



# BUILD Program

Academic Catalog

2022-2023



BETHEL  
UNIVERSITY

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# BETHEL BUILD PROGRAM

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Bethel is a place where we challenge each other and support each other. Where we are committed to spreading Christ's love and serving the people around us. Where we work side-by-side with professors and other students to learn in the classroom and beyond. Where we have a lot of fun and make friends and memories to last a lifetime.

The BUILD program at Bethel University provides a supportive and comprehensive educational experience for individuals with intellectual disabilities. Students in the BUILD program live and learn alongside students in the College of Arts & Sciences (CAS), experiencing dynamic and engaging instruction in classes with their BUILD cohort and in classes with students without disabilities. Bethel takes a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Students benefit from a career-oriented curriculum, meaningful internships, and on-campus living in a supportive Christian environment.

# Academic Calendar

Bethel operates on an early semester calendar with two 15-week semesters and a three-week interim in January.

## Fall Semester 2022

Residence halls open (New first-year students)	August 24
Residence halls open (Returning second-year students)	August 27
Classes begin	August 29
Last day to add/drop a first-half or full-term course	September 5
Labor Day	September 5
Last day to withdraw from a first-half of term course	October 7
Homecoming	October 7-9
Fall break (Students need to be checked out of their room by 9:00 pm on Thursday, October 13 and can return anytime after 12:00 noon on Sunday, October 16)	October 14-16
Last day of First half of term courses	October 18
First day of Second half of term courses	October 19
Advising Day (No day classes, night classes are held) & BUILD Registration for Interim and Spring	October 26
Last day to add/drop a second-half course	October 26
Family Weekend	October 28-30
Thanksgiving break (Tuesday night classes are held. Students need to be checked out of their room by 9:00 pm on Tuesday, November 22 and can return anytime after 12:00 noon on Sunday, November 27)	November 23-27
Last day to withdraw from a full-term course	November 25
Classes resume	November 28
Festival of Christmas	December 1-3
Last day to withdraw from a second-half course	December 9
Last day of classes	December 9
Final examinations	December 12, 13, 15, & 16
Study Day (No classes)	December 14
Residence halls close	December 18
Christmas Break (Students must check-out of their residence hall 24 hours after their last final or by 9:00 p.m. on Friday, December 16, whichever comes first)	December 16-January 3

## Interim 2023

Residence halls open, noon	January 3
Classes begin	January 4
Last day to add/drop a course	January 6
Martin Luther King Jr. Day (No classes)	January 16
Last day to withdraw from a course	January 20
Last day of classes	January 26

Interim Break (Students need to be checked out of their room by 9:00 pm on Thursday, January 26 and can return anytime after 12:00 noon on Wednesday, February 1)      January 27- February 1

## Spring Semester 2023

Residence halls open, noon	February 1
Classes begin	February 2
Last day to add/drop a first-half or full-term course	February 9
Spring Break (Students who are not part of SMP trips need to be checked out of their room by 9:00 pm on Friday, March 10 and can return anytime after 12:00 noon on Sunday, March 19)	March 11-19
Last day to withdraw from a first-half of term course	March 17
Residence halls open, noon	March 19
Classes resume	March 20
Last day of First half of term courses	March 28
First day of Second half of term courses	March 30
Advising Day & BUILD Registration for Fall (Students meet with their advisor to register for fall classes)	April 3
Last day to add/drop a second-half course	April 6
Easter Break (Students need to be checked out of their room by 9:00 pm on Thursday, April 6 and can return anytime after 12:00 noon on Monday, April 10)	April 7-10
Last day to withdraw from a full-term course	May 5
Last day to withdraw from a second-half course	May 12
Last day of classes	May 19
Final examinations	May 22, 23, 25, & 26
Study day	May 24
End of year (First-year students need to check-out of their room 24 hours after their last final or by 9:00 p.m. on Friday, May 26, whichever comes first)	May 26
Commencement	May 27
Residence halls close for second-year graduating students in BUILD, noon	May 28

## General Information

This academic catalog relates to the academic components of the BUILD program and communicates academic requirements, policies, and procedures. The student handbook outlines university procedures and expectations for living and learning at Bethel.

Every student is to be familiar with and will be held responsible for conforming to the expectations contained in "A Covenant for Life Together at Bethel", the BUILD catalog, as well as the BUILD student handbook.

It is the official policy and commitment of Bethel University not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the vice president of people and organizational development as the compliance officer for the institution. Inquiries regarding compliance may be directed to:

The Compliance Officer, Bethel University

3900 Bethel Drive  
St. Paul, MN 55112  
Phone: 651.638.6119

Bethel University adheres to the provisions of the federal Family Educational Rights and Privacy Act of 1974, (FERPA). For a copy of Bethel policy, contact the Office of the Registrar.

## BUILD Program Contacts

Dawn Allen, Director	d-allen@bethel.edu
Lisa Bjork, Associate Director	lisa-bjork@bethel.edu
Sarah Eckert, Internship Supervisor	s-eckert@bethel.edu
Jaran Roste, Internship Supervisor	j-roste@bethel.edu
Katie Lane, Residential Supervisor	k-lane@bethel.edu
Brady Tongen, Residential Supervisor	b-tongen@bethel.edu
Kim Bethke, BUILD Office & Admissions Coordinator	kim-bethke@bethel.edu

### General Inquiries:

BUILD staff respond during regular office hours M-F 8:00-4:00.  
 Phone: 651-635-8799  
 Fax: 651-635-8711  
 email: build-program@bethel.edu

### Mailing Address:

BUILD Program-Bethel University  
 MSC# 2382  
 3900 Bethel Drive  
 Saint Paul, MN 55112

### Campus Safety and Security:

651-638-6400

### Emergency Contact:

- If an emergency arises and you need immediate assistance, please contact the Office of Safety and Security at 651-638-6400. Safety and Security Officers are available around the clock and have a very fast response time.
- BUILD Housing Mentors and the Office of Safety and Security are able to contact a BUILD staff member. There is a BUILD staff member on call 24/7 as needed for emergencies.
- Students receive mentor support to ensure all needed emergency contacts are entered into their phone contacts.
- The BUILD on-call number is entered into students' phones, to be used in the event they need to reach professional staff during non-business hours.
- Students have a listing of emergency and non-emergency contacts posted in their residence hall.

### Stop by the BUILD offices:

The BUILD office is located on the second floor of the Hagstrom Center in HC 262 across from the Nursing Department. Office hours of operation are: 8:00 a.m.- 4:00 p.m. Monday through Friday during the academic year.



# Mission and Goals

## Mission:

BUILD's mission is to provide students with intellectual disabilities a postsecondary, residential college experience, which is boldly influenced and motivated by the Christian faith, propelling students to confidently navigate their world with self-determination to live more independently, maintain meaningful employment, and value life in community with others. This integrated experience includes opportunities for academic, vocational, residential, social, and spiritual development.

## Goals:

BUILD provides students with the skills and education necessary to live more independently, maintain integrated employment, grow in their faith and self-determination, and to value life in community with others. After successfully completing the program's requirements, students earn a Certificate in Applied Studies with a Career Pathway in Arts and Communication, Business, or Human Services.

## BUILD Program Goals:

### Program Goal 1. Increase in independent living

1. Demonstrate skills to care for self
2. Demonstrate skills to care for living space
3. Demonstrate skills to choose, budget, shop for and prepare meals
4. Demonstrate skills to live with others

### Program Goal 2. Secure and maintain integrated employment

1. Demonstrate skills to secure employment
2. Demonstrate skills to be employed while earning minimum wage or greater
3. Identify and demonstrate skills to work in a career field and position that is meaningful to the student

### Program Goal 3. Develop personal growth

1. Participate in academic, residential, social, and spiritual formation opportunities
2. Increase self-determination and decision-making skills gained through Personal Learning Plan (PLP) process.

# Accreditation and Membership

Bethel University has been continuously accredited by the Higher Learning Commission since 1959. This "regional accreditation," recognized by the United States Department of Education, demonstrates that the university meets quality educational standards. Bethel is also accredited by the Teacher Education Accreditation Council; the Council on Social Work Education (at the undergraduate level); the Commission on Accreditation of Athletic Training Education Programs (CAATE) at the undergraduate level for the Athletic Training Education Program; and The Commission on Collegiate Nursing Education (at the undergraduate and graduate levels), which can be reached at One Dupont Circle NW 530, Washington, D.C., 20036-1120 or by phone at 202.887.6791.

Undergraduate teacher preparation programs leading to licensure for pre-kindergarten, kindergarten, elementary, and secondary teaching, as well as graduate programs leading to licensure in special education and middle school teaching, are approved by the Minnesota Board of Teaching. The nursing program is approved by the Minnesota Board of Nursing. The Department of Chemistry is approved

by the American Chemical Society, and programs in the department are certified. The Business Department is accredited by the Accreditation Council for Business Schools & Programs.

The academic program at Bethel University is enriched by its membership and participation in programs of the Christian College Consortium, the Council for Christian Colleges and Universities, the Upper Midwest Association for Intercultural Education, the Jerusalem University College, and the Au Sable Institute of Environmental Studies.

Bethel University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Information in this catalog is descriptive only and not contractual. All listed courses and programs are current at the time of printing, but are subject to change without notice based on enrollment, faculty availability, and other considerations. Bethel reserves the right to withdraw a course or program or to limit its enrollment. Bethel reserves the right to add a new program and related courses to this catalog after publication, upon approval from the related state and/or accrediting organizations. In this event, the new program and courses will be provided, with their effective terms, at <https://www.bethel.edu/undergrad/academics/>.

While Bethel publishes program information and materials and assigns advisors, the student is ultimately responsible to ensure that he or she has fulfilled all graduation requirements. Bethel reserves the right to withdraw a previously awarded degree if it subsequently determines that the student did not complete degree requirements.

## **BUILD Program Philosophy of Higher Education**

Bethel University is a Christian learning community committed to pursue and practice what is true; to excel in its educational programs; to collaborate as partners in learning; to integrate Christian faith into every area of life; and to nurture every person toward Christian maturity in scholarship, leadership, and service.

As a Christian learning community, we honor God by the way we work together at our calling. We rejoice in discovering the character and glory of our Creator as we explore His creation. As people who bear God's image, we pursue the truth of His revelation. That revelation comes to us in the person of Christ, the wonder and beauty of creation, and the Spirit-directed words of the Bible. But it is not enough to know truth. We are called to live with hope, faith, love, mercy, humility, and justice, which puts truth into practice. We believe that Christian faith is relevant to every area of life, the integrative principle for the entire curriculum, and a foundational area of study for all learners.

Our commitment to learning leads us to pursue breadth and depth of insight, education in and beyond the classroom, and opportunities on and beyond the campus. In bearing His image, in pursuing and living the truth, we strive for excellence because God's name and character are excellent.

The nature of community reminds us that we are not alone. We are likely to achieve more together than we could in isolation. We acknowledge only one true Master, and as we strive together to bring all of life under His lordship, we respect each other as partners and friends in learning. Thus, learning becomes an act of worship, and community worship becomes part of learning. As members of this community, we join to spur each other on toward Christian maturity.

# **Bethel University Schools**

## **Bethel University**

Bethel University is a leader in Christ-centered higher education with nearly 4,000 students from 48 states and 24 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world.

## **College of Arts & Sciences**

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for more than 2,300 recent high school graduates and transfer students. We take a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include nearly 100 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty members are dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern Universities in the “America's Best Colleges” issue of U.S. News & World Report, and is listed in “Top Colleges for Top Students” in Peterson's Competitive Colleges.

## **College of Adult & Professional Studies**

For more than 30 years, the College of Adult & Professional Studies (CAPS) has helped adults beginning or returning to school to earn their bachelor's or associate's degree. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer 10 associate and bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, healthcare and human services, Christian ministries, and special education, along with three certificate programs in addiction studies, alcohol and drug counseling, and senior care leadership. Nearly 400 students are enrolled in the Twin Cities or online.

## **Bethel Seminary**

Founded in 1871, Bethel Seminary is among the 20 largest accredited seminaries in the U.S., with students pursuing coursework on campus in St. Paul, Minnesota, and in robust online degree programs. Offering a doctor of ministry degree (with four concentrations), seven master's degrees, and two certificates, its programs focus on many aspects of ministry preparation, including leadership, marriage and family therapy, and ministry practice. Bethel Seminary is orthodox and evangelical, with roots in pietism and characterized by an irenic spirit. Our passion is to prepare men and women to lead with excellence who will advance the gospel of Jesus Christ among all people in culturally sensitive ways.

## **Graduate School**

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers 12 graduate programs, including master's programs, a doctoral program in educational leadership with two majors, a doctor of nursing practice program, and numerous certificates and licensures. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers, and class schedules are convenient for working adults.

## Center for Access and Integration

The Center for Access and Integration includes Bethel's BUILD program. The BUILD program, an integrated two-year postsecondary residential program for students with intellectual disabilities, provides opportunities for inclusive academic, vocational, residential, spiritual, and social learning experiences. Students who complete the requirements of the BUILD program, including a selected career pathway in Arts and Communication, Business, or Human Services, earn a Certificate in Applied Studies. The program incorporates the skills and education necessary to live more independently, maintain meaningful employment, and value lifelong learning. Students in the BUILD program contribute their own diverse experiences and strengths to the Bethel community.

# Overview of How to Use this Catalog

## Course Numbers, Levels, Credits, and Prerequisites

The primary purpose of Bethel's subject code and course number system is to identify the academic subject being studied and the sequence of courses. The catalog also lists the number of credits and any prerequisites. Courses to earn the Certificate in Applied Studies are all designed to be at a developmental level.

Subject Code	Description
BBT	BUILD Bible and Theology
BEL	BUILD Elective
BIL	BUILD Independent Living
BIN	BUILD Internship
BIS	BUILD Independent Study
BJE	BUILD Jobs and Employment
BLD	BUILD General Core

## Prerequisites

Prerequisites are courses or other requirements that must be met before enrolling in a particular course. In this catalog, a comma between items in a list of prerequisites indicates that students may choose any of the items on the list to meet the prerequisites. A semicolon between items indicates that each item in the list is required before enrolling in the course.

# The Family Educational Rights and Privacy Act (FERPA)

## PURPOSE AND APPLICABILITY

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, (“The Act”) is a federal law enacted to establish procedures for disclosing information contained in student records and to protect the privacy of these records.

The Act applies to currently enrolled students, beginning on the first day of attendance, and former students.

The Act does not apply to individuals who have applied for admission but never attended Bethel University or applicants for admission who are denied enrollment.

Information obtained on a former student subsequent to graduation or termination of enrollment is not covered under The Act (e.g., data accumulated on alumni).

All rights under The Act cease when a person dies; Bethel will decide on a case by case basis what records of deceased students can be released and to whom they will be released.

## DEFINITIONS

Eligible Student: A student who has reached 18 years of age or is attending an institution of postsecondary education.

### School Official:

- A person employed by Bethel University in an administrative, supervisory, academic or research, or support staff position including security and safety personnel and health services staff.
- A person or company with whom Bethel University has contracted, such as auditors, attorneys, or the National Student Clearinghouse.
- A person serving on the Board of Trustees.
- A student serving in an official committee or assisting another University official in performing his or her tasks.

Education Records: Records that directly relate to a student and are maintained by an educational institution.

Education records may include:

- class lists;
- grade rosters;
- student schedules;
- correspondence; and
- data in an electronic database.

Education records do NOT include:

- records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records);
- Office of Security and Safety records maintained solely for law enforcement purposes and kept separate from the education records described above;

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- employment records, except where a currently enrolled student is employed as a result of his or her status as a student;
- records of a physician, psychologist, or other recognized professional made or used only for treatment purposes and available only to persons providing treatment (while not education records, these records are subject to FERPA);
- records that contain only information relating to a person's activities after that person is no longer a student at the University;
- financial information submitted by parents(s)/guardian(s);
- directory information not restricted by the student; and
- confidential letters and recommendations placed in the student's record if the student has waived in writing his or her right to inspect those letters and recommendations. Students may revoke such a waiver at a later time, but the revocation must be in writing and is only effective with respect to actions occurring after the revocation.

Personally Identifiable Information: All information that is directly related to a student. This information includes both "directory information" and "non-directory information."

Directory Information: Information contained in a record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Bethel University, directory information includes:

- student's name;
- address;
- telephone listing;
- electronic mail address;
- photograph or digital image;
- date and place of birth;
- major field of study;
- grade level (freshman, sophomore, etc.);
- enrollment status (e.g., undergraduate or graduate; full time or part time);
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees, honors, and awards received;
- most recent educational agency or institution attended; and
- Bethel Community Account username, which is used by the student for purposes of accessing or communicating in electronic systems, since this identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Non-Directory Information: Any personally identifiable student information that is not directory information. At Bethel University, non-directory information includes, but is not limited to, a student's Social Security number or student identification (ID) number.

Legitimate Educational Interest: An educationally related purpose, which has an identifiable educational relationship to the student involved and underlies a request for the disclosure of education records.

### **STUDENT RIGHTS**

Currently enrolled and former students have the right to:

- inspect and review information contained in education records within 45 days after Bethel receives a request for access;
- request the amendment of the student's education records that a student believes is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- consent to disclosure, subject to certain exceptions specified in The Act, of personally identifiable information from education records; and
- file a complaint with the Department of Education concerning an alleged failure by Bethel to comply with The Act.

### **Procedure for Inspecting Records**

Students must request permission in writing to inspect their records and must present that request to the Registrar's Office, who will coordinate the inspection of records.

- The records will be made available to the student for inspection not more than 45 days following the receipt of the request.
- A Bethel employee must be present while the student inspects his or her records.
- Students may request copies of available records when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. Students may be required to pay a per copy fee. A copy may be refused, but only if, in doing so, the institution does not limit the student's right to inspect and review that record.

A student may inspect records of disclosure, which will be kept by the office in which the record is maintained unless such inspection is prohibited under the terms of a court order or lawfully issued subpoena.

### **Procedure for Requesting the Amendment of Records**

With the exception of grades or disciplinary actions, if a student believes that information in his or her record is inaccurate, misleading, or otherwise in violation of his or her privacy rights, he or she may request that a change in the record be made.

- Such a request must be in writing, clearly identify the part of the record the student wants changed, and submit the request to the appropriate University official in whose office the record in question is located.
- If Bethel decides not to amend the record as requested, Bethel will notify the student in writing that he or she may make a written request to that official for a hearing to contest the record.
- A hearing will be conducted within 30 days of the written request (or as soon thereafter as is practical) with the student having an opportunity to present all relevant evidence. The hearing panel will consist of the University official in charge of the record in question and two other officials selected by the official in charge.
- The student will be notified within two weeks of the hearing (or as soon thereafter as is practical) as to the decision of the official or hearing panel. The decision of the hearing panel is final.
- If the student disagrees with the action taken by the hearing panel, he or she may place a statement in his or her educational record giving the reasons for disagreeing with the decision.

NOTE: An appeal of grades or disciplinary action should follow the processes outlined in the student handbook and/or academic catalog.



### **Procedure to Request Withholding of Directory Information**

- In the fall semester, students will be notified about the opportunity to request that Directory Information be withheld.
- Students may request to withhold disclosure of Directory Information by completing a form online or in the Registrar's Office.
- Bethel will continue to honor a student's last request with regard to the disclosure or non-disclosure of Directory Information made while the student was in attendance at Bethel. Bethel cannot assume the responsibility to contact the student for subsequent permission to release Directory Information. Regardless of the effect upon the student, Bethel assumes no liability for honoring an instruction to restrict/withhold Directory Information.
- A student who is no longer enrolled cannot request that Directory Information be withheld. A student who is no longer enrolled can rescind their request to withhold Directory Information.

### **PARENT RIGHTS**

The Act generally does not guarantee any rights to parents or guardians of students who are attending post-secondary institutions.

However, at Bethel's discretion, The Act does allow Bethel to provide parents with access to their student's educational records provided the parents claim the student as a dependent on their federal income tax return. If a student is claimed as a dependent for federal income tax purposes by either parent (regardless of the parents' current marital status), then, at Bethel's discretion, Bethel may disclose information in the student's education records without the student's consent.

As a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Bethel does provide all students with the ability to give parents and other third parties online proxy access to their education records.

### **OFFICES THAT MAINTAIN RECORDS**

For information about records, contact the Registrar's office, or the office in which the records are maintained. Types of records maintained by Bethel University are as follows:

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.
- Business Office—Records related to charges, payments, emergency contact information, and Perkins loans for educational services rendered by Bethel.
- Office of Career Development and Calling—Placement data completed by the student, resumés, information on courses taken toward degree, letters of recommendation from faculty and/or employers
- Academic Departments—Student applications to program, copies of grades, notes from student interviews, faculty recommendations, department recommendations, records of field experiences, clinicals, practica, internships, and other related documents.
- Health Services—Student medical forms, copies of athletic physicals, and records of medical services rendered to the student through the university.
- Office of Student Life—Photograph, ID card information, evaluations from residence hall personnel, interest test results, housing applications, Covenant for Life Together, miscellaneous correspondence, and disciplinary information.
- Office of Development—Personal data on alumni of the university and records of financial giving.

- Faculty Advisors—Notes from advising sessions; copies of various communications to and from advisee, faculty, and other offices; and related advising material.

### **DISCLOSURE OF EDUCATION RECORDS**

#### **Conditions Under Which Directory Information May Be Released**

Directory Information may be released at the discretion of University officials without the written permission of the student, unless the student has requested that directory information be withheld. If the student has requested that directory information be withheld, the information will not be released without their written consent.

#### **Conditions Under Which Directory and Non-Directory Information May Be Released**

Directory and Non-Directory Information may be released without the written consent of the student to:

- Authorized representatives of the Comptroller General of the United States.
- The Attorney General of the United States.
- The Secretary of Education.
- State or local educational authorities, for audit and evaluation of federal- and state-supported education programs, or for the enforcement of or compliance with federal legal requirements that related to those programs.
- Bethel University personnel or other school officials who have a legitimate educational interest in the records. This category includes a person or organization retained to be an agent for, or under contract with, Bethel University, such as financial auditors, attorneys, or National Student Clearinghouse. It also includes personnel from other institutions with whom Bethel University has made consortium arrangements. Disclosure to a school official having a legitimate educational interest does not constitute institutional authorization to transmit, share, or disclose any or all information received to a third party.
- Officials of another school in which the student seeks to enroll.
- Persons or organizations involving financial aid in order to determine the student's eligibility for financial aid; to determine the amount of financial aid; to determine conditions to be imposed regarding financial aid; and to enforce conditions of financial aid.
- State and local officials as allowed by state statutes concerning the juvenile justice system.
- Organizations that are conducting studies to develop, validate, and administer predictive tests; administer student aid programs; and improve instruction. Those organizations cannot redisclose personally identifiable information of students.
- Accrediting agencies carrying out their accrediting functions.
- Parents of dependent students (that is, students who are claimed as dependents on their parents'/guardians' most recent federal tax return). However, as a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Instead, Bethel provides all students with the ability to give parents and other third parties online proxy access to their education records.
- To comply with a judicial order or lawfully issued subpoena. The University will notify the student when such a request occurs without the student's knowledge unless prohibited by law.
- Appropriate persons in a health or safety emergency. If Bethel determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or others, provided that Bethel will only exercise this authority for the duration of the emergency.

The University can release information related to a student contained in law enforcement records so long as such records are created by a law enforcement unit, created for a law enforcement purpose,

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and maintained by a law enforcement unit in a manner that segregates them from records maintained by other components of the University.

### **Conditions Under Which Education Records Will Not Be Released**

Unless otherwise required by law, Bethel University official transcripts will not be issued to students who are delinquent in paying University charges for educational services or who are behind in financial loan repayments.

Copies will not be provided of education records (e.g., transcripts) that were issued by other educational institutions unless authorized by the Registrar.

UNAUTHORIZED DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM THE EDUCATION RECORD OF ANY STUDENT IS PROHIBITED.

### **Criteria Used to Determine the Legitimate Educational Interest of School Officials**

The following criteria shall be taken into account in determining whether a school official has a legitimate educational interest in the disclosure of student education records:

- The official must seek the information within the context of the responsibilities that he or she has been assigned;
- The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility or to the University;
- The information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of University employment;
- The task must be determined to be consistent with the purposes for which the data are maintained. Requests related to institutional research and studies are subject to this criterion;

### **OTHER FACULTY AND STAFF RESPONSIBILITIES**

Bethel University will notify students annually of their rights under The Act by publishing such information in the University catalog and E-Announcements. A complete policy is available from the Office of the Registrar.

Bethel University will maintain a record of requests for access to and disclosure of a student's Non-Directory Information to anyone other than:

- the student;
- University officials with a legitimate educational interest;
- a party with the student's written consent; and
- a party seeking or receiving the records as directed by a court order or lawfully issued subpoena that directs the University to refrain from disclosing the contents of the subpoena or the information furnished in response to the subpoena.

### **ENFORCEMENT**

Enforcement of this Act is the responsibility of the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Further information concerning The Family Educational Rights and Privacy Act is available at [www.ed.gov](http://www.ed.gov).

# Bethel University Commitments

## 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.

## 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.

## Values

We are **Christ-followers** - orthodox, conversionist, and evangelical; rooted in the authority of Scripture.

We are **character-builders** - concerned with personal and spiritual formation and therefore committed to the development of whole and holy persons.

We are **truth-seekers** - recognizing that all truth has its source in God as revealed in creation and Scripture, and personified in Christ.

We are **learners** - committed to academic excellence within a community characterized by teaching, scholarship, and service.

We are **reconcilers** - honoring the worth and dignity of people from all races and purposely seeking to create a community that reflects the diversity of the body of Christ.

We are **salt and light** - relating to the world and society in culturally relevant ways while being informed by our pietistic denominational heritage and characterized by an irenic spirit.

We are **world-changers** - driven to prepare graduates who will shape and change the world through exemplary leadership in the church and throughout society.

# An Affirmation of Our Faith

1. **The Word of God.** We believe that the Bible is the Word of God, fully inspired and without error in the original manuscripts, written under the inspiration of the Holy Spirit, and that it has supreme authority in all matters of faith and conduct.
2. **The Trinity.** We believe that there is one living and true God, eternally existing in three persons, that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption.
3. **God the Father.** We believe in God the Father, an infinite, personal spirit, perfect in holiness, wisdom, power, and love. We believe that He concerns Himself mercifully in the affairs of each person, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ.
4. **Jesus Christ.** We believe in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth.

5. **The Holy Spirit.** We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower all who believe in Jesus Christ. We believe that the Holy Spirit indwells every believer in Christ, and that He is an abiding helper, teacher, and guide.
6. **Regeneration.** We believe that all people are sinners by nature and by choice and are, therefore, under condemnation. We believe that those who repent of their sins and trust in Jesus Christ as Savior are regenerated by the Holy Spirit.
7. **The Church.** We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of a company of believers in Jesus Christ, baptized on a credible profession of faith, and associated for worship, work, and fellowship. We believe that God has laid upon the members of the local church the primary task of giving the gospel of Jesus Christ to a lost world.
8. **Christian Conduct.** We believe that Christians should live for the glory of God and the well-being of others; that their conduct should be blameless before the world; that they should be faithful stewards of their possessions; and that they should seek to realize for themselves and others the full stature of maturity in Christ.
9. **The Ordinances.** We believe that the Lord Jesus Christ has committed two ordinances to the local church: baptism and the Lord's Supper. We believe that Christian baptism is the immersion of a believer in water into the name of the triune God. We believe that the Lord's Supper was instituted by Christ for commemoration of His death. We believe that these two ordinances should be observed and administered until the return of the Lord Jesus Christ.
10. **Religious Liberty.** We believe that every human being has direct relations with God, and is responsible to God alone in all matters of faith; that each church is independent and must be free from interference by any ecclesiastical or political authority; that therefore church and State must be kept separate as having different functions, each fulfilling its duties free from dictation or patronage of the other.
11. **Church Cooperation.** We believe that local churches can best promote the cause of Jesus Christ by cooperating with one another in a denominational organization. Such an organization, whether a regional or district conference, exists and functions by the will of the churches. Cooperation in a conference is voluntary and may be terminated at any time. Churches may likewise cooperate with interdenominational fellowships on a voluntary, independent basis.
12. **The Last Things.** We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the resurrection of the body, the final judgment, the eternal felicity of the righteous, and the endless suffering of the wicked.

# Becoming Whole and Holy Persons: A Covenant for Life Together at Bethel

## Introduction

Bethel University is an educational community committed to integrating evangelical Christian faith with learning and life. As people created in the image of the covenant-making God, we covenant together to discover the mind of Christ and to become like Christ. We pursue this mission as people called by Jesus to live holy lives according to the values, expectations, and goals of the kingdom of God. A crucial part of our mission is to develop whole and holy persons who will go into the world to serve others.

To be whole and holy means to be dedicated to God with purity of thought and action. It means that we are to serve God using the gifts and abilities we have been given. Our community has a special calling to discover, teach, learn, and live what is true. We strive to understand the world in light of the life, death, and resurrection of Christ. This gives us a distinctive worldview, educational mission, and calling.

Our calling includes a commitment to nurture one another. We strive to elevate kingdom values over personal agendas. We attempt to measure every decision and priority in terms of our loving submission to the lordship of Christ and our commitment to one another. Christ's power within us and a clear sense of our calling give us a joyful freedom to do God's will.

Jesus taught us that right motives and loving relationships are at the core of whole and holy living. His two greatest commands are to love God with all of our hearts, souls, and minds and to love our neighbors as ourselves.<sup>1</sup> These commands connect serving God with serving others. In grace, Scripture also gives us specific rules to guide us in living. Jesus taught that keeping these rules is an expression of love for God.<sup>2</sup> The Bible condemns legalistic rule-keeping. It emphasizes loving relationships and pure motives in living out these rules.<sup>3</sup>

## Living a Biblical Lifestyle

The Bible frequently speaks about a holy lifestyle. Such passages are found throughout the Old and New Testaments.<sup>4</sup> *The Bible describes character qualities and actions that should be present in the lives of believers.* These include prayer, kindness, humility, compassion, forgiveness, hospitality, personal integrity, generosity to the poor, care for the oppressed, study of God's Word, accountability to one another, sharing our faith with others, recognition of the rights of others, commitment to justice, regular gathering for worship, and living in harmony.

*The Bible also identifies character qualities and actions that should not be present in the lives of believers.* For example: destructive anger, malice, rage, sexual immorality, impurity, adultery, evil desires, greed, idolatry, slander, profanity, lying, homosexual behavior, drunkenness, thievery, and dishonesty.<sup>5</sup>

## Special Expectations for the Bethel Community

Because of Bethel's commitment to Christ, our unique calling as an educational community, and our understanding of what it means to live in today's world, we want to state clearly some of Bethel's rules and expectations. These are based on:

- our understanding of the Bible and its authority for our faith and life;
- our desire to promote wellness and health in all areas: social, emotional, mental, physical, and spiritual;
- our theological and cultural heritage;
- our understanding of our mission and calling.

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We recognize that not all devout Christians share these rules and expectations. However, certain issues are important for our educational mission and our life together at Bethel. They are designed to facilitate our growth, development, and learning as a community.

We view learning and the pursuit of truth as a special calling.

- We commit ourselves to integrity, excellence, consideration of different points of view, and collegiality in all of our academic work.
- We will not tolerate plagiarism and other forms of academic dishonesty.<sup>6</sup>

We believe that life is sacred and people have worth because they are created in God's image.<sup>7</sup>

- We will value human life in all its diversity and fullness, recognizing that women and men of all races, ages, and ability levels reflect the creative genius of our Maker.
- We view racism and sexism as sinful and reflective of some of the most harmful aspects of our culture. We will abstain from discrimination based on race, ethnicity, gender, age, and disability. We will also abstain from gossip, deliberate divisiveness, and malicious humor.

We believe that our relationships should reflect our connection in the body of Christ.<sup>8</sup>

- We affirm mutual respect and promise keeping in relationships among students, colleagues, teachers and learners, spouses, and friends.
- We grieve the hurt and destructiveness of broken relationships, especially those involving divorce and abuse. We will strive to be a community where healing occurs.

We believe our minds and bodies should be used in God-honoring ways.<sup>9</sup>

- We will promote the health of our bodies, minds, and emotions.
- We will abstain from illicit or nonmedical use of drugs, narcotics, and other substances.
- We will also abstain from use or possession of tobacco in any form.

We view sexuality as one of God's good gifts.<sup>10</sup>

- We believe that sexual intercourse and other forms of intensely interpersonal sexual activity are reserved for monogamous, heterosexual marriage. We recognize that sexual purity involves right motives as well as right behaviors.
- We prohibit the possession and use of pornographic material. In addition, we condemn sexually exploitive or abusive behavior and sexual harassment in any form.

We value the wise stewardship of resources.<sup>11</sup>

- We believe all human and natural resources are a trust from God. We value work; creative expression; and wise use of time, ability, and money. We believe in wise use of natural resources. We will use them to do God's work and to benefit God's creation.
- We prohibit gambling and vandalism. In addition, we reject materialism and harmful exploitation of natural resources.

We believe that maturity calls for us to exercise discretion in our behaviors.

- We believe that God is honored by careful thinking and joyful use of our creativity and imagination. While the media and the arts can be valuable forms of recreation, our commitment to learning calls us to think critically about them and to see them as empowering and liberating ways to understand truth and beauty.
- We believe that certain forms of leisure, entertainment, and recreation are not congruent with holy living. We will make choices that are consistent with our pursuit of holiness in activities such as

theatre, dance, and music, or in the use of media and technology such as film, television, radio, and computers.

At times we will need to follow the biblical mandate to sacrifice our individual liberty for the good of the community.<sup>12</sup> When differences arise, we will choose the course that demands greater personal restraint and self-discipline. We will strive to resolve those differences in a gracious and just manner.

## Conclusions about Community Life

Community life at Bethel should be marked by mutual encouragement, sensitivity, and consideration for others. This is particularly important when dealing with our differences. One of the special values of this community is the opportunity to learn from one another, including those within other Christian faith traditions. We celebrate our diversity as well as what we hold in common.

Within committed Christian communities there are diverse views regarding the use of alcohol. Some choose a testimony of abstinence for a variety of legitimate and honorable reasons while others believe they can use alcohol occasionally and moderately without harm to body, spirit, or relationships with others. As a community that honors Holy Spirit-led diversity among Christians, Bethel University employees and students in the Seminary, Graduate School, and College of Adult & Professional Studies are not prohibited from using alcohol in moderation when away from campus and not engaged in official Bethel University activities. Further, employees are expected not to drink alcohol in the presence of Bethel students. Because of the special community nature of the College of Arts & Sciences and the ages of the majority of its students, students in the College of Arts & Sciences will abstain from the use or possession of alcoholic beverages during the school year or while participating in any Bethel-sponsored activity.<sup>13</sup>

Living out the call to whole and holy living is challenging. No one does it perfectly. Community members who struggle to follow Bethel's lifestyle expectations and who would like help in living within them are encouraged to talk with appropriate Bethel personnel to seek help in changing.<sup>14</sup>

As a community we recognize that worship, fellowship, spiritual nurture, and Christian service are all essential to our growth in holiness. As members of the Bethel community we are expected to participate in these types of activities regularly. Chapel stands out among these opportunities because it is a unifying spiritual experience for our Christian community. All students, faculty members, and administrative leaders are expected to attend chapel regularly. Chapel is a learning experience that is enriched by the diversity of background and worship styles within the community.

As we join the Bethel community we accept these responsibilities and conditions of membership. We agree to live according to this document and other stated expectations as they are applied to us in the student and employee handbooks. If we find ourselves unable to honor these commitments, withdrawal may be in order. We recognize that we have an obligation to hold each other accountable to biblical standards and to the commitments we have made. Appropriate action will be taken to teach, influence, discipline, or even dismiss those who disregard these community expectations. We will strive to have all disciplinary procedures characterized by Christian love and a redemptive spirit.

As we celebrate this covenant calling to whole and holy living, we encourage and challenge each other with these three verses.<sup>15</sup>

*Let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.*

Because of its crucial role in influencing the ethos of the school, this statement of expectations is subject to change only by action of the Board of Trustees. The board holds these standards to be binding for all who voluntarily choose to become a part of the Bethel community.



- 1 Matthew 22:37–40  
2 John 14:15, 21  
3 Micah 6:8; Matthew 23:23–24  
4 Examples of such passages are: Exodus 20; Proverbs 6:16–19; Matthew 5–7; Galatians 5:13–25; Ephesians 4:22–5:21; Colossians 3:1–17  
5 Colossians 3:5–8; 1 Corinthians 6:9–10. Employees will not practice, advocate, or affirm these and other biblically proscribed behaviors.  
6 Exodus 20:15; Romans 13:9; 1 Corinthians 13:5–6; 1 Peter 1:22  
7 Genesis 1:27; Ephesians 4:1–7, 15–16; James 2:1–13  
8 Romans 12:3–21; 1 Corinthians 12:12–31; Ephesians 4  
9 Romans 12:1–2; 1 Corinthians 6:14–15; 1 Timothy 4:8  
10 Genesis 1:27–28, 2:24–25; Exodus 20:14; Song of Songs; Matthew 5:27–30; 1 Corinthians 6:15–20, 7:3–5  
11 Genesis 1:28–31  
12 Romans 14:1–23; 1 Corinthians 6:12, 10:23–24  
13 Ephesians 5:18  
14 See the *Bethel University Student Handbook* for information on Bethel's Non-Disciplinary Policy. College students may find the staff in the Office of Student Life, the Office of Christian Formation and Church Relations, and the Counseling Center to be particularly helpful. Seminary students may find help in the Office of Student Life. In addition, many faculty are willing and able to assist. Employees may find help from peers, the Office of Human Resources, and administrative staff.  
15 Colossians 3:15–17

## Expectations

The BUILD program is part of the Center for Access and Integration and is integrated into the Bethel Community. Students in the BUILD program are Bethel University students and are responsible for reading the catalog and handbook with their parent(s)/guardian(s) and following the Student Handbook policies in addition to BUILD-specific policies as detailed in the BUILD Catalog.

The Bethel Student Handbook is your one-stop shop for policies and guidelines on Bethel's campus- from disciplinary actions and processes to academic regulations on attendance and plagiarism: <https://www.bethel.edu/undergrad/student-life/community/handbook>

Any violation of these policies or expectations will follow the Non-disciplinary and/or Disciplinary Policy and Procedures described in the Student Handbook.

Students in the BUILD program will have their residential supervisor, advisor, and/or the Director of BUILD included in the non-disciplinary and disciplinary process.

## BUILD Program Verse

"Therefore encourage one another and BUILD each other up, just as in fact you are already doing." (1 *Thessalonians 5:11*)

## Benchmarks

The BUILD program provides a supportive and comprehensive educational experience for individuals with intellectual disabilities. Through this program, students experience dynamic and engaging instruction, a career-oriented curriculum, specialized mentorship, and on-campus living - all within a supportive Christian environment. As students continue in the program they are expected to progress along a continuum of developmental benchmarks. Student growth, as indicated by the levels on these benchmark, is tracked throughout the program. This information is reviewed as part of students' exit meeting in order to note progress made throughout the program and the level of skills upon exit from the program. Typically students enter the program with skills rated at an early level, progressing to a middle level by the second to third semesters, and then to late level by the final semester of the program and graduation.

### Self-Care

Caring and keeping of the body, spirit, and mind

*1 Timothy 4:8* For while bodily training is of some value, Godliness is of value in every way, as it holds promise for the present life and also for the life to come.

*1 Corinthians 6:19-20* Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body.

**Early (Semesters 1-2):** With assistance, student sets electronic reminders for hygiene tasks including showering, dressing, wearing seasonally appropriate clothing, brushing teeth, shaving, and using deodorant. With assistance, student can identify nutritious foods and work toward limiting non-nutritious intake. With prompts and reminders, student participates in planned activities in each of the four areas: fun and play, exercise, quiet time and reflection, and learning and productivity. With assistance, student is able to recognize appropriate times to go to bed and wake up and sets alarms accordingly.

**Middle (Semesters 2-3):** Student independently sets electronic reminders for hygiene tasks and is able to identify seasonally appropriate clothing. Student is able to plan, with assistance, meals that include a variety of nutritious foods and limits treats and snacks. Student is able to identify preferred or enjoyable activities from each of the four areas and participates in a sampling of activities on a regular basis. Student is independently able to follow a bedtime and waking time schedule.

**Late (Semester 4 and beyond):** Student independently showers, takes care of basic hygiene, and dress appropriately for the season and activities. Student independently plans balanced meals and actively participates in seeking nutritious foods. Student independently plans leisure time to include a variety of activities from each of the four areas. Student goes to bed and gets up at appropriate times.

### Home Care

Maintaining a living space that is clean, safe, and comfortable

*1 Corinthians 14:40* But all things should be done decently and in order.

**Early (Semesters 1-2):** With assistance, student maintains a clear and clutter free floor, desktop, and dresser top. Student may need prompting to make bed each day. Student follows prompts and reminders to wash, dry, and put clean clothing away. With assistance, student manages flex spending by checking balance in MyBethel and uses Target cards to purchase groceries according to recipe/ shopping list.

**Middle (Semesters 2-3):** Student is able to follow a room care schedule that includes clearing and vacuuming the floor, clearing other flat surfaces, wiping flat surfaces with cleaning supplies, and making his/her bed each day. Student independently follows a schedule to wash clothes, sheets, and

towels. With prompting, student independently tracks flex spending and uses Target cards to purchase groceries and cleaning supplies according to recipe/shopping list.

**Late (Semester 4 and beyond):** Student independently washes clothes, sheets, towels as needed. Clothing is put away when clean and in hamper when dirty. Floor is clear and flat surfaces are clean. Toilet and shower area are kept clean. Kitchen sink is kept clear of used dishes and the counter is wiped down on a regular basis. Student independently tracks flex spending and uses Target cards to purchase groceries and cleaning supplies according to recipe/shopping list.

### Relationships

Interacting with others and being a positive part of the community

*1 Thessalonians 5:11* Therefore encourage one another and build each other up, just as you are already doing.

**Early (Semesters 1-2):** With prompts, student participates in planned activities and engages with others while maintaining appropriate social boundaries. With prompts and assistance, student recognizes conflict and participates with BUILD staff and mentors to resolve disagreements. Student is able to identify the expectations outlined in the covenant for life together.

**Middle (Semesters 2-3):** Student participates independently in planned activities and spends time with a variety of people in a healthy manner. Student recognizes conflict and seeks help when needed to resolve disagreements. Student is able to describe the covenant for life together and applies it to his or her life and behavior.

**Late (Semester 4 and beyond):** Student plans and participates in activities with others. Student maintains safety and appropriate boundaries in relationships, messaging, social media and access of online content. Student is able to identify how the covenant for life together shapes his or her behavior.

### Academic

Attending and actively participating in classes

*Proverbs 1:5* Let the wise hear and increase in learning, and the one who understands obtain guidance.

*Proverbs 18:15* An intelligent heart acquires knowledge and the ear of the wise seeks knowledge.

**Early (Semesters 1-2):** With guidance, student finds classes and follows his/her schedule. Student is on time to most classes (80%). Student is able to locate assignments and, with prompts, utilizes independent study and support to complete them.

**Middle (Semesters 2-3):** Student is able to independently navigate campus and find classrooms. Is on time for almost all classes. May still need guidance to new or unexpected places. Student is able to use technology to look up assignments on Moodle and identify due dates. Student completes most assignments within guidelines.

**Late (Semester 4 and beyond):** Student is able to independently navigate campus and can assist others in locating rooms or buildings. Student uses technology to organize and complete assignments within guidelines. Student seeks assistance appropriately if needed to complete assignments.

### Employment

Engaging in a professional environment

*Proverbs 16:3* Commit your work to the Lord and your plans will be established.

**Early (Semesters 1-2):** With guidance, student is able to identify areas of career interest for employment. Student participates in planning internship. With prompts and guidance, student dresses appropriately. Student follows directions and initiates tasks as assigned.

**Middle (Semesters 2-3):** Student is able to follow schedule and arrives to internship on time most days. Student completes assigned tasks as expected and follows directions on the work site. Student displays positivity through words and posture while on the work site.

**Late (Semester 4 and beyond):** Student independently arrives to begin internship on time and is appropriately dressed. Student completes assigned tasks and takes breaks only when appropriate. Student participates and works with BUILD staff to apply for paid employment.

## **Methods of Communication Between Students, Families, and BUILD Staff**

The BUILD program website is updated regularly and is intended to be a comprehensive resource for students and families to access current information regarding the BUILD program. Communication directly to and from families is carried out primarily through the BUILD program email (build-program@bethel.edu).

Students and families will receive periodic newsletter updates by email containing information about upcoming events and highlights from the month. These newsletters are a great source for the most recent information. Along with highlighting student achievements and experiences, the newsletters also provide timely reminders regarding housing check-in and check-out, strategies for maintaining independent living expectations during breaks, and information about upcoming events. If there is any new information regarding scholarships, academics, or any other aspects of life at Bethel, the newsletter is a method to communicate with all families. Please ensure the BUILD office has a current email address on file for each parent/guardian. Parents/guardians are welcome to contact the BUILD Office by phone (651-635-8799), as needed.

BUILD program **family meetings** are held at least two times each year to provide opportunities for celebrating student progress and bringing together students and parents/guardians.

**Personal Learning Plan (PLP)** meetings are held prior to the start of each semester. The purpose of these meetings is to provide an opportunity for students and parents/guardians to meet with BUILD staff to give input and plan for future semesters. These meetings focus on discussing upcoming opportunities for students so they will be prepared to make decisions regarding elective classes, internships, housing, and transportation.

The **Bethel Community email account** is Bethel's primary means of communicating important information to students. Students need a good, independent command of email communication in order to progress both at Bethel and beyond. We encourage students to read and respond to emails sent to their accounts. Students may benefit from parents/guardians and/or others supporting their understanding and communication, but students should take the lead in replying to messages that have been addressed to them.

**Group messaging** through the GroupMe app is used by BUILD staff to communicate with each cohort as a means of direct and timely communication. Housing mentors, when on-duty, will check-in at 7:00 p.m. with all students in BUILD by sending a group message. Mentors also use group messaging to provide information and encourage participation by all students in Bethel and BUILD-specific events.

### **Family Partnership**

Family partnership is encouraged throughout students' enrollment in the BUILD program. Families provide many vital direct and indirect supports that contribute to students' success in college. As students transition to a post-secondary setting, students' role as decision-maker continues to

grow. Clear understanding of roles and responsibilities allows students, families, and Bethel staff to collaboratively focus on students' success.

To assist in this collaboration, parents/guardians submit any directives outlined on legal documents, such as guardianship and/or specific power of attorney, during the application process. These documents are reviewed, discussed as needed for clarity, and followed throughout the student's participation in the BUILD program.

In general, once students enter a post-secondary institution, students "own" educational data. This is detailed in Bethel's description of the Family Educational Rights and Privacy Act (FERPA). Students' educational information is legally protected by FERPA. Bethel University routinely receives requests from a student's parent, spouse, guardian, other relative, or friend to discuss or disclose student educational records. To protect student records privacy and comply with federal laws (i.e. FERPA), the "guests" are allowed access to student education records after the student has given authorization through a FERPA waiver, by establishing a proxy, and/or as directed by other legal documents. This authorization may be established or revised at any time beginning 45 days before the first term of enrollment. Information regarding these releases is shared with families at the Admitted Student Overnight Events. When students' Bethel Community Accounts are activated, specific directions are provided in the summer update.

Questions regarding responsibilities, limitations, and communication of information are often related to the areas of academics, finances, campus life, spiritual formation, and transportation. These topics are addressed below, with additional details in other sections of the handbook.

### **Academics**

Working closely with their academic advisor, students select a Career Pathway and elective courses throughout their program. Parents/guardians play an important role in these decisions through ongoing conversations with their son or daughter. In addition, during Personal Learning Plan, (PLP) meetings students' plans are discussed with the students, parents/guardians, and BUILD staff. Students' final course schedules can be accessed through their MyBethel account. Up until the add/drop date for the term, there may be changes to students' schedules. Within the guidelines of the program requirements, and with guidance from BUILD staff and parents/guardians, students make final internship decisions.

Students receive information regarding their academic success through ongoing feedback from each instructor. Course progress reports are completed by instructors and shared with advisors, students, and parents/guardians at the midterm each semester. For semester-long courses, an additional PLP meeting will be scheduled at the midterm point if the student is currently failing, or is at risk of failing, any course. Students, and parents/guardians, if the student has signed a release of information, have access to final grades through Banner.

### **Financial**

Because each agency and county is different in the documents they require and when they want invoices, families often have the student or the parents/guardians print off a copy of the student's invoice/monthly statement through MyBethel. This invoice/monthly statement will include the student's name, ID #, and each course and cost. If for some reason your county requires something different, please contact [build-program@bethel.edu](mailto:build-program@bethel.edu).

#### **To view online monthly statements:**

MyBethel > Scroll Down to see My Statements and Finances> Click on the link for Last Statement (Date Shown in Blue) > View Statement

**Link to BUILD Financial Breakdown:** <https://www.bethel.edu/financial-aid/forms/2223-build-financial-breakdown.pdf>

## *Methods of Communication Between Students, Families, and BUILD Staff 30*

As outlined in the BUILD Program Agreement, the parent/guardian/co-signer of the agreement agrees to be financially liable for all sums owed by the student to Bethel University and agrees to the terms and conditions of the Payment Agreement. The Payment Agreement is signed by the student and cosigner prior to the beginning of classes.

Students and families are encouraged to discuss arrangements for spending money. See the *Indirect Costs* section of the Financial Breakdown for details regarding typical spending needs. BUILD staff do not monitor students' spending. Though students make their own decisions, mentors and staff provide ongoing coaching and reminders regarding spending habits. Students also learn basic budgeting and money management skills as part of their Independent Living courses.

### **Campus Life - Including Residence Life**

Roommates are assigned by BUILD and residence life staff for Year One. Following the BUILD program guidelines and following the CAS Student Life residential processes, students self-select roommates for Year Two of the BUILD program. To facilitate parents/guardians talking with students about this important decision, roommate selection will be discussed during PLP meetings prior to spring semester.

Parents/guardians who have comments, questions, or want to share information regarding residential life should contact the BUILD program (651-635-8799 [build-program@bethel.edu](mailto:build-program@bethel.edu)). This allows BUILD staff to communicate the information to the appropriate individuals and follow-up with the parents/guardians. The role of housing mentors, as described in the *BUILD Student Mentors* section of this handbook, does not include direct communication with parents/guardians.

On occasion a rooming situation may become a barrier to a successful college experience for one or both of the roommates. In these situations, BUILD staff supports students in working through issues to come to a resolution. If the concerns persist, parents/guardians will be notified, and students will have the opportunity to request a room change at the end of the semester in accordance with Student Life residential processes. In the event of a medical need for an individual room or other housing accommodation, students may work with the Office of Accessibility Resources and Services to request the needed accommodations at any time and do not need to wait until the end of the semester.

When students' behavior rises to the level of concerns resulting in a written warning, behavioral agreement, or notice of behavioral probation, parents/guardians are notified by the student.

Students are encouraged by BUILD staff and student mentors to make healthy living choices. Encouragement from family members is also helpful as students transition to making daily living decisions independently.

Students are encouraged to engage in Bethel Activities, Recreational Sports, Club Sports, and NCAA sports (with an approved NCAA appeal). Interests should be discussed during a PLP meeting and students can work with BUILD staff for support in getting connected to activities of interest. See the *Bethel Events, Recreational and Club Sports, and NCAA Athletic Teams* sections for more details.

Managing medications and prescriptions is a critical part of learning to be independent. Because of this, students are responsible to administer and manage prescriptions and refills. The student, parents/guardians, and BUILD staff may work together to make a plan and support the student in implementing the plan. This typically occurs during a PLP meeting, though can take place at any time as needed. In the case of a medical emergency, parents/guardians will be contacted by BUILD staff.

If students do not feel well they must call the BUILD on-call number to let BUILD staff know they are sick. If students feels too sick to attend class they will need to make an appointment in Health Services in order to determine whether they are well enough to go to class, need to go to a physician or Urgent Care, or need to go home. Parents/guardians will be contacted by Health Services by phone during or following the visit.

BUILD staff will follow the recommendations of Health Services to determine next steps. If students are allowed to stay on campus, but are told not to go to classes, the students will be alone between the hours of 7:00 a.m. – 7:00 p.m. It then becomes their family's responsibility to either let them remain alone or to come pick them up and take them home.

There is no Housing Mentor on duty between the hours of 7:00 a.m. – 7:00 p.m. Bethel University is not equipped with a supervised place for students to rest and recover when ill. In case of extreme emergency, 911 will be called.

### **Health Services**

Parents/guardians are strongly encouraged to complete all health-related forms provided by the BUILD program. Health personnel recommend that a phone number for students' parents/guardians be kept on file and that parents/guardians be available by phone during any appointments students have with Health Services. Parents/guardians can share health information with the student's advisor if help is needed to schedule reminders for medications, appointments, and/or if additional information should be monitored or shared with mentors.

Health Services is staffed by registered nurses Monday-Friday and a part-time nurse practitioner available Monday through Thursdays. Appointments are encouraged.

### **Hours**

- Monday-Friday from 7:30 a.m.-4 p.m.
- Location: Town House H, First Floor
- Call 651-638-6215 or stop by our clinic in Townhouse H for an appointment.
- Health Services offers a wide variety of services to Bethel students.

### **Spiritual Formation**

Students are encouraged to actively participate in spiritual development opportunities on and off campus; some of these are briefly described below. This encouragement comes from many sources including BUILD staff, other Bethel staff and faculty, parents/guardians, student mentors, and other Bethel students. Students in the BUILD program also often influence others' journey of spiritual development. Parents/guardians have opportunities to give input regarding spiritual formation during the application process and PLP meetings, and during direct conversations with their student.

At Bethel, we voluntarily come together for spiritual refueling through worship, praise, prayer, and challenging messages from God's Word. This is done through Chapel - weekday morning worship and Vespers - Sunday evening service.

Discipleship at Bethel is about doing life together with hopes of owning our faith. This is all about relationships. It is about building connections with mentors and friends who care about you and your walk with Christ. Through deep dialogue and asking good questions, discipleship groups wrestle to discover the truth of who God is and who we are as Christ-followers. To learn more about discipleship options at Bethel, students and parents/guardians can visit the Office of Christian Formation and Church Relations' website: <https://www.bethel.edu/christian-formation/discipleship/>

At Bethel, we encourage students to step outside their comfort zone and into experiences that stretch and reshape their view of God's world. Bethel sends students to be with, learn from, and serve alongside God and God's people through our Solidarity Missions Partnerships (SMP) program. We are grateful for our longstanding partnerships with the local churches, mission agencies, and development organizations that make these trips possible. Each year the BUILD program partners with the Office of Christian Formation and Church Relations to plan an integrated SMP mission trip experience. As part of this integrated SMP experience, students in BUILD are supported throughout the application and trip process by BUILD mentors and/or staff. Parents/Guardians will be involved in the trip application



and may also be asked to help support their student in gathering contact information to send support letters.

### Transportation

Students' level of independence regarding transportation is reexamined prior to each semester during the students' PLP meetings. Students, parents/guardians, and BUILD staff discuss safety expectations and opportunities for increased independence as part of determining if a student is ready to progress to the next transportation level. Students do not progress to the next level for transportation unless all parties agree to the increased level. Please see the *Transportation* section for detailed information regarding each level of transportation independence and reasons for a change of level within a semester.

## Housing

### RESIDENCE HALLS

Living in the residence halls at Bethel University is an integral part of students' educational experience. The intent of living among peers and in the residence halls is to help individuals develop their full potential in all areas of life. As students seek to become whole and holy people, Bethel understands learning opportunities do not just happen in the classroom. At Bethel, the residence hall is more than a place to sleep and study; it is a place to connect with people, which is one of the most significant aspects of the college experience. It is in the residences that social, spiritual, physical, emotional, and intellectual life blend together as in no other campus environment. This is also where students put their independent living skills into practice through real-life learning opportunities. BUILD staff partner with Student Life to create a safe and rewarding environment for the students in the BUILD program.

#### 2022-2023 Housing

1. Nelson, Edgren, Getsch, and Bodien - Residence halls for first-year students
  - a. **Bodien:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/bodien>
  - b. **Edgren:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/edgren>
  - c. **Getsch:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/getsch>
  - d. **Nelson:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/nelson>
2. Rooms for students in the BUILD program are located throughout the residence hall, not all on the same floor or side of the hall.
3. Students in BUILD have roommate(s) in BUILD.
4. Students are assigned a double room, unless an accessible housing option is needed.
5. Neighbors next to and directly across from students in BUILD are not students in BUILD.
6. Housing Mentors for first-year students also live in Nelson, Edgren, Getsch, and Bodien.
7. Wingblade & Widen, North Village - Apartments for second-year students: <https://www.bethel.edu/undergrad/student-life/residence-life/halls/north-woods>
  - a. Apartment living experience provides transition to the next level of independence.
  - b. Housing Mentors for second-year students also live in apartments in Widen and Wingblade.
  - c. Students in BUILD have roommate(s) in BUILD, and request who they would like as their roommates.
  - d. Rooms for students in the BUILD program are located throughout the residence hall, not all on the same floor or side of the hall.
  - e. Neighbors next to and directly across from students in BUILD are not students in BUILD, unless an accessible housing option is needed.

Each year the housing arrangements are re-evaluated by Student Life and BUILD staff to determine which residential living options will best meet the needs of students for the following academic year.

### Residential Support Systems in Place

- **Housing Mentors:** Housing Mentors live near students in BUILD and help develop life skills that transition students to living more independently. This includes self-care, home management (laundry, cleaning, etc.), weekly meal planning and preparation including grocery shopping, and social/community participation. Housing mentors provide encouragement, verbal reminders, modeling and coaching, but do not provide any direct care or personal care assistance, and do not make decisions for students. Housing Mentors are on-duty weeknights from 7:00 p.m. - 7:00 a.m. and on the weekends from 7:00 p.m. on Friday until 7:00 a.m. Monday.
- **Assistant Residential Supervisor:** The Assistant Residential Supervisors (ARS) are on-duty 20 hours per week between the hours of 4:00-11:30 p.m. ARSs live and work in the residence halls where students in BUILD also live. The ARSs assist the BUILD Residential Supervisors (BRS) with housing mentor training, answering the BUILD On-Call phone, events including the Bethel Student Government (BSG) Unified Sports Club, and student follow-up as needed.
- **Residential Supervisors:** The residential supervisors are professional staff who live on campus. There is a residential supervisor on-call weeknights from 4:00 p.m. - 8:00 a.m. and on the weekends from 4:00 p.m. on Friday until 8:00 a.m. Monday. Residential supervisors provide oversight for the residential components of the BUILD program including teaching the Independent Living Lab, supervising BUILD housing mentors, and assisting with community and student development as well as conflict management. Students in the BUILD program can reach the residential supervisors at any time during these hours.
- **Resident Assistants:** Resident Assistants (RA) live in the residence halls near students. Their role is to develop relationships with students in order to walk alongside them as they learn about themselves, their relationship with Christ, and the Bethel community. RAs plan social and educational programming, advertise events, facilitate requesting repairs for residence hall rooms, address behavioral issues, and respond to emergencies.
- **BUILD Professional Staff:** The professional staff for the BUILD program answer the on-call phone from 8:00 a.m.- 4:00 p.m. Monday through Friday. The BUILD Office is open from 8:00 a.m.- 4:00 p.m. Monday through Friday. During these hours BUILD staff are available to help answer questions and navigate situations when students call or visit the BUILD Office to ask for support.

## Bethel Events and BUILD Program Events

- Students have the opportunity to join both on and off-campus events as planned by Bethel University, Bethel Student Government, BUILD staff, housing mentors (HM), and resident assistants (RA) as noted on their Events Calendar.
- Bethel transportation to all off-campus events is provided at no cost to students.
- Cost of actual events varies (some are free with Student ID). It is the responsibility of the student to cover any costs (including purchasing food, tickets, snacks, etc.).
- Students are encouraged to attend BUILD program events and other Bethel events and are reminded of upcoming activities by housing mentors.
- Though participation in a variety of events and activities is encouraged and modeled, students are free to choose whether or not to engage. Participation in free time activities is not monitored by the BUILD program staff or mentors.
- Here is a link to the full Bethel calendar: <https://www.bethel.edu/events/calendar/>

### Appointments and Events not Planned by Bethel

- Reminders for appointments or events not planned by Bethel, and scheduled by students or parents/guardians, are the responsibility of the student and/or parent/guardian.

- BUILD staff do not provide or arrange for transportation to events or appointments that are not planned by Bethel.

### **Recreation and Club Sports**

- Students enrolled in the BUILD program may participate in Recreational (Rec) and Club Sports, following the tryout procedure, if applicable.
- If deemed appropriate through consultation with the student, BUILD staff, and the leadership of the Rec or Club Sports team, students in the BUILD program may be supported by a mentor who attends team activities with them.
- Students interested in Rec and/or Club Sports should pay attention to information that is shared on Bethel's website and social media, displayed on posters, and communicated by BUILD staff.
- BUILD staff support students in making decisions related to Rec and Club sports. Students are also encouraged to discuss their participation with their families.
- BUILD staff and/or student mentors support students in the sign-up and/or tryout process for whatever sport(s) they select.
- Students who participate in a Club Sport that includes travel away from the university are required to follow the procedures and process as detailed in the Club Sports Manual. BUILD staff and/or student mentors will support students as needed.

### **NCAA Athletic Teams**

- Students enrolled in the BUILD program must apply for and be granted an NCAA waiver to be able to participate in NCAA Athletic Teams.
- The waiver is required because all NCAA athletes must be enrolled in a degree-seeking program and making progress toward a baccalaureate degree. The BUILD program does not meet this requirement.
- Students are not permitted to practice with the team until and unless their waiver is approved.
- Students start the process by meeting with the appropriate Bethel University coach to discuss interest in joining the team.
- After meeting with the appropriate coach(es) to determine roster availability, the student will work with Bethel's NCAA Compliance and Eligibility Officer, and BUILD Director to submit needed documents for waiver .
- Not all teams will have roster availability, and participation in an NCAA sport is not guaranteed.
- Students will be required to submit contemporaneous documentation of an education impacting disability (see Table below), and a statement about how participating in athletics will contribute to their educational experience at Bethel, as part of the NCAA-required waiver documents.
- All NCAA athletes must also submit documentation that the student is able to meet the extra physical requirements as well as additional requirements for health insurance.
- Students must continue to meet NCAA athletic guidelines for eligibility in order to maintain status on team.
- The list below details each task and person responsible for the items required as part of the NCAA Waiver process:

### **Tasks to be Completed**

1. **Draft the waiver application**
  - a. *Person responsible for completing:* NCAA Compliance and Eligibility Officer
2. **Submit documentation from the institution about the BUILD program** - how students are selected, etc.
  - a. *Person responsible for completing:* BUILD Director
3. **Provide "Full and complete documentation of the student-athlete's education-impacting disability** (including test data) and or/recommendations from the treating professional (e.g., medical doctor, clinical psychologist, other qualified individual.)" (exact wording from NCAA)

- a. *Person responsible for completing:* BUILD Director to submit copy of students educational and/or medical evaluation submitted as part of application to BUILD
- 4. **Obtain a copy of the student-athlete's official transcript**
  - a. *Person responsible for completing:* BUILD Director to support student in requesting this from the Registrar
- 5. **Draft a written statement from the student-athlete** outlining their reasons for desiring participation in NCAA athletics
  - a. *Person responsible for completing:* BUILD Director to support student in preparing written statement
- 6. **Get two signed releases** from student and parents/guardians as required
  - a. *Person responsible for completing:* BUILD Director
- 7. **Create and submit a pdf of application**
  - a. *Person responsible for completing:* NCAA Compliance and Eligibility Officer

## Missing Student Policy

The purpose of this policy is to establish procedures for the university's response to reports of a missing student, as required by the Higher Education Opportunity Act of 2008. This university policy applies to students in the BUILD program who reside in university-operated residence halls and apartments.

For purposes of this policy, a student may be considered to be a "missing student" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include a reasonable/reliable report or suspicion that the missing student may be endangered. Examples include, but are not limited to, a possible victim of foul play, expression of suicidal thoughts, alcohol or other drug abuse, a life-threatening situation, or recent contact with persons who may endanger the student's welfare.

1. No later than 6 hours from the time that the student is determined to be missing in accordance with the procedure above, the Dean of Student Life, the BUILD director, or designee will notify the parent(s)/guardian(s) that the student is believed to be missing.
2. With the exception of the above described timeline for notification of the parent(s)/guardian(s), the procedures beyond this step will be as detailed in the Missing Student Policy in the Student Handbook.

## Student Mentors

### Mentor Support provided by the BUILD Program\*

- Mentors are Bethel students hired to live and/or work alongside students in BUILD to encourage involvement in Bethel events, and support skill development, academic learning, and independence.
- Mentors do not provide personal care assistance.
- We ask that parents/guardians contact the BUILD program (651-635-8799 build-program@bethel.edu) with any questions, concerns, and comments regarding their student's Bethel experience. Using the BUILD program contacts will allow us to communicate your message to the correct person/people to best follow-up with your question, concern, and/or information. Student mentors' contact information is not shared publicly.

### BUILD Mentor Position Descriptions

#### Housing Mentor

Housing Mentors are hired as live-in support for students, live in the same residence hall as the students they are supporting, and have the following responsibilities:

- Support students in the BUILD program to develop independence with home living skills including self-care, home management (laundry, cleaning, etc.), weekly meal planning, and social/community participation.
- Attend Bethel University events with students when on duty.
- Facilitate development of community by planning at least one group activity for students per week.
- Remind students to complete individual Home Living/Self-care skills and assignments.
- Partner with RA, RD, and/or residential supervisor to help with conflict or crisis management, if needed.
- Attend weekly housing mentor meetings and regular meetings with supervisor as part of ongoing training.
- Complete other duties as assigned.

### **Job Mentor**

Job mentors have the following responsibilities:

- Provide on-the-job coaching and support for students in the BUILD program as part of their Internship, Independent Study and Life at Bethel Courses including completing career-focused training modules alongside students in BUILD during independent study.
- Work alongside students in the BUILD program to assist in staying focused and motivated on the job. As students work to develop independence, the job mentors' hours may decrease.
- Complete daily internship progress form with students to track hours completed and growth in work skills.
- Listen to students, recognize positive strides, and remind students of the progress they are making.
- Collaborate with on-site job supervisor and internship supervisor to establish new approaches to job issues when the original plan is not working effectively.
- Use coaching and modeling to correct behaviors and processes that are not working well.
- Attend regular meetings with supervisor as part of ongoing training.
- Complete other duties as assigned.

### **Student Academic Mentor**

Student Academic mentors have the following responsibilities:

- Support students in the BUILD program to manage their schedules, participate in elective classes, clubs, athletic teams, and other co-curricular activities.
- Host a weekly study group for each elective class to support students in satisfactorily accessing and progressing through elective course content and course requirements.
- Attend regular meetings with supervisor as part of ongoing training.
- Regularly check in with course professor to review needed supports
- Complete other duties as assigned.

**Social Mentor:** Second-year students in BUILD have the opportunity to apply for a volunteer social mentor position. This position focuses on supporting first-year students in BUILD by encouraging their participation in Welcome Week activities and assisting them in getting to class at the beginning of the academic year. Students are encouraged to continue this connection throughout the year.

\*Needs for accommodations that exceed what is provided by BUILD mentors need to be requested through the Office of Accessibility Resources and Services (OARS) (e.g. accessibility needs, interpreters, etc.).

## Accommodations Policy

Disability-related accommodations are determined by the Office of Accessibility Resources and Services (OARS). Students requesting disability-related accommodations work with their advisor to request needed accommodations.

# Health Information

## Health & Fitness

- Students make their own decisions about when and what to eat and whether they choose to follow an exercise plan.
- Students and families are encouraged to discuss healthy eating habits and exercise.
- Though BUILD staff and mentors provide ongoing coaching and reminders regarding health and fitness habits, they do not monitor students' diet, exercise, and weight.
- The curricula the BUILD program uses for the Independent Living and some of the Health and Wellness courses address healthy food choices, serving sizes, calories, and exercise.
- Students are encouraged to access campus opportunities to stay healthy and active by working out or participating in classes offered in the Wellness Center, going to open gym, and joining various clubs, activities, and recreational sports teams.

## What happens if I wake up and I do not feel well?

- Students must call the BUILD on-call number to let BUILD staff know they are sick.
- If students feels too sick to attend class they will need to make an appointment in Health Services in order to determine whether they are well enough to go to class, need to go to a physician or Urgent Care, or need to go home.
- Parents/guardians will be contacted by Health Services by phone during or following the visit.
- BUILD staff will follow the recommendations of Health Services to determine next steps.
- If students are allowed to stay on campus, but are told not to go to classes, the students will be alone between the hours of 7:00 a.m. – 7:00 p.m. It then becomes their family's responsibility to either let them remain alone or to come pick them up and take them home.
- There is no Housing Mentor on duty between the hours of 7:00 a.m. – 7:00 p.m.
- Bethel University is not equipped with a supervised place for students to rest and recover when ill.
- In case of extreme emergency, 911 will be called.

## Health Services

- Parents/guardians are strongly encouraged to complete all health-related forms provided by the BUILD program.
- Health personnel recommend that a phone number for students' parents/guardians be kept on file and that parents/guardians be available by phone during any appointments students have with Health Services.
- Parents/guardians can share health information with the student's advisor if help is needed to schedule reminders for medications, appointments, and/or if additional information should be monitored or shared with mentors.
- Health Services is staffed by registered nurses Monday-Friday and a part-time nurse practitioner available Monday through Thursdays. Appointments are encouraged.
- Hours
  - Monday-Friday from 7:30 a.m.-4 p.m.
  - Location: Town House H, First Floor
  - Call 651-638-6215 or stop by our clinic in Townhouse H for an appointment.
- Health Services offers a wide variety of services to Bethel students.

## Medication

- Managing medications and prescriptions is a critical part of learning to be independent. Because of this, students are responsible to administer and manage prescriptions and refills.
- BUILD staff and mentors do not administer or monitor medication (including over-the-counter medication), or manage prescriptions and refills. Some students and parents/guardians have found it helpful to arrange for routine prescriptions and refills to be delivered directly to students' campus mailboxes or picked up as part of weekly Target trips.

## Therapists

Private therapists may be accommodated on Bethel's campus, if the following protocol is followed:

1. The request for any therapist to serve a BUILD student on campus originates with the BUILD student's parents/guardians, rather than from the therapist. The parents/guardians makes the request in writing and specifies what services are to be provided as well as identifies the therapist they wish to perform the services. The request indicates whether the services will be for a specific time period or ongoing.
2. The director of BUILD grants the request of the parents/guardians if he or she deems it reasonable and not disruptive of the BUILD program already set up for the student.
3. The therapist provides the BUILD program with a schedule of times he or she is on campus to work with the BUILD student and describes the nature of the services to be provided, as well as the location where they propose to meet. If the therapist requests access to Bethel facilities, such as a piano or art room, the director may accommodate such requests to the extent these rooms are available. (The therapist can contact the BUILD program at (651) 635-8799 or build-program@bethel.edu.)
4. The therapist provides Bethel proof of professional liability insurance coverage. (If the therapist is working with minors or vulnerable adults, he or she should already have such insurance coverage).
5. The therapist provides Bethel with a Certificate of Insurance from the insurer, naming the insurance company and describing policy dollar amounts. (This documentation will be kept with the BUILD student's records as long as they are maintained by Bethel.)

## Spending Money

- The Office of Financial Aid estimates that students should each have \$2820 (roughly \$85 per week) in spending money in order to be prepared to attend student activities. This amount can be added to a US Bank account that would be accessible on campus through an ATM machines or made available to students weekly in a method determined by each family. Student finances and use of cash, check, debit or credit card(s) are not monitored by BUILD staff.
- Students in the BUILD program are encouraged not to give, lend, take, or borrow money to/from any other student.
- Students are encouraged to use their meal plan before purchasing any other food for meals, outside of their Independent Living assignments.
  - Students' flex dollars are for a quick snack in Royal Grounds, a meal at the 3900 Grill, or an extra trip to the dining center. Depending on the plan, you'll have a certain amount of flex for each term—fall, interim, and spring.
  - Any flex money students have on their account during a semester should be used for snacks rather than meals, to prevent students from paying twice (paying by not using a meal on their pre-paid meal plan and then also paying for another meal using Flex). Flex money should only be used by the students for themselves and needs to be used in full by the end of the semester. Unspent Flex money is not carried over into the next semester.
- BUILD staff do not monitor credit card activity. We suggest not keeping a credit card on file with the AppleID/App Store.

- Though students make their own decisions, mentors and staff provide ongoing coaching and reminders regarding spending habits. Students also learn basic money management and budgeting skills as part of their independent living courses.

## Technology Use Policies and Procedures

### Social Media Accounts:

- BUILD staff do not manage or monitor students' social media.
- BUILD staff do not accept or initiate friend requests on social media from current students or their families.

### Information Technology Use:

- Bethel Information Technology Services (ITS) strives to provide high-quality computer hardware and software as well as a secure and reliable network. All users of a Bethel account are expected to abide by our responsible use policy found online at: Responsible Use of Information Technology Resources Policy. The policy applies to university owned hardware and software as well as privately-owned devices using the Bethel network and resources. Responsible use should always be in line with Bethel's Covenant for Life together, as well as legal, ethical, and consistent with good stewardship of shared resources. This policy prohibits the use of Bethel's network to access or view pornography or other information or images that are in violation of Bethel's Covenant for Life together. This includes the use of Bethel hardware, software, or network for illegal activity such as making unauthorized copies of copyrighted material. Security is a vital part of responsible use of technology, this includes things like not sharing your password, remaining alert and informed when using the internet, and respecting the privacy and security of other users.
- BUILD provides an iPad, protective case, and charger for each student, with the requirement that both students and parent(s)/guardian(s) sign the BUILD Program Agreement. Bethel University Information Technology team assists students with setting up iPads prior to the start of classes.
- BUILD staff assist students with ongoing iPad use and needs, including learning to use this technology to support college success (e.g. scheduling, setting and recalling passwords, daily routines, alarms, completing coursework, etc. )
- While enrolled at Bethel, students must keep their iPads in the protective case provided by BUILD as part of responsible care and use.
- Personal technology needs (e.g. phone, personal computer, etc.) will be supported through Bethel University Information Technology team located at RC419.
  - Students can contact the Information Technology team at 651.638.6500 or by email at [helpdesk@bethel.edu](mailto:helpdesk@bethel.edu)
- Upon graduation, students retain their iPad and have sole responsibility for its use and maintenance.

### Student Email Accounts:

- It is imperative that students learn to independently access their own email account. Students work on this during BUILD Core Classes and have opportunities to receive support from mentors to read and reply to messages.
- The Bethel Community email account is Bethel's primary means of communicating important information to students.
- Students need a good, independent command of email communication in order to succeed both at Bethel and beyond.



- We encourage students to read and respond to emails on their account. Students may benefit from parents and/or guardians supporting their understanding and communication, but students should take the lead in replying to messages that have been addressed to them.

### **Group Messaging:**

- Group messaging through the GroupMe app is used by BUILD staff to communicate with each cohort as a means of direct and timely communication.
- Housing mentors when on-duty will check-in at 7:00 p.m. with all students in BUILD by sending a group message. Mentors also use group messaging to provide information and encourage participation by all students in any Bethel or BUILD events that are scheduled for the evening.
- Student Academic Mentors also use GroupMe and group messaging to provide information and encourage participation in class and study groups by students enrolled in specific elective courses.

### **Recording policy**

Faculty, staff, and students in the Bethel community have a reasonable expectation of privacy. Recording without consent is not compatible with promoting an environment of trust and open dialogue. Therefore, audio and video recording of conversations, meetings, and other campus processes, without the knowledge and permission of all involved parties, is prohibited.

### **Social Media and Online Communities**

Online communities can help students connect with each other in many positive ways. We acknowledge how important these connections can be for students during the college years. However, we advise students to use discretion when posting personal information on the internet. Be aware that information is not private and students can compromise their personal safety by posting information about their whereabouts and activities. All participation in social media and online communities using Bethel University computing resources must be in compliance with the Bethel "Information Technology Responsible Use" policy. Visit <https://iam.bethel.edu/ruptext.html> for additional information.

## **Transportation**

As with all aspects of the BUILD program, transitions related to transportation are intentional. Students are continuously working toward a greater level of independence through instruction, practice opportunities, and support from mentors to assist them in building their skills and independence. Students typically advance transportation levels one semester at a time. However, progress with specific areas/skills or policy violations can result in a change in levels that could be adjusted in monthly intervals. Students who would like to have a car on campus must request an appeal through Safety & Security and request an exception through BUILD regarding the transportation levels if not on Level 4.

BUILD staff do not provide or arrange for transportation to events or appointments that are not planned by Bethel.

## **Other Information**

### **Elevator Access (for Nelson Hall only)**

- If students or families need elevator access in Nelson Hall, please request access through the BUILD office. BUILD staff will contact Bethel's Office of Safety and Security to pass on the request for elevator access.
- If there is a need for elevator access after office hours, students can call their residential supervisor or the BUILD on-call number.

- Housing mentors, resident assistants, and resident directors of the hall do not arrange for elevator access.
- If the elevator breaks down, students are to contact the Office of Safety and Security at 651.638.6400 for assistance.

## **Packing**

- Occasionally students attend retreats or other events for which they need to pack a suitcase or travel bag. These opportunities give students a chance to learn planning and preparation skills in a natural context.
- Parents, mentors, and/or BUILD staff are encouraged to work alongside students as they pack a suitcase rather than pack for the student.
- Being an active participant in the process allows students to put independent living skills into practice as well as helps them know what is and is not included in their suitcase.

## **Employment**

- Some students choose to work while in college; however, their responsibilities as a student are their primary commitment. Missing class, finals, or any other class requirements will not be excused.

## **Solidarity Missions Partnerships (SMP) program**

- At Bethel, students are encouraged to step outside their comfort zone and into experiences that stretch and reshape their view of God's world.
- Bethel provides an opportunity for students to be with, learn from, and serve alongside God and God's people— here in the U.S. and around the world – through our Solidarity Missions Partnerships (SMP) program. We are grateful for our longstanding partnerships with the local churches, mission agencies, and development organizations that make these trips possible.
- Each year BUILD staff and/or mentor(s) participates in one SMP program. This provides needed support for students in BUILD to also participate.
- Second-year students who are interested in being part of the selected SMP trip apply by completing Campus Ministries Student Leadership Application

# Academic Information

## Curricular Philosophy and Goals

Bethel's curriculum is designed to help students develop the skills and insights to live successfully and to serve Christ effectively in the world that awaits them after graduation. Each course is designed to help students develop specific skills applicable to many situations they may face in the future. The combined offerings of Bethel's BUILD program and integrated electives provide exceptional Christian higher education.

## Academic Honesty

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. There are several ways in which these principles and spirit can be violated:

### Academic Honesty Violation Definitions

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

1. **Cheating** - Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work. *Example:* using a cheat sheet on a quiz or exam.
2. **Plagiarism** - Using the ideas, data, or language of another without specific and proper acknowledgement. *Examples:* misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate.
3. **Fabrication** - Submitting contrived or altered information in any academic exercise. *Examples:* making up data for an experiment; fudging data, citing nonexistent resources, or padding bibliography.
4. **Multiple submission** - Submitting, without prior permission, any work submitted to fulfill another academic requirement. *Example:* submitting the same paper for two different classes.
5. **Misrepresentation of academic records** - Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record, either before or after coming to Bethel University. *Example:* entering an unauthorized change to a grade.
6. **Unfair advantage** - Attempting to gain unauthorized advantage over fellow students in an academic exercise. *Examples:* gaining unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; misrepresenting the need for an absence or extension; continuing an exam beyond the prescribed time limit; destroying, hiding, removing, or keeping academic resources.
7. **Digital offenses** - Unauthorized destruction, modification or duplication of digital assets. *Examples:* software piracy; hacking; constructing or utilizing viruses; knowingly introducing viruses into a system; copying programs and data belonging to others.
8. **Facilitating academic dishonesty** - Knowingly helping or attempting to help another violate any provision of this code. *Example:* unauthorized working together on a take-home exam or other individual assignment; sharing exam content with someone who has not yet taken the exam.

## Addressing Academic Dishonesty

While violating honesty standards is primarily an academic offense addressed by faculty and other academic officers, it is also a behavior inconsistent with Bethel's Covenant for Life Together, which states that "We will not tolerate plagiarism and other forms of academic dishonesty." As a result, academic dishonesty is dealt with by two separate and parallel processes.

## Academic Penalties for Academic Dishonesty

When academic dishonesty occurs, penalties are given at the discretion of the faculty member, as described in the course syllabus. Such penalties can range from failure on an assignment to denial of credit (U or F) in a course.

## Appeals of Academic Penalties

Students charged with a violation have the right to appeal any disciplinary action. The appeals process is as follows:

1. As soon as possible following the disciplinary action in question, the student will seek to resolve the matter first with the instructor or with the party directly responsible for the decision, and then with the director of BUILD. (If the instructor is the director of BUILD, the student should contact the Assistant Dean of the Center for Access and Integration.)
2. If after talking with the instructor and the director of BUILD, the matter is not resolved, the student may appeal in writing to the Assistant Dean of the Center for Access and Integration. This written appeal must be received within three weeks of the decision or incident in question.

## Institutional Intervention in Addressing Habitual Academic Dishonesty

Because Bethel is committed to developing "whole and holy persons," repeated or habitual violations of academic honesty are causes for concern and, potentially, disciplinary action. Because Bethel's Covenant for Life Together urges us to "nurture one another" and "to elevate kingdom values over personal agendas," the Associate Provost of the College of Arts & Sciences will be notified of all academic honesty violations. The faculty member reporting the academic honesty violation provides the student's name, describes the violation, identifies the date of the violation, and describes the response by the faculty member. The Office of Academic Affairs keeps a record of instances of academic dishonesty so that inappropriate behavior can then be reported to, and addressed by, the Office of Student Life. While each offense is handled individually, the policy addresses the cumulative effect of all violations. This procedure involves the following:

### First Violation

Written notification will be sent from the Associate Provost of the College of Arts and Sciences to the student indicating receipt of this violation and the procedure that would be followed in the event of future occurrences. No further disciplinary action is taken beyond the penalty as assigned by the faculty member.

### Second Violation

When a student has committed a second violation of the Academic Honesty policy, the Associate Provost of the College of Arts and Sciences will refer the student to the Dean of Student Programs, who will meet with the student to clarify the next steps. The Dean will then make written recommendations to the student and the student's academic advisor (or a faculty mentor chosen by the student) in order to address the student's pattern of behavior. This letter will also describe the consequences of additional violations. These recommendations may include, but not be limited to:

- Meeting (or meetings) with the advisor
- Meeting with the instructor(s) involved
- Appointments with the Academic Enrichment and Support Center
- Involvement with a counselor

The advisor or mentor will monitor the student's progress in acting on the recommendations and submit a report to the Dean of Student Programs at the end of the academic year.

### **Third and Subsequent Violations**

When a third (and subsequent) violation occurs, the Dean of Student Life will review the case and, in consultation with the Associate Provost of the College of Arts and Sciences, and the Assistant Dean of the Center for Access and Integration, take appropriate action, which can include, but is not limited to, probation, suspension, or dismissal.

### **Appeals of Disciplinary Action**

Students charged with habitual academic dishonesty have the right to appeal any disciplinary action. Appeals should be submitted in writing within three weeks of the decision to the Associate Vice President for Student Life and the Assistant Dean of the Center for Access and Integration.

The policies and procedures that address habitual academic dishonesty are not intended to be punitive but to be positively developmental in helping the student deal with a pattern of behavior that is harmful to both the individual and the community. Keeping a record of all violations is a way to identify and help students who have made an unfortunate habit of academic dishonesty, for whatever reason. Without this record, individual faculty members and the Office of Student Life will not be able to identify a pattern of offenses and will be unable to take the necessary, restorative action.

## **Academic Progress**

### **Academic Progress, Probation, and Dismissal**

Academic standing is calculated at the end of fall and spring terms. When students are placed on Academic Warning, Academic Probation, or Academic Dismissal, the student, their advisors, and financial aid staff are notified by the Office of the Registrar. If the student has signed a FERPA waiver, designated a proxy, and/or has provided direction in other legal document(s), the advisor will notify the parents/guardian(s) or other designated person(s). Academic standing appears on unofficial transcripts of all students.

1. **Good Academic Standing:** Students who are not on academic probation or academic dismissal are considered to be in good academic standing.
2. **Academic Warning:** Students who earn a grade of U (Unsatisfactory) in one class and/or do not successfully complete 2/3 of attempted credits in one semester receive an academic warning. Students receive normal financial aid while on academic warning.
3. **Academic Probation:** Students who earn a grade of U in any two classes and/or do not successfully complete 2/3 of attempted credits in any two semesters are placed on academic probation. Students receive normal financial aid while on academic probation.
4. **Academic Dismissal:** Students who earn a grade of U in any four classes and/or do not successfully complete 2/3 of attempted credits in any three semesters may be subject to academic dismissal. Academic dismissal of any student is the decision of the Bethel University Registrar. Academic warning and academic probation may not always immediately precede academic dismissal.

Academic standing is determined upon initial submission of final grades for Fall and Spring semesters. Students who have received a change of grade, or who repeated a course during interim, may petition the Office of the Registrar to have their current academic standing reassessed.

When a student repeats a course, both grades for the course will remain on the transcript. The most recent grade will replace the previous course grade when determining academic standing.

## Academic Appeals

### Appeals of Academic Dismissal

Students who have been academically dismissed are notified by the Registrar. They may appeal the academic dismissal to the BUILD Academic Appeals Committee by submitting a written appeal to the Office of Academic Affairs. Students may choose to be present at a hearing for the purpose of responding to specific requests for information from committee members. Written notification of the committee's decision will be sent to students via their Bethel email address and their parent(s)/guardian(s) via US mail. Complete instructions and forms for the appeal process are sent by the Registrar when the students are notified of their dismissal; the appeals process complies with the Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). Decisions of the BUILD Academic Appeals Committee affect academic and financial aid policies.

### Appeals of Grades and Other Academic Policies for a Course or Applied Studies Certificate

Appeals related to grades and decisions of the registrar in applying academic policies to a course or requirements for the applied studies certificate should be made as soon as possible following the decision in question; the appeals process complies with the Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). The student will seek to resolve the matter first with the instructor or with the party directly responsible for the decision, and then with the BUILD program director. (If the instructor is the BUILD program director, the student should contact the assistant dean of the Center for Access and Integration.) If after talking with the instructor and the BUILD program director the matter is not resolved, the student may appeal in writing to the assistant dean of the Center for Access and Integration. This written appeal must be received within three weeks of the decision.

Concerns about course content and procedures should be addressed first to the instructor and then to the BUILD program director. (If the instructor is the BUILD program director, the student should contact the assistant dean of the Center for Access and Integration.) If after talking with the instructor and the BUILD program director, the issue has not been resolved, the student should contact the assistant dean of the Center for Access and Integration.

### Appeals of Other Academic Policies

Appeals related to decisions of the registrar applying policies that are not related to a particular course or to the Certificate in Applied Studies should be made as soon as possible after the registrar's decision; the appeals process complies with the Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). Students should use the form found on the registrar's website and submit the form to the assistant dean of the Center for Access and Integration.

### Appeals of Disciplinary Action Related to Academic Honesty

Students charged with a violation have the right to appeal any disciplinary action; the appeals process complies with the Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). As soon as possible following the disciplinary action in question, the student will seek to resolve the matter first with the instructor or with the party directly responsible for the decision, and then with the BUILD program director. If after talking with the instructor and program director, the matter is not resolved, the student may appeal in writing to the assistant dean of the Center for Access and Integration. (If the instructor is the program director, the student should contact the assistant dean of the Center for Access and Integration, and may appeal in writing to the Associate Provost and Vice President of Academic Affairs.) This written appeal must be received within three weeks of the decision or incident in question.

# Course Policies and Grades

## Accommodations Policy

Disability-related accommodations are determined by the Office of Accessibility Resources and Services (OARS). Students requesting disability-related accommodations work with their advisor to request needed accommodations. Once OARS determines that accommodations are to be made, they will notify the student and the instructor via email.

## Attending Classes

Students are accountable for all required work in each of their courses. They must assume full responsibility for class attendance in a way satisfactory to the instructor and for work missed due to absence(s). Since class sessions function not merely for individual learning but also for group interaction, absences can become a serious problem for both the individual and for the group.

## Course by Arrangement

In special circumstances, students may request to take a course by arrangement. Only courses that are requirements for the Certificate of Applied Studies can be taken by arrangement. A student may take only one course by arrangement while completing their Certificate of Applied Studies. A course by arrangement is graded on a S/U basis.

A completed course by arrangement form must be submitted to the Office of the Registrar by the add/drop day of the term in which the course is taken. The form must be approved by the Academic Advisor, the Program Director, and the Registrar.

## Dropping a Course

There are two ways for a student to drop a course:

### Administrative Drop

Any student with no documented academic activity in a course (according to the course requirements) by the semester's drop date may be dropped from the course.

### Student Initiated Drop

During any term (full term, half term, interim), students may drop courses prior to the deadline listed in the academic calendar published in the academic catalog. Though not required, it is recommended that students consult their advisor before dropping a course. Dropped courses do not appear on the transcript. Course drops are official on the date students make the change online or written notice is received by the Office of the Registrar.

## Grades and Grading

The scale below is used to define grades. The scores or points required in a course to earn a particular grade are determined by the instructor. All grades are considered final and are not subject to change except for errors in calculation, or as a result of a formal grade appeal process (see the *Academic Appeals* section of this catalog):

Grade	Definition	Grade Points
IN	Incomplete (courses graded S/U)	
S (65-100%)	Satisfactory	
U (0-64%)	Unsatisfactory	
W	Withdrawal	

## S/U Grading

Courses are graded on a S/U basis as indicated in this catalog. The S grade indicates at least D level achievement (65% or higher).

### Transferring S/U Courses to Bethel

With the exception of satisfactory or passing grades awarded during the COVID-19 pandemic of Spring and Summer of 2020, satisfactory or passing grades must be defined as equivalent to a C or higher in order to receive transfer credit. For credits taken during Spring and Summer 2020 only, all Satisfactory or Passing grades awarded will be awarded transfer credit, even if the other institution does not define satisfactory or passing grades as equivalent to a C or higher.

## Grade Replacement

When a student repeats a course at Bethel the grade and credits for the earlier course are excluded from the student's academic record when determining satisfactory progress. Grades for all courses remain on the student's transcript.

## Incompletes

If a student has been regular in class attendance and submission of assignments but is unable to complete requirements for a course in the regular time due to causes that are beyond the student's control, the student may petition to receive a grade of Incomplete. A petition for a grade of Incomplete is only considered after the last day to withdraw. All remaining work must be of a kind that can be done largely through the independent efforts of the student. The student must submit the Petition for Incomplete form to the course instructor for approval. If approved, the instructor indicates on the petition the work that must be completed and also the grade to be assigned if the work is not completed by the deadline set by the instructor. This deadline can be no later than eight weeks after the start of the next full semester (fall or spring). For courses graded on an S/U basis, the instructor submits a grade of IN. Both the student and the instructor sign and keep a copy of the petition. If the student completes all requirements specified on the petition before the deadline, the newly earned grade replaces the grade of IN. Otherwise, the grade on the petition replaces the grade of IN. (See the Office of the Registrar for petition forms.)

## Prerequisites

Many courses have prerequisites in order to ensure that students have the appropriate academic preparation and experience for the course. Course prerequisites are listed with each course description. In some instances, the prerequisite may be waived by consent of the instructor.

## Registration Changes

### Full Term Course

Students may not add courses after the 8th calendar day of the term without the consent of the registrar. Courses dropped after the 8th day and through the end of the 12th week will be graded "W." No full term course may be dropped after the 12th week of class.

### Half Term Course

Students may not add a new course after the 8th calendar day of the start of the half-term without the consent of the registrar. Courses dropped after the first and through the end of the 6th week of a half-term class will be graded "W." No half term course may be dropped after the 6th week of classes. Course registrations, drops and adds are official on the date written notice is received by the Office of the Registrar.

## Withdrawing from a Course

Students may withdraw from a full-term course after the drop deadline and before the end of the 12th week of class. A grade of "W" is assigned for course withdrawals. Course withdrawals are official on



the date students withdraw from the course online or written notice is received by the Office of the Registrar.

Students may withdraw from a half-term course after the drop deadline and before the end of the 6th week of class. A grade of "W" is assigned for course withdrawals. Course withdrawals are official on the date students withdraw from the course online or written notice is received by the Office of the Registrar.

Students may withdraw from an interim course or other course less than five weeks in length after the drop deadline and before the end of the 17th day of the term. A grade of "W" is assigned for course withdrawals. Course withdrawals are official on the date students withdraw from the course online or written notice is received by the Office of the Registrar.

### **Withdrawal (Academic Administrative)**

Any student with no documented activity in a course (according to the course requirements) for a period of three weeks during fall or spring or one week during interim, where the last date of documented activity is prior to the course withdrawal deadline date, may be administratively withdrawn from the course.

Any student with no documented activity in **all** courses (according to the course requirements) for a period of three weeks during fall or spring, where the last date of documented activity is prior to the course withdrawal deadline date, may be administratively withdrawn from Bethel.

## **Internships**

An academic internship is a learning/practicing experience in an on- or off-campus setting during which students explore and/or apply a body of knowledge and skill in a structured non-classroom setting. It can take place in various settings and utilize many knowledge and skill areas covered in BUILD program curriculum. Internships must provide an opportunity to meet learning objectives.

An acceptable internship is one that expects students to explore career aspirations and make a deliberate application of their academic knowledge and skills; continue to learn as stimulated by the problems and issues encountered; grow in their personal maturity and confidence in one's abilities; and develop empathy with and understanding of persons, groups, and settings. An internship is conducted under joint supervision of a BUILD Internship Supervisor and an on-site supervisor. Both parties in collaboration with the student agree on the specific objectives by the end of the first 1/3 of the term of the internship. There is on-going communication between the supervisors, job mentor, and student regarding the experience (e.g., internship daily progress form, evaluation forms, etc.).

Job mentors work to support students in the BUILD program with job-related skills during internships. They will provide transportation to/from the job site (when necessary) and remain with the students as needed to offer on-the-job support and coaching.

Requirements for internship courses:

- Each internship credit requires a minimum of 37.5 on-site hours at the internship site.
- Completion of learning objectives.
- Internships are graded S/U.

In preparation for the on- or off-campus internships, students spend their first semester engaging in BJE 012 *BUILD Jobs and Employment I* & BLD 018 *BUILD Life at Bethel* courses where they identify and explore their interests and strengths. Within the guidelines of the program requirements and with guidance from BUILD staff and parent(s)/guardian(s), students make final internship selection decisions.

# Commencement Ceremony and Final Examinations

## Commencement Participation

Students who have not completed all required courses for graduation may participate in the commencement ceremony provided they have no more than a total of four (4) credits remaining. Students must plan to complete their courses by the end of the Fall term of the next academic year. Policies regarding residency requirements apply.

## Final Examinations

At the close of the Fall and Spring semesters, one week is provided for final examinations. Students are required to take examinations at the time indicated for each course by the instructor in the syllabus or through other communication. Exceptions necessitated by conflicts with an established work schedule, severe personal hardships, or academic hardship (in the form of having three examinations on one day) must be approved by the faculty member. Faculty approval must be obtained at least two weeks prior to the date of the exam in cases where the hardship is known in advance. Exams will not be rescheduled merely for the economy and/or convenience of the student.

Final examinations are usually given in Interim, but no special days are specifically set aside for this purpose.

Bethel's policy on final exams is that every regular academic course must include a final exam or other final appropriate academic exercise within the final exam schedule. In lieu of a final exam which covers the entire course, the following have been declared to be appropriate academic exercises: a paper due at the time of the regularly scheduled final exam period; a unit test similar to others given during the term which covers only a part of the course; or a required class meeting or academic exercise during the regularly scheduled final exam period. Final exams should not be advanced into the last week of classes because this impacts negatively on student performance in other classes.

# Leaving the University Prior to Graduation

## Withdrawal

A student who decides to discontinue their studies prior to completing their program must officially withdraw. To officially withdraw from Bethel University, a student should complete the appropriate forms available from the Office of Student Life or call the office at 651.638.6300 and schedule an appointment for an exit interview. Failure to notify the institution of an intent to withdraw may result in loss of financial aid and housing deposit.

## Stop Out

On occasion, it may become necessary for a student to leave school for one or two semesters for a variety of reasons. A student who finds it necessary to discontinue their studies for only one or two semesters, with the intent to return to Bethel after that time, may be eligible for a stop-out status rather than officially withdrawing from the university. A student interested in receiving a stop-out status should inquire about eligibility with a dean in the Office of Student Life. To be granted a stop-out, a student must be in good standing academically and financially, must have been at Bethel at least one full semester, and must plan to be away no more than one or two full semesters.

A stop-out status allows a student to return to Bethel after one or two semesters away without reapplying for admission. Students also retain their class-level status for housing sign-up and academic registration. The stop-out procedure may only be utilized once by a student during the course of their academic studies, unless special approval is granted by the university. Students who re-enter Bethel after being on stop-out must meet the requirements of the catalog for the year in which they re-enter Bethel.

## **Readmission**

Students who have been academically dismissed may apply to be readmitted no sooner than one semester after their dismissal. Readmission requires evidence of academic success, including employment readiness and independent living success in another setting. Readmission of students who have been academically dismissed is reviewed by the BUILD Office, Office of Student Life, the Office of the Registrar, the Office of Academic Affairs, and the Business Office.

## Applied Studies

Students in BUILD will complete a minimum of 50 credits to attain a Certificate in Applied Studies. Those credits will include core courses, internships, and other selected Bethel University courses. Our courses are designed to meet students where they're at and help each individual student develop essential skills for college, employment, and independent living.

## Certificate in Applied Studies

### **BBT 023 • BUILD Bible, Theology, & Spiritual Formation: Old Testament 2 Credits**

Utilize the biblical narrative and specific Old Testament character studies to learn about the redemptive nature of God's Word and personal salvation through relationship with Jesus Christ by identifying and analyzing important theological elements, specific contextual understandings, and historical biblical criticism.

*Offered: Spring.*

### **BBT 033 • BUILD Bible, Theology & Spiritual Formation-New Testament 2 Credits**

Utilize the biblical narrative and specific New Testament character studies to learn about the redemptive nature of God's Word and personal salvation through relationship with Jesus Christ by identifying and analyzing important theological elements, specific contextual understandings, and historical biblical criticism.

*Offered: Fall.*

### **BIL 010 • BUILD Independent Living 1 2 Credits**

Learn to make choices that lead to living a healthy life. Students learn to develop and maintain healthy habits, such as eating healthy foods, getting enough sleep and water and making physical activity a regular part of their lives. Includes weekly social skills focus on socially expected interactions, conversation starters, and how to deal with fear and worry. During lab hours, students practice self-care, home-care and cooking skills.

*Offered: Fall.*

### **BIL 017 • BUILD Independent Living 1 Lab 1 Credit**

Lab experience accompanying BIL 010.

*Offered: Fall.*

### **BIL 020 • BUILD Independent Living 2 2 Credits**

Learn to make choices that lead to opportunities for living independently and living a satisfying life. As part of a scenario, choose a job, and then learn to live on the pay received from that job. Problem solve typical challenges that individuals experience when starting out on their own through practice to create and balance a personal budget, compare products and services through comparison shopping, reading labels, and shopping around. Includes weekly social skills with a focus on maintaining healthy and safe boundaries in dating relationships and friendships. During lab hours, students practice self-care, home-care, and cooking skills.

*Corequisites: Concurrent enrollment in BIL 027. Offered: Spring.*

### **BIL 027 • BUILD Independent Living 2 Lab 1 Credit**

Lab experience accompanying BIL 020.

*Offered: Spring.*

### **BIL 030 • BUILD Independent Living 3 2 Credits**

Learn to make choices that lead to successful adult life including choosing leisure activities and living independently. Students gain an understanding of and explore available community resources and examine how healthy free-time activities link to self-care. Includes weekly social skills with a focus on managing emotions and expressing oneself appropriately. During lab hours, students practice self-care, home-care, and cooking skills.

*Corequisites: Concurrent enrollment in BIL 037. Offered: Fall.*

**BIL 037 • BUILD Independent Living 3 Lab 1 Credit**

Lab experience accompanying BIL 030.

*Corequisites: BIL 030. Offered: Fall.*

**BIL 040 • BUILD Independent Living 4 2 Credits**

Learn to make choices that lead to opportunities for living independently and having a satisfying family life. Gain tools needed to make good decisions about relationships and learn the importance of maintaining a stable and healthy personal life so one can enjoy success in all aspects of life. Includes weekly social skills with a focus on empathy and understanding differing perspectives. During lab hours, students practice self-care, home-care, and cooking skills.

*Offered: Spring.*

**BIL 047 • BUILD Independent Living 4 Lab 1 Credit**

Lab experience accompanying BIL 040.

*Corequisites: BIL 040. Offered: Spring.*

**BIN 026 • Internship 2 0.5-4 Credits**

Build skills and knowledge related to a career pathway through completion of a minimum of 75 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor. Graded on an S/U basis.

*Offered: Spring.*

**BIN 036 • Internship 3 2 Credits**

Continue building skills and knowledge related to a career pathway through completion of a minimum of 75 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor. Graded on an S/U basis.

*Offered: Fall.*

**BIN 040 • BUILD Supplementary Internship 0.5-4 Credits**

Continue building skills and knowledge related to a career pathway through completion of a minimum of 37.5 internship hours per credit. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor. Graded on an S/U basis.

*Offered: Fall, Interim.*

**BIN 046 • Internship 4 0.5-4 Credits**

Continue building skills and knowledge related to a career pathway through completion of a minimum of 75 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor. Graded on an S/U basis.

*Offered: Spring.*

**BIS 017 • BUILD Independent Study 1 1 Credit**

Students begin exploration of their career pathway in order to confirm or refine their areas of interest. Students with and without disabilities engage in the same online learning modules and hands-on learning, which focus on skills and knowledge needed for employment and future learning in the students' career pathway.

*Offered: Fall.*

**BIS 027 • BUILD Independent Study 2 1 Credit**

Students build skills and knowledge related to their career pathway. Students with and without disabilities engage in the same online learning modules and hands-on learning that may be related to skills needed for current or future internships.

*Offered: Spring.*

**BIS 037 • BUILD Independent Study 3 1 Credit**

Students continue building skills and knowledge related to their career pathway. Students with and without disabilities engage in the same online learning modules and hands-on learning that may be related to skills needed for current or future internships.

*Offered: Fall.*

**BIS 047 • BUILD Independent Study 4 1 Credit**

Students continue building skills and knowledge related to their career pathway. Students with and without disabilities engage in the same online learning modules and hands-on learning that may be related to skills needed for current or future internships.

*Offered: Spring.*

**BJE 012 • BUILD Jobs & Employment 1 2 Credits**

Begin career pathway exploration in order to confirm or refine areas of interest. Complete learning modules focused on self-awareness, career exploration and development, employability: resume writing, interview skills, soft skills, labor laws, and safety.

*Offered: Fall.*

**BJE 022 • BUILD Jobs & Employment 2 2 Credits**

Gain knowledge of effective communication methods, steps to take to enter a career of choice, actions to take to become a valued and successful employee, and ways to become responsible members of the community. Learn, apply, practice, and evaluate skills to become a self-advocate in the workplace.

*Offered: Spring.*

**BJE 032 • BUILD Jobs & Employment 3 2 Credits**

Learn a process for finding a specific job in the career of choice. Seek out possible job positions and companies for future job opportunities. Learn to make contacts within the business world and then prepare for the interview.

*Offered: Fall.*

**BJE 042 • BUILD Jobs & Employment 4 2 Credits**

Gain skills to become a valued employee, such as getting along with co-workers, listening to the supervisor, and learning on the job. In addition, learn about going the extra mile and advancing. Spend time practicing communication skills as well as other skills needed to become successful on the job. Gather information about how to build a positive reputation and leave a job with style. Develop a growth goal for keeping a job and self-evaluating performance until the goal has been obtained.

*Offered: Spring.*

**BLD 018 • BUILD Life at Bethel 1 Credit**

Integrate foundational knowledge, experiences, and strategies to become successful whole and holy individuals as college students in the BUILD program and beyond. Opportunities are given for students to explore self-discovery, self-advocacy, accessing needed supports and services (including appropriate use of technology), and integration of faith. Graded on an S/U basis.

*Offered: Fall.*

**Elective Courses:**

BUILD elective courses are listed as BEL and are taken at the developmental level (0##). Participation in elective courses requires students to meet the attendance requirements set by the instructor. Students are also expected to engage in out-of-class work that enables them to contribute to and learn from future class sessions. Participation beyond attendance in class activities is described in the course syllabus. Electives are graded on an S/U basis, S (for students who earns a grade of 65% on class requirements) or U (for students who earn less than a grade of 65% on class requirements). All elective courses are taken with students without intellectual disabilities. Any given elective course may or may not be offered during a specific academic year.

**BEL 010 • Introduction to Psychology 2 Credits**

Demonstrate a beginning understanding of psychological investigation and identify major themes and theories of psychology through exploration of methods, theories, and principal findings of psychological investigation.

**BEL 011 • Introductory American Sign Language 2 Credits**

Learn to function comfortably in a variety of communication situations. Focus on development of visual readiness skills, expressive, and receptive skills in basic ASL. Includes introduction to conversational vocabulary, finger-spelling, grammatical principles, and syntax. Information related to deaf culture is included.

**BEL 012 • Basic Communication 2 Credits**

As an introduction into some of the fundamental areas of Communication studies, explore the basic concepts of public speaking, group communication, and interpersonal communication. Use critical thinking, analytical, speaking, and practical skills to explore the elements of this course.

**BEL 013 • Personal and Community Health 2 Credits**

Increase knowledge and understanding of the principles of health and exercise behavior. The primary focus is on health and fitness as a life-long habit. Various factors related to physical, mental, and social health are explored. Participation in discussions, daily activities, and the process of learning expected in and out of class. Students are to be role models of fitness and the wellness lifestyle. Discussion of personal opinions and experiences are encouraged.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 015 • Ballet 1 Credit**

Increase artistic awareness and learn to use, work with, and know your body better through the art of ballet. Graded on an S/U basis.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 017 • Introduction to Business Applications 2 Credits**

Gain a working knowledge of business applications software: word processing, presentation software, spreadsheets, desktop publishing, and Internet Research.

**BEL 020 • Projects in Performance 1 Credit**

An individual project in acting, directing, makeup, design, stagecraft, lighting, writing, choreography, props, sound, costumes, touring. Graded on an S/U basis.

*Prerequisites: Theatre department approval. Special Notes: Course can be repeated for credit with a maximum of 1 credit per area per semester and 4 credits total.*

**BEL 022 • Badminton 1 Credit**

Learn basic badminton skills, player position, and strategy. Includes instruction, drills, practice, playing time, a class tournament, history, rules, etiquette, and equipment needs. Graded on an S/U basis.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 024 • BUILD Individual Music Lessons 0.5 Credits**

Private lessons are offered in voice, piano, pipe organ, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, English horn, trumpet, euphonium, tuba, harp, percussion, and guitar. Lessons are offered in 30-minute sections for credit. Students receive 12 lessons per semester if they register before or during the first week of the semester. To receive a satisfactory grade, a student must have a minimum of 10 lessons. Students registering late are not allowed to make up the lessons they missed. Lessons cannot begin nor be registered for after the third week of the semester. Instructor approval is required prior to registration. Graded on an S/U basis.

*Special Notes: Fee of \$480.00 attached to this course.*

**BEL 025 • Introduction to Creative Arts 2 Credits**

Introduces the creative arts and their crucial role in human experience. Art forms included each semester are chosen from music, visual arts, theatre, dance, literature, or film, and highlight their crucial role in human experience. Creative works spanning stylistic, social, and historical contexts are examined in light of such issues as relationships, religion, death/despair, and humor. Students experience and interact with creative works and reflect on them from a Christian worldview. Graded on an S/U basis.

*Special Notes: Fee of \$53.00 attached to this course.*

**BEL 030 • Lucia Chorum 2 Credits**

Be part of an ensemble that specializes in the historic and contemporary treble choral music repertory. Rehearsals promote vocal development, musicianship training, vocal development, teamwork, artistic expression, and spiritual reflection. Graded on an S/U basis.

*Special Notes: Participation is open by audition; fee of \$25.00 attached to this course.*

**BEL 031 • Handbell Ensemble 1 Credit**

Be part of a Handbell Ensemble to learn and perform Handbell music. Graded on an S/U basis.

*Special Notes: Participation is open by audition; Fee of \$15.00 attached to this course.*

**BEL 032 • Beginning Golf 1 Credit**

Become familiar with the golf course, practice-putting area, driving range, club selection, and shot selection as part of developing enthusiasm for golf as a lifetime sport. Graded on an S/U basis.

*Special Notes: Fee of \$45.00 attached to this course. Carries cross-credit in BUILD Health and Wellness.*

**BEL 033 • Disc Golf 1 Credit**

Learn the history, equipment, etiquette, rules, techniques, strategy, and scoring of Disc Golf through playing of the sport at the disc golf course. Graded on an S/U basis.

*Special Notes: Fee of \$30.00 attached to this course. Carries cross-credit in BUILD Health and Wellness.*

**BEL 034 • Royal Register 2 Credits**

The Bethel Men's Choir is an ensemble that specializes in the historic and contemporary TTBB choral music repertory. Rehearsals promote vocal development, musicianship training, vocal development, teamwork, artistic expression, and spiritual reflection. Graded on an S/U basis.

*Special Notes: Participation is open by audition, Fee of \$25.00 attached to this course.*

**BEL 035 • Bethel Choir 2 Credits**

The Bethel Choir is open by audition and presents concerts throughout the United States or Europe during its annual concert tours. The choir rehearses four days each week.

*Offered: Fall, Spring. Special Notes: Open by audition, Fee of \$25.00 attached to this course.*

**BEL 036 • Screen Printing 2 Credits**

Explore screen printing as a means of creating hand-printed multi-color fine art prints. Methods include handmade and photo emulsion stenciling and studio art practice. Graded on an S/U basis.

*Special Notes: Fee of \$120 attached to this course.*

**BEL 037 • Clay Forms 2 Credits**

Explores hand building and wheel throwing techniques in the formation of archetypal ceramic forms and processes.

*Special Notes: Fee of \$90.00 attached to this course.*

**BEL 038 • Emerging Leaders 2 Credits**

An introduction to leadership with a focus on effective characteristics and practices of leadership theories, leadership styles, core leadership competencies, individual self-discovery, management, followership, and integration of faith and leadership. Opportunities given for students to identify, clarify, and develop individual leadership skills and abilities.

**BEL 040 • First Aid 1 Credit**

Train the professional rescuer to respond to emergency situations. Course content and activities prepare students to recognize emergencies, make first aid decisions, and provide proper care.

*Special Notes: Fee of \$45 attached to this course. Carries cross-credit in BUILD Health and Wellness.*

**BEL 042 • Introduction to Astronomy 2 Credits**

The concepts, techniques, and tools of astronomy and astrophysics are made understandable. Topics include historical overview; identification of constellations; telescopes; the nature of light, atomic spectra, and structure; the nuclear physics of stars; the life cycle of stars; and current theories of the fate of the universe.

*Corequisites: Concurrent enrollment in BEL 043.*



**BEL 043 • Introduction to Astronomy Lab 1 Credit**

The laboratory experience accompanying BEL 042 includes optics, atomic spectra, and observations with simple instruments and telescopes.

*Corequisites: Concurrent enrollment in BEL 042. Special Notes: Fee of \$120.00 attached to this course.*

**BEL 044 • Beginning Tennis 1 Credit**

Learn basic tennis strokes through instructions, drills, practice, and playing time. Covers rules, simple strategy, player position, etiquette, and guidelines for equipment selection. Graded on an S/U basis.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 045 • American Sign Language II 2 Credits**

Continuation of functional and practical understanding and communicative use of American Sign Language. Further study of the history and culture of the deaf community through films, discussions, and readings.

*Prerequisites: BEL 011 or placement exam.*

**BEL 046 • Slow-Pitch Softball 1 Credit**

Fundamental skills of slow-pitch softball for the recreational player.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 048 • Introduction to Special Education 1 Credit**

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics.

Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

**BEL 052 • Yoga 1 Credit**

Development of physical fitness and self-awareness through core stabilizing and strengthening exercises as an integral part of health and wellness. Emphasis on the integration of Christian faith and exercise while learning correct postures, alignments, and focus. Graded on an S/U basis.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 055 • Pickleball 1 Credit**

Fast-paced net game with similarities to tennis, badminton, table tennis, and racquetball; content includes rules, strategies, techniques and court positioning for singles and doubles, and includes extensive active practice and play.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 056 • Educational Psychology 2 Credits**

Psychological foundation of education. various aspects of growth and development, the nature and conditions of learning, implications for teaching, and evaluation.

*Prerequisites: BEL 010.*

**BEL 057 • Media Production 3 Credits**

Equips students with the most basic "hands-on" visual media production skills in which students learn the fundamentals of visual media production, including multi-camera studio production, digital filmmaking, and digital post-production.

*Special Notes: Fee of \$90 attached to this course.*

**BEL 058 • Community Engagement 0.5-2 Credits**

Learn about a diverse group of people and broaden perspectives of co-laboring with people beyond one's immediate community. Build goal setting, planning, and collaboration skills while involved in an integrated community service-learning opportunity. Structured preparation and reflection assist in challenging personal and social values and beliefs. Graded on an S/U basis.

*Repeatable course: Course can be repeated three times for credit. Offered: Fall, Interim, Spring, Summer.*

*Special Notes: Credit is earned based on successful completion of the course including 37.5 hours of service learning per credit; Fee of \$25.00 per .5 credit attached to this course.*

**BEL 060 • Physics of Everyday Life 2 Credits**

This course is intended to open students' minds to new ways of thinking and seeing the world by increasing understanding of how physics apply to and can be seen in everyday life.

*Special Notes: Fee of \$120 attached to this course.*

**BEL 061 • Foundations in Drawing 2 Credits**

Development of visual perception through observation, drawing, and a study of structural form and space relationships. Experiences in line, value, texture, basic perspective, and composition using various materials and techniques.

*Prerequisites: Consent of instructor. Special Notes: Fee of \$60.00 attached to this course.*

**BEL 062 • How to Write a Song 2 Credits**

Students with no formal background in music analyze songs, learn basic song-writing strategies, and write and record their own song.

**BEL 063 • Applied Nutrition 2 Credits**

Discover the effects of nutrition on health, human performance, and reduction of chronic disease throughout the lifespan. Topics covered also include disordered eating, weight management, supplements, and societal and cultural issues related to nutrition. Course is graded on a S/U basis.

*Special Notes: Carries cross-credit in BUILD Health Wellness.*

**BEL 065 • Beginning Acting 2 Credits**

An introduction to the art of performance/acting. Through a variety of acting exercises and performance experiences, students are encouraged to expand personal creative talents and grow in their understanding of the art and craft of acting.

**BEL 066 • Physics of Everyday Life Lab 1 Credit**

Laboratory experience accompanying BEL 060.

*Corequisites: Concurrent enrollment in BEL 060 is required.*

**BEL 070 • Walk, Jog, Run 1 Credit**

Basic introduction to running for health. Students learn to monitor heart rates as they progress from a walking/jogging base to runs of up to an hour in length. Proper warmup and recovery are stressed. Students begin with workouts appropriate to their fitness levels and set goals appropriate for those levels.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

**BEL 071 • Group Fitness 1 Credit**

Development of cardiovascular fitness through aerobic rhythms and exercise. Workout includes varied aerobic conditioning, minimal strength training, and stretching.

*Special Notes: Carries cross-credit in BUILD Health and Wellness.*

# Certificate in Applied Studies

Code	Title	Credits
<b>Certificate in Applied Studies</b>		
BBT 023	BUILD Bible, Theology, & Spiritual Formation: Old Testament	2
BBT 033	BUILD Bible, Theology & Spiritual Formation-New Testament	2
BIL 010	BUILD Independent Living 1	2
BIL 017	BUILD Independent Living 1 Lab	1
BIL 020	BUILD Independent Living 2	2
BIL 027	BUILD Independent Living 2 Lab	1
BIL 030	BUILD Independent Living 3	2
BIL 037	BUILD Independent Living 3 Lab	1
BIL 040	BUILD Independent Living 4	2
BIL 047	BUILD Independent Living 4 Lab	1
BIS 017	BUILD Independent Study 1	1
BJE 012	BUILD Jobs & Employment 1	2
BJE 022	BUILD Jobs & Employment 2	2
BJE 032	BUILD Jobs & Employment 3	2
BJE 042	BUILD Jobs & Employment 4	2
BLD 018	BUILD Life at Bethel	1
BEL Electives (may include, but not required to include BIN 040):		11
BUILD Health and Wellness Elective Courses: Choose 4 credits from the following courses. A minimum of 2 credits must be activity courses taken in semesters 1 & 4. A maximum of 3 credits, may be activity courses. Activity courses are indicated with an asterisk. Any additional credits earned from this category, beyond the required 4 credits, will be used to meet the requirements for BUILD elective credits.		4
BEL 013	Personal and Community Health	
BEL 015	Ballet *	
BEL 022	Badminton *	
BEL 032	Beginning Golf *	
BEL 033	Disc Golf *	
BEL 040	First Aid	
BEL 044	Beginning Tennis *	
BEL 046	Slow-Pitch Softball *	
BEL 052	Yoga *	
BEL 055	Pickleball *	
BEL 063	Applied Nutrition	
BEL 070	Walk, Jog, Run *	
BEL 071	Group Fitness *	
Complete one Career Pathway		9
<b>Total Credits</b>		<b>50</b>

## Arts & Communications (9 credits)

Code	Title	Credits
BIN 026	Internship 2	2
BIN 036	Internship 3	2
BIN 046	Internship 4	2
BIS 027	BUILD Independent Study 2	1
BIS 037	BUILD Independent Study 3	1
BIS 047	BUILD Independent Study 4	1

Choose at least one of the following as a BUILD elective course:

BEL 011	Introductory American Sign Language
BEL 012	Basic Communication
BEL 015	Ballet
BEL 017	Introduction to Business Applications
BEL 020	Projects in Performance
BEL 024	BUILD Individual Music Lessons
BEL 030	Lucia Chorum
BEL 031	Handbell Ensemble
BEL 034	Royal Register
BEL 036	Screen Printing
BEL 037	Clay Forms
BEL 045	American Sign Language II
BEL 057	Media Production
BEL 062	How to Write a Song

**Total Credits**

**9**

## Business (9 credits)

Code	Title	Credits
BIN 026	Internship 2	2
BIN 036	Internship 3	2
BIN 046	Internship 4	2
BIS 027	BUILD Independent Study 2	1
BIS 037	BUILD Independent Study 3	1
BIS 047	BUILD Independent Study 4	1

Choose at least one of the following as a BUILD elective course:

BEL 010	Introduction to Psychology
BEL 011	Introductory American Sign Language
BEL 012	Basic Communication
BEL 017	Introduction to Business Applications
BEL 042	Introduction to Astronomy
BEL 043	Introduction to Astronomy Lab
BEL 045	American Sign Language II
BEL 057	Media Production

**Total Credits**

**9**

## Human Services (9 credits)

Code	Title	Credits
BIN 026	Internship 2	2
BIN 036	Internship 3	2
BIN 046	Internship 4	2
BIS 027	BUILD Independent Study 2	1
BIS 037	BUILD Independent Study 3	1
BIS 047	BUILD Independent Study 4	1
Choose at least one of the following as a BUILD elective course:		
BEL 010	Introduction to Psychology	
BEL 011	Introductory American Sign Language	
BEL 012	Basic Communication	
BEL 013	Personal and Community Health	
BEL 017	Introduction to Business Applications	
BEL 040	First Aid	
BEL 045	American Sign Language II	
BEL 048	Introduction to Special Education	
BEL 056	Educational Psychology	
<b>Total Credits</b>		<b>9</b>

# Admission

For the most recent information regarding admission procedures and program requirements, please see the BUILD Program admissions webpage, <https://www.bethel.edu/undergrad/admissions/apply/build/>

## First-Year Students Applying to the BUILD Program

- **Submit your online application**
  - Applications for the 2022-2023 academic year were accepted until December 31, 2021. Applications for the 2023-2024 academic year will be accepted until December 31, 2022.
- **Submit your Transcript/IEP/Evaluation Request Form (pdf) and supporting documents**
  - If you have the most recent IEP and Evaluation Report, these can be emailed to [build-apply@bethel.edu](mailto:build-apply@bethel.edu). Transcripts must be submitted through a secure online portal or in a sealed envelope to the Office of Admissions.
- **Complete a Physical Form (pdf)**
  - Through our partnership with Special Olympics, we use the "Application for Participation in Special Olympics" to ensure that students will be ready to join Bethel Student Government's Unified Sports Club and any other Special Olympic sports if they choose to do so.
  - Mail your completed form to the Office of Admissions. This information is also shared with Health and Counseling Services to be sure we have a complete health history on file.

## Program Requirements

- Meet the American Association on Intellectual and Developmental Disabilities (AAIDD) definition of Intellectual Disability (ID)
- Are 18-25 years old when starting the program
- Have completed high school with a diploma or equivalent
- Complete a comprehensive application process including an independent assessment and interviews
- Demonstrate interest and motivation in attending the program
- Can function with support in a college setting
- Can articulate and demonstrate faith in God
- Are able to safely get around campus during class transitions, mealtimes, and other extracurricular activities
- Have practical reading and math skills
- Have family support and desire to gain skills for employment and independent living

As part of the criteria for BUILD, students must meet the American Association on Intellectual and Developmental Disabilities (AAIDD) definition of Intellectual Disability (ID) including having a documented IQ score in the 70s or lower and demonstrating limitations in adaptive functioning.

IQ scores and adaptive functioning limitations are typically documented through either a school evaluation report or medical evaluation. Adaptive functioning limitations are also noted in the BUILD Application Functional Skills Assessment.

# Finances

The Bethel University Board of Trustees reserves the right to change any financial charges or regulations listed in this catalog.

## Student Cost for 2022-2023

FT = full-time enrollment (12-18 credits per semester)

Tuition	Fall	Interim	Spring	Summer
FT Fall and FT Spring	\$20,555	No charge	\$20,555	NA

Students enrolled in the BUILD program are enrolled in 12 to 18 credits per semester. Enrollment in 12 to 18 credits is considered Full Time Enrollment. Course cost amounts are assigned to the Core BUILD course and BUILD Health and Wellness courses in the amount of \$2,710. Three support fees of \$1,435 are also assigned to students enrolled in the BUILD program.

### Bethel Student Activity Fee

The Bethel Student Activity fee is charged per semester when a student is enrolled full time (12-18 credits). This fee is determined by the Bethel Student Government (BSG).

Fee	Fall	Interim	Spring	Summer
Bethel Student Activity fee (full-time)	\$80	NA	\$80	NA

### Room (first-time residents in Bethel housing)

	Fall	Interim	Spring
In Bethel Housing Fall, Interim, and Spring	\$3,050	No charge	\$3,050

### Room (second consecutive year in Bethel housing)

	Fall	Interim	Spring
In Bethel Housing Fall, Interim, and Spring	\$2,995	No charge	\$2,995

### Meal Plan

More information regarding meal plans is available at [bethel.edu/dining-services/meal-plans](http://bethel.edu/dining-services/meal-plans)

Students with Bethel housing will be auto-assigned the meal plan "Block Plan B" (\$5,390 per year) with the option to change their plan based on their housing selection.

To manage your meal plan: **MyBethel > Student Services tab>Housing channel > My Housing and Meal Plans**

### Music Instruction

1/2 hour per week private lesson \$480

No refund is given after Friday of the second week of the semester for students who withdraw from private music instruction. Copies of the complete Refund Policy for Private Instruction are available from the Department of Music and Theatre.

## Special Fees

Enrollment Deposit (nonrefundable after May 1)	\$300
Additional Course Fees (indicated in registration materials)	Amount varies
Official Transcript <a href="https://www.bethel.edu/registrar">https://www.bethel.edu/registrar</a>	\$8 per copy
Non-Sufficient Funds Fee (NSF)	\$25 per item

## Transcript Fee

Official transcripts are available showing all academic work completed to date at Bethel University. Both electronic and paper versions of official transcripts are available for \$8. Electronic transcripts are processed instantly. Paper transcripts will be printed and mailed the next business day. Some exceptions apply. Transcripts can only be sent if all outstanding financial obligations are met. Questions regarding transcripts should be addressed to the Office of the Registrar. To order an official transcript, please visit: <https://www.bethel.edu/registrar>.

# Tuition and Payment Options

## Payment Options

Full payment or contact with the Business Office to verify anticipated resources is required by August 25, 2022 for the fall term and January 25, 2023 for the Spring term. The bill may include, but is not limited to: course costs, support fees, room, meal plan, Student Activity fee, additional course fees, music lessons, and health insurance. Students and the co-signer of their BUILD Program Agreement are responsible for payment reaching the Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance for the funds to be disbursed by the beginning of the term. All students enrolled in the Fall term are required to complete their Enrollment Checklist by August 25, 2022. Enrollment for the second year is dependent on payment of the previous year's expenses.

### Full Payment (Option 1)

Full payment for **fall semester** is due **August 25, 2022**.

Full payment for **interim/spring semester** is due **January 25, 2023**.

### Individualized Payment Plan (Option 2)

Please contact the Business Office to set up a payment plan which incorporates anticipated resources such as: Financial Aid, Vouchers, Waivers, etc.

## Online Monthly Statements

Around the 27th of each month, an email will be sent to the student's Bethel email address alerting them that the monthly statement is available to view with a link to access the statement. Monthly statements will not be mailed to the home address. Students are responsible for forwarding monthly statement information to parents or others who are helping to pay their bill. Proxies may also go online to view monthly statements.

To view online monthly statements:

MyBethel > My Statements and Finances > Make a Payment > Statements



## Ways to Make a Payment

Students can view their account, enroll in a Semester Payment Plan, and pay online through MyBethel > My Statements and Finances > “Make a Payment.” This will direct you to the Touchnet/Bill-Pay site. To make a payment click “Make Payment” and follow the prompts.

- Online by electronic check: Authorize automatic withdrawal from your checking or savings account with no fee.
- Online by credit card: MasterCard, Visa, American Express, or Discover with a non-refundable fee of 2.85% or \$3 minimum, charged by PayPath (processing service).
- In person: Pay by check, or money order at the Business Office (Anderson Center, 5th Level), 8 a.m. - 4:30 p.m., M-F. Credit cards accepted online only.
- A drop box is located next to the ATM machine near the entrance of the Campus Store. Items in the drop box will be delivered to the Business Office one time per business day.
- Mail a check to:

Bethel University, Business Office 3900 Bethel Drive St. Paul, MN, 55112-6999

- Please include your student ID number in the memo portion of the check.

## Enrollment Checklist

All students enrolled in the fall term are required to complete their Enrollment Checklist by August 25, 2022.

To view the Enrollment Checklist, go to: MyBethel> Home tab > Enrollment Checklist.

## Registration Hold

Registration for classes in the second year is dependent on payment of the previous year's expenses. A student whose account is in arrears on July 1 will be dropped from any registered courses for the fall and will have a registration hold placed on their account, not allowing the student to re-register until the balance is paid.

Any student who pays an outstanding balance by check will have their registration dropped (for future terms) if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check registration will be granted in ten business days.

Any student in good standing on a payment plan (current on their monthly payment installments) will be allowed to register for future terms. If the student fails to pay their remaining monthly installments, their registration may be dropped.

Be advised that students whose registrations have been dropped have no guarantee that the same course(s) will be available when they re-register.

## Transcript Hold

When payment sufficient to reduce an account balance below \$250.00 has not been received, a transcript hold is placed on the student account. A transcript hold will prevent an official transcript from being issued by the Office of the Registrar.

## Finance Clearance for Graduation

A student will not be issued an official transcript or receive their certificate until all financial obligations have been met.

## Financial Suspension

Bethel reserves the right to suspend a student from a program, course(s), housing, and meal plan if there is failure to provide full payment on the student account when due. Any student who is financially suspended during a semester will be withdrawn from their classes, removed from their meal plan, and required to move out of Bethel housing.

## Non-Sufficient Funds

If payment is returned from the bank for non-sufficient funds, a \$25 returned check fee will be assessed on the student account. Any student (or parent/guardian) who has two checks returned due to non-sufficient funds will not be allowed to make future payments by personal check.

## Enrollment Deposit

A one-time enrollment deposit of \$300 is required of all students. The deposit allows students to register for each succeeding semester, provided all financial obligations have been met.

## Refunds and Withdrawals

Students who withdraw from classes during the term may be eligible for a refund. There are two types of refunds: billing refunds (course costs, support fees, course fees room, meal plan, etc.) and financial aid refunds. A billing refund credits funds to the student account, thereby decreasing the amount that is owed on the student account. A financial aid refund reduces the amount of financial aid available to pay the billing charges, thereby increasing the amount that is owed on the student account.

A student seeking to withdraw from all classes at Bethel must notify the Office of Student Life. This date of notification will serve as the student's withdrawal/stop-out date. The student will be provided with a packet of information regarding the withdrawal and stop-out processes and will be scheduled for a withdrawal/stop-out interview with one of the student life deans. Students are asked to read through all materials provided in the packet in advance of their interview with the dean. Once the interview is complete the dean will process the student's withdrawal/stop-out.

## Tuition and Housing Refund Schedules

### Full Refund Period:

The full refund period is the eighth calendar day after the beginning of the semester. Modular courses, which begin after the first week of the semester and/or end before the final week of the semester, also have a 100 percent refund period through the eighth calendar day of the course.

### Full Refund:

Students are entitled to a 100 percent refund of institutional charges and monies paid to their student accounts provided they withdraw from the course(s) before the end of the Full Refund Period.

### Pro-Rata Refund:

Students who withdraw after the Full Refund Period receive a pro-rata refund of institutional charges up to and including 50% of the enrollment period. The percentage of institutional charges and financial aid retained on the student's account is equal to the percentage of the period of enrollment that was completed.

**No Refund:**

Students who withdraw after the end of the pro-rata refund period are not eligible for a refund. There shall be no refund available to the student if the student withdraws after completing more than fifty (50) percent of the enrollment period.

**The Bethel Student Activity fee, course fees, science lab fees, and nursing department fees** (if applicable) are refunded in full through the 100% refund period. Thereafter, there is no refund of the fees.

Students who withdraw from Bethel or drop below full-time status may incur additional tuition and housing costs for interim. Please see the "Student Costs" section or contact the Bethel Business Office for additional information.

Students with a meal plan who officially withdraw or choose to cancel their meal plan must notify Dining Services at [dining-services@bethel.edu](mailto:dining-services@bethel.edu). A student may receive a prorated refund of their meal plan.

**Account Questions?**

More student account information is available at [bethel.edu/business-office](http://bethel.edu/business-office).

Contact the Business Office at 651.638.6208 (800.255.8706, ext. 6208) or at [business-office@bethel.edu](mailto:business-office@bethel.edu).

## Financial Aid

### Financial Aid Refunds

There are four sources of financial aid: federal government (Title IV funds), state governments, Bethel University, and private third-party organizations (e.g., Dollars for Scholars). Financial aid is refunded in accordance with policies established by each entity. Refunds are first calculated for federal funds, then state funds, then Bethel and third-party funds.

Students who withdraw from all classes during the 100% tuition refund period are presumed to have not attended their classes. These students will receive a full refund of all their financial aid unless they complete a Supplemental Withdrawal Form (available in the Office of Student Life), documenting their attendance at each class. Upon receipt of the Supplemental Withdrawal Form, the federal financial aid refund policy will be calculated using the last date of class attendance as the official date of withdrawal. If students receive a full (100%) refund of tuition, they are ineligible for any state, institutional, or private sources of financial aid.

1. **Federal (Return of Title IV Funds) Refund Policy.** If a student withdraws or is expelled from Bethel after a term has begun, the school or the student may be required to return some of the federal funds awarded to the student.
2. The federal formula requires a return of Title IV (federal) aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, TEACH Grant, Perkins Loan, Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan and withdrew on or before completing 60% of the term. Students retain funds earned through the Federal Work Study Program prior to withdrawing from Bethel.
3. For semester-long courses the percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded. For modular courses (e.g., interim), the same principle applies that students earn federal financial aid based on the percent of their enrollment period, but the number of course days in the numerator and denominator only includes days for courses the student is registered to attend when the withdrawal is initiated.

4. **Minnesota Office of Higher Education (OHE) Financial Aid Refund Policy.** Bethel is required to use the OHE financial aid refund policy when calculating refunds for the Minnesota Public Safety Officer's Survivor Grant Program, Minnesota GI Bill, Minnesota State Grants, and Minnesota SELF loans. After applying Bethel's "billing refunds" and the "Return of Title IV Funds" refund calculations to the student's account, a proportionate share of the state aid is refunded. Students who withdraw during a 100% tuition refund period are not eligible for any Minnesota state financial aid. Students retain funds earned through the Minnesota State Work Study Program prior to withdrawing from Bethel.
5. **Financial Aid Refunds for Institutional and Third-Party Funds.** After calculating the federal and Minnesota financial aid refund policies, Bethel reduces institutional and third-party sources of gift aid using the Tuition and Housing Refund Schedule. Institutional and third-party gift aid is reduced by the same percent as the student's tuition was reduced. Private educational loans are first used to pay any remaining balance on the student's account. If, after all refund calculations, there is a credit on the student's account, a portion of the private loan may be refunded to the lender.

**Sample refund calculation.** Because there are several different refund policies involved in most withdrawals, students may still owe money to the school after all calculations are completed. Students considering withdrawal are encouraged to visit a financial aid counselor and simulate the financial effect of withdrawing before officially withdrawing from the university.

Suppose a student is enrolled full time and withdraws from all classes on the 12th day of a 105-day semester. The student lived on campus and had a meal plan. Sample charges and financial aid are listed in the "original" columns below. After applying all the refund calculations, this student will owe \$2,946.

**Sample Refund Calculation (Student withdraws from all 15 credits on 10th day of classes.)**

Institutional Charges	Original	Refund	Refund	Net Charges
Course Costs	20,555	90%	(\$18,500)	\$2,055
Room	\$3,050	90%	(\$2,745)	\$305
Meal Plan	\$2,695	90%	(\$2,425)	\$270
Student Activity Fee	\$80	0%	0	\$80
Lab Fee	\$50	0%	0	\$50
<b>Total Charges</b>	<b>\$26,430</b>		<b>(\$23,670)</b>	<b>\$2,760</b>

Financial Aid and Cash	Original	Refund	Refund	Net Payments
Federal Direct Loan	(\$2,750)	-100%	\$2,750	\$0
Federal Pell Grant	(\$3,175)	-78%	\$2,470	(\$705)
Minnesota State Grant	(\$3,248)	-89%	\$2,880	(\$368)
Bethel Royal Merit Scholarship	(\$7,600)	90%	\$6,840	(\$760)
Bethel Grant	(\$3,025)	-90%	\$2,723	(\$303)
Private Scholarship	(\$500)	0%	\$0	(\$500)
<b>Total Financial Aid</b>	<b>(\$20,298)</b>	<b>-87%</b>	<b>\$17,663</b>	<b>(\$2,636)</b>
Cash Paid	(\$3,000)	0%	0	(\$3,000)
<b>Total Payments on Account</b>	<b>(\$23,298)</b>		<b>\$17,663</b>	<b>(\$5,636)</b>

Summary	Original Bill	Refund	Revised Bill
Total Charges	\$26,430	(\$23,670)	\$2,760
Total Payments on Account	(\$23,298)	\$17,663	(\$5,636)
Difference	\$3,132	(\$6,007)	\$2,876

**Finances:**

**Financial Aid**

- BUILD is a Comprehensive Transition and Postsecondary Program which means that students in the BUILD program are eligible for Financial Aid in the form of the Pell Grant, Minnesota State Grant, and Minnesota Intellectual Disability Grant. To apply for aid, families must complete a FAFSA.
- BUILD has both endowed scholarship and annual scholarship funds that are renewable and awarded annually based on need. Half of each annual award will be credited to the student's account each semester.
- Students are considered for these scholarships based on need and do not need to complete a separate application outside of the application to BUILD and the FAFSA.
- Additional information regarding Private Scholarships can be found on Financial Aid's Website.

## Satisfactory Academic Progress

### Financial Aid Satisfactory Academic Progress

While privacy laws prohibit the Financial Aid Office from sharing financial aid award information with students' parents, spouse, or other third party. Students may authorize others to view such information in their student account: proxy access. Signing up for proxy gives permission for the Financial Aid Office to communicate with parents or other designated proxies. Routine updates are sent to students via email. Students are encouraged to share these emails with parents when appropriate. <https://www.bethel.edu/undergrad/financial-aid/apply-build>

Proxy website: <https://www.bethel.edu/financial-aid/proxy>

Beginning with the 2018-2019 academic year, the BUILD Academic Progress policies encompass all the federal and state requirements for monitoring Satisfactory Academic Progress.

**(See Academic Progress, Probation, and Dismissal)**

## Scholarships (Special Awards)

Scholarships for students in BUILD are awarded in the spring of the year to be applied toward the coming school year. Students are selected by the BUILD Scholarship Committee which includes BUILD Team members and Financial Aid Counselors. Funds are distributed by the Office of Financial Aid each fall and spring. Further information may be obtained from the Office of Financial Aid.

### **BUILD Endowed Scholarship**

In recognition of these donors' lifelong interest in young people, their interests in education, their passion for honoring God's example of serving the least of these, and devotion to the cause of Christ, this scholarship is awarded to worthy Bethel students enrolled in the BUILD program with financial need. (EAB286)

### **The Dan and Lynn Fuglestad Family BUILD Program Scholarship**

In recognition of their passion for serving others and for Christ-centered education, this scholarship is given to students enrolled in Bethel's BUILD program who demonstrate financial need. (EAF302)

### **Mayme Okken Scholarship Fund**

Established in memory of Mayme Okken, older sister of Joyce DeHaan, who as an adult with Down syndrome, achieved beyond her limitations, and loved Jesus and others well, this scholarship is awarded to students with financial need that are enrolled in Bethel's BUILD program. (EAO272)

### **To the Glory of God BUILD Scholarship**

The To the Glory of God BUILD Scholarship Fund was established by a special passion for students in BUILD and a desire to see each one grow, learn and reach their full God-given potential to be salt and light in this world. The fund is to annually assist one worthy Bethel University student with financial need who has been accepted to the Bethel BUILD Program. (EAG277)

### **Emily White Scholarship Fund**

This scholarship, established by Dale and Julie White, in recognition of their special passion for students in the BUILD program and their desire to see each one grow, learn, reach their full God-given potential, and to be salt and light in this world, is to be awarded to students with financial need who have been accepted to the Bethel BUILD Program. (EAW274)

# Administration

## Office of the President

Ross Allen	President
Jeanne Osgood, M.B.A.	Chief of Staff

### Provost

Robin Rylaarsdam, Ph.D.	University Provost
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### Academic Affairs

Julie Finnern, Ed.D.	Associate Provost for the College of Arts and Sciences
Barrett Fisher II, Ph.D.	Dean of Academic Programs
Ray VanArragon, Ph.D.	Dean of Faculty
Diane Dahl, Ph.D, R.N.	Dean of Nursing, Social Work, and Community Health, Chief Nursing Administrator
Joel D. Frederickson, Ph.D.	Associate Dean of Institutional Assessment and Accreditation

### BUILD Program

Dawn Allen, M.Ed.	Director of BUILD
Lisa Bjork, M.Ed.	Assistant Director of BUILD

### Office of Christian Formation and Church Relations

Matthew C. Runion, M.Div.	Associate Dean of Christian Formation and Church Relations
Dale Durie, D.Min	Associate Dean of Discipleship Ministries
Paul Kong, M.Div.	Associate Campus Pastor for Cultural Engagement
Caitlyn Stenerson, M.Div.	Assistant Pastor and Director of Chapel Programming

### Diversity and Inclusion

Rahn Franklin, Jr., Ph.D.	Vice President for Diversity, Equity, and Inclusion
Courtney Bell-Duncan, Ph.D.	Associate Dean for Diversity, Equity, & Inclusion
Dale Dan, Ph.D.	Associate Dean of Diversity & Intercultural Engagement
Sara Shady, Ph.D.	Associate Dean for Academic Inclusive Excellence

### International Studies and Off-Campus Programs

Virginiya Wilcox, M.A.	Associate Dean of International and Off-Campus Programs
Nicole Kang	Assistant Director of International and Off-Campus Programs

### Library

David R. Stewart, M.A., M.L.I.S.	Director of Libraries
Rhonda E. Gilbraith, M.L.I.S.	Associate Director and Collection Development Librarian
Rebekah Bain, M.A., M.L.I.S.	Archivist/Research Librarian
Lyndi Fabbrini, M.L.I.S.	Research Services Librarian
Kent T.K. Gerber, M.L.I.S.	Digital Initiatives Manager
Scott A. Kaihoi, M.L.I.S.	Research and Instruction Librarian/Copyright Liaison
Sandra Oslund, M.A., M.L.I.S.	Interlibrary Loan/Collections Planning Librarian

Amy L. Reinhold, M.L.I.S.	Materials Services Librarian
Kimberly Werner, M.L.I.S.	Metadata and Acquisition Librarian
Cory Whipkey, M.L.I.S.	Research and Instruction Librarian/Scholarly Communication

## Military and Veterans Services

Dawn Schuette	Assistant Director of Military and Veteran Affairs
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## Registrar

Daniel Nimlos	Interim University Registrar & Associate Registrar, CAS
Rachel Brands, M.A.	Assistant Registrar, CAS

## Student Experience

Miranda Powers, M.A., L.P.C.	Associate Vice President of Student Life
Alicia Ochs, M.A.	Associate Dean for Student Care
Nicholas Cedergren	Associate Dean of Residence Life
Nate Gustafson	Associate Dean for Campus Engagement
Katie Bonawitz, Ph.D.	Assistant Dean of the Center for Access and Integration
Liz Burd, M.A.	Director of the Office of Accessibility Resources and Services
Jenna Holst	Director of Student Activities and Campus Engagement
Greg Peterson	Director of Athletics
Miriam Hill, Ph.D, LMFT	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services
Rick Meyer, M.A.	Wellness Center Director

## Academic Development and Operations

Kara Wicklund, M.A.	Associate Director of Instructional Design
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# Faculty

## A

**Jessica Aakre**, 2014. Adjunct Instructor of Applied Health Sciences. B.A. in Athletic Training, Bethel University, 2013. M.S. in Health Services Research, Policy, and Administration, University of Minnesota, 2014.

**Brent Adams**, 1999. Associate Professor of Music and Theatre. B.A. in Theatre, University of Kentucky, 1985. M.F.A. in Acting, University of Minnesota, 1991.

**Leigh Anne Adams**, 2006. Adjunct Assistant Professor of Music and Theatre. B.A. in Theatre and Speech Education, University of Kentucky, 1981. M.A. in Theatre, University of Kentucky, 1983. M.F.A. in Directing, University of North Carolina at Greensboro, 1985.

**Dawn Allen**, 2014. Adjunct Instructor of BUILD. B.A. in Elementary and Special Education, Moorhead State University, 1998. M.Ed. in Special Education, Bethel University, 2005.

## B

**Katie Bonawitz**, 2007. Professor of Special Education. B.S., St. Cloud State University, 1996. M.Ed. in Special Education, Bethel University, 2005. Ed.D. in Special Education Administration, Bethel University, 2013.

**Heather Bren**, 2017. Adjunct Associate Professor of Art and Design. B.A. in Graphic Design, Studio Art, University of Northwestern- St Paul, 1999. M.F.A. in Ceramics, University of Kansas, 2003.

**Lisa Bjork**, 2017. Adjunct Instructor of BUILD. B.A. in Secondary Education/Language Arts, Bethel University, M.Ed. in Special Education, Bethel University.

## C

**Christopher Carroll**, 2010. Associate Professor of Applied Health Sciences. B.A. in Business, Bethel College, 2004. M.Ed. in Exercise Science, University of Minnesota, 2007. Ph.D. in Kinesiology-Exercise Physiology, University of Minnesota, 2013.

## D

**Neal Dutton**, 1980. Associate Professor of Applied Health Sciences. B.A.Ed. in Physical Education, Eastern Washington University, 1979. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1980.

## E

**Sarah Eckert**, 2018. Adjunct Instructor of BUILD. B.S. in Biology, Bethel University.

## F

**Andrew Fernelius**, 2017. Adjunct Instructor of Applied Health Sciences. B.A. in Speech Communications/Education and Coaching, University of St. Thomas, 1993. M.Div., Bethel Theological Seminary, 2000.

**Roman Foore**, 2018. Adjunct Instructor of Applied Health Sciences. B.A. in Kinesiology, Texas Lutheran University, 1998.

**Joel Frederickson**, 1996. Professor of Psychology. B.A. in Psychology, Bethel College, 1989. M.A. in Educational Psychology, University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

**Stephen Franklin**, 2021. Adjunct Instructor of Applied Health Sciences.

## G

**Merrin Guice-Gill**, 2019. Associate Professor of Music and Theatre. B.A. in Voice Performance, Spelman College, 2002. M.M. in Choral Conducting, Rutgers University, 2004. D.M.A. in Choral Conducting, University of Wisconsin, 2009.

## H

**Alyssa Hamre Kontak**, 2014. Assistant Professor of Physics. B.S. in Physics, Wheaton College, 2008. M.S. in Physics, University of Minnesota, 2011.

**Misty Harper-Anderson**, 2022. Adjunct Instructor for BUILD. B.A. in Christian Studies, Grand Canyon University, 2016. M.Div., Grand Canyon Theological Seminary, 2020.

**Jon Herbrechtsmeyer**, 2002. Adjunct Instructor of Applied Health Sciences. B.A. in Business/Organizational Management, Gustavus Adolphus College, 1992. M.S. in Physical Education/Sport Management, Wayne State College, 1994.

**Paula Holmberg**, 2018. Adjunct Assistant Professor of Music and Theatre. B.S. in Music Education, Minot State University, 1978. M.A. in Choral Conducting, University of Minnesota, 1994.

## K

**Curtis Kettler**, 2018. Adjunct Assistant Professor of Music and Theatre. B.A. in Church Music, Crown College, 2007. M.Mus. in Choral Studies, University of Cambridge, UK, 2013.

**Megan Kirchoff**, 2011. Adjunct Instructor of Applied Health Sciences. B.A. in Human Environmental Studies, University of Missouri, 2009. M.Ed. in Sports Management, University of Minnesota, 2010.

## L

**Nicole Lambrecht**, 2021. Adjunct Assistant Professor of Music. B.F.A. in K-12 Choral Music Education, University of Wisconsin-Milwaukee, 2012. M.M. in Music Education with a Conducting Specialization, Colorado State University, 2019.

**Katelyn Lane**, 2016. Adjunct Instructor of BUILD. B.A. in Communication, Bethel University, 2009. M.Ed. in Student Affairs, Regent University, 2016.

## M

**Michael McElroy**, 2019. Adjunct Instructor of Applied Health Sciences. B.S. in Education, Southern Illinois University, 2012. M.A. in Education, University of Minnesota, 2015.

**Elisabeth Meier**, 2012. Adjunct Instructor of Applied Health Sciences. B.S. in Exercise Science, Bethel University, 2012.

**Tiffany Moore**, 2021. Adjunct Instructor of Languages and Cultures. B.A. in Deaf Education, English, Secondary Education, Augustana College, 2001. M.A. in Reading and Literacy, University of St. Thomas, 2007.

## Faculty 74

### N

**Doug Novak**, 2013. Adjunct Instructor of Applied Health Sciences. B.A. in Psychology, University of Tennessee, 1990. M.Ed. in Counseling and Guidance, Clemson University, 1992.

**Marlena Nord**, 2020. Adjunct Instructor of Applied Health Sciences. B.S. in Geology, Macalester College, 1984.

### P

**Andrew Parnell**, 2017. Adjunct Instructor of Applied Health Sciences. B.A. in Physical Education, K-12, Bethel University, 2006. M.S. in Curriculum, Instruction & Assessment, Walden University, 2008.

**James Pearson**, 2013. Adjunct Instructor of Applied Health Sciences. B.A. in Physical Education, University of Minnesota, 1964.

### R

**Jaran Roste**, 2021. Adjunct Instructor of BUILD. B.A. in Social Studies Education, Business, and Political Science, Bethel University, 2021.

### S

**Jessica Samens**, 2009. Adjunct Assistant Professor of Communication Studies. B.A. in Communication, Winona State University, 2004. M.A. in Speech Communication, Minnesota State University-Mankato, 2006. Ph.D., University of Wisconsin-Milwaukee, 2017.

**Christopher Shofner**, 2021. Associate Professor of Communication Studies. B.A. in Mass Media, Henderson State University, 2005. M.F.A. in Electronic Art, University of Cincinnati, 2008.

**Kevin Shull**, 1997. Adjunct Instructor of Music and Theatre. B.A. in Music Education, University of Kansas, 1987. M.M. in Music Ministry, Southwestern Baptist Theological Seminary, 1996.

**Marcus Simmons**, 2020. Adjunct Assistant Professor of Music. B.A. in Music Performance/Music Education, University of Maryland/Baltimore County, 2011. M.M. in Voice Performance, Miami University, 2013. D.M. in Voice Performance, Pedagogy & Literature, Indiana University, 2019.

### T

**Becki Tate**, 2017. Adjunct Instructor of American Sign Language. B.A. in Elementary Education, Pre-primary, Bethel College, 2003. M.A. in Deaf and Hard of Hearing Education, University of Minnesota, 2005.

**Arthur Terry**, 2006. Associate Professor of Communication Studies Emeritus. B.S. in TV/Radio Production, Syracuse University, 1976. M.A. in Film Production, Regent University, 1991. Ph.D. in Cinema Studies, Regent University, 1995.

**Alyssa Tiedens**, 2017. Adjunct Instructor of Applied Health Sciences. B.S. in Athletic Training, University of Wisconsin-La Crosse, 2013. M.S. in Health Studies, Portland State University, 2016.

**Brady Tongen**, 2021. Adjunct Instructor of BUILD. B.A. in Communication, Bethel University, 2020.

### V

**Lauren Van Gimple**, 2018. Adjunct Instructor of Education. B.S. in Christian Ministry, Northwestern College, 2005. M.A. in Special Education with an emphasis in Learning Disabilities and Autism Spectrum Disorder, Bethel University, 2016.

**Jonathan Veenker**, 1988. Associate Professor of Music and Theatre. B.A. in Music Education and Applied Performance, Bethel University, 1984. M.M. in Vocal Performance, University of Minnesota, 1987. Ph.D. in Music Theory and Composition, University of Minnesota, 1993.

## W

**Jeffrey Wetzig**, 2000. Professor of Art. B.A. in Art, Bethel College, 1992. M.F.A. in Painting and Drawing, Brooklyn College, 1994.

**Stephen Whiting**, 2006. Associate Professor of Business. B.S. in Electrical and Electronics Engineering, North Dakota State University, 1988. M.S. in Engineering Management, University of Dayton in Ohio, 1994. M.A. in Pastoral Counseling, Minnesota Graduate School of Theology, 2003. M.A. in Theological Studies, Bethel Seminary, 2007.

## Z

**Meg Zauner**, 1997. Associate Professor of Music and Theatre. B.A. in Theatre Arts, Bethel College, 1978. M.A. in Theatre Arts, Moorhead State University, 1981.

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