

Bethel University College in the Schools Handbook

[updated April 2021]

Bethel University College in the Schools Handbook

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1. College in the Schools Overview

a. Bethel University Mission and Vision

- i. Bethel Mission: Boldly informed and motivated by the Christian faith, Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service. We prepare graduates to serve in strategic capacities to renew minds, live out biblical truth, transform culture, and advance the gospel.
- ii. Bethel Vision: Bethel will be the Christ-centered university of choice for this century. Rooted in faith. Committed to excellence. Bethel will become the leader in Christian higher education by building stronger communities, equipping confident leaders and gracious servants, and preparing passionate world-changers. Through our thoughts, words, and actions, we'll demonstrate what it means for a university to be centered on Jesus Christ.

b. College in the Schools (CIS)

The College in the Schools program is a collaboration between Bethel University and a partner high school, through which Bethel offers and oversees a course at the high school taught by a high school teacher. The course is equivalent in content and academic rigor to the course offered on Bethel's campus. Through this program, Bethel has the opportunity to strengthen its relationship with a local school, share its disciplinary expertise, and increase the visibility of its programs and recruitment possibilities. The high school can offer a rigorous college-level course for which students receive college credit. Students can take these challenging courses and still remain in the supportive environment of the high school and participate in co-curricular activities.

Current courses offered through the College in the Schools program are listed on the Bethel University website at <https://www.bethel.edu/registrar/registration/undergrad/cis/>

2. School District Information

a. Sample Memorandum of Understanding - See Appendix A

b. Process for proposing a College in the Schools course

- i. Communication initiating conversation for a new CIS course at a high school, a high school with other CIS courses or a new CIS high school partner, can begin by the high school or Bethel expressing interest to the other.
- ii. Interest by a high school or a Bethel academic department should be communicated to the CE Program Coordinator
- iii. The CE Program Coordinator communicates with both the high school administration and the involved Bethel department to make sure all policies and responsibilities are understood.
- iv. Before Bethel can agree to offering a CIS course, the proposed instructor must be approved
- v. If both the high school and Bethel approve moving forward with a MOU and offering a CIS course, the process above needs to be completed in time for students to receive advising information in a timely manner prior to course registration for the term the course is offered.

- c. Process for gaining approval for a new CIS Instructor - See Section 5b *CIS Course Instructor Approval Process*
- d. Process of ending a course offering
 - i. Bethel may cancel a course if enrollment does not make it financially feasible to offer the course. Issues of low enrollment are discussed by the CE Program Coordinator and the high school administrator or counselor.
 - ii. Either Bethel or the partner high school may also communicate they no longer choose to offer the course at the time they would otherwise sign the next year's MOU.
 - iii. As stated in the MOU, either party may terminate the MOU for any reason by giving at least ninety days written notice to the other party. In the event of a material breach of any provision of the MOU, the aggrieved party may terminate this MOU immediately upon written notice to the other party. In the event that this MOU is terminated, students who are participating in the educational experience at the time of termination shall be allowed to complete their academic courses under the terms and conditions in the MOU, if deemed feasible in the sole discretion of Bethel.

3. Associate Provost College of Arts and Sciences

The associate provost oversees all areas of academics for the College of Arts and Sciences and has the following responsibilities:

- a. Approves CIS course offerings in all partner high schools.
- b. Approves CIS high school teachers.
- c. Approves CIS Faculty Liaisons.
- d. Hires and oversees the Concurrent Enrollment Program Coordinator.
- e. Manages the College in the Schools budget

4. CE Program Coordinator Responsibilities

Serving as the lead contact and coordinator, the person in this role collaborates with multiple offices and all academic departments internal to Bethel, as well as school district partners, the state CIS organization, and other external agencies to fulfill the following responsibilities:

- a. Establish and maintain NACEP accreditation.
- b. Oversee all areas to ensure Bethel's CIS program remains in compliance with MN BOT/MDE and state statute requirements.
- c. Invite member participation on the Concurrent Enrollment Advisory Board and facilitate meetings.
- d. Provide ongoing oversight of billing, registration, and other logistical aspects of the CIS program
- e. Lead collection, compilation, analysis, and use of data.
- f. Use program evaluation and NACEP standards to oversee continuous improvement to the CIS program in alignment with program mission, vision, and goals.
- g. Provide ongoing oversight of the hiring processes and faculty credentials.
- h. Ensure the CIS website information is current.
- i. Execute communication plan internal and external to Bethel to expand CIS offerings.
- j. Establish and oversee a course review process.

k. Support faculty course liaisons.

Serve as the CIS general point of contact for school districts and other agencies.

5. CIS Faculty Liaison Description

Bethel's College in the Schools (CIS) agreement with area school districts, requires a strong partnership between a qualified high school teacher and a Bethel faculty member. The Bethel faculty member is the liaison between the high school instructor and the department from which the Bethel course originates. Responsibilities of the liaison position, detailed below, focus on supporting the high school instructor in order to ensure the high school course fulfills the requirements of the Bethel course as taught on campus and supports students' equitable opportunity to meet the learning goals. Faculty liaisons receive a \$500 stipend for each course section they oversee.

The responsibilities of the faculty liaison are designed to meet the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards.

[NACEP Accreditation Standards \(2020\)](#)

(P) Partnership Standards	(F) Faculty Standards - four standards
(A) Assessment Standards	(C) Curriculum Standards - three standards
(S) Student Standards	(E) Program Evaluation Standards - two standards

a. Faculty development

- i. Provide course-specific training in course philosophy, curriculum, pedagogy, and assessment to a new CIS instructor prior to teaching the course. Document attendance and date for course-specific training for new CIS instructors. Each discipline submits a sample of course-specific training materials, agenda for training, and a description of how new instructor(s) are trained including a description of how the materials submitted are used during the training. (F2)
- ii. Contribute to annual, discipline-specific professional development provided by Bethel for all CIS instructors (F3)
- iii. Conduct site visit(s) to observe course content and delivery, student discourse, and rapport to ensure the CIS course is equivalent to the courses offered on campus. Complete site visit report documenting date of visit and summarizing feedback provided to the concurrent enrollment instructor. (C3) Site visits must be done the first year a CIS teacher teaches a course. After the first year, site visits can be done on a biennial rotation.

b. Curriculum

- i. Provide CIS instructor with course syllabi, detailed course calendar, assessments, and other materials needed to successfully conduct the course, ensuring that the concurrent enrollment course reflects the learning objectives, and the pedagogical, theoretical, and philosophical orientation of the university discipline. Provide paired syllabi from on-campus and CIS sections. (C2)

- ii. Ensure CIS students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections. Provide evidence of paired student assessment tools from on-campus and concurrent enrollment sections (A1)
- iii. Write a Statement of Equivalency that follows the NACEP Statement of Equivalency Guidelines (A1 and C2).
- iv. Respond to concurrent enrollment instructor's questions regarding course curriculum.
- c. Evaluation
 - i. Discuss student course evaluation data with the CIS instructor. (This data is provided by the CE Program Coordinator.) Document discussion and follow-up action(s) based on the data. (E1)
- d. Administration
 - i. As detailed above, contribute documentation needed for accreditation initial application and renewal.
 - ii. Communicate, in person as needed and via email, with the CE Program Coordinator in a timely manner.
 - iii. Along with institutional administration, assist in addressing academic dishonesty concerns, if needed.

6. CIS Course Instructors

- a. CIS course instructor qualifications
 - i. Qualifications for College in the Schools instructors follow the same guidelines as faculty teaching courses on Bethel's campus. These faculty qualifications were developed with consideration of the Higher Learning Commission's requirements in mind. College in the Schools (CIS) instructors need a master's degree in a related field or a minimum of 18 graduate credits in the field they are teaching. For a practicum or skills-based course, a bachelor's degree with significant experience will be considered.
 - ii. Student teachers, long-term substitutes, and unapproved high school instructors may not teach CIS courses. Only high school instructors who have been approved to teach the course may instruct the students. Failure to comply with this jeopardizes Bethel's ability to provide courses at a high school.
- b. CIS course instructor approval process

There are two situations that may trigger the process outlined below for approving a new CIS instructor. A district may seek to have a new instructor teach a currently offered CIS course or, as part of the approval process for a new CIS course, a prospective instructor must be approved through the process described in this section. In either case, districts and prospective instructors are encouraged to review the requirements for CIS course instructors. A conversation with Bethel's department chair, current faculty liaison, and/or CE Program Coordinator may help answer questions, but does not replace the full application and hiring process.

 - i. Candidate completes the CIS Instructor application, submitting it as directed.
 - ii. Candidate's credentials are reviewed by the department chair and appropriate dean in the College of Arts and Sciences.

- iii. If the candidate's credentials meet the requirements, and Bethel wishes to continue with the approval process, the candidate is invited to an interview with the department chair and appropriate dean in the College of Arts and Sciences. One or both of the interviews may be waived if the instructor is already teaching at least one CIS course.
 - iv. If approved, the candidate and school district are notified by Bethel's CE Program Coordinator. At any time during the process the candidate may be notified that Bethel is denying the instructor to teach the CIS course.
 - v. Notification is included in the instructor's file at Bethel, and shared with the school district, stating the course(s) the instructor is approved to teach.
 - vi. Instructor procedures and practices are emailed to the instructor.
- c. CIS Course Instructor procedures and practices
- This section of the College in the Schools Handbook is reviewed with new instructors by the CE Program Coordinator before the instructor's first class begins. If these procedures and practices are not followed by a CIS instructor, the discipline faculty liaison and/or CE Program Coordinator clarifies the expectation. If non-compliance continues, an improvement plan is developed with input from the faculty liaison, the CE Program Coordinator, the instructor, and the high school administrator. If the goals in the plan are reached, the instructor is reinstated with full approval to teach the course. If the goals are not met, approval to teach the course may be revoked. The CIS course instructor is expected to engage in the following procedures and practices.
- i. Participate in course-specific training and discipline-specific professional development as described in the following sections.
 - ii. Create a syllabus using the Bethel CIS template and the provided on-campus syllabus. The complete syllabus must be approved by the faculty liaison.
 - iii. Participate in review of student eligibility as requested by the high school.
 - iv. Connect with the faculty liaison throughout the course, including welcoming them for a classroom visit the first time a course is taught and at least biennially after that.
 - v. Assign grades measuring students' learning using comparable grading standards and assessment methods to the on-campus section(s) of the course. Grades are submitted by completing a grade roster that is sent to CIS instructors by Bethel's registrar's office. Grades should be returned to the registrar's office no more than a week after the course ends.
 - vi. Ensure that contact time for the course meets the minimum contact time for the course as taught on campus.
 - vii. Require students to complete course evaluation at the end of the course and discuss the results with the faculty liaison.
 - viii. Provide all necessary documents or paperwork as requested by CE Program Coordinator, including confirmation of class roster.
 - ix. Assist students who have questions about policies listed in the syllabus, including, but not limited to, policies regarding disability-related accommodations, academic honesty, and academic appeals.
- d. CIS course instructor course-specific training

- i. The faculty liaison provides, and the course instructor participates in, course-specific training before teaching a new course.
- e. CIS course instructor discipline-specific training
 - i. In partnership with the faculty liaison, the course instructor participates in annual discipline-specific professional development.
 - ii. If this does not happen for one year, then at Bethel's discretion, the course may not be offered the next year. If the CIS instructor misses more than one year of discipline-specific professional development, the course is not be offered, by that instructor, in future academic years.

7. Student Information

- a. Student advising
 - i. Bethel provides a student advising information sheet for each course to the high school.
 - ii. High school personnel advise students, review student eligibility for the course, and assist with the registration process.
 - iii. Possible impact on future financial aid is described in the student advising sheet, including a webpage link to access more information.
- b. Registration process
 - i. Academic Affairs emails link to registration forms for each of the courses to the high schools. The link to the registration form is:
<https://www.bethel.edu/registrar/forms/college-in-the-schools-registration1>
 - ii. The high school is responsible to confirm that the student has met all course prerequisites. The completed CIS registration forms are submitted to Bethel's Registrar's Office. Once the forms are received, the registrar's office registers the students for the requested courses.
- c. Add/drop and withdrawal dates
 - i. Add/drop and withdrawal dates are established considering the high school academic calendar and in consultation with Bethel's registrar's office.
 - ii. Registration for each course is open through the add/drop date. Late registrations require an approved appeal. Late registrations are rarely granted.
 - iii. Before the add/drop date, a "dropped" class does not show up on the student's transcript.
 - iv. Between the add/drop date and the last date to withdraw, a dropped class is indicated by a grade of W (withdrawal) on the student's transcript.
 - v. After the last date to withdraw, a student may not withdraw from the course. This includes withdrawing to avoid a failing or undesirable grade
 - vi. Add/drop and withdrawal dates are communicated for each course in the MOU, the student advising sheet, and the course syllabus.
- d. Learning resources, support, and policies
 - i. Textbooks and/or other learning resources are provided by the high school. This includes library and online resources as needed for the course.

- ii. Accommodations for documented disabilities are available through the high school. The instructor or other high school personnel may consult with Bethel's Office of Accessibility Resources and Services.
- iii. Academic support is available through the high school.
- iv. Bethel policies related to legal rights (FERPA), Bethel's disability discrimination policy and procedures, grade appeals, other academic appeal, and academic honesty are available in the student advising sheets and course syllabi.
- v. Official and unofficial transcripts are available from Bethel's registrar's office.

8. Student privacy policies

- a. A student enrolled in CIS program courses has full Family Educational Rights and Privacy Act (FERPA) protection until the final grade is posted on the student's high school transcript. Until the final grade is provided, the high school (and the student's parent/guardian) does not have access to any student progress information without a signed release form from the student.
- b. Grades may not be posted on a high school web-based system to which parents have access until the course is completed and the grades are provided to the high school at the end of the course.
- c. Midterm and/or final grades may not be mailed to parents/guardians *unless the student has given permission for the instructor to do so by signing a FERPA release form.* *
- d. If a parent/guardian asks about a grade on a specific assignment or about the student's progress, the instructor may not provide the information *unless the student has given permission for the instructor to do so by signing a FERPA release form.* *
- e. Instructors may not meet with a parent/guardian regarding their student's progress in a class (i.e., school conference) *unless the student has given permission for the instructor to do so by signing a FERPA release form.* *

*If a student desires to release his/her information to a parent/guardian, he/she may sign a release form. A sample copy is included as Appendix B in this handbook.

9. Continuous Program Improvement

- a. Concurrent Enrollment Advisory Board
 - ii. The advisory board serves to make recommendations and provide key information to Bethel's decision makers and partner high schools regarding concurrent enrollment. The advisory board does not have formal authority to issue directives that must be followed by Bethel or the high schools.
 - iii. One of the roles of the Concurrent Enrollment Advisory Board is to provide strategic input relating to program improvement. This includes an active role in program evaluation.
- b. Data collection
 - i. Students complete course evaluations at the conclusion of each class. The information from the course evaluations are used by the course instructor and course liaison to make course level improvements. The data is also compiled for use at a program level.

- ii. Students complete a survey one and four years after graduation. Along with other questions, the survey requests information regarding their experience in CIS and the impact it had in their future education. The survey data is used by Bethel leaders and the Concurrent Enrollment Advisory Board. Data and analysis are also shared with others as appropriate.
- iii. High school and university personnel involved with CIS are surveyed to provide program input used for program improvement.
- iv. Institutional data is collected and used as needed to answer program research questions.

APPENDIX A

Memorandum of Understanding between Bethel University & [Name of HS]

1. Statement of Purpose

This Memorandum of Understanding (“MOU”) has been entered into by Bethel University (“Bethel”) and [Name of HS] in order to ensure that the [course/courses] being offered by Bethel at [Name of HS] through the College in the Schools (CIS) program [is/are] equivalent in content and academic rigor to the [course/courses] offered on campus and that the course has appropriate oversight by Bethel.

The relationship described in this MOU is intended to benefit both Bethel and [Name of HS]. Through the CIS program Bethel has the opportunity to strengthen its relationship with a local school, share its disciplinary expertise, and increase the visibility of its programs and recruitment possibilities. [Name of HS] can offer a rigorous college-level course for which students receive college credit.

2. Bethel Responsibilities

- a) Bethel is offering the [course/courses] listed herein to students at [Name of HS] through the College in the Schools program during the [20xx-20xx] academic year.
- b) Bethel will determine the prerequisite requirements for the course.
- c) Bethel must approve the [Name of HS] faculty member who teaches the course.
- d) Bethel will provide course-specific training for any new CIS course instructor before the course begins.
- e) Bethel will provide annual discipline-specific professional development for all CIS instructors.
- f) Bethel faculty member with disciplinary content knowledge will conduct site visits to observe course content and delivery, and student discourse and rapport. All instructors teaching a course for the first time will be visited by Bethel during their first term. After that an instructor will be visited by Bethel at least biennially. The [Name of HS] instructor will engage in professional discussion regarding feedback from the site visit. Classroom observations are utilized by faculty liaisons to validate that Bethel’s expectations for the course are being met and are not meant to be used by high school administration to evaluate teaching performance.
- g) Bethel will approve the syllabus and textbook for the course. Bethel will provide the syllabus of the course offered on campus and a template for the high school section of the course. Course policies and appeal processes are included in the syllabus template. Bethel established appeal processes will be used for appeals related to academic honesty, grades, and course content.
- h) The term dates for the course do not need to correspond to the term dates for Bethel.
- i) The Bethel University Registrar registers each student for the course based on the electronic registration forms completed by each student. Students will be notified when the link is live: <https://www.bethel.edu/registrar/forms/college-in-the-schools-registration1>
- j) Bethel invoices [Name of HS] the Credit by Examination fee per credit as listed in the Bethel catalog. For academic year, [20xx-20xx], the per credit cost is [\$xx]
- k) On the day after the designated drop/add date, [Name of HS] will be invoiced for the course according to the registration records. Additionally, the number of students on record at the point is what is reported to the state of Minnesota.
- l) Bethel’s Registrar’s Office will make student academic records available through its office.
- m) Bethel will evaluate the course using a survey sent to students at the end of the course.

3. [Name of HS] Responsibilities

- a) **[Name of HS]** will determine which students who meet the prerequisite(s) may enroll in the course.
- b) **[Name of HS]** is responsible to ensure enrolled students meet Minnesota program eligibility requirements, including residency. A Minnesota resident student is defined as a student who physically resides in Minnesota with a parent or court appointed legal guardian who also physically resides in Minnesota. Eligibility requirements are fully described on the Minnesota Department of Education website: <https://education.mn.gov/MDE/fam/dual/ce/>
- c) The instructor of the course will be an employee of **[Name of HS]** and be compensated as such.
- d) The **[Name of HS]** instructor must engage in Bethel’s training for the course to be offered.
- e) The **[Name of HS]** instructor must engage in Bethel’s discipline-specific professional development. If this does not happen for one year, then at Bethel’s discretion, the course may not be offered the next year. If the CIS instructor misses more than one year of discipline specific professional development, the course will not be offered, by that instructor, in future academic years.
- f) Grades are assigned and submitted by the **[Name of HS]** faculty member. Students’ learning is measured using comparable grading standards and assessment methods to the on-campus section(s).
- g) Contact time for the course must meet the minimum contact time for the course as taught on campus. Contact time can exceed this amount if the calendar and schedule at **[Name of HS]** necessitates this adjustment.
- h) **[Name of HS]** will pay for all course and lab materials including those that may be used if the students use the lab at Bethel. This includes providing library and online resources as needed for the course.
- i) **[Name of HS]** will provide students with academic support and accommodations for documented disabilities. The Bethel course liaison and Office of Accessibility Resources and Services are available for consultation as needed.
- j) **[Name of HS]** will send prompt payment to Bethel for the students enrolled in the course after receiving an invoice from Bethel.

4. Course Information

[20xx-20xx] Academic Year

Course #	Course Name	# Credits	Term Dates	HS Instructor	Bethel Liaison	Drop/Add Date*	Last Date to Withdraw*

***Add/Drop Dates and Last Date to Withdraw**

- a) Registration for each course is open through the add/drop date. Late registrations require an approved appeal. Late registrations are rarely granted.
- b) Before the add/drop date a dropped class does not show up on a student’s transcript.
- c) Between the add/drop date and the last date to withdraw, a dropped class receives a grade of W (withdrawal) on the student’s transcript.
- d) After the last date to withdraw, a student may not withdraw from the course.

5. Accreditation Agency Compliance

Bethel and **[Name of HS]** have entered into this MOU upon the explicit understanding that

this MOU and the affiliation it creates between them is not in violation of any statute, law, rule, regulation, agreement, pledge or guidance relating to or affecting adversely in any way Bethel's accreditation by the Higher Learning Commission (HLC), the Minnesota Office of Higher Education (MOHE), the U.S. Department of Education (DOE) or any other body or agency with legal or regulatory jurisdiction over Bethel. In the event Bethel becomes aware that this MOU is, or in the opinion of its legal counsel, may be found to be a violation of any such statute, law, rule, regulation, agreement, pledge or guidance issued by the HLC, MOHE, DOE or other body or agency, then Bethel may immediately TERMINATE this MOU without penalty or cost payable to **[Name of HS]**, any student, or any other person or entity.

6. Implementation and Approval

The Dean of Professional Programs at Bethel University and the Secondary Program Director of **[Name of HS]** shall be responsible for entering into this MOU, for identifying and incorporating any changes into subsequent memoranda, and for conducting a periodic review of this MOU.

7. Term and Termination

- a. *Term.* This MOU is effective upon the last date of the signature below and shall remain effective until June 30, 20xx. Thereafter, this MOU shall be automatically renewed for successive one-year terms until it is terminated as specified in the MOU.
- b. *Termination.* Either party may terminate this MOU for any reason by giving at least ninety (90) days written notice to the other party. In the event of a material breach of any provision of this MOU, the aggrieved party may terminate this MOU immediately upon written notice to the other party.
- c. *Student Completion.* In the event that this MOU is terminated pursuant to the terms of this Section, students who are participating in the educational experience provided by this MOU at the time of termination shall be allowed to complete their academic courses under the terms and conditions set forth herein, if deemed feasible in the sole discretion of Bethel.

8. General Provisions

- a. *Entire Agreement.* This MOU embodies the entire understanding and agreement between the parties and supersedes any and all prior negotiations, understandings or agreements in regard thereto.
- b. *Student Records.* The parties shall maintain in strict confidence all student personal information, including but not limited to, health, background check, and drug screening information, provided to or obtained by them, and in connection therewith shall comply with all applicable laws and regulations. The parties agree that to the extent it has access to student educational records it shall treat all such records and related information as confidential and in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), see 20 U.S.C. §1232g; 34CFR Part 99.
- c. *Amendment and Assignment.* Any amendment or modification to this MOU must be made in writing and executed by both parties. This MOU may not be assigned by either party.
- d. *Counterparts.* This MOU may be executed in multiple counterparts which, taken together, shall constitute one original agreement. This MOU must be manually signed and may be delivered by facsimile or e-mail (in PDF format) and upon such delivery the facsimile or PDF signature will be deemed to have the same effect as if the original signature had been delivered to the other party.

Julie Finnern, Ed.D.

Date

Associate Provost, College of Arts and Sciences
Bethel University

[Secondary program director's name]

Date

Secondary Program Director
[Name of HS]

APPENDIX B

**Bethel University
Release of Information Form**

I, _____, consent _____ do not consent _____
to the release of my education records to my parent(s) or guardian(s) listed below for the
purpose of keeping them informed about my education for my college course at Bethel
University.

I understand that education records include, but are not limited to, information about my
academic standing, disciplinary issues and financial obligations to the College. I acknowledge
that I may submit a subsequent notification in writing directing the College to no longer release
information to any or all of the individuals listed below. Bethel University is authorized to release
information to the following individuals (please print clearly):

Name

Relationship to student

Name

Relationship to student

Name

Relationship to student

Student's Name (printed)

Student's Signature

Student's Bethel ID#

_____/_____/_____
Date