student will study in-depth the local scope of midwifery practice and learn what can be safely managed in a community setting, how to stabilize the patient(s) and then how to transfer appropriately to hospital if needed.

MDW252 Lactation and The Newborn (3 credits)

This course focuses on the physiology of human lactation and other methods for feeding an infant. The student will gain understanding through new research on lactation which brings forth new ways of supporting and educating families. The student will study the anatomy and physiology of human lactation, assisting in the initiation of breastfeeding, how to support the process of lactation and signs and symptoms of potential complications and how to manage them. The student will learn the normal physiologic process of newborn adaptation to extrauterine life. The student will study the role of the Certified Professional Midwife in the newborn's care, through transition to early neonatal periods. The student will also study normal newborn anatomy and physiology and learn about problems that can occur, and how to conduct a consultation or transfer of care if necessary.

MDW311 Clinic Phase IIIa: Practicum and Competencies (2 credits)

Clinic Phase IIIa is intended to provide necessary skills and competencies for the student arriving in a new country. The focus of this phase is language learning, cultural competency and adjustments needed to serve a people group different from their people of origin well. The student will spend the beginning of this phase learning the local language. Once a basic language foundation is obtained, students will focus on continued clinical competencies.

MDW312 Clinic Phase IIIb: Practicum and Competencies (2 credits)

Clinic Phase IIIb focuses on the student's role as an Assistant Under Supervision (AUS) at their out-of-country clinical placement. During this phase, under the supervision of a midwife, the student continues providing hands-on prenatal, labor, delivery, postpartum, and newborn care. The student will demonstrate competencies applicable to this clinical phase, including interpreting normal findings of basic laboratory screening tests. As appropriate and approved, the student should be willing and able to take on leadership roles within the clinic from prenatal to intrapartum to postpartum care. Throughout this phase the student will move from AUS to a Primary Under Supervision (PUS). The student will learn how to formulate management decisions and request assistance. The student will learn how to facilitate delivery of the infant and placenta and manage postpartum for both.

MDW313 Clinic Phase IIIc: Practicum and Competencies (2 credits)

In Clinic Phase IIIc, under a midwife's supervision, the student continues to grow in the role of PUS. The student conducts prenatal, labor, delivery, postpartum, and newborn responsibilities. The student can use their experience as an AUS and their academic work to demonstrate all they are learning. The student will be asked to demonstrate competencies applicable to this clinical phase, including taking an obstetric health history and doing physical examinations along with using screening methods for cervical health. The student will become a competent care provider, able to provide primary care.

MDW411 Clinic Phase IVa: Practicum and Competencies (1.5 credits)

In Clinic Phase IVa, the student has returned to their home country and continues in the role of a PUS with a focus on carrying out Continuity of Care. As a PUS, the student carries out prenatal, labor, delivery, postpartum, and newborn responsibilities under the direct supervision of the midwife. The student should be able to use both their experience as PUS combined with their academic knowledge to demonstrate competence. The student will be

asked to demonstrate competencies applicable to this clinical phase, including inserting an intravenous line and administering intravenous fluids. As a PUS, under the supervision of a midwife the student will manage labor and delivery by knowing when to check vitals, facilitating maternal movement, suggesting appropriate intake/output during labor, establishing and defining expectations for the delivery, and communicating with the client.

MDW412 Clinic Phase IVb: Practicum and Competencies (3 credits)

In Clinic Phase IVb, the student continues in the PUS role of a PUS focusing on completing clinical requirements including Continuity of Care. As PUS, the student carries out prenatal, labor, delivery, postpartum, and newborn responsibilities under the direct supervision of the midwife. The student will be asked to show competencies applicable to this clinical phase, including appropriate assessment and repair of perineal and vaginal lacerations. The student will recognize and anticipate complications and then address them early enough with natural remedies or referral to a higher level of care. The student will manage care for women in all stages of pregnancy, delivery and postpartum becoming more confident in their skills as the student prepares for graduation.

MDW416 Midwifery Capstone (3 credits)

This course is designed to help students prepare for the North American Registry of Midwives (NARM) Exam. Students will take practice tests in an online format, learn valuable study techniques, and focused study on areas of weakness. The NARM prep practice exams throughout the semester contain over 3,000 practice test questions. At the end of the course students will take a large final examination to emulate the NARM board exam. Students will be guided with evidence-based study tips, and study assignments to help secure all of the midwifery knowledge obtained throughout the midwifery program.

MDW453 Postpartum II: Complications (3 credits)

This course focuses on complications that may arise during the fourth stage of labor (immediately after birth) and the postpartum period (up to 6 weeks). The student will learn the signs and symptoms of complications that may arise, the scope of practice of a midwife in the postpartum period, and how to intervene, treat, consult, or transfer care when necessary. Some of the immediate postpartum complications include treatment of hemorrhage appropriately, management of shock and suturing a laceration. Other complications that may arise in the postpartum period of 6-weeks include pre-eclampsia, anemia, postpartum depression or anxiety, infections and more.

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)

A missional/missiological ecclesiology can be defined as the biblical understanding of the nature of the church as it exists for the sake of the world. 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.

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 with 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.

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)

This course builds on themes introduced in Missional Ecclesiology (MIS112) and Missional Theology (MIS212), 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 and participation in the *Missio Dei*.

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, family, work, school, and other areas. A successful reentry transition allows the 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, students will begin focusing on career exploration and how to prepare for their next steps in pursuit of mission and ministry 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.

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.

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 in 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 to develop a sustainable plan to improve personal health. They will also be exposed to a variety of topics such as growth mindset, tools for building resilience, grit, and adversity quotient.

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

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

those observations. The observations and discussions for this term will focus on material culture and language practices.

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.

Academic Policies

Satisfactory Academic Progress (SAP)

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 SAP Appeal 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.

<u>Undergraduate programs</u>	<u>CGPA</u>
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)
BS in Midwifery	133	199.5
BA's in Education in Missions, Intercultural Ministry Studies, or Transformational Entrepreneurship 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 and are computed in the 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 associates to a baccalaureate), 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. Late submissions will only be reviewed if received before the start of the semester. The appeal must be in written form, addressed to the SAP Appeal Committee, and submitted to the Financial Aid Director. 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 the 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 SAP Appeal 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 associate registrar within two weeks of the course being finalized in Populi. The associate registrar 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 improvement proposals.

The Grade Improvement Proposal form must be submitted to the registrar's office within two weeks of the grades being finalized in Populi. The associate registrar 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 associate registrar 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 associate registrar 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 be successful in their studies.

Successive semesters on academic probation may be grounds for expulsion from the university. In such circumstances, a student may be eligible to re-enroll at a future date and should contact the Admissions Office.

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 residential students are expected to attend class in person.

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 more than fifteen percent 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 = 5 absences, and a student has 5 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 a Course Change Request to the registrar.

Course Selection and Academic Advising

The registrar is 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 the Registrar's Office upon request) before the add/drop deadline. Courses dropped within this time frame do 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 their 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 for making 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 course for any reason, alternative options may 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., \$400 per credit).

Global Internship

Students with a CGPA of less than 2.2 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 maintain a CGPA of 2.0 or higher 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 2.19) will be placed on academic warning and assigned an academic 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, the standard policy will apply and they will be put on academic probation. Students must be removed from probation by the end of that semester to continue on GI.

Course Prerequisite for Global Internship

- Students must successfully complete Intercultural Ministry Preparation to go on Global Internship.

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 missionary life and language practicum course, one program specific practicum course/ clinical phase, or one core ethnographic research course will be placed on academic warning, will be assigned an academic advisor, 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 course in any of the following categories: missionary life and language practicum courses, program specific practicum courses/clinical phases, or core ethnographic research courses, will be dismissed from their internship and will need to restart their internship to continue.
- A student who fails both Missionary Life and Language 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 dismissed 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. Certain courses passed during the GI may count toward AA requirements.

Global Ministry Practicum

Students with a CGPA less than 2.2 at the end of the freshman spring semester will be put on a “with condition” status for acceptance to Global Ministry Practicum (GMP). To have the condition removed, the student must maintain a CGPA of 2.0 or higher by the end of their sophomore fall term. If not, they will be deferred from participating in GMP 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 GMP with a CGPA of less than 2.2 (between 2.0 and 2.19) will be placed on academic warning and assigned an academic advisor for the GMP.

Course Prerequisite for Global Ministry Practicum

- Students must successfully complete Intercultural Ministry Preparation to go on Global Ministry Practicum.

Grading Scale

The following grading scale has been adapted by the university:

A+	97-100%	4.00	C	73-76%	2.00
A	93-96%	4.00	C-	70-72%	1.67
A-	90-92%	3.67	D+	67-69%	1.33
B+	87-89%	3.33	D	63-66%	1.00
B	83-86%	3.00	D-	60-62%	0.67
B-	80-82%	2.67	F	50-59%	0.00
C+	77-79%	2.33	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. Students completing the Certificate in Bible and Missions are not eligible to walk at graduation, however, they will be recognized at the Graduation Gala.

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. Leave of absence students are expected to continue their studies once the leave of absence time is completed and therefore are considered “continuing” students, 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 the student's 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 department.

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 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 may have the option of switching to a lower degree (associates to certificate, baccalaureate to associates 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.

Bethany Chapel - Everyone on campus comes together for this time of worship, prayer, preaching, reports from the mission field, updates on Bethany and its divisions, and "family times" of celebration and thanksgiving.

Worship Chapel - This 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 baccalaureate programs. During GI, students live overseas for 13 months as part of a team of missionaries under Bethany International or one of the organizations' 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. Through the various bachelor's degrees, students may be equipped to make disciples, plant churches, catalyze movements, lead businesses for transformation, provide quality education in local schools, or impact families through excellent midwifery services, all while working alongside the existing church to grow its capacity to do these things. All of this is done within the mission of "taking the church to where it's not and 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 (GMP) is a required component of the Associate Degree's program. Students live overseas and serve as part of a team of missionaries under Bethany International or one of the organizations' partners.

The purpose of the Global Ministry Practicum and the expected learning outcomes are similar to those described for the Global Internship (for bachelor's 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's not while helping others to do the same."

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

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 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 Chapel and Worship Chapel. See "[Furnace Prayer Room](#)" below 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, (but are also available any time by contacting the worship department) after which each worship team is scheduled to play for various chapels, events, and weekly watches in the Furnace Prayer Room. 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 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 dedicated space on campus that is open daily to everyone in the Bethany community - hosting multiple weekly prayer and worship watches, providing a regular opportunity for students to cultivate a lifestyle of prayer. Quarterly, the Furnace hosts an All Night of Prayer which is a prayer and worship meeting running from 9pm - 5am. Each hour is led by a different prayer and worship leader, and students are welcome to attend any portion of the event.

Campus Facilities and Services

Foodservice

The costs of food and housing 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 (services.assistant@bethanyintl.org 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.

IT Student Help Desk

The BGU Student Help Desk is a FREE computer support resource for students. The office is located in the Academic Offices. Services provided include internet and software configuration, virus and spyware removal, system troubleshooting, software installations, and upgrades on laptops, desktops, and general helpful tips for making student's machines run faster and safer.

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 of the campus. 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, they receive an email with their username and a link to their online student database account (www.bethanygu.edu.populiweb.com) where they have access to complete the financial aid application process before receiving their financial aid award letter. 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.

- 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 25 years old 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 students dormitories. They may select either an off-campus housing arrangement, or on-campus housing for an additional fee, (excluding the student dormitories), as available. Contact the Services Department for more information by emailing services.assistant@bethanyintl.org.

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 costs 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 18,000-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.

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 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

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 at \$400 per credit. Non-credential seeking students are charged a tuition rate of \$585 per credit.

Food and Housing

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 housing portion is \$3,944. The food portion is \$986. 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.

Tuition and Standard Fees

The following tuition and fees are invoiced to the student's account. The total amount varies by grade level and program, as listed below. In addition to the standard fees, the BS in Midwifery program will include an additional \$1,500 in Lab Fees per semester.

Freshman Standard Required Costs	Totals
Tuition	\$ 18,750.00
Food and Housing	\$ 4,930.00
Standard Fees	\$ 1,950.00
Total Standard Required Costs	\$25,630
Sophomore AA Standard Required Costs	Totals
Tuition	\$ 14,750.00
Food and Housing	\$ 5,045.00
Standard Fees	\$ 2,000.00
Total Standard Required Costs	\$21,795

Sophomore Standard Required Costs	Totals
Tuition	\$ 14,750.00
Food and Housing	\$ 8,930.00
Standard Fees	\$ 1,950.00
Total Standard Required Costs	\$25,630

Junior Standard Required Costs	Totals
Tuition	\$ 22,125.00
Food and Housing	\$ 1,116.25
Standard Fees	\$ 225.00
Total Standard Required Costs	\$23,466

Senior Standard Required Costs	Totals
Tuition	\$ 14,750.00
Food and Housing	\$ 6,697.50
Standard Fees	\$ 1,380.00
Total Standard Required Costs	\$22,828

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 the 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 2024). 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 Food and Housing.
- 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 (food and housing), 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@bethanyintl.org, to be exempted from paying the “food” portion of Food and Housing. 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 food 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 food and housing 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 food and housing 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. 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. To opt-in, a student must read and sign the Married Student Shared Meal Plan Policy and turn it in to sarah.demello@bethanyintl.org.
- Married students with dependent family members living with them in married student housing may purchase additional meal tickets in the cafeteria line through Square, 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 are 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. They are not eligible for other institutional financial aid.

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.

Food and Housing 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 in the meal line through Square 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, to make attendance more affordable for international students, the university awards institutional aid which will include the Practical Training Tuition Scholarship, BGU student aid, and any other institutional aid they are eligible to receive.

International student costs are on 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.

Sophomore International Standard Required Costs	Totals By Country Codes*		
	A	B	C
Tuition	\$ 8,912.00	\$ 7,638.00	\$ 7,082.00
Food and Housing	\$ 6,392.00	\$ 5,338.00	\$ 2,798.00
Standard Fees	\$ 1,950.00	\$ 1,950.00	\$ 1,950.00
Total Standard Required Costs	\$17,254	\$14,926	\$11,830

Junior International Standard Required Costs	Totals By Country Codes*		
	A	B	C
Tuition	\$ 13,368.00	\$ 11,457.00	\$ 10,623.00
Food and Housing	\$ 799.00	\$ 667.25	\$ 349.75
Standard Fees	\$ 225.00	\$ 225.00	\$ 225.00
Total Standard Required Costs	\$14,392	\$12,349	\$11,198

Senior International Standard Required Costs	Totals By Country Codes*		
	A	B	C
Tuition	\$ 8,912.00	\$ 7,638.00	\$ 7,082.00
Food and Housing	\$ 4,794.00	\$ 4,003.50	\$ 2,098.50
Standard Fees	\$ 1,380.00	\$ 1,380.00	\$ 1,380.00
Total Standard Required Costs	\$15,086	\$13,022	\$10,561

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 Food and Housing

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 Internship Costs (Bachelor Degree)

Students participating in the Global Internship program for the bachelor's degree must be accepted as missionaries under Bethany Global University. 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 bachelor's 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 \$665/month); includes ministry outreach, transportation, ministry supplies, etc.

Food and Housing: \$3,050 for each of the 4 terms of the internship (raised as monthly support at approximately \$765/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

\$ 7,375 per term

- minus the Pell Grant and GI Student Aid totaling \$ 7,375 * = \$0 tuition

Food and Housing on Campus for orientation

\$1,116.25

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.

Global Ministry Practicum Costs (Associate Degree)

Students pursuing the Associate Degree in Intercultural Ministry participate in a 14-week intercultural practicum and must be accepted as missionaries under Bethany Global University. 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

\$7,375 for the term

- minus a \$7,375 for the Pell Grant and BGU Student Aid (combined) = \$0 tuition

Food and Housing on Campus for a partial semester

\$580

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.

Graduation Fees

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

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

Financial Assistance

Freshmen Financial Aid

BGU offers a combination of federal student aid and institutional aid. To qualify for the maximum amount of aid students should complete the FAFSA annually and the BGU financial aid questionnaire. Below is a summary of the aid available to BGU freshmen. Students must be making satisfactory academic progress to receive the listed awards. The total amount of grants, scholarships, and discounts awarded from the list below will not exceed a student's tuition charges.

BGU Federal Student Aid

Award Name	Annual Amount	Description
Pell Grant	Up to \$7,395	A federal grant automatically awarded based upon student's financial need from the Expected Family Contribution (EFC) on the FAFSA.
Federal Supplemental Educational Opportunity Grant	Up to \$300	The Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduate students with exceptional financial need and is automatically awarded based on information from the FAFSA.
Federal Work College Award	Up to \$7,250	Aid received for working a practical training position on campus. Students earn \$14.50 an hour which is applied to their tuition throughout the semester. Students earn the full amount by completing their practical training hours each semester. Need based on the FAFSA determines if students receive the Federal Work College award or Practical Training Tuition Scholarship.

BGU Institutional Scholarships and Discounts

Award Name	Annual Amount	Description
BGU Student Aid	Up to \$1,400	Funded by donors this scholarship is automatically awarded students based on their need and Expected Family Contribution (EFC) from the FAFSA.
Practical Training Tuition Scholarship	Up to \$7,250	Aid received for working a practical training position on campus. Students earn \$14.50 an hour which is applied to their tuition throughout the semester. Students earn the full amount by completing their practical training hours each semester. Need based on the FAFSA determines if students receive the Federal Work College award or Practical Training Tuition Scholarship.
Dependent of Pastor or Missionary	Up to \$2,000	Dependent students who have a parent serving as a missionary, or pastor are eligible for this award. Students must complete the BGU financial aid questionnaire to be considered.
Individual Campus Visit or Campus Visit Event Scholarship	\$500 or \$1,000	Freshmen who attend an individual visit will receive a \$500 scholarship and those who attend a campus visit event will receive \$1,000.
International Student Scholarship	Up to \$7,395	International students will automatically be awarded based on info from the BGU financial aid questionnaire.
Follow Your Calling Scholarship	Up to \$7,395	This is a scholarship to aid dependent students who would have had parental financial support had they chosen to go to another institution. Students will indicate the desire to apply on the BGU financial aid questionnaire and be sent more details.
Pay in Advance Discount	\$300	Pay for the entire year in full by the first payment deadline and get a \$300 discount. Loans do not qualify as payment. Off-campus students are ineligible. Sophomores in the A.A. program and spring seniors who are on campus for one semester in the year receive a \$150 discount.
Legacy Scholarship	Up to \$10,100	This scholarship covers the remaining cost of tuition after all other federal and institutional grants and scholarships. This makes the annual out-of-pocket cost for food, housing, and standard fees total \$6,880 in addition to any additional fees. (i.e. parking permits, payment plan fees, late fines, etc.)

Unique Circumstances

Living Off-Campus: Typically, only married students are allowed to live off-campus. In this case, the student will only be eligible for federal financial aid, which includes Federal Pell Grant, FSEOG, Federal Work College Award, and Federal Direct Loans. Students living off campus will be required to work in a practical training position and be awarded either the Federal Work College Award or the Practical Training Tuition Scholarship.

Previous bachelor's degree or already reached lifetime Pell eligibility: Students that already have a previous bachelor's degree from another school or have already used their lifetime Pell eligibility of six years at other school(s) cannot receive the Pell Grant, Federal Supplemental Education Opportunity Grant, or the Dependent of Pastor or Missionary Scholarship. These students will be considered for all other scholarships as they are eligible.

Part-Time Student: Students who are not taking a full-time course load will have their institutional and Pell Grant awards scaled accordingly. Students taking 5 credits or less will be eligible for 25% of the full award, students taking 6-8 credits will be eligible for 50% of the full award, and students taking 9-11 credits will be eligible for 75% of the full award. Students taking 6 or more credits are eligible for Federal Direct Loans.

International: International students will receive the international student scholarship and will qualify for additional institutional aid if they meet the other listed criteria. They are not eligible for federal student aid including Federal Pell Grant, FSEOG, Federal Work College Award, and Federal Direct Loans.

Midwifery: Midwifery students have a different class structure than other programs which affects the practical training they are required to work. In the freshmen year students will work a reduced number of practical training hours in the fall only, which will reduce their Practical Training Tuition Scholarship or Federal Work College Award to up to \$1,450.00. Midwifery students qualify for all other financial aid as usual.

Upperclassmen Financial Aid

BGU's sophomores, juniors, and seniors receive financial aid to cover all tuition costs through 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 housing, food, 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 (\$7,250 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 \$7,725 of the student's annual tuition costs.

2. Federal Pell Grant (\$0 – 7,395 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 and Global Internship Tuition Scholarship

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.

Sophomore Standard Aid	Annual Award
PT Tuition Scholarship or FWC Award (for successful completion of the required work program)	\$7,250
Pell Grant and BGU Student Aid Scholarship	\$7,500
Sophomore AA Aid	Year
PT Tuition Scholarship or FWC Award (for successful completion of the required work program)	\$3,625
Pell Grant and BGU Student Aid Scholarship	\$11,125
Junior Standard Aid	Year (3 Terms)
PT Tuition Scholarship or FWC Award (for successful completion of the required work program)	\$1,160
Pell Grant and GI Tuition Scholarship	\$20,965
Senior Standard Aid	Year
PT Tuition Scholarship or FWC Award (for successful completion of the required work program)	\$5,292.50
Pell Grant, GI Tuition Scholarship, and BGU Student Aid	\$9,458

Additional Scholarships and Discounts

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

- **\$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 Food and Housing 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 Food and Housing 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 Sophomore and Senior year on campus. It does not cover the cost of Global Internship or outreach overseas (AA degree).

Applying for Financial Aid

There are several steps in applying for Financial Aid (*required for all BGU students wishing to receive institutional financial aid):

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 institutional financial aid 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 2023-24 FAFSA opened on October 1, 2022).

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 federal or institutional financial aid.

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 the 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.

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/ACH - 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, and federal grants and loans.

Financial Aid application deadline: expected to be June 1, 2023 (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 food and housing, optional fees (i.e., parking permit), and fines such as parking tickets, library late fees, etc. which the VA 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, Food, and Housing** (*including optional Meal Plan Add-ons*)

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

- **Refund of Food Charge 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 food costs paid. Food consists of one-half of the total food and housing cost. The credit is calculated based on the cost of the food 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 23/24 Dates	Spring 23/24 Dates	Summer 23/24 Dates
100%	Through 8/27/23	Through 1/14/24	Through 5/12/24
75%	8/28/22 – 9/3/23	1/15/23 – 1/21/24	5/13/23 – 5/19/24
50%	9/4/22 – 9/10/23	1/22/23 – 1/28/24	5/20/22 – 5/26/24
25%	9/11/22 – 9/17/23	1/29/23 – 2/4/24	5/27/23 – 6/3/24
0%	9/18/23 and beyond.	2/5/24 and beyond.	6/4/24 and beyond.

*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

Food and Housing 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 food and housing 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 section](#)).

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 (Freshman and Sophomores)	10/23/2023
Fall (Juniors)	10/20/2023
Fall (Seniors)	10/27/2023
Spring (Freshman and Sophomores)	3/21/2024
Spring (Juniors and Seniors)	3/18/2024
Summer (Residential Freshmen)	7/9/2024
Summer (Juniors)	7/2/2024

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 at 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, food, and housing 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 assists with questions from new and continuing students regarding financial aid and the FAFSA and should be contacted at financialaid@bethanygu.edu. 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 International 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.

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 in 2014; designed Bethany's program for Partnership Development and served as Director of Finance and Home Office for Bethany International; currently serving in the university as the Vice President of Global Internship and teaching courses in Christian Ministry.

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 Transformational Entrepreneurship in Missions (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 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 Communication and Humanities.

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 Intercultural Ministry Studies (IMS) and Bible and Theology (BTH) Program Chairs at BGU; teaches courses in Bible, Intercultural Studies, and Missions.

Krys McNeil: MHPed from Keele University; BA in Linguistics and Education from Lewis and Clark College; AS in Midwifery from National College of Midwifery, a MEAC accredited program; Licensed, Certified Professional Midwife in NM and WA; Director of Mercy Maternity Center since 1996, a high volume charity birth center located in the Philippines; Director of Newlife International Midwifery School since 2004, providing midwifery training to aspiring missionary midwives; Served overseas as a volunteer missionary since 1992; Currently overseeing the Philippine operations remotely while working at a birth center outside of Seattle, WA. She has attended over 2300 births; Currently serves as the Midwifery Program Chair at BGU and teaches courses in Midwifery.

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 the Senior Vice President of Support Operations and Dean of Work Education; teaches courses in Entrepreneurship.

Jasmine Swope: MA in Intercultural Ministry Education and BA in Cross-Cultural Studies from Bethany Global University; 10 years of experience in cross-cultural missions and leadership; 17 years of experience discipling university students; currently serving as the Intern Care Director; teaches courses in Ministry Preparation and Missionary Transitions.

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

Sonya Anderson: BA in Elementary Education from Bethel University; currently pursuing an MA in Theology from Bethel Seminary; 12 years of experience as the Family Ministry Coordinator at Constance Free Church, and 4+ years of experience teaching elementary at a Montessori school, and additional experience as private and public school educator; author of *The Covenant Story: Trusting the Love of a Faithful God*, and collaborating author on *Red Thread of Redemption* Christian Montessori Bible curriculum (forthcoming); currently teaches courses in Bible and Theology for education majors.

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.

Hollie Bogue: BS in Elementary Education from the University of Missouri, ST. Louis; Certified in Early Childhood by the American Montessori Society, MOMTEP; 12+ years in the education field; established an authentic Montessori early childhood program as the owner, director, and lead teacher, and has worked as a lead early childhood teacher for while developing the administration, marketing, and policies; currently 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.

Diana Chanda: BA and MA in Intercultural Studies from Biola's School of Intercultural Studies; worked for the Caleb Project to conduct ethnographic research among the Bengali Muslims of Calcutta and later she served as a research coordinator for the Caleb Project team sent to Kazakhstan and Uzbekistan; 22 years of ministry work with Frontiers in Kazakhstan; currently serves as the Chair of the BGU Board and teaches courses in social sciences.

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 holds the Campus Director position at Hand in Hand Christian Montessori - West Campus. Currently teaches courses in Education.

Todd Diedrich: Doctorate in Leadership Education from American College of Education; MA in Management and a BA in Business Administration from Thomas Edison State College; extensive experience as an executive level leader in finance and healthcare services; served as Missions Director, focusing on educational programming, leadership development, and school resourcing; provided training and humanitarian relief in 36 countries; led leadership development programming and strategy; currently a professor in the Department of Education and Business at Global University, as well as BGU; teaches courses in Economics.

Pete Drake: MA in New Testament from Trinity Evangelical Divinity School, BA in Pastoral Studies & Biblical Languages from North Central University; ordained minister with the Minnesota District Council of the Assemblies of God since 1991 with 32+ years of pastoral, missions, and ministry leadership experience; Lead Pastor from 1997-2016 of Real Life Church in Roseville, MN; 2008 Chair of the Pentecostal Preaching at North Central University; has served since 2017 as the Campus Pastor and Chaplain at Presbyterian Homes; currently teaches courses in Christian Ministry.

Annie Frohlich: BA in Children's Ministry from the University of Northwestern St. Paul and a Certificate in Montessori Education from Bethany Global University; currently studying at St. Catherine University for her Master's in Montessori Education; 20 years of experience working in a Montessori school, teaching early childhood ages; 5 years of leadership experience as the Department Chair for Children's House leading and guiding new teachers and bringing cohesiveness to a large and ever-changing department; currently teaches courses in education.

Francine Guice: JD from Texas Southern University, Thurgood Marshall School of Law; BA from Spelman College; assistant professor of Business Law at Purdue University for 7 years; extensive experience in academia and corporate sectors before transitioning to full time academia at Purdue; worked for Dell Computer and Texaco negotiating strategic technology agreement and alliances; currently the BEO of G & S Workforce Solutions and Consulting, LLC, a consulting firm devoted to optimizing small business efficiency and effectiveness; currently teaches courses in Business.

Annette Hickey: BA in Theatre from DeSales University, Montessori Primary and Montessori E1-2 MACTE certified; experience in various Montessori capacities starting in 2010, including Children's House Department Chair and Lead Teacher for E1-2; currently teaches courses in education.

Jeremy Johnson: MA and BA in Theology from Trinity Seminary; Youth Pastor/youth ministry/evangelism training for the last 24 years; three years of church planting; Director of the School of Ministry and Intern Training at the Orlando House of Prayer; board member for

two ministries; conference speaker at Houses of prayer; marriage coach; youth camps speaker; teaches courses in Bible and Theology.

Lisabeth King: MA in Education from St. Catherine University; BA in English from the University of St. Thomas; 12 years of classroom teaching experience in both lower and upper Montessori elementary and currently teaches in a lower elementary classroom in Austin, TX; she is the Christian Montessori Training Center (CMTC) Program Director at BGU and teaches courses in Education for the CMTC program.

Amie Lorence Grubidge: MS in Special Education and BS in Communication Studies from Bethel University; licensed in Montessori Education since 2017, Academic Behavior Strategies since 2016, Emotional Behaviors and Learning Disabilities since 2013; with 14 years of education experience and 11 years working exclusively in special education services; currently teaches courses in Education.

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.

Hannah Miller: MA in English and Creative from Southern New Hampshire University; BBS in English Education from Valley City State University; experience teaching various age groups, curriculum development and skilled in differentiated instruction; currently teaches a course in English.

Walt McFadden: MA in Christian Studies and a BA in Ministry from Masters International University of Divinity; BA in Pastoral Studies from North Central University; has been in urban pastoral ministry since 1989; teaches courses in Intercultural Studies.

Faith Marie Nava: EdD in Educational Administration with an emphasis on Education Leadership and a MEd in Instructional Leadership with an emphasis on Motivation and Second Language Learning from Bethel University; MBA from Greenville University; BA in Spanish Literature and Culture and Organizational Communication from Concordia College; Certification courses in Montessori Elementary 1 from Seton Montessori Institute; educator in various capacities since 2002, including as instructor at Greenville University for Spanish and TESL in the Language Department; currently a Lead Montessori teacher and CREO Spanish teacher at Hand In Hand Christian Academy; with her bilingual and bicultural family, she has been able to service in diverse social, ethnic, and community contexts; she has interpreted for hospitals, churches, and in school settings and worked as the director of missions, student visas, and study abroad at Greenville University (coordinating students' travel abroad to Spain, Mexico, Dominican Republic, Guatemala, and Nicaragua; currently teaches courses in Education.

Laura Praske: MA in Theological Studies from Bethel Seminary; BA in Management from Luther College; Certified Life Coach; 20+ years writing and facilitating skills-based Christian Leadership Training for students, youth pastors, and church leaders; YWAM Discipleship Leadership trainings (DTS) lecture phase in Colorado and outreach to India; currently serves

as the Director of Human Resources for Hand In Hand Christian Montessori; teaches courses in Bible and Theology for education majors.

Dirk Reichardt: MS in Instructional Design and Technology from Walden University; BS in Instructional Design and Technology from Walden University; BA in Theology and Missions from Bethany Global University; TOEFL Certificate from Bridge Linguathec; 14 years' experience church planting and managing an agricultural project in the Philippines; 7 years of teaching Business English and working with Bethany interns in Batam, Indonesia; currently working as a Senior Training Consultant; teaches courses in social sciences.

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.

Heather Schultz: BS in Children's Ministry and an emphasis in Social Work from Indiana Wesleyan University; Christian Montessori Training Certificate from Bethany Global University; 4 years of experience as a Lead Montessori Education in South Korea; currently co-teaches courses in Education.

Jean Schmidt: MA in Multicultural Leadership from Bethany Global University; BA in Speech Communications from Bethel University; years of experiences as a K-12th grade Instructor with Home Educators Resource Organization (HERO) and experience as a Curriculum Writer; former Director of Development and executive leader at Hand in Hand Christian Montessori school; Impact Ministries International ordained minister; currently she serves as the Corporate Director of Family Education and Engagement at Hand in Hand Christian Montessori; teaches courses in Bible.

Sue Shields: BA in Elementary Education from Northwestern College (Iowa); 30 years of experiences as an educator teaching kindergarten through middle school; currently the Campus Director at Hand in Hand Christian Montessori school; 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.

Steve Spaulding: MA in Missiology from Fuller Theological Seminary; BA in Biblical Literature and Global missions; and a diploma in Biblical Studies and Global Missions; 6 years' experience in working with inner-city youth; 14 years as Researcher and Regional Coordinator at Dawn Ministries; has been the global ministries resident missiologist at O.C. International since 2007; currently teaches a course in intercultural studies.

Ashley Stamper: MA in English Composition & Rhetoric with an emphasis in TESOL, including graduate-level TEFL certification, from Wright State University (WSU); BA in English with a minor in Spanish from WSU; Virtual English Language Fellow for the U.S. Department of State's English Language Programs in Brazil and Mongolia; Writing Center Coordinator for Gordon-Conwell Theological Seminary (GCTS); TESL Teacher Trainer for Southeastern Baptist Theological Seminary; English Composition instructor for GCTS, University of Northwestern, University of Arizona Global Campus, and Wright State University; English language instructor at Miami University (Ohio, U.S.) and at institutions in Guatemala and Mexico; member of the Christian English Language Educators Association (CELEA); reviewer for the *Journal on Excellence in College Teaching*; teaches courses in English.

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 courses in Bible.

Dayna Taylor: MBA from the University of Northwestern – St. Paul; MA in Theological Studies and a BA in Theater from Bethel University; she works as the director of advancement for Hand In Hand Christian Montessori and has 20 years of experience in fundraising/sales, marketing, and content creation; she currently teaches courses in Education.

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.

Sondra Thompson: MA in Bible from the Assemblies of God Theological Seminary; BA in Bible Ministerial from Trinity Bible College; 25+ years of experience teaching multiple grade levels of elementary school children English literature as well as Bible stories and principles,

23 of those years spent as an English and Bible teacher in Hong Kong, developing and designing materials to aid in the curriculum building process; currently teaches courses in Education.

Nikolas Winter-Simat: MA in Philosophy: Creative Industries from Queensland University of Technology; BA in Applied Linguistics from the University of Minnesota; with published papers on integrated systems approaches, designing transformative secondary education sustainably, and working with disengaged youth, he is passionate about teaching due to the potential education has to instigate transformation of individuals, culture, and societal structures; he has worked as the program coordinator for a special assistance school, Arethusa College, in Australia and currently serves as the Dean of Students at CREO (Hand in Hand's Christian Montessori high school program; he teaches courses in Education.

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: MBA from Grand Canyon University; BS in Religion from Liberty University; serves as the Vice President of Facilities & 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 Registrar and teaches Freshman Seminar and courses in Christian Ministry.

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.

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.

Autumn Miller: MA in Teaching English as a Second Language from Liberty University; BA in Intercultural Studies with a minor in Teaching English as a Foreign Language from Bethany Global University; currently serves as the Interim Dean of Women at BGU.

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.

Craig Spofford: MDiv in Biblical Studies and Leadership, with a focus in Spiritual Development, from Bethel University; BA in Religious Education from Howard Payne University; 13 years of experience in pastoral ministry, pastoral care, and ministry to people with disabilities; 30 years' experience working with people with special needs in residential, vocational, and ministry roles; currently serves with Beyond Limits as it's Executive Director.

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 Associate Dean of Women at BGU.



MONTESORI CERTIFICATE PROGRAMS

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 (if requested)
- Personal Reference Form (if requested)
- 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.

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 and 2 earned Child Development 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](#).

Certificate Programs

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 and Montessori Overview	1
ECE321	Practical Life for Early Childhood	2
EDU321	Christian Montessori Philosophy and Theory	2
EDU323	Parent Partnership	1

6 additional credits of Bible & Theology are required and will be transferred in from BGU undergraduate courses for BGU alumni. Students who have not previously attended BGU, or who do not have transfer credits from another institution, will take the following additional online courses: BTH112 (Red Thread of Redemption I: Genesis to Ruth), BTH324 (Red Thread of Redemption IV: Acts through Revelation).
- II. Core Requirements 18 Credits

ECE322	Classroom Management for Early Childhood	1
ECE323	Early Childhood Sensorial	2
ECE324	Early Childhood Language	3
ECE325	Early Childhood Mathematics.....	3
ECE326	Early Childhood Cultural: History, Geography and Science	3
EDU322	Fine Arts for Montessori Instruction	1
EDU324	Art of Observation	1
EDU421	Montessori Philosophy Research I*	1

EDU422 Montessori Philosophy Research II* 1
2 credits of Child Development are required and will be transferred in from BGU undergraduate courses for BGU alumni.. Students who have not previously attended BGU, or who do not have transfer credits from another institution, will take the following additional online course: EDU112 (Child Development).

III. Practicum Requirements 6 Credits
 ECE421 Early Childhood Montessori Student Teaching Practicum I* 3
 ECE422 Early Childhood Montessori Student Teaching Practicum II* 3

*online course

Total Required: 36 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 and Montessori Overview.....	1
EDU321	Christian Montessori Philosophy and Theory.....	2
EDU323	Parent Partnership	1
ELE322	Classroom Management for Elementary	2

6 additional credits of Bible & Theology are required and will be transferred in from BGU undergraduate courses for BGU alumni. Students who have not previously attended BGU, or who do not have transfer credits from another institution, will take the following additional online courses: BTH112 (Red Thread of Redemption I: Genesis to Ruth), BTH324 (Red Thread of Redemption IV: Acts through Revelation).

II. Core Requirements26 Credits

EDU322	Fine Arts for Montessori Instruction.....	1
EDU324	Art of Observation	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	2
ELE324	Elementary Language.....	3
ELE325	Elementary Mathematics	3
ELE326	Elementary Cultural: History, Geography, and Science.....	3
ELE423	Elementary Seminar I*	2
ELE424	Elementary Seminar II*	2
ELE425	Elementary Seminar III*	2
ELE426	Elementary Seminar IV*.....	2

2 credits of Child Development are required and will be transferred in from BGU undergraduate courses for BGU alumni.. Students who have not previously attended BGU, or who do not have transfer credits from another institution, will take the following additional online course: EDU112 (Child Development).

III. Practicum Requirements6 Credits

ELE421	Elementary Montessori Student Teaching Practicum I*	3
ELE422	Elementary Montessori Student Teaching Practicum II*	3

*online course

Total Required: 44 Credits

Montessori Certificate Course Descriptions

Bible and Theology

BTH236 Faith Formation and Montessori Overview (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.

Early Childhood Education

ECE321 Practical Life for Early Childhood (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 Management 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.

Education

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 parent-school partnership, the 6 P's of a healthy school culture, ongoing parent relationships, and helping parents see the value of their child's Montessori education. 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.

Elementary Education**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 Management 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 (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 (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 (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 (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 Seminar I (2 credits)

This course continues the study of Montessori curriculum. After taking courses related to Montessori curriculum for the younger elementary-aged child, the student will build on that foundational understanding of mathematics, language, cultural, and geometry. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE424 Elementary Seminar II (1 credit)

This course continues the study of Montessori curriculum. After taking courses related to Montessori curriculum for the younger elementary-aged child, the student will build on that foundational understanding of mathematics, language, cultural, and geometry. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE425 Elementary Seminar III (2 credits)

This course continues the study of Montessori curriculum. After taking courses related to Montessori curriculum for the younger elementary-aged child, the student will build on that foundational understanding of mathematics, language, cultural, and geometry. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

ELE426 Elementary Seminar IV (2 credits)

This course continues the study of Montessori curriculum. After taking courses related to Montessori curriculum for the younger elementary-aged child, the student will build on that foundational understanding of mathematics, language, cultural, and geometry. Concepts, lessons, and materials geared towards an older elementary-aged child will be presented and practiced.

Academic 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 students 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. Intent to drop or withdraw from a course is done by submitting a Course Change Request with the Registrar's Office.

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. Intent to drop or withdraw from a course is done by submitting a Course Change Request with the Registrar's Office.

Graduation

Students will be qualified to receive their certificate provided they have completed all academic requirements for their program, have a minimum CGPA of 2.0, 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 dated 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.

Financial Policies

General Costs

Costs are subject to change and only include tuition and fees. BGU does not offer food and housing packages to students in this program. See [Campus Services](#) above for more information on meals and housing.

Tuition Fees

Early Childhood Certificate: \$7,500*

- Summer semester: \$5,500 plus \$200 in fees
- Fall semester: \$900
- Spring semester: \$900

Elementary Certificate: \$9,500*

- Summer semester: \$5,900 plus \$200 in fees
- Fall semester: \$1,700
- Spring semester: \$1,700

*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 \$400 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

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:

- GradCas Application Form
- Writing submission (details listed in the application)
- Pastor's Reference Form (if requested)
- Personal Reference Form (if requested)
- Official Transcript from the institution from which you earned your bachelor's degree
- Writing sample and college level passing English score on TOEFL, Duolingo or IELTS (if requested)
- Application Fee (online)
- Copy of a government-issued Photo ID (non- U.S. citizens only)

Academic Requirements for Admissions

All Graduates 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 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 for completing 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 2 consecutive terms may be deferred. Should a student need to defer for a third consecutive term, approval must be obtained from the Dean of Graduate Studies. A student who has not enrolled for a course after 3 consecutive deferred terms will be withdrawn from BGU Graduate Studies Program and must reapply.

Graduate Studies Programs

MASTER OF ARTS DEGREES

Intercultural Disability Ministry

The Master of Arts in Intercultural Disability Ministry (M.A.I.D.M) is designed for people who will minister to and with people with disabilities in a global context in order to strengthen the church and witness to broader society the transforming power of the Gospel.

Program Objectives

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

1. Possess skills and strategies to effectively evangelize and minister to people with various types of impairments, including physical, intellectual, sensory, and learning disabilities.
2. Develop a biblical worldview on disability in relation to sovereignty, the image of God, the church, healing, and spiritual gifts. Students will be able to articulate how a biblical worldview diverges from other cultural and religious frameworks for understanding disability.
3. Give students skills and strategies to change church culture and remove barriers to the full belonging of people with disabilities in the church.
4. Give students the resources and skills to disciple people with disabilities effectively in a global context, discipling them in practical living skills, spiritual gifts, evangelism, and church leadership.
5. Develop skills and strategies to advocate and develop human services for people with disabilities in the church and broader society.

Course Track

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

I. Bible & Theology.....	3 Credits
BTH511 Dynamics of Kingdom Ministry	3
II. Intercultural Disability Ministry Core Courses.....	18 Credits
IDM511 Introduction to Disability	3
IDM512 A Biblical Perspective on Disability.....	3
IDM513 Global Perspectives on Disability	3
IDM521 Pastoral Theology and Disability Ministry	3
IDM522 Disability Inclusive Development & Human Services	3
IDM523 The Philosophy of Disability Education.....	3
III. Intercultural Mission and Discipleship... ..	9 Credits
Choose 3 courses from the following:	
EDU511 Missiological Education - Training for Affective Growth.....	3
EDU522 Cross-Cultural Ministry - Design for Effective Teaching	3
ICS511 Cross-Cultural Communications in Ministry	3
ICS522 Applied Church-Planting Models & Methods.....	3
ICS523 Contextualization in Missions.....	3
IV. General Electives	6 Credits
Choose 2 courses from the following:	
BTH512 Transforming Power of the Gospel.....	3
BTH513 Biblical Foundations of Leadership.....	3
BTH514 Jesus as Leader	3
ICS512 Intercultural Interaction in Mission.....	3
ICS521 Missiological Anthropology.....	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 and Intercultural Disability Ministry Core Courses, and a fifteen (15) credit thesis. The thesis must relate to the application of intercultural disability ministry concepts to the student's current or anticipated ministry. The total number of credits required is 36.

I. Bible & Theology.....	3 Credits
BTH511 Dynamics of Kingdom Ministry	3
II. Intercultural Disability Ministry Core Courses	18 Credits
IDM511 Introduction to Disability	3
IDM512 A Biblical Perspective on Disability.....	3
IDM513 Global Perspectives on Disability	3
IDM521 Pastoral Theology and Disability Ministry	3
IDM522 Disability Inclusive Development & Human Services	3
IDM523 The Philosophy of Disability Education.....	3
III. Thesis Research Courses	15 Credits
RSC511 Thesis Intro: Missiological Research Methods	3
RSC611 Thesis I: Defining the Problem and Proposed Methodology	3
RSC612 Thesis II: Literature Research and Refined Methodology	3
RSC613 Thesis III: Discovery, Analysis, and Conclusions.....	3
RSC614 Thesis IV: Findings and Conclusions	3
IV. Optional Courses	3 Credits
<i>*Only necessary if unable to complete above courses. Fees apply.</i>	
RSC615 Thesis V: Additional Research Assistance.....	3
RSC616 Thesis VI: Final Research Assistance	3

Total Required: 36 Credits

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
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.

III. Bible & Theology3 Credits

BTH511	Dynamics of Kingdom Ministry	3
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IV. Intercultural Education Core Course Group15 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

V. General Electives3 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

VI. Thesis Research Courses 15 Credits

RSC511	Thesis Intro: Missiological Research Methods	3
RSC611	Thesis I: Defining the Problem and Proposed Methodology	3
RSC612	Thesis II: Literature Research and Refined Methodology	3

RSC613	Thesis III: Discovery, Analysis, and Conclusions.....	3
RSC614	Thesis IV: Findings and Conclusions	3
V. Optional Courses		3 Credits
<i>*Only necessary if unable to complete above courses. Fees apply.</i>		
RSC615	Thesis V: Additional Research Assistance.....	3
RSC616	Thesis VI: Final Research Assistance	3
<i>Total Required: 36 Credits</i>		

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:

- I. Bible & Theology.....3 Credits

BTH511	Dynamics of Kingdom Ministry	3
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- II. Intercultural Studies.....6 Credits

Choose 2 courses from the following:

ICS511	Cross-Cultural Communications in Ministry	3
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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
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

Total Required: 36 Credits

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
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
V. Thesis Research Courses	15 Credits
RSC511 Thesis Intro: Missiological Research Methods	3
RSC611 Thesis I: Defining the Problem and Proposed Methodology	3
RSC612 Thesis II: Literature Research and Refined Methodology	3
RSC613 Thesis III: Discovery, Analysis, and Conclusions.....	3

RSC614	Thesis IV: Findings and Conclusions	3
VI. Optional Courses		3 Credits

**Only necessary if unable to complete above courses. Fees apply.*

RSC615	Thesis V: Additional Research Assistance.....	3
RSC616	Thesis VI: Final Research Assistance	3

Total Required: 36 Credits

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	Thesis Intro: Missiological Research Methods	3
RSC611	Thesis I: Defining the Problem and Proposed Methodology	3
RSC612	Thesis II: Literature Research and Refined Methodology	3
RSC613	Thesis III: Discovery, Analysis, and Conclusions.....	3
RSC614	Thesis IV: Findings and Conclusions	3
V. Optional Courses		3 Credits
<i>*Only necessary if unable to complete above courses. Fees apply.</i>		
RSC615	Thesis V: Additional Research Assistance.....	3
RSC616	Thesis VI: Final Research Assistance	3

Total Required: 36 Credits

Graduate Studies 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.

ICS524 Movements and Becoming a Movement Catalyst (3 Credits)

God’s mission in the world is to reach everyone with His loving Father’s heart, and He has commissioned His Church to represent His heart to the world. Every missionary is called to either equip the Church for this mission or to take the Church where it is not and to plant churches among unengaged and Frontier people groups. Traditional ministry methods of addition do not even keep up with the world’s population growth and leave many Christians as passive pew warmers, rather than active disciple-makers. The most effective ministry approach to accomplish God’s mission is movement ministry which seeks to start and grow a movement, where disciples make disciples who make disciples and churches plant churches which plant churches so that multiplication takes place. This course is crucial for your future life and ministry because it will form a movement mindset in you that will shape your ministry praxis and equip you to grow into a movement practitioner.

Intercultural Disability Ministry

IDM511 Introduction to Disability (3 credits)

This course provides an introduction to disability by providing a survey of specific forms of impairment (physical, intellectual, sensory, learning, etc.) as well as by exploring the impact of disability on individuals and families. The course also surveys influential definitions of disability as well as the various models for understanding disability (i.e. moral, medical, and social model). The course is descriptive but also practical, providing resources to serve and interact positively with people living with various disabilities.

Please note: this course is a prerequisite for IDM521, IDM522, and IDM523.

IDM512 A Biblical Perspective on Disability (3 credits)

This course takes an in-depth look at what the Bible has to say about disability and the lives of people with disabilities. Through a survey of disability in the Bible, the course reflects on God's sovereign power and purposes in disability, it reflects on what it means for God's healing power to be exercised in the lives of people with disabilities, and it reflects on God's vision for people with disabilities in the life of the church and the Kingdom of God. Students are trained to testify to God's purpose and power in disability through biblical exposition and sermons.

Please note: this course is a prerequisite for IDM521, IDM522, and IDM523.

IDM513 Global Perspectives on Disability (3 credits)

The course explores cultural, religious, and ethnic perspectives on disability as evidenced around the world. A key emphasis in the course is on how different cultures react and respond to the reality of disability within the family unit. Particular attention is devoted to understanding and addressing what has come to be known as the "moral model" of disability. The course also covers global trends in the experience of disability, including the realities of poverty, low access to healthcare, high unemployment, and exclusion from education. The course would include a research paper where the student writes an in-depth paper on how a particular country or culture responds to disability and how one can offer a Christian response to it.

IDM521 Pastoral Theology and Disability Ministry (3 credits)

This course looks at the development of inclusive ministry in the local church. The course covers the cultural changes needed within the Christian community for inclusive ministry to occur, and it reflects on practical steps and strategies for changing the culture of the church to include and empower people with disabilities. Students learn about the importance of spiritual gifts being exercised by people with disabilities as leaders in the church and in the mission field.

Prerequisites: Introduction to Disability (IDM511) and A Biblical Perspective on Disability (IDM512)

IDM522 Disability Inclusive Development & Human Services (3 credits)

This course demonstrates that advocacy is rooted in the heart and plan of God. It is not a matter of whether to advocate for another, but when and how. The course designs a personal role in advocacy for everyone Christian's story including the history of advocacy's development, its conceptual framework, and its good practices that will lead to successful

advocating *with* people with disabilities, not just *for* them. The course will also address student questions such as why some Christians believe there's a tension between sharing the gospel and speaking on behalf of another person's needs. Finally, the course develops a plan for doing advocacy while conducting local church disability ministry or vocational mission in healthcare, inclusive education, disability services, as well as other vocation-related ministries.

Prerequisites: Introduction to Disability (IDM511) and A Biblical Perspective on Disability (IDM512)

IDM523 The Philosophy of Disability Education (3 credits)

This course reflects on educational and communicational resources for teaching people with disabilities. It provides practical strategies and educational methods for teaching people with a variety of disabilities. This includes not only a formal classroom setting but teaching practical skills for independent living. It also reflects upon and presents teaching practices that cohere with the Universal Design for Learning, an educational philosophy that is fully inclusive of people with disabilities as well as non-traditional students.

Prerequisites: Introduction to Disability (IDM511) and A Biblical Perspective on Disability (IDM512)

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 I: Defining the Problem and the Proposed Methodology (3 Credits)

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 II: Literature Research and Refined Methodology (3 Credits)

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 III: Discovery and Analysis (3 Credits)

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 IV: Findings and Conclusions (3 Credits)

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 V: Additional Research Assistance (3 Credits)

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

RSC616 Thesis VI: Final Research Assistance (3 Credits)

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

BGS Academic 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 students 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 Global University Graduate Studies program. 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 dated 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.

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 Senior Vice President of BGU 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 candidate in Leadership in International Theological Education and holds a DMin in Intercultural Leadership from Columbia International University; M.Div. (equivalent) from Giessen School of Theology; he has been serving in world mission for more than 20 years as a pioneer, entrepreneur, movement catalyst, missions executive, consultant, trainer, researcher, author, and professor; he is the author of *Exponential Disciple Making*, *Movement Catalysts*, and *What Actually Starts Movements* (forthcoming); currently serves as an adjunct professor and the Associate Director of Bethany Research Institute; 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.

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: \$383
- A Country: \$383
- B Country: \$270
- C Country: \$145

* 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.

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.