

# **BETHEL SCHOOL**

## **OF TECHNOLOGY**

# **Catalog**

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[www.betheltech.net](http://www.betheltech.net)

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**August 1st, 2021- July 31st, 2022**  
**Bethel School of Technology Catalog**

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## GENERAL INFORMATION

Catalog Rights and Changes. This catalog is effective as of August 1st, 2021 until July 31st 2022. Special care is given to ensure the information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of Bethel School of Technology.

It is the intention of Bethel School of Technology to protect the rights of students with respect to curriculum and completion requirements. There are times when catalog requirements may change. Bethel School of Technology will make every effort to ensure a student's program plan does not change wherever possible.

Bethel School of Technology has the right at its discretion to make reasonable changes in program content, class schedules, materials and equipment, as it deems necessary in the interest of improving the student's educational experience. Bethel School of Technology reserves the right to make changes in policy and procedures as circumstances dictate. When ongoing federal, state, accreditation and/or professional changes occur that affect students currently in attendance, Bethel School of Technology will make the appropriate changes and notify the students accordingly. Bethel School of Technology will authorize substitutions for discontinued courses where appropriate.

Bethel School of Technology offers certain programs that are in partnership with outside organizations. Cybersecurity, Data Science, and limited Full Stack Development programs are powered by Woz-u. Woz-u offers curriculum design for the Data Science, Cybersecurity, and the 33-week Full-Stack Development programs. All Full-Stack Development, UI/UX design, Career Services, and Spiritual curriculum design and instruction has been provided by Bethel School of Technology. Bethel School of Technology oversees all policy, admissions, retention, marketing, and any student procedure within all programs.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 [www.bppe.ca.gov](http://www.bppe.ca.gov), Phone: (916) 431-6959, Main Fax: (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

This Catalog is available online on our school's website [www.betheltech.net](http://www.betheltech.net) or is available upon request at 1880 Park Marina Dr, Redding CA 96001.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site <http://www.bppe.ca.gov/>

# MISSION

The mission of Bethel School of Technology is simple: To send believers into the marketplace who are highly skilled and maintain a spirit of excellence in their field of choice. We are equipping Bethel School of Technology students to carry the presence of God into work environments, creating a profound positive impact on the organizations that they serve. This online and in-person school is meant to raise up the best and brightest in the technology world, and train them to demonstrate the wisdom, character, and power of a superior kingdom. Ultimately, our greatest desire is to see our students serve some of the finest companies in the world with excellence, dedicated to helping these organizations become fully actualized, high performing companies.

# OBJECTIVES

- Provide ONLINE COMPUTER BASED LEARNING in coding languages, Data Science, Cybersecurity and UI/UX Design that meet employer demand.
- Implement new programs in coding languages, Data Science, Cybersecurity, and UI/UX design that meet ongoing technology changes
- Promote a work environment that allows for the hiring and retention of top personnel
- Provide an individualized approach for job search strategies to each student
- Bridge the IT Talent Gap:
  - Currently, there are 500,000 open jobs in tech-related sectors, and experts predict there will be more than a million unfulfilled programming jobs by 2024. Bethel School of Technology teaches individuals the necessary skills for some of the most in-demand IT roles, including software development, and equips them to attain higher-paying jobs in the tech space.
    - <https://www.bls.gov/opub/mlr/2015/article/industry-employment-and-output-projections-to-2024.htm#:~:text=Their%20job%20count%20is%20projected,added%20from%202004%20to%202014.>
- Hosting His Presence:
  - Bethel School of Technology is dedicated to helping our students cultivate an awareness of His presence in their daily lives. The Presence of God transforms the world within us as it impacts the environment around us.
- Serve with Excellence:
  - Bethel School of Technology is committed to teaching our students how to cultivate and steward excellent character. Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical and expecting more than others think is possible.
- Create Impact:
  - The awareness of God's presence and the dedication to excellence is a force multiplier in advancing technology, increasing productivity, and enhancing creativity. Ultimately these attributes increase the impact of our lives on both the environments we serve and the people we serve with.

## **APPROVALS**

The school is an unaccredited school and is not eligible for federal financial aid programs. Bethel Tech is a private institution and it is approved to operate means in compliance with state standards by the Bureau for Private Postsecondary Education.

## **BANKRUPTCY STATEMENT**

Bethel Tech has NO pending petition in bankruptcy, is NOT operating as a debtor in possession, HAS NOT filed a petition within the preceding five years, or HAS NOT had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

## **DESCRIPTION OF AVAILABLE SPACE, FACILITIES AND EQUIPMENT**

### **FACILITIES**

Bethel School of Technology is located at 1880 Park Marina Dr, Redding CA, 96001. The approximately 2300 square feet facility has office space for employees and an open area for teamwork. The facility has ample parking to accommodate students and staff.

### **LEARNING RESOURCES**

Students have access to Bethel School of Technology online resources 24/7. Online resources include access to mentors and instructors during stated office hours, workshops and recordings of instructions and webinars. Other information and resources that a student may need are located on the internet. Online classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher-provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

Bethel School of Technology does not have a physical library or tangible learning resource repository. However, Bethel School of Technology does maintain a list of free resources for students of several programs who wish to supplement the Bethel School of Technology curriculum. These resources are available for students upon request from instructors and coding mentors.

## **FACULTY AND STAFF MEMBERS**

**Bethel School of Technology Faculty and Staff**  
Kris Vallotton, Founder

*Executive Team:*

Ryan Collins, President and Chief Executive Officer  
Dann Farrelly, Chief Academic Officer  
Johanna Wilson, Chief Operations Officer

*Operations Team:*

Tracy Willis, Director of Finance  
Richard Gordon, Spiritual Director  
Taylor Newton, Director of Technical Instruction and Curriculum Design  
Beth Regattieri, Marketing Director  
Sarah Bahn-Su, Career Services Manager  
Faith Beck, Marketing Manager  
Jacob Cook, Student Accounts Manager  
Siri Bergquist, Operations Manager  
Cara Santos, Admissions Manager  
Mark Zepeda, Registrar

*Instructors:*

Taylor Newton, Full Stack Instructor  
Jan Pevny, Full Stack Instructor  
Alison Cossette, Data Science Instructor  
Melissa Jones, UI/UX design Instructor  
Alec Phelps, UI/UX design Instructor  
Richard Gordon, Kingdom Foundations Instructor  
Alyssa Morris, Kingdom Foundations Instructor  
Sarah Bahn-Su, Career Services Instructor  
Zaven Kojakian, CyberSecurity Instructor

*Enrollment Staff:*

Johnny DeGiorgio, Student Success Coach  
Kadria Drake, Student Success Coach  
Daniel Vargas, Admissions Counselor  
Brandon Schraven, Admissions Counselor  
Cein Byrne, Admissions Counselor

*Mentoring Staff:*

William Harris, Coding Mentor  
Ivan Torres Mia, Coding Mentor  
Benjamin Cunningham, Coding Mentor  
Sarah Young, Data Science Mentor  
Emily Harnish, Cybersecurity Mentor  
Josiah Reed, Design Mentor  
Zach Knopes, Spiritual Mentor  
Jonathan Miller, Spiritual Mentor



## OWNERSHIP INFORMATION

Bethel School of Technology (Bethel Tech), a nonprofit 501c3 subsidiary of Bethel Church. Bethel Tech's governing board is appointed by Bethel Church. Its operations and administration is under the oversight of Bethel Church.

ADMINISTRATIVE OFFICE ADDRESS:  
1880 Park Marina Dr, Redding Ca 96001

## LIST OF PROGRAMS OFFERED

Cyber Security Online  
Data Science Online  
Full Stack Web Development Online  
UI/UX Design Online

## TUITION AND FEES

Cyber Security Online \$15,900  
Data Science Online \$15,900  
Full Stack Web Development Online Tuition \$15,900.00  
UI/UX Design Online \$12,900  
Books \$0.00  
Enrollment Fee \$0.00  
Supplies \$0.00  
STRF Fee (not refundable) \$0.50  
Tools \$0.00

The total attendance and schedule of total charges for tuition and fees in any of our programs remains consistent within attendance of the program. Students who attend Bethel School of Technology pay complete tuition and fees for the entirety of their enrollment at Bethel School of Technology. At no time will students be subject to pay more than the below stated tuition cost for their attendance at Bethel School of Technology.

Total Online Cost of Students Period of Attendance and Estimated schedule of total charges (est. 33 Weeks) =

Cyber Security \$15,900

Total Online Cost of Students Period of Attendance and Estimated schedule of total charges (est. 33 Weeks) =

Data Science \$15,900

Total Online Cost of Students Period of Attendance and Estimated schedule of total charges (est. 39 Weeks) =

Full Stack Web Development \$15,900.00

Total Online Cost of Students Period of Attendance and Estimated schedule of total charges (est. 33 Weeks) =  
UI/UX design \$12,900

Course materials for Full Stack, Data Science, and Cyber Security programs; such as books and software are included in the tuition. Students must supply their own laptop, not a tablet. The programs require at Minimum:

- PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.

The recommended computer setup is:

- PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5

Course materials for UI/UX; such as books, are included in the tuition. Students must purchase a monthly subscription to Adobe on their own and supply their own laptop, not a tablet. The programs require at Minimum:

- PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.

The recommended computer setup is:

- PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5

Every student will need their own computer. Students are downloading programming resources or specific software to their computer, and it will also house their coding, Cyber Security, Data Science, and UI/UX projects.

Students attending the Online programs Cyber Security, Data Science, Full Stack Web Development, and UI/UX Design will need to provide 50% of their tuition costs at the start of their program due to the length of the course. The total cost of the program is due at the completion of 50% of the program.

Failure to pay total for the programs at the 17th week of attendance for Cyber Security, Data Science online, Full Stack Web Development, and UI/UX Design may result in withdrawal from the program. Tuition fees due for both programs at the start of their program are as follows:

Due at Start:

- Cyber Security Online: \$7,950
- Data Science Online: \$7,950
- Full Stack Web Development Online: \$7,950
- UI/UX Design Online \$6,450

## STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

**STUDENT TUITION RECOVERY FUND (STRF) Student Tuition Recovery Fund:** It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

The STRF Fee is non-refundable.

## ANY OTHER EXPENSES

Students are responsible for their own accommodations as Bethel Tech does not provide any residence facility.

Students in the UI/UX program will need to purchase an Adobe software subscription for course work. This responsibility is on the student to complete before they start class.

## SCHOOL CALENDAR

### 2021-2022 HOLIDAYS TO BE OBSERVED

When an unexpected closure occurs due to extraordinary conditions such as inclement weather, students will be notified as soon as possible by email and/ or phone and/or radio, and/or TV who provide closure information as a public service. Classes are not held on the following holidays:

Labor Day Monday, September 9th, 2021

Veteran's Day Wednesday, November 11th, 2021

Thanksgiving Break - Monday November 22nd - Sunday, November 28th, 2021

Christmas Break - Saturday December 13th, 2021 - Sunday January 9th, 2022

Martin Luther King Jr. Monday, January 17th, 2022

President's Day Monday, February 21st, 2022

Spring Break Monday February 28th - Sunday, March 6th, 2022  
Good Friday Friday, April 8th, 2022  
Memorial Day Monday, May 30th, 2022  
Summer Break, Monday, July 4th - July 10th, 2022

## COHORT START DATES PER PROGRAM

**Start Dates: 2021/2022 school year**

### **Cyber Security - ONLINE**

January 10, 2022  
February 21, 2022  
April 11, 2022  
May 23, 2022  
July 11, 2022

### **Data Science - ONLINE**

August 23th, 2021  
September 13th, 2021  
October 4th, 2021  
October 25th, 2021  
November 15, 2021  
January 10, 2022  
February 21, 2022  
April 11, 2022  
May 23, 2022  
July 11, 2022

### **Full Stack Web Development ONLINE**

January 10, 2022  
January 31, 2022  
February 21, 2022  
March 21, 2022  
April 11, 2022  
May 2, 2022  
May 23, 2022  
June 13, 2022  
July 11, 2022  
August 1, 2022

### **33-Week Full Stack Web Development ONLINE**

August 23th, 2021  
September 13th, 2021  
October 4th, 2021  
October 25th, 2021  
November 15, 2021

## **UI/UX Design Online**

August 23th, 2021  
September 13th, 2021  
October 4th, 2021  
October 25th, 2021  
November 15, 2021  
January 10, 2022  
January 31, 2022  
February 21, 2022  
March 21, 2022  
April 11, 2022  
May 2, 2022  
May 23, 2022  
June 13, 2022  
July 11, 2022  
August 1, 2022

## **SCHOOL HOURS OF OPERATION**

Office Hours: 8:00 AM – 6:00 PM local time zone, Monday through Friday.  
School Hours: 8:30 AM – 7:00 PM local time zone, Monday through Friday.  
8:00 AM – 10:00 PM, Saturdays (when nights/weekends cohorts are being offered)

## **CLASS SCHEDULES**

Students attend courses online and are able to access their course 24 hours a day, 7 days a week. Classes are provided in a three or six week course schedule dependent on course objectives and assessments.

## **ADMISSIONS POLICIES**

Individuals applying for this program are required to have:

1. Interview with an admissions representative; and
2. Applicants under the age of 18 require permission from a parent or legal guardian in order to enroll; and

3. Prospective students applying through one of our partner schools must have a high school diploma to be accepted to Bethel School of Technology.
  - a. Students applying directly through Bethel School Technology are **not required** to have a high school diploma to be admitted to the program.

Modalities are defined as:

“ONLINE COMPUTER BASED LEARNING”, offered as a Structured Online Course by Bethel School of Technology, that is web-based with instructor support or via simulcast. We will match the modality with the student’s learning preference subject to course availability.

Statement of Non-Discrimination. Bethel School of Technology does not discriminate on the basis of race, color, height, weight, national origin, age, marital status, gender, veteran status, or disability. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, Bethel School of Technology actively encourages applications from members of all groups.

Bethel School of Technology allows students from other countries to attend online classes. Due to the nature of instruction, students are not required to provide a visa or any kind of documentation on student visa status because all attendance is required online. Bethel School of Technology will not vouch for or provide students with Visa status.

English as a Second Language (ESL) Instruction.

Bethel School of Technology does not currently offer English as a Second Language, Intensive English or English Language Learner instruction. Students must be able to read, write, speak, understand and communicate effectively in English. All courses are taught in English.

Bethel School of Technology does not recruit, nor intend to recruit in a language other than English. Individuals who wish to attend Bethel School of Technology will need to show proficiency in English before they are able to attend. Those that are not able to communicate in English will be provided an interpreter to assist with communication of the requirements for admission as a student at Bethel School of Technology. If a professional interpreter cannot be found by Bethel School of Technology, the potential student will be asked to provide a family member or friend to interpret.

The definition of a professional interpreter is any person who provides communication facilitation between the potential student and others.

Any student who does not show proficiency in English and requests an interpreter must pass the standardized TOEFL test before admittance into the program will be granted. Bethel Tech does not provide English language services to students and instruction as in ESL is not provided to students who are not proficient in English. If a potential student decides to take the TOEFL test, Bethel Tech is not responsible for payment. The potential student will need to pay any fees associated with the test.

- Prospective students from non-English speaking countries must complete the TOEFL exam (or other approved tests, see table below) and submit official test scores to the Bethel School of Technology. Test scores must satisfy, at the minimum, the intermediate level of all skills (reading, listening, speaking, and writing). Refer to the table below for minimum test scores requirements.

Type of Test	Minimum Score
<b>Test of English as a Foreign Language (TOEFL)</b>	
TOEFL Written	500
TOEFL Computer	173
TOEFL Internet-based	61
<b>International English Language System (IELTS)</b>	6.5-9
<b>Test of English for International Communications (TOEIC)</b>	400

Prospective students for the CLASSROOM BASED INSTRUCTION and ONLINE COMPUTER BASED LEARNING may enroll up to 7 days prior to the start date of the program.

## TRANSFER OF CREDIT

Bethel School of Technology does not accept credit for previous education, training or work experience. Bethel School of Technology does not guarantee transferability of our credits to another institution.

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Bethel School of Technology is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Cybersecurity, Data Science, Full Stack Web Development online or UI/UX online is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Bethel School of Technology to determine if your certificate will transfer.



Oral Roberts University (ORU) has entered into an articulation agreement with Bethel School of Technology. ORU will accept up to 12 transfer credits from the Full Stack Web Development program online into a chosen college program under the discretion of ORU and the student. The student will need to meet ORU's admission requirements as well as receive an evaluation of credit before they are able to begin the degree completion at ORU. It is at the discretion of ORU based on the students declared major as to which credits will transfer. The articulation agreement is available to any student who wishes to view it upon request. Requests can be made through the admissions department by emailing [admissions@betheltech.net](mailto:admissions@betheltech.net) or by calling 530-255-2018.

Indiana Wesleyan University (IWU) has entered into an articulation agreement with Bethel School of Technology. IWU will accept up to 18 transfer credits from students who have successfully completed the Full Stack Web Development program. Students will be recognized as satisfying the eighteen (18) credit hours of the Web Development specialization.

1. A student who has successfully completed the Bethel Tech Full Stack Web Development program and who satisfies all other admission requirements as listed in the IWU catalog is eligible for admission into the IWU Bachelor of Science in Information Technology with a specialization in Web Development program offered by the College of Adult and Professional Studies.
2. This agreement does not address courses outside the scope of Bethel Tech. IWU reserves the right to evaluate transfer credit independently.
3. The Bachelor of Science in Information Technology with a specialization in Web Development will be conferred by IWU after the successful completion of the combined curricula and satisfaction of graduation requirements.
4. Bethel Tech students who have completed the Full Stack Web Development program curriculum may receive IWU credit according to the following table

<b>BETHEL TECH Course(s)</b>	<b>IWU Course</b>
<ul style="list-style-type: none"> <li>• FSW 100 Coding From Scratch</li> <li>• FSW 101 Front-End Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 300 Coding and Front-End Foundations for Web Development</li> </ul>
<ul style="list-style-type: none"> <li>• FSW 103 Front-End Frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 301 Front-End Frameworks</li> </ul>
<ul style="list-style-type: none"> <li>• FSW 105 Database Foundations</li> <li>• FSW 102 Programming Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 302 Database and Programming Foundations</li> </ul>
<ul style="list-style-type: none"> <li>• FSW 104 Back-End Foundations</li> <li>• FSW 106 Mobile Apps &amp; Responsive Design</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 303 Back End Foundations, Mobile Apps, and Responsive Design</li> </ul>
<ul style="list-style-type: none"> <li>• FSW 107 Agile Project Management &amp; Career Skills</li> <li>• FSW 108 Deployment &amp; Web Security</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 304 Agile Project Management, Deployment and Web Security</li> </ul>
<ul style="list-style-type: none"> <li>• FSW 109 Project Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• WEB 305 Web Development Group Project</li> </ul>

Visible Music College has entered into an articulation agreement with Bethel School of Technology. Visible will accept up to 16 transfer credits from the Full Stack Web Development program online into a chosen college program under the discretion of Visible and the student.

The student will need to meet Visible's admission requirements as well as receive an evaluation of credit before they are able to begin the degree completion at Visible. It is at the discretion of Visible based on the students declared major as to which credits will transfer. The articulation agreement is available to any student who wishes to view it upon request. Requests can be made through the admissions department by emailing [admissions@betheltech.net](mailto:admissions@betheltech.net) or by calling 530-255-2018.

The King's University (TKU) has entered into an articulation agreement with Bethel School of Technology. TKU will accept up to 12 transfer credits from the Full Stack Web Development program online into a chosen college program under the discretion of TKU and the student. The student will need to meet TKU's admission requirements as well as receive an evaluation of credit before they are able to begin the degree completion at TKU. It is at the discretion of TKU based on the students' declared major as to which credits will transfer. The articulation agreement is available to any student who wishes to view it upon request. Requests can be made through the admissions department by emailing [admissions@betheltech.net](mailto:admissions@betheltech.net) or by calling 530-255-2018.

William Jessup University (WJU) has entered into an articulation agreement with Bethel School of Technology. WJU will accept up to 27 transfer credits from the Data Science, Full Stack Web Development and UI/UX design programs online into a chosen college program under the discretion of WJU and the student. The student will need to meet WJU's admission requirements as well as receive an evaluation of credit before they are able to begin the degree completion at WJU. It is at the discretion of WJU based on the students declared major as to which credits will transfer. The articulation agreement is available to any student who wishes to view it upon request. Requests can be made through the admissions department by emailing [admissions@betheltech.net](mailto:admissions@betheltech.net) or by calling 530-255-2018.

Bethel School of Technology does not provide credit for prior experiential learning from any institution. We do not allow students to transfer any credit into our program.

Bethel Tech or any of its programs, are not accredited by an accrediting agency recognized by the United States Department of Education. Bethel Tech is unaccredited and does not offer an associate, baccalaureate, master's, or doctoral degree. A certificate program that is un-accredited or a certificate from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

## PAYMENT SCHEDULES

- Bethel School of Technology does not participate in any federal or state financial aid program.
- Bethel School of Technology partners with a variety of lender organizations to offer students access to personal education payment plans. However, students may choose any lender of their choice. Payment Plan terms, interest rates, and monthly payments are between the student and the lender of choice.

- If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.
- If the student received federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal financial aid funds.
- If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
  - The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
  - The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

## STUDENT'S RIGHT TO CANCEL AND REFUND POLICY CANCELLATION AND REFUND POLICY:

The school must refund all monies paid if the applicant is not accepted. This includes instances where a starting program is cancelled by the school.

## WITHDRAW AND REFUND AFTER COMMENCEMENT OF PROGRAM:

1. A student choosing to withdraw from the school after the student enters the program is to provide written notice to the COO of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
2. If training is terminated after the student enters the program, the school may retain a percentage of the total tuition based off of the amount of days the student has attended the institution.
3. The amount owed equals the daily charge for the program (total institutional charge divided by the number of days in the program), multiplied by the number of days a student attended, or was scheduled to attend prior to withdrawal. A student who withdraws before the 60% point in time in the session will receive a refund of applicable tuition. The amount of the refund is based on the percentage of the session that has not been completed.
4. The institution will refund 100 percent of the amount paid of institutional charges if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.
5. Attendance is defined as: participation in or record of exams, quizzes, assignment submissions, attendance records, tutorials, revival group sessions.
6. Books, supplies and fees are included in the tuition and refunded under the tuition refund policy.
7. When calculating refund the official date of a student's termination is the last day of recorded attendance:
8. When the school receives written notice of the student's intention to discontinue the training program; or,

9. When the student is terminated for a violation of a published school policy which provides for termination; or,
10. When a student, without notice, fails to attend classes for thirty calendar days.
11. All refunds must be paid within 30 calendar days of the student's official termination date.
12. Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence ("LOA"), within 30 days of the date the student was scheduled to return from the LOA and did not return.
13. The following reasons for refunds are applicable:
  - a. Dismissal from the program \*\*\* See the Reasons for dismissal section of the catalog\*\*\*
  - b. Withdrawal from the program due to lack of attendance, personal emergency, financial hardship or any other situations that are communicated between the student and the institution within the withdrawal form.

Bethel School of Technology's Refund policies apply to online programs.

## POSTPONEMENT OF START DATE

Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and the school. The agreement must set forth:

- a. Whether the postponement is for the convenience of the school or the student, and;
- b. A deadline for the new start date, beyond which the start date will not be postponed.

If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline of the new start date set forth in the agreement, determined in accordance with the school's refund policy.

## HOUSING INFORMATION

Bethel Tech does not provide any housing for students who attend its programs. Students who wish to attend online programs will need to find accommodations for themselves within Redding. Redding provides a number of apartments, homes and rooms for rent. Prices for individual rooms can range from \$300-\$600 per person per month. Apartment prices based off occupancy can range from \$900-\$1,500 per month. Renting a home in Redding based off occupancy can range from \$900-\$3,000 per month. Students are encouraged to research local property management companies, online rental communities or contact apartment complexes for exact prices and availability.

Bethel Tech has NO responsibility to find or assist a student in finding housing. All students wishing to reside in Redding during attendance at Bethel Tech will need to find their own accommodations.

## **STUDENT SERVICES**

### **SPIRITUAL MENTORSHIP**

Bethel School of Technology offers all of its students a one-on-one spiritual mentor. The Spiritual Mentor lends strength to Bethel Tech to see the expansion of God's kingdom by providing spiritual support to enrolled students. The spiritual mentor fosters a greater connection between students and the Revival Group Pastor. The mentor will meet one-on-one with students on a monthly basis providing spiritual and pastoral support. The spiritual mentor is someone with strong communication, pastoral and coaching skills who is a graduate of The Bethel School of Supernatural Ministry.

Our heart is that our students are personally transformed by Christ and then are able to bring cultural transformation into their family, community, and business. We believe transformation happens in revival groups and often it requires a safe one on one space with a spiritual mentor for students to create another layer and opportunity for personal transformation. These spiritual mentor sessions occur once a month and are a significant part of the course.

We expect students to schedule times with their assigned mentors. If a student misses two spiritual mentor sessions, then they will receive an absence towards the Kingdom Foundations courses. If they accumulate more than four absences in total then they will not be able to graduate from Kingdom Foundations courses. A missed spiritual mentor session is when a student is a no-show for their scheduled session with their mentor or if a student decides not to schedule a meeting during the time of enrollment in a Kingdom Foundation course.

### **PROGRAM MENTORSHIP**

All Bethel Tech students are provided program mentorship within the program. This mentor works in a cooperative setting with instructors, students, and support personnel to accomplish the mutual goal of training and placing students. They provide academic support, assisting students with instructional review, technical questions, debugging, code review, and reinforcement of conceptual knowledge. They also counsel students on the importance of class attendance, contact students who have missed a class, and document all attendance related matters.

### **GRADUATION REQUIREMENTS**

A diploma will be issued to students upon successful completion of all attendance and academic requirements. Successful completion of all courses and externships listed in the program breakdown requires a minimum grade equivalent of 2.0. Students must satisfy outstanding financial obligations before the school will issue an official transcript. A continuously enrolled student is entitled to graduate under the academic requirements stated

in the catalog in effect at the time of the student's enrollment. Students who re-enter do so under the catalog in effect at the time of their re-enrollment.

## CAREER SERVICES

Bethel Tech's objective is to build relationships/leads within industry. In doing so, our team generates leads on a local, national and international level by sourcing opportunities, networking, developing relationships, as well as utilizing our in-house recruiting team, and other staffing/recruiting agencies across the country.

During Demo Day or Residency, a student will be asked to go through a "Graduation Exit Interview". The exit interview serves as a check and balance to ensure the student is cleared for graduation and make sure the student submits a final/polished resume.

The student career advisement process is interactive for the duration of 180 days. The career services team will be involved with the student by requesting a face-to-face meeting every 30 days (at a minimum). During this period, the student must be proactive in the following:

- Creating a strong social media presence
- Attending networking events
- Creating and editing Cover Letters and Resumes
- Applying for various positions matching their qualifications

Based on what the student needs, career services will perform a complete interviewing strategy, soft skills, resume, and personal career assessment/motivation with the student. We could also provide additional mock-interview and assist in bridging connections to internships to build more work experience. While our objective is to assist students in securing a job within 180 days of graduation, students receive lifetime advisement assistance.

A student who is considered a WAIVER of placement, will meet one of the following requirements and will complete a Graduate Waiver Form, which will be kept in the graduate placement file:

- Continuing Education(Associate, Baccalaureate, Masters, or Phd program)-verified by incoming institution and student.
- Active Duty Military- verified with a copy of orders or enlistment documentation.
- Health-Related Issue-verified by receipt of medical documentation from students, whereas health issues will prevent graduates from seeking/obtaining employment within their field of study.
- Any graduate accepting employment with Bethel Tech will be considered a waiver and not count towards placement outcomes.

The only positions at Bethel Tech warranting a placement waiver are program mentors. A waiver is placed on file for graduates until they find employment in their field, so as to not count the two positions towards placement rates.

## WEEKLY SEMINARS

Bethel Tech provides its students free weekly seminars and advanced leadership training with leaders in the fields of technology, ministry, counseling and career advancement. Students are able to attend these seminars free of charge and can access the recorded sessions within a digital resource depository. These seminars and the speakers of these meetings are selected based on student request, industry trends and general overall well being of the students. Students are given opportunities to ask questions and participate in the conversation with the speaker. All of these seminars are available online through video conferencing.

## ADVISING

Advising by faculty and administrative staff to discuss student progress or special needs is available by appointment. Counseling services, financial planning, and information on housing, childcare, and rehabilitation services are available by appointment through Bethel Church. The institution does not have dormitory services under its control and does not provide housing services (availability and cost range of housing, etc.)

## PARKING

The school offers free parking on all premises.

## METHOD OF INSTRUCTION

The following method of instruction applies to all Bethel Tech programs:

- Online Students read and watch the curriculum available on the following LMS platforms:
  - UI/UX Design, Cybersecurity, Data Science and Full Stack development
    - <https://bethel.populiweb.com>
    - <https://betheltech.exeterlms.com>
- Each program has several modules, and each module has several assignments. On occasions, students may be required to complete assignments and projects on platforms other than the above-mentioned LMS websites.
- Students complete assignments during and at the end of each module to be reviewed by their instructor.
- Students may exchange electronic correspondence with their mentor and their instructor using either the messaging system on Slack via [betheltech.slack.com](https://betheltech.slack.com), or by using email.
- Students meet with their program mentor via video chat 1 time a week to review their homework and progress, discuss the curriculum, and/or ask questions about projects in progress.
- Instructors teach live video workshops throughout the week according to module and topic. Students are provided with an instructional calendar before the beginning of their program and updates are communicated throughout the program by email and Slack announcements.
- Students are not required to submit assignments, assessments or projects through the mail.

- The expected response time between Bethel Tech's electronic receipt of student lessons, projects or assignments and the institution's response or evaluation is 1 to 3 business days
- Students can engage with other students, mentors, and technical coaches on Slack via an invite to [betheltech.slack.com](https://betheltech.slack.com)
- Students are guided to read or find additional resources online to enhance their comprehension.

## PROGRAMS

### FACULTY QUALIFICATIONS

Sarah Bahn, BCOMM - Career Services Instructor

Sarah currently serves as the Career Services manager and has complete ownership of building, leading, and managing the career services functionality as well as support and ownership of our national/international education partners. She is responsible for strategic planning, fiscal management, staff development, employer relationships, and leveraging the Bethel Tech brand within the technology, medical and business arenas. She also has adapted the career services curriculum as well as developed and teaches Career Skills to all students enrolled in our program.

Richard Gordon, MSc Eng, Sc Eng - Revival Group Pastor/Instructor

Richard is a pastor, software engineer and entrepreneur with a unique blend of creativity, communication and technology. He is passionately in love with Jesus. He pastors at the Bethel School of Supernatural Ministry helping train and pastor students in leadership, how to follow the Holy Spirit and carry the kingdom's culture into every mountain of influence. Richard has over 10 years of software development and technology experience. He has a passion to marry ministry and business to see the world changers raised up for God's kingdom.

Melissa Jones, BA Media Communications - UI/UX design instructor

With over 10+ years experience in interactive media, content creation, and web design she owns and operates 3816 Creative, an agency in Northern California. With a Bachelor's of Arts in Interactive Media from Asbury University, she is passionate about building brands and user experiences for impact and influence. She has worked with non-profits and major brands alike including Shutterstock Custom, Evernote, Artifact Uprising, Honeybook, Grana Clothing, and Salem Media Group.

Alyssa Morris, MA Teaching, BA Liberal Studies - Revival Group Pastor/Instructor

Alyssa has over 7 years of experience in the field of education. She is a pastor, teacher and a graduate of Bethel's Supernatural School of Ministry. She is passionate about the presence of God and seeing the kingdom of God being infused in every sphere of society. With a heart of service and excellence, she desires to see the workplace look more and more like heaven and individual lives be transformed by the power of Christ.



Taylor Newton, BS Computer Science - Full Stack Web Development Instructor

Taylor is a software engineer, educator, and technology consultant passionate about empowering people to walk confidently in their identity and giftings. She has over 10 years of experience in full-stack software engineering and is an experienced Computer Science educator, from teaching students in classrooms how to code to training software development teams in new technologies. She believes that God wants to partner with people in the workplace, and loves equipping others to hear His voice.

Alexander Phelps - UI/UX Instructor and Mentor

Alec is a multidisciplinary designer with over 8 years of experience successfully leading and executing design projects. He has specific expertise in brand identity, interactive user experience and product design. He's made a career creating digital and physical products for individuals and major corporations ranging from recording artists and conferences, to IBM events and more.

Jan Pevny - Full Stack Web Development Assistant Professor

Jan is a full stack programmer with more than 12 years of diverse experience in programming languages (PHP, Python, TypeScript/JavaScript, C#), frameworks (Symfony, Laravel, Django, Angular, ReactJS), and technologies such as Hybrid Web/Android/iOS solutions (IONIC, Google Firestore). He has worked in central Europe on projects for brands like Volkswagen, Audi, Porsche, and T-Mobile. His hobbies include trading and programming automatic strategies for financial markets. He has a passion for coding and new technologies.

Zaven Kojakian - Cyber Security Instructor

A computer software specialist from McGill University, Zaven has more than 2 decades of professional experience in management, team leadership, and IT technical skills. He is a subject matter expert on SAP Security. Zaven's passion is to train students to help their clients successfully bridge the gap between SAP systems and their security responsibilities.

Alison Cossette - Data Science Professor

Alison is a Data Scientist with more than 10 years of experience in healthcare and market research industries. Her skills include strategy, innovation, AI/ML-based product development and collaborative leadership. An experienced Data Science educator, Alison is committed to instilling in students values-based and ethical data practices from sourcing to societal impact.

## **CYBER SECURITY ONLINE**

Program Length: 33 weeks

This course offers a certificate of completion.

### Description of the Program:

This is an instructor-led or instructor-supported training course that targets the needs of individuals who want to start a career as a Cyber Security Specialist, Information Security Analyst, Security Architect or Cryptographer. Cyber Security. Students will Build expertise with databases, networks, firewalls, and hardware to protect companies and organizations from attacks. Instruction of software programming and curriculum design are powered by Woz-U.

### Objectives:

The Cyber Security program provides training for an entry-level career in the Cyber Security industry. The program will focus on security information, procedures and processes used in all types of business, governmental, non-profit environments. The program includes training in security basics, networks basics and defense, identity and access management, cryptography concepts, system administration, logging and monitoring, programming, web security, project management, and threats and vulnerabilities.

Students completing this program will be skilled in the following areas:

After completing this program, students will be able to:

- Understand and function within system administration information on installing and configuring network components; OS familiarity and some scripting.
- Have a basic understanding of media, topologies, protocols and standards, network support, and the knowledge and skills to sit for network certification
- Use various tools to assess the security posture of an organization and understand the possible impact of various vulnerabilities.
- Implement various access management controls and account management practices.
- Identify security concepts, threat actors and attributes, organizational security, policy, procedures and frameworks, security controls, business impact analysis, risk management, incident response and disaster recovery.

This program is delivered by ONLINE COMPUTER BASED LEARNING.

### Required Resources:

- Minimum: PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.
- Recommended: PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5 This will become the student's programming rig. Every student will need their own computer. Students are downloading programming resources to their computer, and it will also house their coding projects.

### Additional Resources:

- Students are expected to supply notebooks, pens, pencils, highlighters, folders, ring binders, calculators, USB storage devices and other general supplies as needed to aid in the collection and storage of information in their courses. Any special equipment or supplies will be communicated via the instructor by the first class meeting.

- Classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

### Complete Listing of Subjects & Synopsis

<b>SUBJECT IDENTIFYING NUMBER</b>	<b>SUBJECT TITLE</b>	<b>SUBJECT HOURS Lecture/Lab/Total</b>	<b>PREREQUISITES</b>
Week 1-6	BTL101 Building a culture of honor	18/18/36	Admission to Course
Week 1-3	CS0100 Security Foundations	30/30/60	Admission to Course
Week 4-6	CS0101 Networking Foundations	30/30/60	CS0100
Week 7-12	BTL102 Kingdom Foundations I	18/18/36	BTL101
Week 7-9	CS0102 System Administration	30/30/60	CS0101
Week 10-12	CS0103 Network Defense	30/30/60	CS0102
Week 13-18	BL 103 Kingdom Foundations II	18/18/36	BTL102
Week 13-15	CS0104 Cryptography and Access Management	30/30/60	CS0103
Week 16-18	CS0105 Logging and Monitoring	30/30/60	CS0104
Week 19-24	BTL 104 Living the Presence of God	18/18/36	BTL103
Week 19-21	CS0106 Programming Foundations	30/30/60	CS0105
Week 22-24	CS0107 Web Application Security and Project Management	30/30/60	CS0106

Week 25-30	BLCS 101 Career Services	22.95/22.05/45	Admissions to Program
Week 25-27	CS0108 Threats and Vulnerabilities	30/30/60	CS0107
Week 28-33	CS0110 Group Project	50/110/160	CS0108
Total Hours for Course Completion: 414.95/474.05/673			

#### Requirements for Graduation:

- Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects.
  - The Group Project course combines each part of the program into a group project for the student. Each student will work together as a team member for the group project, which includes daily scrum meetings to cover tasks and progress while working separately to complete them. The final group project is due at the end of the course.
- Students are required to complete every course throughout the program and complete the group project.

## OCCUPATIONS AND JOB TITLES

A student who completes the Cybersecurity program will be trained for employment in the following areas as listed on o\*net onetonline.org:

15-1299.09 Information Technology Project Managers  
15-1299.05 Information Security Engineers  
15-1299.06 Digital Forensics Analysts  
15-1299.04 Penetration Tester  
15-1212.00 Information Security Analysts  
15-1231.00 Computer Network Support Specialists  
11-3021.00 Computer and Information Systems Managers  
15-1211.00 Computer Systems Analysts  
13-1199.07 Security Management Specialists

## DATA SCIENCE ONLINE

Program Length: 33 weeks

This course offers a certificate of completion.

#### Description of the Program:

This is an instructor-led or instructor-supported training course that targets the needs of individuals who want to start a career in data analysis and data science. It prepares students

for job opportunities in various industries, including manufacturing, finance, insurance, health care, and retail. Curriculum design is powered by Woz-U.

Objectives:

Students will attain the fundamentals of computer science, statistics and applied mathematics, while incorporating real-world examples. Students will learn to balance the theory and practice of applied mathematics and computer science, allowing them to analyze and handle large-scale data sets. Students will also learn how to transform information to discover relationships and insights into complex data sets for today's business world.

Students completing this program will be skilled in the following areas:

Data Analysis, Hypothesis Testing, Data Visualization, Metric Development, Process Control, Machine Learning, Modeling, and Optimization. Students will learn to do these analyses using Python and R.

After completing this program, students will be able to:

- Mine datasets for better understanding
- Create metrics, and implement monitoring plans
- Create models for prediction and planning
- Implement Machine Learning algorithms
- Use regression analysis to explain relationships
- Create visualizations
- Test various hypotheses in a designed experiment
- Prepare and deliver findings reports to all audiences

This program is delivered by ONLINE COMPUTER BASED LEARNING.

Required Resources:

- Minimum: PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.
- Recommended: PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5 This will become the student's programming rig. Every student will need their own computer. Students are downloading programming resources to their computer, and it will also house their coding projects.

Additional Resources:

- Students are expected to supply notebooks, pens, pencils, highlighters, folders, ring binders, calculators, USB storage devices and other general supplies as needed to aid in the collection and storage of information in their courses. Any special equipment or supplies will be communicated via the instructor by the first class meeting.
- Classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

## Complete Listing of Subjects & Synopsis

### Course Outline:

<b>SUBJECT IDENTIFYING NUMBER</b>	<b>SUBJECT TITLE</b>	<b>SUBJECT HOURS Lecture/Lab/Total</b>	<b>PREREQUISITES</b>
Week 1-6	BTL101 Building a culture of honor	18/18/36	Admission to Course
Week 1-3	DS0101 Basic Statistics	15/60/75	Admission to Course
Week 4-6	DS0109 Programming Foundations in Python	15/60/75	DS0108
Week 7-12	BTL102 Kingdom Foundations I	18/18/36	BTL101
Week 7-9	DS0108 Databases	15/60/75	DS0101
Week 10-12	DS0109 Statistical Programming in R	15/60/75	DS0109
Week 13-18	BL 103 Kingdom Foundations II	18/18/24	BTL102
Week 13-15	DS0103 Metrics and Data Processing	15/60/75	DWG011 DS0101 DS0108
Week 16-18	DS0104 Data Wrangling and Visualization	15/60/75	DWG011 DS0101 DS0108
Week 19-24	BTL 104 Living the Presence of God	18/18/36	BTL103
Week 19-21	DS0105 Intermediate Statistics	15/60/75	DWG011 DS0101 DS0108 DS0109
Week 22-24	DS0106 Machine Learning and Modeling	15/60/75	DS0101 DS0109 DS0104 DS0105

Week 25-30	BLCS 101 Career Services	22.95/22.05/45	Admissions to Program
Week 25-27	DSO107 Intro to Big Data	15/60/75	DSO101 DSO109 DSO104
Week 28-33	DSO110 Group Project	90/60/150	Week 1-33
Total Hours for Course Completion:			

#### Requirements for Graduation:

- Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing. The project may include experimental design and data collection, and will be completed using several of the following techniques to bring the data to life:
  - Experimental design and hypothesis testing
  - Modeling
  - Machine Learning techniques
  - Process monitoring
  - Visualization
  - Student projects must be approved by an instructor or director.
  - Student must be a helpful, active participant in the group project
  - Student must complete the Resume Building and Interview Preparation exercises
  - Student must be current on financial obligations

## OCCUPATIONS AND JOB TITLES

A student who completes the Data Science program will be trained for employment in the following areas as listed on o\*net onetonline.org:

15-1133.00 Software Developers, Systems Software  
15-1141.00 Database Administrators  
15-1199.01 Software Quality Assurance Engineers and Testers  
15-1132.00 Software Developers, Applications  
15-1199.06 Database Architects  
11-3021.00 Computer and Information Systems Managers  
15-1121.00 Computer Systems Analysts  
15-1143.00 Computer Network Architect  
15-1199.07 Data Warehousing Specialists  
15-2041.00 Statisticians

# FULL-STACK WEB DEVELOPMENT ONLINE

Program Length: 39 weeks (*Enrollment begins January 10th, 2022*)

This course offers a certificate of completion.

## Description of Program:

This is an instructor-led or instructor supported training course that targets the needs of individuals who want to start a career in web development in applying the latest web languages and software programming concepts, such as authentication and authorization, RESTful API's, and advanced database structures such as many to many relationships. It will allow for job opportunities in fields such as: front-end development, back-end development, and full stack development.

## Objectives:

Students completing this course will be skilled in the following areas:

- One of the following coding languages: TypeScript or C#
- One of the following front-end frameworks: React or Angular
- HTML
- CSS
- REST API
- Web application servers
- SQL and NoSQL database systems
- Git source control system

After completing this course, students will be able to:

- Understand and use one of the following coding languages and Frontend Frameworks:
  - Languages: TypeScript or C#
  - Frontend Frameworks: React or Angular
- Develop and maintain websites using HTML, TypeScript, and CSS
- Control the style and layout of multiple web pages using Cascading Style Sheets (CSS)
- Implement server-side functionality using a back-end programming language
- Build and deploy standalone console applications
- Use a front-end framework such as Angular or React to produce interactive UIs
- Build web-enabled applications using a web framework
- Build service-oriented, n-tier applications
- Develop SQL and NoSQL based database applications

This program is delivered by ONLINE BASED INSTRUCTION

## Required Resources:

- Minimum: PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.



- Recommended: PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5 This will become the student's programming rig. Every student will need their own computer. Students are downloading programming resources to their computers, and it will also house their coding projects.

Additional Resources:

- Students are expected to supply notebooks, pens, pencils, highlighters, folders, ring binders, calculators, USB storage devices, and other general supplies as needed to aid in the collection and storage of information in their courses. Any special equipment or supplies will be communicated via the instructor by the first class meeting.
- Classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher-provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

Complete Listing of Courses and Objectives for Full Stack Web Development Online:

SUBJECT IDENTIFYING NUMBER	SUBJECT TITLE	SUBJECT HOURS Lecture/Lab/total	PREREQUISITES
Week 1-6	BTL 101 Building a Culture of Honor	18/18/36	Admission to Course
Week 1-3	Coding Structures	60 / 15 / 75	Admission to Course
Week 4-6	Web Foundations	60 / 15 / 75	
Week 7-12	BTL 102 Kingdom Foundations I	18/18/36	BTL101
Week 7-9	Foundations of Programming	60 / 15 / 75	
Week 10-15	Front End Frameworks	120 / 30 / 150	
Week 13-18	BTL 103 Kingdom Foundations II	18/18/36	BTL102
Week 16- 18	Databases	30 / 120 / 150	
Week 19 -24	Backend Frameworks	120 / 15 / 150	
Week 19- 24	BTL 104 Living the Presence of God	18/18/36	BTL103
Week 25-27	Deployment and Cloud Security	60 / 15 / 75	
Week 28-30	Data Structures, Algorithms, & Agile Methodologies	60 / 15 / 75	
Week 25-30	BLCS Career Services	22.95/22.05/45	Admission to Course

Week 31-33	Mobile Development	60 / 15 / 75	
Week 34 -39	Group Project	192 /8 / 240	All Modules
Total Clock Hours for Course Completion: 916.95			

#### Requirements for Graduation:

- Requirements for Completion Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing that meets these requirements:
  - Students must complete the requirements of the Kingdom Core Foundation course
  - Student projects must be approved by an instructor or director.
  - The student’s project must be aesthetically pleasing.
  - Student applications must utilize a SQL or NoSQL datastore
  - Students must utilize a front-end framework to enable SPA functionality
  - The student must be a helpful, active participant in the group project
  - Students must complete the Resume Building and Interview Preparation exercises
  - Students must have a passing grade (2.0) upon completion of the final week of the course
  - Students must be current on financial obligations

## OCCUPATIONS AND JOB TITLES

A student who completes the Full Stack Web Development program will be trained for employment in the following areas as listed on o\*net onetonline.org:

- 15-1134.00 Web Developers
- 15-1121.00 Computer Systems Analysts
- 15-1131.00 Computer Programmers
- 15-1133.00 Software Developers, Systems Software
- 15-1141.00 Database Administrators
- 15-1199.01 Software Quality Assurance Engineers and Testers
- 15-1132.00 Software Developers, Applications

## FULL-STACK WEB DEVELOPMENT ONLINE (33-week)

Program Length: 33 weeks (***Enrollment ends November 14th, 2021***)

This course offers a certificate of completion.

### Description of Program:

This is an instructor led or instructor supported training course that targets the needs of individuals who want to start a career in web development in applying the latest web languages and software programming concepts, such as: authentication and authorization, RESTful API's, and advanced database structures such as many to many relationships. It will allow for job opportunities in fields such as: front end development, back end development, and full stack development.

### Objectives:

Students completing this course will be skilled in the following areas:

- One of the following coding languages: Typescript, Java or C#
- One of the following front-end frameworks: React or Angular
- HTML
- CSS
- REST API
- Web application servers
- SQL and NoSQL database systems
- Git source control system

After completing this course, students will be able to:

- Understand and use one of the following coding languages and Frontend Frameworks:
  - Languages: Java, Typescript, or C#
  - Frontend Frameworks: React or Angular
- Develop and maintain websites using HTML, Typescript, and CSS
- Control the style and layout of multiple web pages using Cascading Style Sheets (CSS)
- Implement server-side functionality using a back-end programming language
- Build and deploy standalone console applications
- Use a front-end framework such as Angular or React to produce interactive UIs
- Build web-enabled applications using a web framework
- Build service-oriented, n-tier applications
- Develop SQL and NoSQL based database applications

This program is delivered by ONLINE BASED INSTRUCTION

### Required Resources:

- Minimum: PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.
- Recommended: PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5 This will become the student's programming rig. Every student will need their own computer. Students are downloading programming resources to their computers, and it will also house their coding projects.

### Additional Resources:

- Students are expected to supply notebooks, pens, pencils, highlighters, folders, ring binders, calculators, USB storage devices, and other general supplies as needed to aid

in the collection and storage of information in their courses. Any special equipment or supplies will be communicated via the instructor by the first class meeting.

- Classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher-provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

Complete Listing of Courses and Objectives for Full Stack Web Development Online:

SUBJECT IDENTIFYING NUMBER	SUBJECT TITLE	SUBJECT HOURS Lecture/Lab/total	PREREQUISITES
Week 1-6	BTL 101 Building a Culture of Honor	18/18/36	Admission to Course
Week 1-3	FSW100 Coding from Scratch	60 / 15 / 75	Admission to Course
Week 4-6	FSW101 Front End Foundations	60 / 15 / 75	FSW100
Week 7-12	BTL 102 Kingdom Foundations I	18/18/36	BTL101
Week 7-9	FSW103-RT or FSW103- AN Front End Frameworks - React or Angular	60 / 15 / 75	FSW101
Week 10-12	FSW105-3 Database Foundations	60 / 15 / 75	FSW101
Week 13-18	BTL 103 Kingdom Foundations II	18/18/36	BTL102
Week 13-15	FSW102-JV or FSW102-JS or FSW102-CS or FSW102-RB Programming Foundations - Typescript or Java or C#	60 / 15 / 75	FSW101
Week 16-18	FSW104-JV or FSW104-JS or FSW104-CS or FSW104-RB Back End Foundations - Typescript or Java or C#	60 / 15 / 75	FSW102
Week 19- 24	BTL 104 Living the Presence of God	18/18/36	BTL103
Week 19-21	FSW106 Mobile Apps and Responsive Design	60 / 15 / 75	FSW103, FSW104, FSW105
Week 22-24	FSW107 Agile Project Management and	60 / 15 / 75	FSW103, FSW104, FSW105

	Career Skills		
Week 25-30	BLCS Career Services	22.95/22.05/45	Admission to Course
Week 25-27	FSW108 Deployment and Web Security	60 / 15 / 75	FSW102
Week 28-33	FSW109 Group Project	192 / 48 / 240	All Modules
Total Hours for Course Completion			

### Requirements for Graduation:

- Requirements for Completion Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing that meets these requirements:
  - Students must complete the requirements of the Kingdom Core Foundation course
  - Student projects must be approved by an instructor or director.
  - Student's project must be aesthetically pleasing.
  - Student applications must utilize a SQL or NoSQL data store
  - Student must utilize a front-end framework to enable SPA functionality
  - Student must be a helpful, active participant in the group project
  - Student must complete the Resume Building and Interview Preparation exercises
  - Student must have passing grade (2.0) upon completion of the final week of the course
  - Student must be current on financial obligations

## OCCUPATIONS AND JOB TITLES

A student who completes the Full Stack Web development program will be trained for employment in the following areas as listed on o\*net onetonline.org:

15-1134.00 Web Developers  
15-1121.00 Computer Systems Analysts  
15-1131.00 Computer Programmers  
15-1133.00 Software Developers, Systems Software  
15-1141.00 Database Administrators  
15-1199.01 Software Quality Assurance Engineers and Testers  
15-1132.00 Software Developers, Applications

# UI/UX Design ONLINE

Program Length: 33 weeks

This course offers a certificate of completion.

## Description of Program:

The UI/UX Design brings a design-centric introduction to user interface and user experience design, and offers pragmatic, skill-based instruction centered around a visual communications aspect, rather than one on one focused on marketing or programming alone. Within the 33 week course, students will summarize and demonstrate all stages of the UI/UX development process, from ideation to defining a client project's strategy, scope, and information architecture, to developing research sitemaps and wireframes. Students will learn current best practices and conventions in UI/UX design and apply them to create effective and compelling screen-based experiences for websites or apps. Students will also be given an introduction to coding basics and frameworks through coding languages and frontend and backend foundations.

## Objectives:

Students completing this course will be skilled in the following areas:

- Summarize and demonstrate all stages of the UI/UX development process
- User research, defining a project's strategy, scope, and information architecture, as well as developing sitemaps and wireframes.
- A foundational understanding of HTML, CSS, Typescript and Back-end foundational web structures
- Best practices and conventions in UX design and apply them to create effective and compelling screen-based experiences for websites or apps.

After completing this course, students will be able to:

- Understand the use of the following coding languages and Frontend Frameworks:
  - Languages: Java and Typescript
  - Frontend Frameworks: React or Angular
- Develop and maintain the user experience within a website
- Ensure the product makes sense to the client and to the user by creating a path that logically flows from one step to the next
- Connect the use of the product to ensure each page visually communicates that path.
- Control the style and layout of multiple webpages
- Build and deploy client projects and presentations
- Target users to develop a clear understanding of their needs, define interaction models, design wireframes, build prototypes and work on brand color.
- Conduct user testing and review metrics and focus-group reactions so they're able to make the necessary tweaks to enhance the product.

This program is delivered by ONLINE BASED INSTRUCTION

Required Resources:

- Minimum: PC (Windows) or MacBook computer. 4GB ram, 256GB HD, Core i5
  - It is advised that students do not have computers that are five years or older.
- Recommended: PC (Windows) or MacBook laptop. 8GB ram, 256GB SSD, Core i5 This will become the student’s programming rig. Every student will need their own computer. Students are downloading programming resources to their computer, and it will also house their coding projects.

Additional Resources:

- Students are expected to supply notebooks, pens, pencils, highlighters, folders, ring binders, calculators, USB storage devices and other general supplies as needed to aid in the collection and storage of information in their courses. Any special equipment or supplies will be communicated via the instructor by the first class meeting.
- Classes may utilize sources from Internet sites, periodicals, newspapers, professional (or business) publications, state-specific laws or codes, magazines, personal interview, guest speakers, publisher provided information (via CD, DVD, or website), instructor work experience, video, audio or other visual files/documents to convey and aid in obtaining course objectives. Your instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

Complete Listing of Courses for UI/UX :

SUBJECT IDENTIFYING NUMBER	SUBJECT TITLE	SUBJECT HOURS Lecture/Lab/total	PREREQUISITES
Week 1-6	BTL101 Building a Culture of Honor	18/18/36	Admission to Course
Week 1-3	UI/UX100 Design Thinking and Structures	15 / 60 / 75	Admission to Course
Week 4-6	UI/UX0103 Research Methods	15 / 60 / 75	UI/UX102
Week 7- 12	BTL102 Kingdom Foundations I	18/18/36	BTL101
Week 7-9	UI/UX0104 Research Demonstration	15 / 60 / 75	UI/UX0103
Week 10-12	UI/UX0105 Ideation and Strategy	15 / 60 / 75	UI/UX0104
Week 13-18	BLT103 Kingdom Foundations II	18/18/36	BLT102
Week 13-15	UI/UX0101 Coding Structures	15 / 60 / 75	UI/UX0100
Week 16-18	UI/UX0102 Front-end Theories and Practice	15 / 60 / 75	UI/UX0101

Week 19-24	BLT104 Living the Presence of God	18/18/36	BLT103
Week 19-24	UI/UX0106 Interaction Design and Prototyping	30 / 120 / 150	UI/UX0105
Week 25-30	BLCS Career Services	22.95/22.05/45	Admissions to Program
Week 25-27	UI/UX0107 Presentations, Pitches, and Proposals	15 / 60 / 75	UI/UX0106
Week 28-33	UI/UX0108 Capstone Design	30 / 120 / 150	UI/UX0107
Total Hours for Course Completion			

### Requirements for Graduation:

- Requirements for Completion Students are required to participate in the final group project as an active member of the team. Daily evaluations are done as to their involvement in the final projects. Additionally, students must complete an individual project on a topic of their choosing that meets these requirements:
  - Students must complete the requirements of the Kingdom Core Foundation course
  - Student projects must be approved by an instructor or director.
  - Student's project must be aesthetically pleasing.
  - Students must show an understanding and knowledge of ideation techniques, user stories, sitemaps, card sorting, and brand strategy.
  - Students must show a clear understanding of concepts regarding empathy maps, user personals, journey maps, and data analysis.
  - Student must complete the Resume Building and Interview Preparation exercises
  - Student must have passing grade (2.0) upon completion of the final week of the course
  - Student must be current on financial obligations

### OCCUPATIONS AND JOB TITLES

A student who completes the UI/UX Web development program will be trained for employment in the following areas as listed on o\*net onetonline.org:

15-1134.00 Web Developers  
27-1024.00 - Graphic Designers  
27-1029.00 - Designers, All Other

### STUDENT ACHIEVEMENT



The following is the breakdown of all programs grade scale as applied to student completion of a course(s) or module(s). This scale also applies to a student's overall GPA.

A = 92%-100% or GPA 4.0

A - = 90%-100% or GPA 3.7 - 3.9

B + = 88%-89% or GPA 3.3 -3.6

B = 82%- 85% or GPA 3.0 - 3.2

B- = 80% - 81% or GPA 2.7 - 2.9

C+ = 78% -79% or GPA 2.3-2.6

C = 72% - 75% or GPA 2.0 - 2.2

C- = 70%-71% or GPA 1.7 - 1.9

F = 0% - 69% or GPA 0.0- 1.6

## CLOCK HOURS

Clock hour: a period of time consisting of - (1) A 50 to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50 to 60-minute faculty supervised laboratory, shop training, or internship in a 60-minute period; (3) Sixty minutes of preparation in a correspondence course. A clock hour is based on an actual hour of attendance, though each hour may include a 10-minute break.

## INCOMPLETES

Additionally, an incomplete may be given to students who are not in compliance with the attendance requirements.

A grade of Incomplete may be assigned for a course when circumstances beyond a student's control - such as death of a close relative, illness, injury, or family emergency - prevent the student from completing the coursework on time.

Arrangements must be made with the instructor to complete the make-up work within two days of the end of the course of study. If no arrangements are made, the student will receive "0" points for any outstanding work and the Incomplete ("I") grade will be converted to the grade the student earned based on the cumulative course points received.

## WITHDRAWAL

An official withdrawal occurs when you, as an enrolled student, decide you must leave Bethel Tech at any time after starting the course. Leaving the course without completing the official withdrawal process may result in the assignment of a temporary or failing course grade.

- a) A student choosing to withdraw from the school after the commencement of the course is to provide written notice to their Student Success Coach.
- b) The notice is to indicate the expected last date of attendance and be signed and dated by the student. An administrative withdrawal occurs when you, as an enrolled student, are not in compliance with attendance, satisfactory progress

and/or the code of conduct policies. Students who withdraw due to an emergency, such as personal or family illness or national service, may be re-enrolled into another Bethel School of Technology course following approval by the Registrar.

All students will be responsible for the tuition and fee charges associated with the course and other charges related to attending Bethel School of Technology as outlined in the STUDENT'S RIGHT TO CANCEL AND REFUND POLICY section of this catalog.

## ATTENDANCE POLICY

Attendance is defined by Logging into the Learning Management System and submitting an assignment, Participating in a Instructional meeting, Participating in a Program Review, Attending a Revival Group or Attending a speaker session.

If a student is absent for 15 consecutive school days, the student will be administratively withdrawn from Bethel School of Technology with no right to appeal.

This provision does not circumvent the approved refund policy.

Program review attendance: Program reviews are one-on-one meetings between a student and a mentor. Students are required to attend weekly program reviews while enrolled in an instructor led course. Students may also be required to attend program reviews, or check points, during project phases as required by an instructional staff member.

### Course Drop For Non-Attendance

Our heart for our students is that they would be successful in the completion of their courses. In order to be successful, attendance to those courses is critical to the progression of a student's journey through their program. It is a **requirement** that each of our students posts attendance within the **first 7-days** of each of their courses.

In order to post attendance a student must login to the LMS, navigate to the course, and submit **at minimum** one assignment within the **first 7-days** of the course start date.

Failure to do this will result in the student **being dropped from the course and being moved to the next available course date.**

In the event that a student is **dropped a second time for non-attendance during their program**, the student will be dismissed from Bethel School of Technology for inactivity.

## SATISFACTORY PROGRESS AND ACADEMIC PROBATION

All Bethel School of Technology students are expected to meet minimum Academic, Attendance, and Satisfactory Academic Progress policy.

Attendance: At any point at which students have missed more than 15 consecutive school days, they are considered to be in violation of the Attendance policy. This policy is not subject to a Probationary or Appeal process and the students will be immediately withdrawn. When students have missed more than 20% of the program's scheduled hours in the current enrollment, they are considered to be in violation of the Attendance policy unless they are beyond the point at which a refund of tuition is due. Continued attendance for those beyond the 50% point of the program length must be approved by the designee.

These attendance policies apply to all students regardless of course delivery method or program length.

Cumulative GPA: At the end of each three-week or six-week module, students must achieve a minimum cumulative GPA of 2.0 on a 4.0 point scale to meet the GPA standard. These GPA standards apply to all students regardless of the delivery method, program length, or partnership institution.

If the student fails to meet the minimum standards resulting in a fail in the first evaluation period (first attempt of the course) they will be placed in an SAP (satisfactory academic progress) warning status.

If they fail to meet the minimum standards resulting in a fail in the second evaluation period (second attempt of the course) they will be placed in SAP probation status.

If the student fails to meet the minimum standards for the third evaluation period (third attempt of the course) regardless of program length they will be Academically dismissed and placed in an SAP dismissal status.

If a student is enrolled in a Kingdom Core Foundations Course (KCF) or the Career Services Course at the same time as a program of choice course and fails that course along with a program course, they will be placed on probation and will not be put in a warning status. This is due to the fact that they have failed two courses at the same time.

Students who fail KCF courses will have to take the course at the end of the KCF course schedule. They will not be able to graduate from the program until the KCF course requirements are statistically fulfilled.

Students who receive a total of four fails during the course of their program will be placed on academic suspension. This includes all courses and is not limited to program-specific courses. A student that has failed a total of three courses regardless of course taken will be placed in an academic review status.

All students who fail courses may accrue additional fees and charges to cover the course retake. Students who fail will need to speak to the Student Accounts Specialist to see what charges have been accrued. Students who are enrolled in a partner institution will need to review financial aid processes and requirements in regards to failure or GPA's lower than 2.0

## **SATISFACTORY ACADEMIC PROGRESS APPEALS PROCESS**

If a student that is placed on Satisfactory Academic Progress status does not agree with the decision they can submit a written appeal of the grievance to the Registrar at registrar@betheltech.net. The student should submit a copy of the Satisfactory Academic Progress questionnaire. Upon receipt of the written statement from the student, the Satisfactory Academic Appeals Committee will contact the student to confirm receipt and gather any material and information needed to facilitate a fair decision. This stage of the grievance procedure will be completed within 15 business days from receipt of the Satisfactory Academic Progress questionnaire, (or as soon as reasonably possible). If it extends past 15 business days the student will be notified. From the time that the Satisfactory Academic Appeals Committee receives the appeal the committee has up to 15 days to review and respond to the appeal. A fair and appropriate resolution does not always mean that the student will like the results. The Satisfactory Academic Appeals Committee as appointed by the Chief Operations Officer. If a member of this committee is not available during the interview process, then the committee will appoint a substitute.

## **MODULE RETAKE POLICY**

- The programs provided by Bethel School of Technology are modules of varying length between 1 to 13 weeks. If a student cannot successfully complete a module they will need to re-take that module. Students will only have 3 attempts to pass a module and after the 3rd attempt they will be administratively withdrawn. Students who fail a module have to retake it immediately due to the fact that our courses build on each other. The student's schedule is adjusted and a new graduation date is determined. The Student is notified of this through an email from the school.
  - Students will have to re-sign a new enrollment agreement indicating the change in graduation date.
- Students can re-apply for re-admission after 30 days and must successfully complete an online assessment prior to re-admission into the program.

## **STUDENT RECORDS, GRADE REPORTING AND TRANSCRIPTS**

Student academic and internal financial records are maintained and filed in a secure and safe manner in perpetuity. Students are able to view their records upon written request to Bethel Tech Headquarters.

Official transcripts will be provided to the student at the time of graduation at no charge. Personal payment plan terms, interest rates, and monthly payments are between the student and the lender of choice. Student personal payment plan records are maintained by the lender.

Should the institution cease operation, whether voluntarily or involuntarily, educational records or legible true copies shall be filed with the California State Board for Private Postsecondary Education within 15 days of ceasing educational operations.

## TARDIES

Tardies do not apply to online programs

## LEAVE OF ABSENCE

The Bethel School of Technology Administration may grant a Leave of Absence (LOA) after determining the student has met one of the following criteria:

- Military Service
- Jury Duty
- Family Emergencies
- Medical Emergencies

A Leave of Absence request must be submitted to [registrar@betheltech.net](mailto:registrar@betheltech.net) with a statement indicating the reason(s) for the LOA. Bethel School of Technology has 10 business days to determine eligibility for the LOA. If granted, a student's enrollment in the program will be terminated once the LOA is approved and the student will be granted the option to return in a future cohort at the same point of the program in which they decided to take the LOA. The duration of the LOA may not exceed 60 days and only one LOA will be permitted to a Student.

## RECORDS RETENTION

Bethel School of Technology maintains a file for each student who enrolls in the institution whether or not the student completes the educational service. Student records are maintained for a minimum of five years from the student's date of completion or withdrawal, with progress and performance data, and completion certificate, including a student transcript, maintained indefinitely. Bethel Tech maintains and retains all records required by The Bureau of Private Postsecondary Education.

Student records required by the Act are maintained in the state of California, and stored in digital software in a manner secure from damage or loss. Bethel Tech will take reasonable steps to protect the privacy of personal information contained in student records. All student records will be made immediately available by the institution for inspection and copying during normal business hours by the Bureau of Private Postsecondary Education and any entity authorized to conduct investigations. If Bethel Tech closes, it will arrange for the storage and safekeeping in California of all records required to be maintained by the Act for as long as those records must be maintained.

Student may request to review their student records, or a copy of their completion certificate of transcript by contacting [registrar@betheltech.net](mailto:registrar@betheltech.net)

## DISTANCE EDUCATION

All students taking a course online can expect receipt of student lessons, projects and assignments to be returned within 72 hours following the due date. This correspondence will occur through the Learning Management System.

## **PLACEMENT ASSISTANCE**

Bethel School of Technology offers employment assistance to graduates, consisting of job lead referrals and job skills development. While assisting in your job search, we make no guarantee, expressed or implied, of future employment. Current law prohibits any school from guaranteeing job placement as an inducement to enroll students.

Successful job assistance is dependent upon the mutual effort by the graduate and Bethel Tech. Students and graduates are encouraged to seek employment on their own and keep records, informing the Career Services department of those efforts.

## **BETHEL TECH FOR LIFE**

Students who graduate from the Full Stack Web Development (FSWD) program will receive access to the modules they completed and the other languages currently offered (ie: Java, Ruby, Typescript, .NET) contained within the FSWD program.

To ensure our graduates stay current with industry standards they will also receive access to any updates released within the modules.

Bethel Tech for Life participants do not receive access to a Mentor, Instructor led sessions, or live chat support. Interested students should contact Career Services for additional program information and enrollment information.

The Bethel Tech for Life benefit is not transferable to friends, family, or employers. In order to qualify for the Bethel Tech for Life benefits the graduate must be in good financial standing with the school.

## **SCHOOL POLICY REGARDING STUDENT CONDUCT CAUSES FOR TERMINATION OR DISMISSAL**

Student will be terminated under the following conditions, if the student:

- Participates in hate speech or bigotry of any kind, whether written or spoken while in the facility
- Fails to complete necessary required assessments with a passing grade
- Refuses to participate in required group assignments
- Takes any willful action that impedes the education of another student
- Takes any act of violence while attending our courses
- Does not comply with our attendance policy

- Breaches any part of the contracts signed between Bethel School of Technology and the student
- Releases Bethel School of Technology intellectual property publicly, such as curriculum or lesson materials without permission from Bethel School of Technology
- Fails to make required payments to financing partners, if required by their agreements
- Failure to fulfill attendance requirements
- Failure to academically progress through the program by successfully completing each module
- Misconduct on behalf of the student including to or not limited to:
  - Cyber bullying
  - Academic dishonesty
  - Plagiarism
  - Fraudulent admission documents
  - Actions in contrast to the Bethel Tech Core Values
  - Violation of freedom plan standards
  - Violations of California laws are considered to be violations of regulations as well as well as any unlawful conduct or illegal action against themselves or others that results in arrest and/or prison time.
  - Commits any violence while attending school
  - Weapons, facsimile weapons, candles, fireworks, knives, or other objects that may cause harm to other people or damage to the facilities are prohibited
  - The sell, use or possession of illegal drugs
  - Harassment in any form by students or any member of the administration, faculty, or staff

## CAUSES FOR READMISSION

A student that is terminated due to the reasons listed in the School Policy Regarding Student Conduct will not be readmitted under any circumstances. If a student is terminated due to another reason, the Senior Staff Member of the course will assess the student's written request on a case by case basis.

Students terminated for unsatisfactory progress are offered a slot in the subsequent class (where 20% of seats are reserved for rollback students) with priority given to students with perfect attendance and no behavioral incidents.

Students with absences are priority two for rollback seats, and students with behavioral incidents are priority three. In the event there is no space in the next immediate course, Bethel School of Technology staff will work with students to find a subsequent course that works for them.

## PROCEDURES TO RESOLVE STUDENT GRIEVANCES

Bethel School of Technology gives full consideration to complaints and grievances which are submitted by students concerning any aspect of Bethel School of Technology. The policy and procedure is intended to provide a full means of resolution for the student. The policy and procedure is available and published in the student course catalog. Bethel School of

Technology supports and encourages a positive communication environment. The purpose of this procedure is to outline a process for students to express and resolve misunderstandings, concerns, or issues that they may have with any Bethel School of Technology employee, fellow student, or third party associated with Bethel School of Technology in a fair and equitable and timely manner. A student may use this procedure if they believe that an employee of the College, fellow student, or third party associated with the Bethel School of Technology has violated a policy and/or has acted in a manner that is inappropriate or unfair to the student, which includes any student claims of discrimination on the basis of age, gender, race, color, creed, religion, marital status, national or ethnic origin, disability, or sexual orientation, as well as claims of sexual harassment.

Prior to undertaking an informal or formal grievance complaint, a student is encouraged to resolve the complaint with the individual toward whom the grievance is directed. When this is not feasible, it is recommended that the formal procedure be followed. However, students are not required to follow the informal procedures before a grievance is brought forward in a formal manner. A grievance or complaint must be filed within 60 days from the date of the alleged event.

Students are requested to follow the steps outlined below:

## INFORMAL PROCEDURE

1. Discuss the matter with the individuals involved.
2. If a resolution is not reached within 10 business after they have attempted to initiate a discussion with the individual(s) involved, or if the student chooses not to discuss the matter with the individuals involved, the student can discuss this matter with the employee's supervisor (e.g., Department Director, manager, etc. if the student grievance involves an employee) who will attempt to mediate a resolution. In cases where a fellow student or third party is involved, the student should bring the matter to the attention of his/her student advisor who will attempt to mediate a resolution.
3. If the advisor, supervisor, or Director cannot resolve the issue within 7 business days, the matter should be reported to the Chief Operations Officer via email at [admissions@betheltech.net](mailto:admissions@betheltech.net). Who will gather information, communicate with all parties and attempt to mediate an informal resolution.
4. If the student is dissatisfied with the outcome, they can proceed with the formal grievance procedure.

## FORMAL PROCEDURE

If the matter is not resolved adequately:

Bethel School of Technology has an established formal process for resolving concerns and complaints within the School. Any student personally aggrieved by a staff or Instructor member's words, actions, or decisions may submit an appeal or grievance to the Chief Operations Officer, they may convene to consider the appeal or grievance.



1. The student must notify the Chief Operations Officer in writing of his/her intent to appeal a sanction due to Academic misconduct or to pursue the grievance within 30 days of the student's notification of the sanction or the event of personal grievance. If a student does not provide this written notice, with applicable documentation, within 30 days of the sanction notice or event, he or she waives the right to pursue the appeal/grievance.

2. The Chief Operations Officer will present the grievance as determined by the nature of the grievance:

a. Academic Dishonesty Sanction: The Chief Operations Officer will provide a copy of the appeal to the instructor involved and convene the Academic Development Team to review the student's appeal and render a decision within seven days of the grievance presented.

- In addition of the written grievance, the Chief Operations Officer will convene meetings with the student and the instructor within seven days of the presented grievance

b. Personal Grievance: The Chief Operations Officer will provide a copy of the grievance to the staff member involved and convene the Academic Development Team to review the student's appeal and render a decision. The Academic Development Team may decide to gather more information from the student

- In addition of the written grievance, the Chief Operations Officer will convene meetings with the student and the staff or faculty member within seven days of the presented grievance

c. Satisfactory Academic Progress sanction: The student must submit an written Academic Suspension Appeal with the required documentation to the Registrar six weeks after the last date of the attendance. The Registrar will convene the Academic Development Team to review the student's appeal and render a decision. If the student's appeal is accepted, the student will be provided with a plan of action. This plan of action will require the student to fulfill certain guidelines and agreements in order to successfully complete the program.

d. Grade Appeal: If a student is not satisfied with the final grade awarded for a course, he/she may first appeal to the Instructor member awarding the grade. If the student is not satisfied with this initial appeal, a second appeal should be made to the Registrar. If a satisfactory conclusion can still not be reached, he/she must write a letter to the Chief Operations Officer explaining in detail why the grade is unsatisfactory and provide documentation (such as but not limited to, copies of the student's work). The Registrar will provide a copy of the appeal and the supporting documentation to the instructor involved. If after receiving the student's letter, the Instructor member agrees that the grade should be changed, he/she will notify the Registrar in writing of the change. If the Instructor member maintains that the grade is correct, the Chief Operations Officer will convene the Academic Development Team to review the student's appeal and render a decision. If a grade change is necessary, the Chief Operations Officer will notify the Registrar.

Students who attend Bethel School of Technology through a Partner institution will follow the above stated grievance procedures. However, in an event that the grievance is with a staff or faculty member of a partner institution, the Chief Operations Officer will identify the correct representative at the partner institution to represent the institution through Bethel School of

Technology's grievance procedure. All representatives of partner institutions must follow the Bethel School of Technology's grievance procedures.

At any time a student may file a complaint with the Bureau of Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 Telephone: (916) 431-6959 FAX: (916) 263-1897

## **PROGRAM AND COURSE DESCRIPTIONS**

### **Full Stack Development (39-Week; Enrollment Begins 1/10/2022)**

#### **Objectives:**

The Full Stack Web Development program prepares graduates to excel as junior software developers proficient in both the front and back end of a website or application. These sought-after entry-level professionals make important contributions across all areas of web application architecture. They possess a broad knowledge of computer science principles and modern tools and have a fundamental knowledge of available frameworks. Our program focuses on the following platforms: TypeScript and C#

#### **Course Titles and Descriptions:**

##### **FSWD110 CODING STRUCTURES**

Throughout the coding structures course, we equip students with the basics of web development and a how-to on using the basics of HTML, CSS, and JS to create dynamic web pages.

This course covers the basics of programming, the history of the internet, and how to set up and use some basic development tools for web development. Focusing on the foundations of HTML, CSS, and JS, we show students how to use and create simple website components that leverage user interaction by accessing the DOM. In addition, the course also provides an introduction to version control and using Git.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course to create a complex HTML application with user interaction.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

##### **FSWD111 WEB FOUNDATIONS**

Throughout the front-end theories and practice course, we equip the students with advanced web development concepts with hands-on experience with in-depth JS and CSS concepts. With this

knowledge, a student should be able to create a dynamic, responsive website with dynamic data fetching from external sources and user interactions.

This course covers a concept review of the basics of web development using HTML, CSS, and JS. With a deeper look into DOM (Document Object Model), which is the foundation of a website, we demonstrate to students how to further access and interact with the DOM to create complex web interactions. They are then introduced to the concept of AJAX and data fetching from external sources and APIs. In later chapters, they are further exposed to the concept of Object-Oriented Programming and working with classes and objects, which are commonly used concepts in programming languages to model data. In addition, the course also introduces them to responsive web designing using flexbox and Bootstrap,

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a single-page resume site with responsive behavior.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## FSWD112 FOUNDATIONS OF PROGRAMMING - TypeScript or C#

### **TypeScript**

Throughout the Foundations of TypeScript course, we equip students with the basics of using the TypeScript programming language from its basic concept of Types and the different functionalities offered within the language.

This course covers the basics of using the TypeScript language and how to set up the programming environment for the same. We then introduce the students to basic concepts in TS - types, functions, interfaces, and classes and in addition, advanced concepts like decorators, namespaces, and modules. In addition, concepts like testing and debugging are also covered.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and uses the TypeScript language to solve complex logical problems.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### **C#**

Throughout the Foundations of C# course, we equip students with the basics of programming using Java from the basic syntax to advanced concepts like classes and test-driven development.

This course covers basic C# syntax and specific environments setup and then dives deep into the foundational concepts that make up the language. We then demonstrate the concepts of decision making, looping, and functional programming. In addition, they are introduced to the basics of Object-Oriented Programming. To wrap up the course, they are introduced to debugging techniques and test-driven development concepts.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a console application that is menu-driven using loops and conditional statements.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## FSWD113 FRONTEND FRAMEWORKS - React or Angular

### **React**

Throughout the React course, we equip students with the basics of developing Single Page Applications (SPAs) using JSX (a hybrid of JS and XML) and the different concepts that make up a SPA.

This course covers the basics of the React library and introduces the world of SPAs using JSX and Babel. With a focus on the different parts that make up a SPA, we show students how to create complex web applications that are well structured and organized. In addition, the course also explores the concept of data handlings, storage, and persistence via the usage of redux, local storage, and a mock backend server using JSON-server.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a Single Page Application with a mock backend that allows for CRUD(Create, Read, Update, Delete) operations on a data model.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## Angular

Throughout the Angular course, we equip students with the basics of developing Single Page Applications (SPAs) using TypeScript(a superset of JS) and the different concepts that make up a SPA.

This course covers the basics of the Angular Framework and introduces the world of SPAs using TS. With a focus on the different parts that make up a SPA, we show students how to create complex web applications that are well structured and organized. In addition, the course also explores the concept of data handling, storage, and persistence via the usage of local storage and a mock backend server using JSON-server.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a Single Page Application with a mock backend that allows for CRUD(Create, Read, Update, Delete) operations on a data model.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## FSWD114 DATABASES

Throughout the Database Foundations course, we equip students with the basics of database systems and design an effective database solution for data storage and retrieval.

This course walks through the concept of data modeling and the basics of designing a database and the different things to consider when choosing a database type. Focusing on the functionality of the different types of databases, students are introduced to both relational and distributed databases via MySQL and MongoDB. They are given an in-depth understanding of performing queries to obtain specific results and other CRUD operations. In addition, they are given an introduction to the concept of indexes.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, each section has final assignments that combine a variety of concepts and have students create an SQL and a NoSQL database system and perform queries on them.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## FSWD115 BACKEND FRAMEWORKS - TypeScript or C#

### **TypeScript**

Throughout the Backend Foundations Using TypeScript course, we equip students with the foundational concepts of a backend web server and REST API designing to create and implement a full-stack web application.

This course covers the basics of a backend server application, and how to create and handle incoming server requests. We introduce students to the concept of using ORM libraries to incorporate data persistence into the backend server. The students are later introduced to the concept of authentication and authorization. In addition, the students are given an in-depth look into the world of REST APIs and how to connect a backend to a frontend and create a full-stack application.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a fully functional full-stack application.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include, but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### **C#**

Throughout the Backend Foundations Using C# course, we equip students with the foundational concepts of a backend web server and REST API designing to create and implement a full-stack web application.

This course covers the basics of a backend server application, and how to create and handle incoming server requests. We introduce students to the concept of using ORM libraries to incorporate data persistence into the backend server. The students are later introduced to the concept of authentication and authorization. In addition, the students are given an in-depth look into the world of REST APIs and how to connect a backend to a frontend and create a full-stack application.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and creates a fully functional full-stack application.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### FSWD116 DEPLOYMENT AND CLOUD SECURITY

Throughout the Deployment and Agile Methodologies course, we teach students how to deploy web applications to the cloud and to use agile frameworks to manage projects.

This course covers the basics of deploying a server, the different methods for deployment, implementing automation, and continuous deployment. We take the students through different deployment scenarios and exercises to give them a better understanding of the process.

In addition, this course covers an introduction to the agile methodology, different frameworks that use the agile methodology, and tools that can be used to implement the agile frameworks presented. We walk students through the different values, principles, roles, and artifacts to implement an agile framework. This course provides students with the mindset behind running a software project using the agile methodology.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### FSWD117 DATA STRUCTURES, ALGORITHMS, & AGILE METHODOLOGIES

Throughout the Algorithms and Data Structures course, we equip students with the fundamentals of algorithm designing, data modeling, and a strong foundation in logical programming.

The course covers different data modeling solutions via data structures and the different properties associated with them. After that, we take students through some well-known algorithm problems and the different solutions that have been used to solve them. In addition, we take a look at some advanced data structures like graphs and hash tables as well.

To test and fortify the concepts in the course, we provide different quizzes and lesson assignments along the way. In addition to the lesson assignments, we also have a final assignment that combines a variety of concepts that the students learned in the course and think and solve different logic and data-related problems.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

## FSWD118 MOBILE DEVELOPMENT - React Native or Ionic Angular

### **React Native**

Throughout the mobile applications in React Native, we equip students with the critical skills needed to build mobile applications using the React Native framework.

This course covers using web technologies to build mobile applications. We show students how to start building mobile applications and how to use the frameworks and application programming interfaces internal to the device and external to the device. Throughout this course, students will build many small apps to apply concepts of the mobile application.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### **Ionic Angular**

Throughout the mobile applications in Ionic, we equip students with the critical skills needed to build mobile applications using the Ionic framework.

This course covers using web technologies to build mobile applications. We show students how to start building mobile applications and how to use the frameworks and application programming interfaces internal to the device and external to the device. Throughout this course, students will build many small apps to apply concepts of the mobile application.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work



experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

### FSWD119 GROUP PROJECT

Through the Group Project course, we equip students with the different phases of developing a full-stack application in a team environment and the different strategies used to streamline workflow.

This course covers the basics of working with a team and developing an idea for an application while providing a structure to start working on building on an application as a team. We give students the opportunity to use different collaborative tools and coding tools to create user-friendly applications which use a database for data persistence and are responsive.

To test and fortify the different concepts of the course, we continuously monitor the student's progress throughout the 6 weeks with different reports and weekly meetings. We also have a final project demonstration where the student gets to present their project along with their team.

Instructors will utilize a variety of delivery methods, teaching strategies, and instructional processes to deliver course content. These may include but are not limited to, lecture, demonstration, presentation, case studies, internet (online) activities, video, audio, group projects, guest speakers, interactive exercises, and/or simulated work experiences. Due to the intensive nature of the course student participation is necessary for the successful completion of this module.

Prerequisite: Frontend Frameworks, Backend Frameworks, Databases, Project Management, Algorithms, and Data Structures

## CYBERSECURITY

Objectives:

The Cyber Security program provides training for an entry-level career in the Cyber Security industry. The program will focus on security information, procedures and processes used in all types of business, governmental, non-profit environments. The program includes training in security basics, networks basics and defense, identity and access management, cryptography concepts, system administration, logging and monitoring, programming, web security, project management, and threats and vulnerabilities.

Course Titles and Descriptions:

### CS0100 Security Foundations

The Security Foundations course will help students gain a fundamental understanding of security concepts that will be used throughout the Cyber Security track. Topics covered include basic security concepts, threat actors and attributes, organizational security, policy, procedures

and frameworks, security controls, business impact analysis, risk management, incident response and disaster recovery.

#### CS0101 Networking Foundations

The course will provide instruction in technical skills required in network administration and support. This course will include information on media, topologies, protocols and standards, network support, and the knowledge and skills to sit for network certification.

#### CS0102 System Administration

The course will cover System Administration basics and will also provide a security orientated perspective. This course will include general system administration information on installing and configuring network components, OS familiarity and some scripting. Additional topics include threats, vulnerabilities, secure protocols and secure system design.

#### CS0103 Network Defense

The Network Defense course will give students an overview of the various hardware and software tools available to defend a network against attack. Students will use various tools to assess the security posture of an organization and understand the possible impact of various vulnerabilities. Additionally, this course will cover the concepts of penetration testing and vulnerabilities testing.

#### CS0104 Cryptography and Access Management

The course will cover the different methodologies and concepts of Cryptography and Access management. Students will be exposed to different cryptography algorithms used to ensure safe transmission, storage and use of sensitive data. Students will also learn how to implement various access management controls and account management practices.

#### CS0105 Logging and Monitoring

The course will give students the knowledge and skills needed to properly analyze and interpret various security related logs produced by different security related technologies. This will focus on standard logs and Intrusion Detection and Prevention Systems. Students will also gain a basic understanding of forensics analysis and be presented with such related topics as chain of authority.

#### CS0106 Programming Foundations

This course will give students programming foundations in languages utilized in the industry. This course also provides a secure foundation upon which students can build on as they progress through the program.

#### CS0107 Web Application Security and Project Management

This course will teach students about Web Application Security and Project Management and is intended to be an introduction to these key concepts. Students will learn the mindset, discipline, and methods for securing a software project and traditional project management concepts with a focus on Agile software development methodology. Students will complete this course with both a theoretical model and specific technical knowledge.

#### CS0108 Threats and Vulnerabilities

The Threats and Vulnerabilities course will provide students with an in depth look at the various threats and vulnerabilities faced by every organization and technology user. These will cover those related to hardware, software and people, including a detailed review of Social Engineering as used by various threat actors. Students will be able to identify, compare several types of attacks and related impacts.

#### CSO110 Group Project

The Group Project course combines each part of the program into a group project for the student. Each student will work together as a team member for the group project, which includes daily scrum meetings to cover tasks and progress while working separately to complete them. The final group project is due at the end of the course.

## DATA SCIENCE

### **Objectives:**

Students completing this Program will be skilled in the following areas: Data Analysis, Hypothesis Testing, Data Visualization, Metric Development, Process Control, Machine Learning, Modeling, and Optimization. Students will learn to do these analyses using Python and R.

### **Course Titles and Descriptions:**

#### DSO101 Basic Statistics

The Basic Statistics course will help students gain a fundamental understanding of statistical concepts that will be used throughout the Data Science program. Topics covered include probability, data types, common distributions, common descriptive statistics, and statistical inference.

#### DSO102 STATISTICAL PROGRAMMING IN R

The Statistical Programming course teaches students how to load R and RStudio onto their PC. Students will then learn basic scripting commands, and will be introduced to a vast library of functions to perform various statistical analyses.

#### DSO108 DATABASES

This course will give students programming foundations in Python. This course also provides a secure foundation upon which students can build on as they progress through the program.

#### DSO109 PROGRAMMING FOUNDATIONS IN PYTHON

This course is an introduction to working with, and designing databases. Students will develop a foundational knowledge of database concepts, theory, and an overview of the various implementations and architectures.

#### DSO104 DATA WRANGLING AND VISUALIZATIONS

The Data Visualization course is designed to help students understand that the heavy lifting in any analysis happens before the analytical procedure starts. Data wrangling is the process of

changing the structure and format of raw data until the data are compatible with sometimes rigid requirements for analysis. Data wrangling also includes a quick sanity check of data quality. Data Visualization will give students an understanding and appreciation of the power in representing data graphically.

#### DSO105 INTERMEDIATE STATISTICS

The Intermediate Statistics course is designed to teach students about hypothesis testing under multiple scenarios. Students will be able to determine which hypothesis test to utilize and be able to perform that test. Students will also learn to identify and verify the data requirements for each hypothesis test.

#### DSO106 MACHINE LEARNING AND MODELING

The Machine Learning and Modeling course will introduce students to several commonly used machine learning methods. Students will learn how to determine the best methods for a given set of data, and how to use common software tools to utilize these methods.

#### DSO107 INTRODUCTION TO BIG DATA

The Introduction to Big Data course introduces students to Big Data on a conceptual level, and gives students exposure and practice with several skills and tools currently in use. These skills will be taught at a manageable level, and then scale up methods will be used to help students grasp the meaning and popularity of analyzing substantial amounts of data. Students will learn the foundational concepts of Big Data and will know how to move from Big Data basics to more business specific needs and requirements.

#### DSO103 METRICS AND DATA PROCESSING

The Metrics and Data Processing course will prepare students to be able to create new metrics that directly answer or monitor business questions. This module will also teach the theory and practice of statistical process control. Upon completion of this module, students will be equipped to help businesses monitor their processes and know when a process is out-of-control, and needs to be fixed.

#### DSO110 GROUP PROJECT

This course combines many parts of the program to develop a robust analysis of a large dataset. Each student will participate in several roles, including making contributions to the analysis. The team will have regular meetings to cover tasks and will work separately to complete them. The final analysis will be presented at graduation before potential employers.

## Full Stack Development (33-Week; Not offered after 11/14/2021)

### **Objectives:**

The Full Stack Web Development program prepares graduates to excel as junior software developers proficient in both the front and back end of a website or application. These sought-after entry-level professionals make important contributions across all areas of web application architecture. They possess a broad knowledge of computer science principles and

modern tools, and have fundamental knowledge of available frameworks. Our program focuses on the following platforms: Java, Typescript, and .NET.

### **Course Titles and Descriptions:**

#### FSW0100 CODING FROM SCRATCH

Students have the opportunity to learn how to use HTML, CSS and Typescript to create web sites. Students will also learn how to use the Git Source Control System to manage their source code and share it with others.

#### FSW0101 FRONT END FOUNDATIONS

Students have the opportunity to learn one of the four coding languages of their choosing: Typescript, Java, C#, interacting with the DOM, retrieving data from remote sources, and more advanced layout techniques.

#### FSW0103-RT OR FSW0103-AN FRONT END FRAMEWORKS-REACT OR FRONT END FRAMEWORKS-ANGULAR

Students have the opportunity to one of the four coding languages of their choosing: Typescript, Java, C# framework which turns up the power of their chosen language so that they can do more in less code and use AJAX to create Single Page Applications.

#### FSW0105 DATABASE FOUNDATIONS

Students have the opportunity to learn what databases are and the way we store information for persistence in our applications. Students will utilize both SQL and NoSQL databases and be able to identify the appropriate use cases for each.

#### FSW0102-JV or FSW0102-CS or FSW0102-JS PROGRAMING FOUNDATIONS JAVA OR PROGRAMING FOUNDATIONS C# OR PROGRAMING FOUNDATIONS Typescript

Students have the opportunity to learn a back-end language and its associated programming environment. Students will construct simple programs utilizing console based output.

#### FSW0104-JV OR FSW0104-CS OR FSW0104-JS BACKEND FOUNDATIONS- JAVA OR BACKEND FOUNDATION C# OR BACKEND FOUNDATIONS Typescript

Students have the opportunity to learn a web server technology stack. Students will be able to respond to HTTP requests and return both HTML and JSON responses. Students will learn how to build RESTful APIs.

#### FSW0106 RESPONSIVE WEB AND MOBILE APPS

Students will have the opportunity to learn how to use cross-compilation tools and develop native mobile apps using a non-native language and/or native languages. The class will also cover software testing, application hosting, and system build.

#### FSW0107 AGILE PROJECT MANAGEMENT AND WEB SECURITY

Students will have the opportunity to learn the different roles on an Agile team and how to be a successful part of one. Students will also have the opportunity to learn career skills for software developers.

## FSW0108 WEB DEVELOPMENT AND CAREER SERVICES

Students will have the opportunity to learn security and deployment of web applications, common security attack vectors as well as how to mitigate them. Students will deploy an application to a cloud hosting platform and learn how to automate the process.

## FSW0109 GROUP PROJECT

Students spend days in coding sessions that shows off what a small team of dedicated new developers can get accomplished on a much more robust and complete project.

# UI/UX DESIGN

## **Objectives:**

The UI/UX Design brings a design-centric introduction to user interface and user experience design, and offers pragmatic, skill-based instruction centered around a visual communications aspect, rather than one focused on marketing or programming alone. Within the 33 week course, students will summarize and demonstrate all stages of the UI/UX development process, from ideation to defining a client project's strategy, scope, and information architecture, to developing research sitemaps and wireframes. Students will learn current best practices and conventions in UI/UX design and apply them to create effective and compelling screen-based experiences for websites or apps. Student's will also be given an introduction to coding basics and frameworks through coding languages and frontend and backend foundations. Transform information to discover relationships and insights into complex data sets for today's business world.

## **Course descriptions:**

### UI/UX0100 DESIGN THINKING AND STRUCTURES

Basics of design principles, user empathy, and testing product hypothesis

### UI/UX0103 RESEARCH METHODS

Overview of user research methods including quantitative, qualitative, and competitive analysis.

### UI/UX0104 RESEARCH DEMONSTRATION

Concepts of empathy maps, user personals, journey maps, and data analysis

### UI/UX0105 IDEATION AND STRATEGY

Discovery and development of ideation techniques, user stories, sitemaps, card sorting, and brand strategy.

### UI/UX0101 CODING STRUCTURES

Basics of HTML, CSS, Typescript and Source Control

### UI/UX0102 FRONTEND THEORIES AND PRACTICE

Advanced concepts of HTML, CSS and Typescript

### UI/UXO106 INTERACTION DESIGN AND PROTOTYPING

Lab environment where students develop competency in design tools, sketching screens, wireframes, grid layouts, UI patterns and libraries. Key concepts of rapid prototyping, creating a prototype with a tool like Sketch or Adobe XD

### UI/UXO107 PRESENTATIONS PITCHES AND PROPOSALS

Building case studies, design presentations, processes and Client Projects. Develop a portfolio platform, personal brand, resumes, and social media content for hiring and the digital marketplace.

### UI/UXO108 CAPSTONE

Presentation of individual and client projects upon graduation.

## Kingdom Foundations Courses

### **Course Titles and Descriptions:**

#### KF1 BUILDING A CULTURE OF HONOR

The student can demonstrate a working knowledge of God's unconditional love for them as well as the purpose and value of Christ's crucifixion, resurrection and ascension has on their identity. Develop the ability to identify the greatness in those around them and to view others as the Bible instructs us. Students understand or, ideally, can believe the biblical truth that God wants them to prosper and co-create with them. Digital revivalists who live and work from their identity, not for it and have innovative thoughts and ideas that they are motivated to achieve with God.

#### KF2 KINGDOM FOUNDATIONS I

Students are taken through a comprehensive study of core values, practices, and cultural effects of honor in the Kingdom of God. Clear biblical teaching and illustrations, along with provoking questions and targeted action points, equip and train the student to examine their own biblical foundation and build a solid Kingdom foundation of honor in their lives, homes, businesses, churches, and communities.

#### KF3 KINGDOM FOUNDATIONS II

Students are introduced to and understand the value of biblical core values. The students can explain, reference, and apply key scriptures that form the foundation for Bethel's core values. Students develop their own set of biblical core values that would assist them to navigate the pressures of the workplace and their personal life.

#### KF4 LIVING THE PRESENCE OF GOD

Students will be able to compare their ability to host the Presence of God in their everyday life, with a key focus on the workplace, distinguishing the difference between their core beliefs of who God wants to be for all peoples in all situations. They will unpack and illustrate key truths

from scripture, be a practitioner and interpret how to live from the foundation that the Spirit of God lives in, and to overflow His Spirit into their world through the connection of Biblical teaching, Guest Speakers and community instruction.

## Career Services Course

### Course Title and Description:

#### BLCS101 CAREER SERVICES

This course covers advanced job search techniques, instructing students on how to leverage LinkedIn to build a personal brand and land key connections. We show students how to effectively research the industry and employer of interest before applying for a position. This course also provides resume consultations to help students build powerful resumes that recruiters look for.

## ACKNOWLEDGEMENTS

Within 10-days from the date, Bethel School of Technology revises a catalog or publishes a new catalog, Bethel School of Technology shall submit a written or electronic copy of the catalog to the State Board. The catalog shall be available to students and prospective students in a written or electronic format. Students will have access to the catalog online at [betheltech.net](http://betheltech.net) or can request a copy from the administrative office located at 1880 Park Marina Dr, Redding CA, 96001

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