

Bethel University Academic Catalog

Graduate School 2024-2025

Spring 2025 Addendum

This addendum accompanies the published print version of the 2024-2025 catalog for the College of Adult & Professional Studies at Bethel University. Any content changes, updates, and corrections will take effect during the Spring term of the 2024-2025 academic year. The College of Adult & Professional Studies [online catalog](#) is consistent with this addendum.

General Requirements for a Master's Degree

Master of Arts (M.A.)

Master of Business Administration (MBA)

Master of Science (M.S.)

Master of Social Work (MSW)

To complete any of the master's degrees listed above, students must:

1. Earn a cumulative and major GPA of 3.0. The major GPA is based on grades in all courses required and elective courses in the degree program.
2. Meet the residency requirements by earning at least **67%** of the credits used to meet the requirements of the program of study except in cases where formal agreements with other institutions exist. Specific courses in a program may be required to be taken in residence.
3. Complete the requirements for the degree program (listed by discipline in this catalog).
4. Complete departmental and institutional assessment activities.
5. Complete the degree within the maximum time limit. Degree time limits may be found in the Time Limits for Degree Completion policy.

Upon completion of requirements 1–5, participation in commencement ceremonies is expected. An Application for Commencement must be submitted to the Graduate School.

Post-master's degree coursework may meet certain master's degree requirements.

Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the Graduate School.

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

To complete an Ed.D. degree at Bethel, students must:

1. Earn a cumulative GPA of 3.0 in the degree program. The program GPA is based on all required and elective coursework.
2. Earn at least **67%** of the credits required in the program at Bethel University. Specific courses may be required to be taken during summer one-week residencies.
3. Complete the program requirements (listed by discipline in this catalog).
4. Complete departmental and institutional assessment activities.
5. Complete the degree requirements within the specified time limit.

Students graduate under the requirements of the catalog at the time they entered Bethel University for the last time. Any substitutions are determined by the Graduate School.

Academic Policies

Transfer Credit Policies

Students who have completed graduate-level courses at other institutionally accredited institutions of higher education may receive credit for those courses that are equivalent to work required in their program at Bethel. The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses.

At least **67%** of the credits used to meet the requirements of a degree or certificate must be taken in programs that meet Bethel residency requirements except in cases where formal agreements with other institutions exist or when a program has its own residency credits requirement, as indicated in the catalog. In each major, certain courses are required to be taken in residence. Students who complete the requirements for transfer of credit will receive an Individual Learning Plan (ILP) indicating which Bethel courses may be waived, which must be audited, and which courses from other institutions will be accepted in transfer.

Credits earned prior to entering a graduate program at Bethel University, or with prior approval after matriculation, may be accepted in transfer with the approval of the Registrar's Office, based upon the evaluation of the program director when:

- Bethel's Graduate School directly receives an official transcript.
- The transfer credit was earned at an institutionally accredited institution.
- The transfer credit is no more than three years old unless approved by the program director.
- The credits are clearly designated as graduate credits. For doctoral programs, the work completed is beyond requirements of a master's degree.
- A description of course content, such as from the college catalog or course syllabus, has been submitted for the purpose of determining whether course(s) will be accepted in transfer.
- The course grade is a pass or at least a 2.0 (on a 4.0 scale).

Course Descriptions

SPED 617 • Norm-Reference Assessment and Field Experience

4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. Identification of students' strengths and needs through assessment, Development of an evaluation report, Explanation of results with family, student and staff.

Special Notes: This course includes a 20-hour field experience in a K-12 setting.

SPED 621 • Reading Field Experience

1 Credit

Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 12 weeks.

Prerequisites: SPED 620.

EDUC 627 • Historical and Contemporary Issues in K-12 Education

3 Credits

Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning and the connection between professional responsibilities and personal faith and values.

SPED 639 • Intro to Behavioral Methods & Mental Health for Mild-Moderate Special Needs (ABS, EBD) & Field Exper

4 Credits

Introduction to behavior methods and mental health for students with mild/moderate needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral labels/diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health. *Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

SPED 645 • ASD: Evaluation, Communication, and Intervention Strategies for ASD and Field Experience

4 Credits

Exploration of the intricacies of autism spectrum disorders (ASD), covering core characteristics, comorbid conditions, collaboration, and the formulation of comprehensive assessment plans. Students develop instructional strategies targeting social, communication, academic, behavioral, and functional skills. The curriculum explores program modifications, strategies, generalization of skills, and designing communication systems and assistive technology for individuals with ASD. Course includes a 35-hour field experience focused on individualized programming, collaboration, and understanding the impact of ASD on individuals and families. *Special Notes: This course includes a 35-hour field experience in a K-12 setting.*

SPED 667 • Instruction and Intervention for Students with Intellectual Disabilities

4 Credits

Assessment procedures for developmental cognitive disabilities. Assessment selection for data-based, educational decision-making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self-care, and home and community skills. Collection of professional resources.

Special Notes: This course includes 10 hours in a special education setting.

SPED 669 • Supporting Students with Intellectual Disabilities Across Systems and Field Experience

4 Credits

Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.

Special Notes: This course includes a 35-hour field experience in a K-12 setting.

SPED 671 • ASD Field Experience

1 Credit

Identification of the impact characteristics and collaboration in coordinating resources have on learners with autism. Description of individualized programming based on evaluation results. Explanation of how lessons target social, communication, academic, behavioral, functional skills. Identification of program modifications. Interpretation of how instructional strategies promote the generalization of skills.

Special Notes: 35 hour field experience.

SPED 672 • Emotional/Behavioral Disabilities: Field Experience

1 Credit

A 35-hour field experience in which students complete observational experiences in mild, moderate, and severe K-12 EBD settings. Participate in behavioral techniques and programming, accommodations and modifications both in the resource and general education classrooms, and observe mental health providers for K-12 EBD students with mild, moderate and severe needs.

SPED 673 • ABS Field Experience

1 Credit

A 35-hour field experience in which students observe K-12 educational programming process for children with mild to moderate disabilities in the areas of LD, EBD, DCD, ASD, and OHD with an emphasis on defining characteristics in each category. Experience the referral process, evaluation, eligibility, IEP development, programming, and professional collaboration to prepare for work in this field.

SPED 674 • Development Disabilities: Field Experience

1 Credit

Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD.

Special Notes: 35 hour supervised observation experience.

EDUC 697 • Thesis Extension

0 Credit

Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.

Prerequisites: EDUC 790.

EDUC 858 • Re-Imagining Higher Education

2 Credits

Consider the future of higher education and the leadership needed. Issues and trends in the current and emerging field higher education, including equity and access, finances and affordability, and competing models and non-traditional offerings, are revisited and intersected with personal growth and leadership formation.

Prerequisites: EDUC 818.

EDUC 897 • Dissertation Extension

0 Credit

Extension course for continued enrollment; required when the thesis/project course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis/project is granted final approval and receives a grade. Fee applies.

Prerequisites: EDUC 891.

NURS 719 • Nurse-Midwifery II: Intrapartum Practicum

4 Credits

Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period. Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.

Prerequisites: NURS 606, NURS 611, NURS 620, NURS 673, NURS 715. Preceptor recognition fee \$100. EXXAT Usage Fee \$125.

Academic Behavioral Strategist K-12 (ABS) License

License Requirements

Academic Behavior Specialist (ABS) License add-on

SPED 633	Characteristics of Mild-Moderate Disabilities (ABS)	4
SPED 635	Responsive Instruction, Intervention, and Assessment (ABS)	2
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Moderate Special Needs (ABS, EBD) & Field Exper ±	4
SPED 786	Academic Behavioral Strategist: Practicum	3
Total Credits		13

* Course must be taken for credit at Bethel.

± Required for all students who do not already hold a full professional teaching license.

Autism Spectrum Disorders B-21 (ASD) License

License Requirements

Autism Spectrum Disorders B–21 (ASD) License add-on ~~to~~ **ABS** License

SPED 643	Characteristics of ASD (ASD)	2
SPED 645	ASD: Evaluation, Communication, and Intervention Strategies *	4
SPED 649	Planning, Instruction, and Consultation for ASD (ASD)	4
SPED 787	Autism Spectrum Disorders: Practicum *	3
Total Credits		13

*Course must be taken for credit at Bethel.

±Required for all students who do not already hold a full professional teaching license.

Developmental Disabilities K-12 License

License Requirements

Developmental Disabilities K–12 (DD) License add-on ~~to~~ **ABS** License

SPED 661	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	2
SPED 667	Instruction and Intervention for Students with Intellectual Disabilities	4
SPED 669	Supporting Students with Intellectual Disabilities Across Systems ‡	4
SPED 779	DD: Practicum	3
Total Credits		13

* Course must be taken for credit at Bethel.

± Required for all students who do not already hold a full professional teaching license.

‡ This course requires 30 hours of field work in a K-12 setting.

Emotional/Behavioral Disorders K-12 (EBD) License

License Requirements

Emotional/Behavioral Disabilities K–12 (EBD) add-on ~~to~~ **ABS** License

SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 639	Intro to Behavioral Methods & Mental Health for Mild-Moderate Special Needs (ABS, EBD) & Field Exper ±	4
SPED 788	EBD: Practicum *	3
Total Credits		13

* Course must be taken for credit at Bethel.

± Required for all students who do not already hold a full professional teaching license.

± Requires field hours in a school setting.