



2024 | 2025
CATALOG



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President's Message

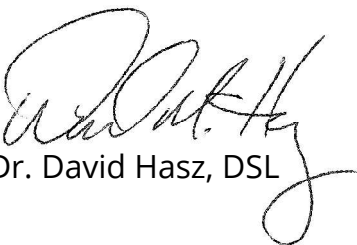
Bethany Global University prepares people to live lives of intimacy and bring a witness of the gospel into every dark corner of the world.

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 2023: 168*

Retention Rate of freshmen to sophomores (from Fall 2022 to Fall 2023): 65.38%

Percentage of Full-time students who completed their program within 150% of full-time studies in Spring 2023: 40.30%

Male/Female Ratio for 2022-2023: 46:133

*Full-time equivalent

Degree programs of study offered by Bethany Global University have been declared exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

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 all of our programs.



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

Spirit-Led

We are committed to seeking and listening to the guidance of the Holy Spirit in our personal and ministry lives. We believe that through the power of the Holy Spirit we can live lives of holiness and be effective witnesses for Christ in the world.

Good Stewards

With Christ as the Lord and King of our lives, we aspire to the highest standard of integrity and the deepest level of humility. We operate with excellence. We are energetic, industrious, and embrace a high degree of responsibility for all that has been entrusted to us.

Resilient

Confident in our faith in Christ, we choose joy in all circumstances. We remain steadfast when facing trials or when being disciplined by the Lord as we know He is trustworthy and is working in us leading to maturity. Our attitude is optimistic because we are filled with faith in the goodness of God, and we trust Him.

Innovative

We are flexible and willing to learn, we create and discover alternate solutions, and pioneer new approaches to the challenges we face. We are inquisitive. We are receptive to ideas and opportunities while remaining committed to our mission not our methodologies.

Team Players

By choosing a growth mindset our team is strengthened as we grow from challenge, effort, failure, and feedback. We are trustworthy, accountable, and teachable. We lead and follow well by honoring each other, assuming the best, and forgiving quickly.

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

Bethany Global University is a university rooted in a Biblical lifestyle that reflects the transforming power of Christ in our daily lives. Central to our teaching is the message of the cross: 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 His grace, which comes through the finished work of the cross, apart from our own 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 (Colossians 3:12-17). At BGU, we value a Spirit-led approach, encouraging students to seek and follow the guidance of the Holy Spirit in all aspects of life.

We strive to be good stewards of the resources and opportunities God has given us, demonstrating resilience in the face of challenges. Our commitment to innovation drives us to find creative solutions and approaches in our mission to serve God. As team players, we recognize the importance of working collaboratively within our community to pursue the good of others, which demonstrates a life lived for God. The BGU Lifestyle Commitment is not a standard of holiness but rather a guide within which the Holy Spirit can mold us into the image of Christ, fostering healthy relationships within our community, even in an online environment.

BGU students are committed to embracing 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. While we do not expect perfection from anyone, we encourage a fervent pursuit of holiness and quick confession and repentance toward any areas of failure, confiding in trusted mentors, pastors, or counselors.

BGU students commit to maintaining a lifestyle that reflects Christian values and ethics. As such, students are expected to make choices that are respectful and responsible. Students who are of legal age may consume alcohol and use tobacco products responsibly, ensuring their use does not lead to intoxication or impairment, or interfere with academic responsibilities or community interactions. The use of illegal drugs is strictly prohibited. Additionally, students are encouraged to seek support from their church communities, trusted mentors, or counselors regarding past addictions to any substances, as these resources can help them maintain their commitment to a healthy lifestyle.

BGU students commit to living by the biblical standard of sexual purity ordained by God and affirmed by Jesus Christ, which excludes all sexual activity outside the marriage covenant between one man and one woman (Genesis 2:24; Matthew 19:5; Ephesians 5:31; Hebrews 13:4; 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. Therefore, students are expected to uphold these beliefs in their personal lives and interactions.

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.

Ministries

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

Bethany International has over 90 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
Nicole Bender, Vice Chair
Paul Strand, Secretary
Rev. Sam Dunya
Lindsay Willis

University Administration

Administrative Offices

Dr. David Hasz, DSL, President and CEO of Bethany and President of BGU
Autumn Miller, MA, Executive Administrator

Academic Affairs Administration

Dr. Darin Kindle, DMin, Senior Vice President of Bethany Global University
Jason Haché, MA, Vice President of Academic Affairs

Admissions/Enrollment Administration

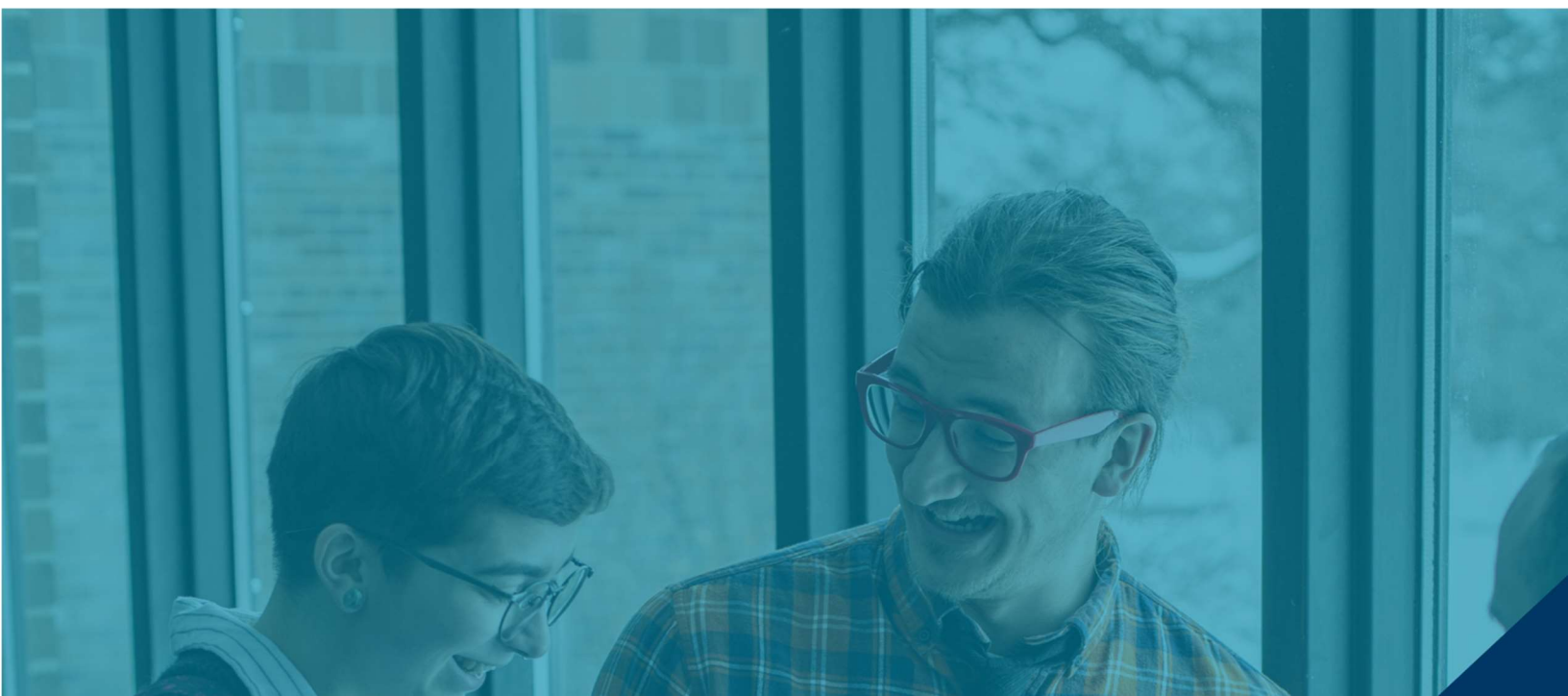
Jay Hasz, BA, Admissions Coordinator

Global Internship Administration

Jay Hasz, BA, Global Internship Coordinator

Student Life

Dr. Darin Kindle, DMin, Senior Vice President of Bethany Global University
Jason Haché, MA, Vice President of Academic Affairs
Jay Hasz, BA, Global Internship Coordinator
Faith Culp, BA, Partnership Development Coordinator/Intern Care



Admissions

Admissions Office Contact Information

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

Phone: 800.323.3417 or 952.996.1315

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 on the basis of race, color, national and ethnic origin in 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 (i.e., 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.

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.

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 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.

- *Spiritual 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 and is not related to the applicant.
- *Academic Reference Form*
The reference must be filled out by someone in a position of academic authority in the applicant's life, preferably a teacher.

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

In addition to the standard required application components, international students must also take the TOEFL (Test of English as a Foreign Language), Duolingo, or IELTS (International English Language Testing System).

English Proficiency

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
 - A score of less than 70% on any individual test section makes the applicant ineligible based on a lack of sufficient English language proficiency.
- Duolingo English Test
 - Minimum score required for acceptance is 120.
 - Testing information can be obtained by visiting the [Duolingo](https://www.duolingo.com) website.

- IELTS Scores
 - An IELTS score of 7 required for acceptance.
 - Scores between 6.5 and 7 will be reviewed by the Admissions Committee for acceptance.

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

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

Non-Credential-Seeking Students

Students who are not seeking a credential from the university may take individual courses for 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.

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.

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).
- 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 FERPA.
- Submit a digital photo and copy of a government-issued ID.
- Submit final and official transcripts from all schools.

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 Admissions Coordinator may elect to bring any applicant to the Admissions Committee for review at their discretion.

The Admissions Committee is made up of Admissions Coordinator and VP of Academic Affairs. 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, student life, etc.).

Accommodations or aids that impose an undue hardship on the university or that require modification of academic standards, programs, or coursework 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 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:

VP of Academic Affairs
6820 Auto Club Rd, Suite C
Bloomington, MN 55438
Phone: 952-829-2405
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 VP of Academic Affairs 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 VP of Academic Affairs 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

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: 800.323.3417

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 admissions@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 49% 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.

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 Admission's Office (admissions@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 six months prior to their anticipated internship departure date and complete the formal re-enrollment process (an application is involved) with the Admissions Office six months before they intend to go on internship. All other re-enrolling students should complete the formal re-enrollment process with the Admissions Office at least six 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

Online Education

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

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

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
	HUM212	Cultural Anthropology..... 3
	LNG221	Linguistics..... 3
	MAT211	Personal Finance 3
	SSC112	Mental Health and Physical Wellness 3
	SSC311	Introduction to Ethnography in Context..... 3
II.	Bible & Theology.....	18 Credits
	BTH122	The Gospel of the Kingdom and Work of the Holy Spirit 3
	BTH131	Fundamentals of Christian Theology 3
	BTH141	Hermeneutics..... 3
	CHM241	Teaching and Preaching..... 3

MIS112	Missional Ecclesiology	3
SPD211	Life in the Spirit: Training in Godliness	3
III. Intercultural Ministry.....		21 Credits
CHM211	Intercultural Ministry Preparation	3
CHM321	Missionary Life Practicum I.....	6
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
<i>Total Required: 61 Credits</i>		

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 121 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 Introduction to Ethnography in Context.....	3
	SSC312 Social and Political Structures	3
	SSC411 Religious Systems and Structures	3
II.	Bible & Theology	33 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	3
III.	Education in Missions Major Requirements	36 Credits

CHM231	Children and Family Ministry.....	3
EDU111	Foundations of Education.....	3
EDU112	Child Development.....	3
EDU211	The Neuroscience of Learning.....	3
EDU212	Practical Life, Language, and Culture.....	3
EDU213	Sensorial/Geometry, Math, and Faith.....	3
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.....	15 Credits
CHM211	Intercultural Ministry Preparation.....	3
CHM321	Missionary Life Practicum I.....	6
MIS441	Transitions I.....	3
MIS442	Transitions II.....	3
V.	Additional Programmatic Requirements.....	4 Credits
BGU111	Freshman Seminar.....	1
XXXXXX	Bible/Missions Elective.....	3

Total Required: 121 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 121 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 Finance3
	SSC112	Mental Health and Physical Wellness3
	SSC311	Intro to Ethnographic Research: Exploring Material Culture..... 3
	SSC312	Social and Political Structures3
	SSC411	Religious Systems and Structures3
II.	Bible & Theology	33 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.....3
	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	3
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	15 Credits
CHM211	Intercultural Ministry Preparation	3
CHM321	Missionary Life Practicum I.....	6
MIS441	Transitions I.....	3
MIS442	Transitions II.....	3
V.	Additional Programmatic Requirements	7 Credits
BGU111	Freshman Seminar	1
XXXXXX	Bible/Missions Elective.....	6

Total Required: 121 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 121 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	33 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	3
III.	Transformational Entrepreneurship in Missions Major Requirements	33 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.....	15 Credits
CHM211	Intercultural Ministry Preparation	3
CHM321	Missionary Life Practicum I.....	6
MIS441	Transitions I.....	3
MIS422	Transitions II.....	3
V.	Additional Programmatic Requirements	7 Credits
BGU111	Freshman Seminar	1
XXXXXX	Bible/Missions Elective.....	6

Total Required: 121 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.

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 (3 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.

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 (3 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.

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 Practicum I (6 credits)

During this first year of life in a cross-cultural setting, the goal of the missionary 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.

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.

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 (3 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 (3 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 linguistical 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.

EDU212 Practical Life, Language, and Culture (3 credits)

In this course, students are introduced to the materials and theories of the Montessori subjects. Students will understand the hands-on Montessori materials related to practical life, language, and culture for 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.

EDU213 Sensorial/Geometry, Math, and Faith (3 credits)

In this course, students are introduced to the materials and theories of the Montessori subjects. Students will understand the hands-on Montessori materials related to sensorial, geometry, mathematics, and faith formation for 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.

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.

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.

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.

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.

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.

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

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 or 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.

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.

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 in the core DMM principles and praxis essential to being a disciple who makes disciple-making disciples.

MIS211 History of Missions (3 credits)

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

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.

Spiritual Development

SPD211 Life in the Spirit: Training in Godliness (3 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 Introduction to Ethnography in Context (3 credits)

The ethnographic research methods taught in this course will better equip students to discover and understand any foreign culture. This course is built on a learning cycle of research from the emic point of view, including daily observations, interviewing locals and deciphering the information recorded. The format includes biweekly discussion in a collaborative to process insights and increase understanding. The observations, interviews and discussions for this term will focus on the values and worldview of the culture.

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.

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

2. Quantitative Requirement (Pace of Progression):

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

3. Maximum Time Frame for Completion of Education Objective

Students must complete their educational objective within the timeframe of 150% of the published credit hours prescribed for that program. The Maximum Time Frame for each program is provided below:

Program	Length of Program (in credit hours)	Maximum Time Frame (in credit hours)
BA's in Education in Missions, Intercultural Ministry Studies, or Transformational Entrepreneurship in Missions	121	181.5
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 enrolling in 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 academic department 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 academic department 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 academic department 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 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 VP of Academic Affairs. 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 SVP of the university. 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 lessons 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 VP of Academic Affairs within two weeks of the course being finalized in Populi. The VP will confer with the instructor regarding the appeal. All decisions made by the VP are final.

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
- Failure to maintain a CGPA of 2.0 or higher.
- Cheating.
- Plagiarism.

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

Successive semesters on academic probation may be grounds for expulsion from the university. In such circumstances, a student may be eligible to re-enroll at a future date and should contact the Admissions 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 VP of Academic Affairs if they have any concerns.

It is expected that students will spend 1½-2 hours in study time for every hour of 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.

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.

Course Registration

The Academic 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.

Course Selection and Academic Advising

The VP of Academic Affairs is available to guide students in course selection, dropping or adding courses, or similar issues. Students are encouraged to contact the VP with any questions concerning academic issues.

Coursework

Course codes, names, instructors, descriptions, 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 and must be typed and adhere to MLA formatting unless otherwise indicated by the professor.

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.

The absence of in-text citations or a Works Cited page is considered plagiarism. If a student submits a written assignment that does not follow proper MLA citations, their work will be reviewed by the Academic Administration team. First-time writing infractions will result in a warning. A second writing infraction will result in a grade of "0" with a re-submission opportunity and the student will be placed on Academic Warning. A third writing infraction will result in a grade of "0" and the student will be placed on Academic Probation. Additional writing infractions will fall under the third infraction protocol and may lead to further disciplinary actions.

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's due date. Only the work submitted on time will be accepted.

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 submit for any credit is a 2-page paper). Anything less will result in a zero. This policy does not apply to quizzes and exams.

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 in Populi) 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 through the Academic Office.

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 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 VP of Academic Affairs for more details.

Course retakes must be paid for according to per credit rates (i.e., \$350 per credit).

Global Internship

Students with a CGPA of less than 2.2 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 the semester prior to departing on GI. 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.

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.

Undergraduate Honors are awarded to Bachelor's degrees and are based off of CGPA. They are as follows:

- Cum Laude: 3.50-3.78
- Magna Cum Laude: 3.79-3.91
- Summa Cum Laude: 3.92-4.00

The selection process for Valedictorian is based on a student's cumulative grade point average.

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.
- 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 VP of Academic Affairs.

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 Academic Office.

Upon receipt of the form, the academic office will consult with appropriate BGU staff to ensure that the leave is approved and stipulations for return are clear.

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.

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 on the BGU website.

Withdrawal Policy

Students who wish to withdraw from the university must send their intent in writing to the VP of Academic Affairs (jason.hache@bethanygu.edu). The VP will then provide them with an Early Exit Form (via Populi). 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.

Withdrawing students must complete all exiting forms and surveys. Student email addresses and Office 365 accounts will be disabled/deleted one week after the student has exited the program.

Undergraduate Experiential Learning

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 highly encouraged to be involved in and attend church services weekly during their time at BGU.

Global Internship

Global Internship (GI) is a significant component of the associate and baccalaureate programs. During GI, students typically live overseas as part of a team of missionaries under Bethany International or one of the organizations' partners in one of several locations around the world.

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, or provide quality education in local schools, all while working alongside the existing church to grow its capacity to do these things.

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.
- *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.
- *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 (see [Global Internship](#) under Undergraduate Academic Policies for more information).

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 intercultural disciple makers raised up who not only have the practical skills necessary for effective, sustained intercultural 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.

Prayer and Worship

The discipline of prayer and worship plays a major role in the life of the believer and therefore plays a major role in BGU's training philosophy. The concept and practice of prayer and worship is integrated into course work, and all students are expected to engage in them regularly.

Scripture

Bethany does not mandate the use of any one translation of the Bible for students' personal study; however, for academic purposes, students are expected to use a standard (or common) translation (i.e. ESV, NIV, NASV, etc.) rather than a paraphrased version (i.e. The Message, Living Bible, etc.). Students are encouraged to incorporate regular personal Bible study, memorization, and meditation on the word in their daily quiet times.

Learning Management System/Email

Learning Management System – Populi

Once students are accepted, they receive an email with their username and a link to their online student database account (www.bethanygu.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 syllabi, grades, etc. as well as their student financial account and financial aid information.

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 provides links to academic databases.
- Students may print off their own report cards and unofficial transcripts. Official transcripts may be ordered through the Populi student tab.

Email – Office 365

Prior to the first week of class, students 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.

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.

Costs for a student’s freshman year are not in effect for the duration of enrollment but may 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

Tuition and 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.

Tuition	Per Semester	Per Year
\$350/credit	\$5,250	\$10,500
Tech Fee	\$125	\$250

Additional Costs

- Estimated Books and Course Materials: \$250-\$500
 - Costs vary depending on the credential and year of studies. Some books and materials must be purchased directly through the university.
- Payment Plan Fee: \$150 per semester
 - Students who choose a monthly payment plan are charged a \$150 payment plan fee.
- Graduation Fee: \$50-Certificate Students, \$75-AA/BA Students
 - This is one time fee paid during the student's final semester.

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, 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 Admission's Office or on our website in the Admissions section. International student discounted costs are reflected below.

Designation	Tuition	Per Semester	Per Year
A Country	\$350/credit	\$5,250	\$10,500
B Country	\$250/credit	\$3,750	\$7,500
C Country	\$150/credit	\$2,250	\$4,500

Tech Fee (A/B/C)

\$125

\$250

The costs listed above do not include the additional costs previously listed, which are applicable to international students.

Global Internship Costs

Students participating in the Global Internship program 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 associate and bachelor’s programs.

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

\$10,000 per Semester; includes orientation, airfare, medical insurance, visa, and other fees, food/housing, transportation in country, ministry supplies, and language training (when applicable). This amount is raised as support prior to departure. Please note that tuition for Global Internship semesters is paid separately and cannot be fundraised.

*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.*

Financial Assistance

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. Below is a summary of the aid available to BGU students. Students must be making satisfactory academic progress to receive the listed awards.

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 Student Aid Index (SAI) 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.

BGU Institutional Scholarships and Discounts

Award Name	Annual Amount	Description
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Pay in Advance Discount	\$150	Pay for the entire year in full by the first payment deadline and get a \$150 discount. Loans do not qualify as payment.
Legacy Scholarship	Free Tuition	This scholarship is awarded to dependents of Bethany Staff and Fielded Workers.

Unique Circumstances

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 according to the percentage of enrollment. For example, taking six credits is 50% enrollment and will result in an award of 50% the total eligibility. Ten credits is 83% enrollment and will result in an award of 83% the total eligibility. Students taking 6 or more credits are eligible for Federal Direct Loans.

International: International students will qualify for discounted tuition based on the country they are currently living in. They are not eligible for federal student aid including Federal Pell Grant, FSEOG, and Federal Direct Loans.

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 and complete Entrance Counseling 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)

BGU students may start the process to apply for federal financial assistance by going to the FAFSA website at <https://studentaid.gov/h/apply-for-aid/fafsa> and completing the application.

Before starting the FAFSA, students should review information on the studentaid.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 a financial aid letter with the offered award amounts, information on how to accept or decline the awards in Populi, along with information about 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 \$150 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 jason.hache@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 incorporated into the payment plan of each semester. To set up a monthly payment plan the student must contact jason.hache@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, which is applicable to all payment options.

Methods of Payment

- 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 federal grants and loans.

Financial Aid application deadline: expected to be June 1, 2024 (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 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.

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 \$150 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.

If the student has not made a payment sufficient to cover the cost of the first semester by August 1st a \$25 late fee is applied to their account. The first semester invoices and the late fee are now due on August 11th. 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

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. 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 get their account current. 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.

"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 (jason.hache@bethanygu.edu).

Refund and Return of Title IV Funds Policy

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

- 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)

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):

- Technology Fee
- Payment Plan Fee
- Graduation Fee

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

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

Calculating Your Official Withdrawal Date

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

If a student does not participate in any class activity for 5 straight days, it can be considered an automatic withdrawal from school.

The official withdrawal date is the last day of class activity in Populi prior to their 5 straight days of absence. If a student has a valid reason for missing 5 straight days of class activity, approval must be given by the VP of Academic Affairs.

Please refer to the Academic Calendar for specific refund schedule dates.

Payments Due to the University upon Withdrawal or Expulsion

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.

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

Returning Institutional Funds

BGU Tuition Scholarship, 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. In the case of a student withdrawing and receiving a 100% refund no institutional aid will be disbursed.

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 jason.hache@bethanygu.edu.

Students raising support for Global Internship are given instructions from the Global Internship Department of Bethany International to correct processes for managing donor funds once they are approved for their specific trip.

Undergraduate Faculty and Staff

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; 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.

Austin Coulson: Austin Coulson holds a Master of Science in Sports and Health Sciences from American Public University and a Bachelor of Science in Health Sciences from the University of Cincinnati. He is currently pursuing a Doctor of Education in Kinesiology at Concordia University, Saint Paul. With over 5 years of teaching experience, Austin has designed and delivered online courses in subjects like Exercise Physiology, Human Performance, and Integrative Health Coaching. He currently teaches Mental Health and Physical Wellness at Bethany Global University, blending his expertise in health, fitness, and 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.

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 CEO of G & S Workforce Solutions and Consulting, LLC, a consulting firm devoted to optimizing small business efficiency and effectiveness; currently teaches courses in Business.

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.

Eliseo Arce Hernandez: MA in Missiology from Southern Baptist Theological Seminary; BA in Theology with an emphasis in Pastoral Ministry from the Central American Theological Seminary; Ordained as a minister by the Union of Mexican Evangelical Churches; President of the National Mexican Mission; Church planter.

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.

Todd Johnson: Professor Johnson teaches Transformational Entrepreneurship, Contextualization, and Disciple Making Movements at BGU. Todd is also Executive Director of a discipleship initiative reaching youth and young adults through Christian Discipleship and servant leadership in the Rochester, MN area. He holds a Doctorate of Business Administration, Masters of Management, and a Bachelors of Marketing. Todd and Angela live in Minnesota with their 5 children.

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.

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.

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.

Jeanine Parolini: PhD in Organizational Leadership from Regent University; MA in Transformational Leadership from Bethel University; MBA from Dominican University. 12 years in corporate strategic sales and consulting, 9 years in key staff positions at 2 Midwestern megachurches, and 24 years in consulting, coaching, and teaching; author of *Transformational Servant Leadership* and a variety of articles/book chapters; currently serves as The MBA Program Director for Bethel University, teaches courses in leadership and organizational health, and teaches Transitions for Bethany Global University.

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 Linguatic; 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.

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; 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.

Administrative Staff

Faith Culp: BA in Intercultural Ministry Studies and Bible & Theology from Bethany Global University; currently pursuing an MA in Intercultural Leadership Studies from Bethany Global University; currently serves as the Partnership Development Coordinator.

David Entler: Bachelor of Science Degrees in Finance and Account from the University of Nevada, Las Vegas. Certified Public Accountant. Certified Management Accountant. Over 40 years of expertise in finance and accounting. Currently serves as Chief Financial Officer of Bethany Global University.

Beka Haché: BA in Cross-Cultural Studies from Bethany Global University; homeschooling mother of seven; hospitality deacon at Jordan Family Church; currently serving as the administrative assistant for the Christian Montessori Training Center.

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 Vice President of Academic Affairs and Student Billing Coordinator at BGU; acts as the Title IX coordinator; teaches courses in personal finance, college preparedness, and oversees ministry practicums.

David Hasz: BA in Elementary Education from Oral Roberts University, MA in Intercultural Leadership from Bethany Global University; Doctorate in Organizational Leadership with an emphasis in Global Missional Leadership from Faith International University; currently serves as the President/CEO of Bethany and Bethany Global University.

Jay Hasz: BA in Education in Missions and Bible & Theology from Bethany Global University; currently serves as Admissions and Global Internship Coordinator.

Darin Kindle: BS in Pastoral Studies from North Central University (NCU), Minneapolis, MN; MEd in Christian School Administration at Southwestern Assemblies of God University, Waxahachie, TX; DMin in Organizational Ministry Leadership at Assemblies of God Theological Seminary, Springfield, MO; currently serves as the Senior Vice President of BGU and Operations.

Bailey Meyer: BS in Child and Family Ministry from Crown College; 7 years of experience as a Kid's Ministry Director at Grace Church; Currently serving as the HR Generalist.

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 Executive Administrator.



Admissions

Admissions Office Contact Information

Hours: Monday - Friday from 8am - 5pm CST

Phone: 800.323.3417 or 952.996.1315

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
- 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, Duolingo, or IELTS test. Refer to the undergraduate section of the catalog for [details](#).

Transferring Credits

A maximum of 6 earned Bible and Theology undergraduate-level credits and 3 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 VP of Academic Affairs 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.

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 |
| <i>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).</i> | |
| II. Core Requirements | 19 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 |
| <i>3 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).</i> | |
| 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: 37 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 |
| <i>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).</i> | |
| II. Core Requirements | 29 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
ELE323	Elementary Geometry	3
ELE324	Elementary Language.....	3
ELE325	Elementary Mathematics I	3
ELE326	Elementary Cultural: History, Geography, and Science.....	3
ELE327	Elementary Mathematics II	2
ELE423	Elementary Seminar I*	2
ELE424	Elementary Seminar II*	2
ELE425	Elementary Seminar III*	2
ELE426	Elementary Seminar IV*	2

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

*online course

Total Required: 47 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 (3 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 I (3 credits)

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

ELE326 Elementary Cultural: History, Geography, and Science (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.

ELE327 Elementary Mathematics II (2 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.

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. The appeal process must commence within two weeks of the grades being finalized in Populi. The VP of Academic Affairs will consult with the students and faculty regarding the appeal. All decisions made by the VP 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 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 advisor 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 Academic Office.

Academic Advising

Academic Advisors are available upon request through the Academic 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 unenrolled, 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 (found in Populi).

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 (found in Populi).

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. Each graduate is invited to participate in the graduation ceremony held every May.

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. Assignments will not be graded once the late penalty exceeds 50% of the assignment grade.

Financial Policies

General Costs

Tuition

Early Childhood Certificate: \$7,900*

- Summer semester: \$6,100
- Fall semester: \$900
- Spring semester: \$900

Elementary Certificate: \$9,900*

- Summer semester: \$6,300
- Fall semester: \$1,800
- Spring semester: \$1,800

*BGU graduates receive a 50% discount on tuition.

Non-Refundable Fees (Early Childhood and Elementary)

Technology Fee: \$125 per semester

Course Materials: \$250 summer semester only

Graduation Fee: \$75 spring semester only

MACTE Fee: \$176 spring semester only

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

Method of Payment

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

Refunds

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

Semester Refund Schedule

Week 1 - 100% of tuition

Week 2 - 75% of tuition

Week 3 - 50% of tuition

Week 4 - 25% of tuition

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

Financial Aid

Currently 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 VP of Academic Affairs is available to answer any questions students might have regarding the Catalog and graduate programs.

Admissions Office Contact Information

Hours: Monday - Friday from 8am - 5pm CST

Phone: 800.323.3417 or 952.996.1315

Email: admissions@bethanygu.edu

Website: www.bethanygu.edu

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

Applying to BGU Graduate Studies Programs (BGS)

Application Process

All the following must be submitted by the application deadline:

- Application Form
- Spiritual 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)
- Copy of a government-issued Photo ID

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, Duolingo, or IELTS 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 VP of Academic Affairs 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 Registrar (registrar@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 Academic Dean. 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.

Program Requirements

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
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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		6 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 & Theology 3 Credits

BTH511 Dynamics of Kingdom Ministry 3

IV. 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

V. General Electives 3 Credits

Choose 1 course from the following:

BTH512 Transforming Power of the Gospel..... 3

BTH513 Biblical Foundations of Leadership..... 3

BTH514 Jesus as Leader 3

LDR511 Spiritual Formation for Leaders 3

LDR512 Transforming Organizational Culture in Mission..... 3

LDR521 Leading Multicultural Teams in Mission 3

LDR522 Lifelong Christian Leadership Development..... 3

LDR523 Measuring and Improving Christian Leadership 3

LDR524 Mentoring and Developing Christian Leaders 3

LDR531 Collaborative Missions Leadership 3

LDR532 Creative Innovation in Christian Leadership..... 3

LDR533 Vision and Strategic Planning in Mission..... 3

ICS511 Cross-Cultural Communication in Ministry 3

ICS512 Intercultural Interaction in Mission..... 3

ICS521 Missiological Anthropology..... 3

ICS522 Applied Church-Planting Models and Methods 3

ICS523 Contextualization in Missions..... 3

ICS524 Movements and Becoming a Movements Catalyst 3

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	6 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 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
II. Intercultural Studies.....	6 Credits
Choose 2 courses from the following:	
ICS511 Cross-Cultural Communications in Ministry	3
ICS512 Intercultural Interaction in Mission.....	3
ICS521 Missiological Anthropology.....	3
ICS522 Applied Church-Planting Models & Methods	3

ICS523	Contextualization in Missions.....	3
III.	Intercultural Leadership Core Course Group... ..	6 Credits
LDR511	Spiritual Formation for Leaders	3
BTH514	Jesus as Leader	3
IV.	Intercultural Leadership Electives.....	12 Credits
Choose 4 courses from the following:		
LDR512	Transforming Organizational Culture in Mission.....	3
LDR521	Leading Multicultural Teams in Mission	3
LDR522	Lifelong Christian Leadership Development.....	3
LDR523	Measuring and Improving Christian Leadership	3
LDR524	Mentoring and Developing Christian Leaders	3
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 Electives3 Credits

Choose 1 course from the following:

(or from any remaining Leadership courses listed above)

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.....6 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:		
<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

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:

(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

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 6 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

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 students and their 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 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. First-time students will be enrolled automatically into their first course by the Registrar.

Course Selection and Academic Advising

Initially, the VP of Academic Affairs 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.

Graduates with a CGPA of 3.80-4.00 will be awarded "with Distinction" honors.

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.

Daniel Hoskins: AA in Theology from Christ for the Nations; MA in International Development from William Carey International University; Doctorate in Religious Studies from the University of South Africa; 12 years experience as church planter in Muslim Central Asia; 15 years experience in mission research and training; author of 6 books and dozens of articles under the pseudonym "Gene Daniels."

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.

Jeff McNair: Jeff McNair is Professor of Special Education/Severe Disabilities at California Baptist University. He received Ph.D. in Special Education from the University of Illinois, Champaign/Urbana, his MA in Special Education from California State University, Los Angeles and his BA in Christian Education from Wheaton College. He has authored over 50 professional articles and several books. He has spoken about issues of disability ministry and theology in 23 countries and he and his wife have facilitated local church ministries to persons with disabilities at the churches he has attended since 1974.

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.

Kevin O'Farrell: Director of Theological Education & Engagement for The Joni Eareckson Tada Disability Research Center at Joni and Friends. He is responsible for the implementation of *Beyond Suffering: A Christian View on Disability Ministry* programming in over 60 countries around the world. He has published on disability theology, biotechnological enhancements, and the theology of Dietrich Bonhoeffer. His most recent book publication is *Dietrich Bonhoeffer and a Theology of the Exception* (London: Bloomsbury, 2024). Kevin holds a Ph.D. in Divinity from the University of Aberdeen. Kevin currently teaches in the MA in Intercultural Disability Ministry program.

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; professor at the University of Northwestern – St. Paul since 2004, and BGU since 2010.

Timothy Swauger: MBA in NGO Management from Hope International University; MA Intercultural Studies from Wheaton Graduate School; PhD (ABD) from Asbury Theological Seminary; 34 years of experience working with people with disabilities in South Asia; currently serves as President of South Asia Access.

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 may also be withheld based on the percentage of course completion at the time of withdrawal.