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# About Bethany

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## 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, USA

Denomination: Interdenominational

President: Dr. David Hasz

Address: Bethany Global University, 68200 Auto Club Road Suite C, Bloomington, MN 55438

**Phone: 8003233417 |**



## **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 IG 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**

## **Statement of Faith**

**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**

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 Society.











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

## **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**

**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.**



## **Required Documentation**

**Students with disabilities seeking reasonable accommodation must identify their needs to 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 v**

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## **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:**





# **Undergraduate Programs**

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## **Online Education**

<b>MS111</b>	<b>Intro to Missions.....</b>	<b>3</b>
<b>MS113</b>	<b>Disciple-Making Movements: Principles and Praxis.....</b>	<b>3</b>
<b>SSC112</b>	<b>Mental Health and Physical Wellness.....</b>	<b>3</b>
<b>Total Required:</b>		<b>28 Credits</b>

**ASSOCIATE OF ARTS DEGREE PROGRAM**

**Intercultural Ministry**

MS112	Missional Ecclesiology.....	3
SFD211	Life in the Spirit: Training in Godliness.....	3
<b>III</b>	<b>Intercultural Ministry.....</b>	<b>21 Credits</b>
CHM211	Intercultural Ministry Preparation.....	3
CHM321	Missionary Life Practicum I.....	6
MS111	Intro to Missions.....	3
MS113	Disciple-Making Movements: Principles and Praxis.....	3
MS212	Missional Theology.....	3
MS213	Missional Leadership Structures.....	3
<b>IV</b>	<b>Additional Programmatic Requirements .....</b>	<b>1 Credit</b>
BGU111	Freshman Seminar.....	1
		<b>Total Required 61 Credits</b>

## **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 a distinct and excellent choice for students seeking a



<b>CHM231</b>	<b>Children and Family Ministry.....</b>	<b>3</b>
<b>EDU111</b>	<b>Foundations of Education.....</b>	<b>3</b>



<b>BIH411</b>	<b>Old Testament Survey.....</b>	<b>3</b>
<b>BIH412</b>	<b>Old Testament Hermeneutics .....</b>	<b>3</b>
<b>BIH423</b>	<b>John's Writings .....</b>	<b>3</b>
<b>MS112</b>	<b>Missional Ecclesiology.....</b>	<b>3</b>
<b>SPD211</b>	<b>Life in the Spirit: Training in Godliness.....</b>	<b>3</b>
<b>III</b>	<b>Intercultural Ministry Studies Major.....</b>	<b>33 Credits</b>
<b>CHM241</b>	<b>Teaching and Preaching.....</b>	<b>3</b>
<b>ICS321</b>	<b>Discipling the Nations .....</b>	<b>3</b>
<b>ICS322</b>	<b>Urban Missions.....N.....U.....U.....</b>	<b>3</b>
<b>ICS416</b>	<b>Intercultural Ministry Capstone.....</b>	<b>3</b>
<b>ICS422</b>	<b>Contextualization.....</b>	<b>3</b>
<b>MS111</b>	<b>Intro to Missions.....</b>	<b>3</b>
<b>MS113</b>	<b>Disciple-Making Movements: Principles and Praxis.....</b>	<b>3</b>
<b>MS211</b>	<b>History of Missions.....</b>	<b>3</b>
<b>MS212</b>	<b>Missional Theology.....</b>	<b>3</b>
<b>MS213</b>	<b>Missional Leadership Structures.....</b>	<b>3</b>
<b>MS411</b>	<b>Contemporary Missions Methodology.....</b>	<b>3</b>
<b>IV</b>	<b>Christian Ministry Requirements.....</b>	<b>15 Credits</b>
<b>CHM211</b>	<b>Intercultural Ministry Preparation.....</b>	<b>3</b>
<b>CHM321</b>	<b>Missionary Life Practicum I.....</b>	<b>6</b>
<b>MS441</b>	<b>Transitions I.....</b>	<b>3</b>

**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**



SSC411	Religious Systems and Structures.....	3
<b>II</b>	<b>Bible &amp; Theology.....</b>	<b>33 Credits</b>
BIH122	The Gospel of the Kingdom and Work of the Holy Spirit.....	3
BIH131	Fundamentals of Christian Theology.....	3
BIH141	Hermeneutics.....	3
BIH221	Pauline Epistles.....	3
BIH321	General Epistles.....	3
BIH411	Old Testament Survey.....	3
BIH423	John's Writings.....	3
MS111	Intro to Missions.....	3
MS112	Missional Ecclesiology.....	3
MS113	Disciple-Making Movements: Principles and Praxis.....	3
SPD211	Life in the Spirit: Training in Godliness.....	3
<b>III</b>	<b>Transformational Entrepreneurship in Missions Major Requirements</b>	<b>33 Credits</b>
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
<b>IV</b>	<b>Christian Ministry Requirements.....</b>	<b>15 Credits</b>
CHM211	Intercultural Ministry Preparation.....	3
CHM321	Missionary Life Practicum I.....	6
MS441	Transitions I.....	3
MS422	Transitions II.....	3
<b>V</b>	<b>Additional Pedagogic Requirements.....</b>	<b>7 Credits</b>
BmQ	Busine.....	D

them on campus through the Academic Department, Student Resource Center, and Student Care Center:

## **Bible and Theology**

### **BIH112 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 Patriarchs, 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

**Jeremiah, Ezekiel, Daniel, Jonah, Esther, Ezra, Nehemiah, and Job. Red Thread II is a survey**





**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.**

**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.**

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 EduprQ**

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**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**

**ENI211 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.**

**ENI221 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, 927). During the course, students will develop and execute a business model in a team using the Business Canvas**



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

**This course introduces students to Bethany's Exponential Disciple-Making strategy for**





## **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**

**Finan**

**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. o**





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. Studentm oair

**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.**

### **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**











**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**

# Learning Management System/Email

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## 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.bethanygopopuliweb.com](http://www.bethanygopopuliweb.com)) where they have access to complete the financial aid application process before receiving their financial aid award letter.



**Tech Fee (A/B/O)**

**\$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**



**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**









Student Billing department for more details about this process  
([jason.hache@bethanygu.edu](mailto: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**



**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.**





**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**

**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**



**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-12<sup>th</sup> 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**

**Sheri 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 MACIE (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 (GCIS); TESL Teacher Trainer for Southeastern Baptist Theological Seminary; English Composition instructor for GCIS, 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 Writers Association; teaches courses in Writing**



**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, Waxahatchie, 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 Kids 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

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## **Admissions Office Contact Information**

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

**Phone:** 800.323.3417 or 952.996.1315

**Email:**

## **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**

**baptizing them in the name of the Father and the Son and the Holy Spirit.” (Matthew 28:19)**

## **Program Requirements**

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**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**







**recordkeeping assessment, individual/group presentations, conferences, parent orientation, interviews, staff meetings, as well as interaction with staff, parents, children,**

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**

**retaking**

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**

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## **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

\* EGU graduates receive a 50% discount on tuition

### **Non-Refundable Fees (Early Childhood and Elementary)**

**Technology Fee: \$125 per semester**

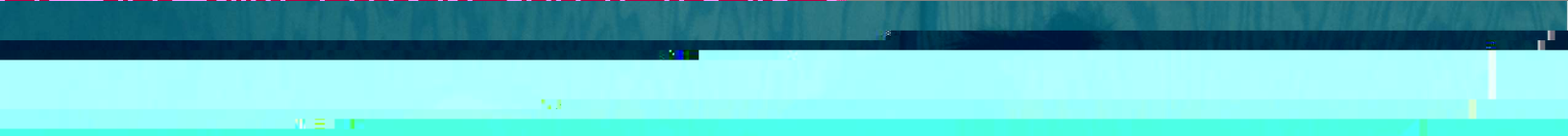
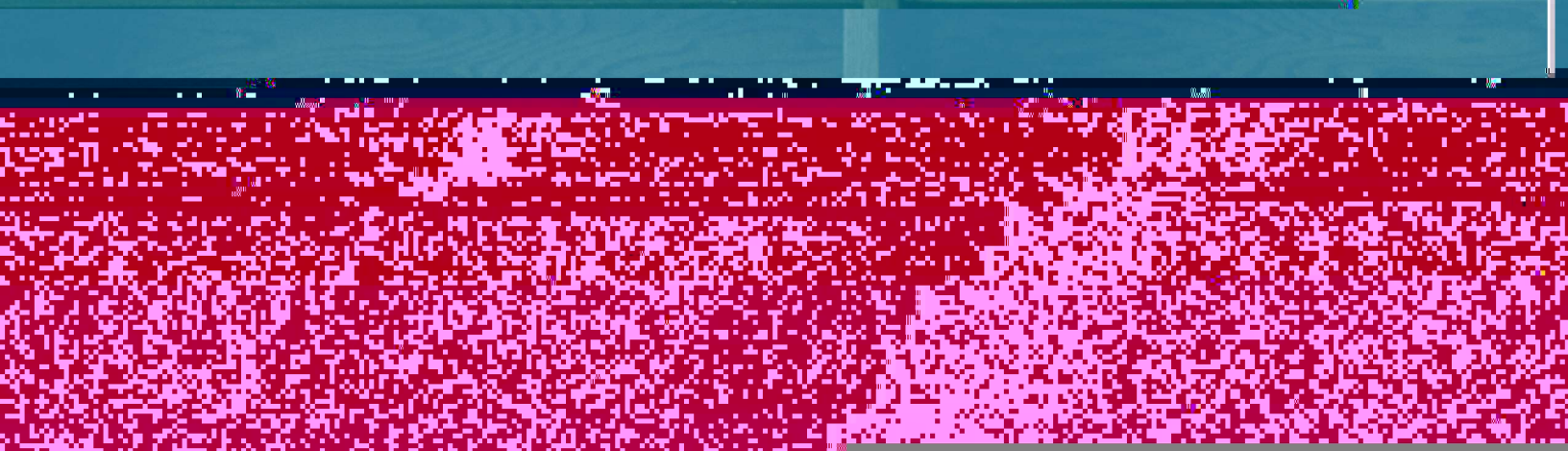
**Course Materials: \$250 summer semester only**

**Graduation Fee: \$75 spring semester only**

**MACIE Fee: \$176 spring semester only**

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





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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](http://www.wes.org) or World Academic Research Center at [www.foreigndegrees.com](http://www.foreigndegrees.com). An official copy of the results from the transcript evaluation should be sent to the campus in Minnesota.

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





BIH511	Dynamics of Kingdom Ministry.....	3
<b>II</b>	<b>Intercultural Disability Ministry Core Courses .....</b>	<b>18 Credits</b>
DM511	Introduction to Disability.....	3
DM512	A Biblical Perspective on Disability.....	3
DM513	Global Perspectives on Disability.....	3
DM521	Pastoral Theology and Disability Ministry.....	3
DM522	Disability Inclusive Development & Human Services.....	3
DM523	The Philosophy of Disability Education.....	3
<b>III</b>	<b>Thesis Research Courses.....</b>	<b>15 Credits</b>
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
<b>IV</b>	<b>Optional Courses.....</b>	<b>6 Credits</b>
	* Only necessary if unable to complete above courses. Fees apply.	
RSC615	Thesis V: Additional Research Assistance.....	3
RSC616	Thesis VI: Final Research Assistance.....	3
	<b>Total Required:</b>	<b>36 Credits</b>

## **Intercultural Ministry Education**

The Master of Arts in Intercultural Ministry Education (MAIME) 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.**



**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**

**BIH511 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**

**BIH512 Transforming Power of the Gospel..... 3**

**BIH513 Biblical Foundations of Leadership..... 3**

**BIH514 Jesus as Leader..... 3**

**IDR511 Spiritual Formation for Leaders ..... 3**

**IDR512 Transforming Organizational Culture in Mission..... 3**

**IDR521 Leading Multicultural Teams in Mission..... 3**

**IDR522 Lifelong Christian Leadership Development..... 3**

**IDR523 Measuring and Improving Christian Leadership..... 3**

**IDR524 Mentoring and Developing Christian Leaders ..... 3**

**IDR531 Collaborative Missions Leadership..... 3**

**IDR532 Creative Innovation in Christian Leadership..... 3**

**IDR533 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 ..... 6Credits**

**\* 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: 36Credits**

## **Intercultural Ministry Leadership**

The MAIML 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**

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**III Intercultural Leadership Electives.....9Credits**



<b>ICS512</b>	<b>Intercultural Interaction in Mission.....</b>	<b>3</b>
<b>ICS521</b>	<b>Missiological Anthropology.....</b>	<b>3</b>
<b>ICS522</b>	<b>Applied Church Planting Models &amp; Methods.....</b>	<b>3</b>
<b>ICS523</b>	<b>Contextualization in Missions.....</b>	<b>3</b>
<b>ICS524</b>	<b>Movements and Becoming a Movements Catalyst.....</b>	<b>3</b>
<b>III</b>	<b>General Electives.....</b>	<b>18Credits</b>











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

#### **IDM512A 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**

### **IDR511 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.**

**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**

**IDR522 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**



**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**

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### **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

## **Course Materials**

Graduate students should purchase course textbooks through online textbooksites (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**

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**Randy Dirks**

**Randy Mitchell: DMhe**



