



BUILD Program

Academic Catalog
2026–2027



BETHEL
UNIVERSITY

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BETHEL BUILD PROGRAM

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 (<https://www.bethel.edu/academics/build/>) at Bethel University provides a supportive and comprehensive educational experience for individuals with intellectual disabilities. Students in the BUILD program live and learn alongside traditional undergraduate students, 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 session in January that is part of the Extended Spring Semester. There is no support staff scheduled over breaks. Anyone wanting to stay on campus during break must email build-program@bethel.edu at least one week prior to the start of the break to detail why you are requesting to stay on campus. BUILD will consider whether it is possible to arrange for support staff to cover the break as part of determining whether the request can be approved. If your request is not approved then you can still come to campus during the day while campus is open from 6:00 am until 9:00 pm but cannot stay in the residence halls and will not have any support staff available to support you while you are on campus.

Fall Semester 2026

Fall Personal Learning Plan (PLP) Meetings	Monday, August 10- Thursday, August 25
Residence halls open (New first-year students)	Wednesday, August 26
Residence halls open (Returning second-year students)	Sunday, August 30
Classes begin	Monday, August 31
Labor Day (no classes)	Monday, September 7
Fall break (Students need to be checked out of their room by 9:00 pm on Thursday, October 1 and can return anytime after 12:00 noon on Sunday, October 4)	Thursday evening, October 1 - Sunday afternoon, October 4
Homecoming & Family Weekend	Friday, October 9 - Sunday, October 11
First Half Ends	Tuesday, October 20
Advising Day (No day classes, night classes are held) & BUILD Registration for January Session and Spring	Wednesday, October 21
Second Half Begins	Thursday, October 22
Thanksgiving break (Tuesday night classes are held. Students need to be checked out of their room by 9:00 pm on Tuesday, November 24 and can return anytime after 12:00 noon on Sunday, November 29)	Tuesday evening, November 24 - Sunday afternoon, November 29
Classes resume	Monday, November 30
Festival of Christmas (tickets required)	Thursday, December 3 - Saturday, December 5
Final examinations	Monday, Tuesday, Thursday & Friday, December 14, 15, 17 & 18
Study Day & Internship Fair	Wednesday, December 16
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 18, whichever comes first)	Friday, December 18 - Sunday, January 3

Extended Spring Semester 2027

Students taking a January Session class return	Sunday afternoon, January 3
January Session Classes Begin	Monday, January 4
Spring Personal Learning Plan (PLP) Meetings	Monday, January 4 - Tuesday, January 26
Martin Luther King Jr. Day (No classes)	Monday, January 18
Last day of classes for January Term	Tuesday, January 26

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January Session Break (Students need to be checked out of their room by 9:00 pm on Tuesday, January 26 and can return anytime after 12:00 noon on Sunday, January 31)	Tuesday, January 26 - Sunday, January 31
Students return	Sunday afternoon, January 31
Spring Session Classes Begin	Monday, February 1
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 5 and can return anytime after 12:00 noon on Sunday, March 14)	Friday evening, March 5 - Sunday afternoon, March 14
Students return	Sunday afternoon, March 14
Classes resume	Monday, March 15
Easter Break (Thursday night classes are held. Students need to be checked out of their room by 9:00 pm on Thursday, March 25 and can return anytime after 12:00 noon on Monday afternoon, March 29)	Thursday evening, March 25 - Monday afternoon, March 29
Students return	Monday afternoon, March 29
Classes resume	Tuesday, March 30
First Half Ends	Tuesday, March 30
Second Half Begins	Wednesday, March 31
Advising Day (No day classes, night classes are held) & BUILD Registration for Fall semester 2027	Wednesday, April 7
Final examinations	Monday, Tuesday, Thursday & Friday, May 17, 18, 20 & 21
Study Day, Internship Fair & BUILD Spring Dinner	Wednesday, May 19
Exit Personal Learning Plan (PLP) Meetings	Monday, May 17 - Friday, May 28
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 21, whichever comes first)	Friday, May 21
Commencement	Saturday, May 22
Residence halls close for second-year graduating students in BUILD, noon	Sunday, May 23

General Information

This academic catalog relates to the academic components of the BUILD program (<https://www.bethel.edu/academics/build/>) and communicates academic requirements, policies, and procedures.

The Bethel University Student Life Policies and Procedures (<https://www.bethel.edu/undergrad/student-life/community/handbook>) outline university procedures and expectations for living and learning at Bethel. All students are responsible for reading and following the BUILD catalog, Bethel University Student Life Policies and Procedures, and all Bethel University policies.

View Student Life Policies and Procedures (<https://www.bethel.edu/undergrad/student-life/community/handbook>)

Questions or concerns regarding Student Life Policies and Procedures (<https://www.bethel.edu/undergrad/student-life/community/handbook>)? Contact the Office of Student Life (<https://www.bethel.edu/undergrad/student-life/contact/>).

Other Policies and Resources to Note:

- Student Life Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823721/Student+Life+Resources>)
- Campus Policies and Procedures (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823905/Campus+Policies+and+Procedures>)
- Campus Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823819/Campus+Resources>)
- Residence Life Policies (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823863/Residence+Life+Policies>)
- Residence Life Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823870/Residence+Life+Resources>)

It is the official policy and commitment of Bethel University (<https://www.bethel.edu>) 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 (<https://www.bethel.edu>) has designated the Vice President of People and Culture 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) (<https://www.bethel.edu/registrar/ferpa/ferpa.pdf>). For a copy of Bethel policy, contact the Office of the Registrar (<https://www.bethel.edu/registrar/>).

BUILD Program Contacts

Dawn Allen, Director	d-allen@bethel.edu
Jaran Roste, Associate Director	j-roste@bethel.edu
Maya Weber, BUILD Residential Supervisor	m-weber@bethel.edu
Kayla Hokanson, BUILD Office & Admissions Coordinator	kp-hokanson@bethel.edu
BUILD Office	build-program@bethel.edu

General Inquiries:

BUILD staff respond during regular office hours M-F 9:00-4:00.
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:

Officer: 651-638-6000

Emergency Contacts:

- If an emergency arises and you need immediate assistance, please contact the Office of Safety and Security (<https://www.bethel.edu/safety-security/>) at 651-638-6000. 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 (<https://www.bethel.edu/safety-security/>) are able to contact a Bethel University professional staff member on call 24/7 as needed for emergencies.
- Students receive mentor support during their orientation sessions to enter the BUILD on-call and Office of Safety and Security phone numbers into their phones, to be used in the event they need to call for help.
- Students also have a listing of emergency and non-emergency contacts posted in their residence hall.
- **Mandatory Reporting Concerning Vulnerable Adults**
 - In accordance with Bethel University's Mandated Reporting Policy for Vulnerable Adults (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50825158/Mandated+Reporting+Policy+for+Vulnerable+Adults>), any University employee who becomes aware of the abuse or neglect of a vulnerable adult on campus or University property or in connection with any University event, program, or activity must report it immediately to the Title IX Coordinator, Student Life, and/or BUILD Staff for students in BUILD, and to the Minnesota Adult Abuse Reporting Center (MAARC) at 1-844-880-1574.

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: 9:00 a.m.- 4:00 p.m. Monday through Friday on days when classes are held 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.

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 competitive 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 (<https://www.hlcommission.org/>) since 1959. This "regional accreditation," recognized by the United States Department of Education, demonstrates that the university meets quality educational standards. Bethel programs are also accredited by the Council on Social Work Education (at the undergraduate and graduate level) and the ABET Engineering Accreditation Commission. The baccalaureate degree program in nursing at Bethel is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The baccalaureate degree program in nursing at Bethel is approved by the Minnesota Board of Nursing. The Master's of Nurse-Midwifery program is accredited by the Accreditation Commission for Midwifery Education.

Undergraduate teacher preparation programs leading to licensure for 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 and Biochemistry is approved by the American Chemical Society, and programs in the department are certified. The Department of Business 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.

Accreditation standards for postsecondary education (PSE) programs for students with intellectual disability (ID) have been developed, piloted, and refined. Soon, programs will be able to apply for accreditation through the Inclusive Higher Education Accreditation Council (<https://www.iheacouncil.org/>).

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, www.bethel.edu/undergrad/academics/ (<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.

Since 2017, the BUILD Program has been approved as a Comprehensive Transition and Postsecondary Program (CTP). A CTP program for students with intellectual disabilities means a degree, certificate, or non-degree program that is offered by a college or career school and approved by the U.S. Department of Education. CTP Programs are designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment. CTP Programs offer academic advising and a structured curriculum.

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 more than 3,600 students from 50 states and 10 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in more than 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world.

Anderson Family College of Health Sciences

Bethel University's first named school, the Anderson Family College of Health Sciences (AFCHS) brings together Bethel's undergraduate and graduate healthcare-related programs – including Nursing, Public and Community Health, Social Work, Physician Assistant, Counseling, and Applied Health Sciences -- the AFCHS fosters a collaborative, interdisciplinary learning environment rooted in Christian service. This approach allows students to thrive as they prepare for the complexities of modern healthcare. With expansions into Speech-Language Pathology, the College remains dedicated to equipping the next generation of healthcare leaders to serve with compassion, integrity, and a commitment to making a difference in the world.

College of Arts, Sciences, and Education

The College of Arts, Sciences, and Education (CASE) is Bethel's liberal arts college for undergraduates pursuing bachelor's degrees in the arts, humanities, and natural and social sciences, as well as graduate students pursuing master's degrees or engaged in doctoral studies in several education fields. The college takes a whole-person approach to education—encouraging students to achieve their academic goals, discern their vocation, and engage in a lively community, all with Christ at the center. In addition to a wide variety of majors and small class sizes, the college offers a robust study abroad program and integrates vocational exploration into the curriculum. Highly credentialed faculty members are dedicated to teaching and mentoring, integrating faith and learning, and translating Christian belief into global service.

School of Business

Bethel University's School of Business brings together the Department of Business, the Department of Communication Studies, and the Master of Business Administration program to form a unified, Christ-centered business school focused on developing principled and effective organizational leaders. Serving more than 750 students across undergraduate and graduate programs, the School of Business integrates business, communication, and leadership education to prepare students for meaningful careers and lives of service. Grounded in Bethel's Christian mission, the school emphasizes honorable character, professional competence, and a commitment to serving others in the workplace and community. Through strong industry engagement, experiential learning opportunities, and a distinctive focus on people-centered leadership, the School of Business equips graduates to build trust, create lasting value, and lead organizations in ways that benefit both people and society.

School of Theology and Bethel Seminary

The School of Theology and Bethel Seminary is dedicated to biblical and theological studies, spiritual and personal formation, and the formation of whole and holy leaders and thinkers. Its mission is to prepare graduates who are equipped to serve the academy, the church, and the world with wisdom, integrity, and faith. Students at every program level—from undergraduate to doctoral—are intentionally challenged to experience deep personal and spiritual transformation. This holistic approach ensures they are not only academically prepared but also equipped to integrate their faith into every aspect of their lives, including their careers, relationships, and communities. The School's world-class faculty go beyond traditional teaching. They serve as dedicated mentors who walk alongside students, guiding

them in their intellectual, spiritual, and vocational journeys. Through this close relationship, students grow deeper in their relationship with God and discover their unique calling. Ultimately, the School of Theology and Seminary forms individuals who are transformed by their studies and experiences, so they can become the leaders and thinkers they are called to be—ready to make a meaningful, positive impact on the church and the broader world.

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 are integrated with the College of Arts, Sciences, and Education (CASE), with additional elective courses available across all Bethel schools.

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, when the student attends class for the first time, and former students. FERPA rights continues while the student or former student is living.

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;

- 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.
- Grades on peer-reviewed papers/assignments before they are collected and recorded by the teacher.

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: A school official's need to review an education record in order to fulfill his or her professional responsibility. A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities to Bethel University.

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 Life Policies and Procedures (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823723/Student+Life+Policies+and+Procedures>) 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.
- University Relations—Personal data on alumni of the University.
- University Advancement—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, 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

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 Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

Further information concerning The Family Educational Rights and Privacy Act is available at www.ed.gov (<https://www.ed.gov>).

Bethel University Commitments

Mission

We educate and equip students to lead lives of impact through transformative academics in a Christ-centered community.

Vision

Bethel will be a forward-looking university that boldly answers God's call.

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

Bethel University is a vibrant, Christ-centered educational community. Here, students with a wide range of interests and backgrounds share a common goal: to become whole and holy persons. Throughout this transformational journey, we rely on core values to guide us spiritually, emotionally, and intellectually.

First, we are **Christ-followers**, striving to live out the teachings of Jesus and to emulate His life as revealed in Scripture. We are also **character-builders**. Through healthy, supportive relationships and a culture of service, we develop the personal strength and emotional intelligence to make right choices in a broken world.

As **learners**, we are critical thinkers and problem-solvers committed to academic excellence and intellectual rigor. At the same time, we are **truth-seekers**, recognizing that all truth—scientific, artistic, philosophical, or theological—has its source in God.

We have been put on this earth for a purpose: God wants us to use our talents and compassion to be **world-changers** and **reconcilers**. As we humbly and honestly engage with our own biases and preconceptions, we grow closer to understanding Christ's infinite love and selfless mission of redemption.

In this complex and troubled world, we aim to be both **salt and light**—preserving the good and reflecting the guiding light of Christ. This requires a mature faith that is grounded in a personal relationship with God and able to withstand the storms of life.

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

Community covenant

As a Christ-centered learning community, Bethel University seeks to develop whole and holy persons for leadership, scholarship, and service. Our community reflects diverse lived experiences, Christian faith traditions, cultures, and beliefs. As a university with pietistic and irenic roots, Bethel is uniquely positioned to peaceably engage the complexity of differences with a central focus on Jesus. Therefore, we make the following commitments, rooted in Bethel's understanding of the Bible and its authority for faith and life, and our goals for education at Bethel and within our community.

We Commit to:

Seek truth

As followers of Jesus, we view the pursuit of truth as a special calling. We commit ourselves to excellence, integrity, and humility in the work that lies at the heart of our life together: learning, teaching, and scholarship. We value study that advances our understanding of God and His creation, and that equips us with particular expertise to serve others. We seek to integrate faith and learning in all types of study as we live out the call to be God's representatives in this world, exercising creativity and intellect in advancing His purposes for all creation¹.

Grow as whole and holy persons

Because Jesus commands his followers to love God with their hearts, souls, minds, and strength², the goal of a Bethel education is the transformation of the whole person. We strive to grow in knowledge and wisdom—learning to live carefully rather than thoughtlessly conforming to the patterns of this world³. We yearn to become whole and holy, persons of integrity whose character resembles that of Jesus. We cultivate the fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control⁴ and seek to fix our eyes on Jesus, throwing off sins that so easily entangle. We strive to live out the renewal of our minds by loving what is good and hating what is evil⁵. And we recognize that worship, fellowship, spiritual nurture, and service are all essential to our growth in holiness.

Live well in community

Like the larger body of Christ, our community depends on the interdependence of its diverse members⁶. We commit to learn with and from one another, to share our gifts and talents, seeking to understand each other's perspectives, and to offer mutual encouragement and support. We commit to mutual respect and promise keeping. We reject behaviors that are destructive of community; and where relationships are broken, we commit to the accountability, forgiveness, and grace required for healing. At times, we must follow the biblical mandate to sacrifice our individual liberty for the good of the community⁷. When differences arise, we will choose the course that demands greater personal restraint and self-discipline and strive to resolve those differences graciously and justly.

Value life and steward God's creation (living as image bearers)

We believe that God made men and women in His image to care for His good creation⁸, and that God redeems and restores a world that fell into sin⁹. We strive to do justice and love kindness in a fallen world that too often erodes peoples' inherent worth and dignity¹⁰. Thus we value all human beings, as fellow image bearers, worthy of respect, honor, and dignity. We further recognize that in the new creation for which we strive, people from every nation, tribe, people, and language will be united in worship of Christ¹¹, so we endeavor to reflect that unity in our community. We commit to being good stewards of God's creation—entrusted to our care¹²; to use natural resources wisely, to make choices that promote the physical, emotional, and mental health of ourselves and others¹³; to care for the marginalized both locally and globally¹⁴; and to use our time, abilities, and resources for God's glory and our neighbor's good.

- 1 Genesis 1:26-28
- 2 Luke 10:27-28
- 3 Romans 12:2
- 4 Galatians 5:19-23
- 5 Amos 5:15; Isaiah 5:20
- 6 I Corinthians 12:12-31
- 7 Romans 14:1-23; I Corinthians 6:12, 10:23-24
- 8 Genesis 1:26-28, 2:15
- 9 Romans 8:19-22
- 10 Psalms 139:13-16
- 11 Revelation 7:9-10
- 12 Genesis 1:28, 2:15
- 13 I Corinthians 6:19
- 14 Exodus 22:22; Deuteronomy 10:18; James 1:27

Expectations

The BUILD program is part of the Center for Access and Integration and is integrated into the Bethel University College of Arts, Sciences and Education. Students in the BUILD program are Bethel University students and are responsible for reading with their parent(s)/guardians and following all of the same policies and procedures including: Student Life Policies and Procedures (<https://www.bethel.edu/undergrad/student-life/community/handbook>), Student Life Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823721/Student+Life+Resources>), Campus Policies and Procedures (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823905/Campus+Policies+and+Procedures>), Campus Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823819/Campus+Resources>), Residence Life Policies (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823863/Residence+Life+Policies>), and Residence Life Resources (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50823870/Residence+Life+Resources>) in addition to the BUILD-specific policies in the BUILD Program Catalog. Any violation of these policies or expectations will follow the same Non-disciplinary and/or Disciplinary Policy and Procedures described in the above linked policies and procedures. Students in the BUILD program will also have a BUILD professional staff member included in all processes as a support person.

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. Although students progress at their own individual pace, opportunities to grow in independence in these skill areas are incorporated into program courses and requirements as well as through opportunities available to all Bethel University Students. Student growth, as indicated by the levels on these benchmarks, is tracked by determining a baseline during the first semester of the program, at the end of the first year and again at the end of the second year. This information is compiled and 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.

Benchmarks are evaluated using the following rating key:

0: Not observed

1. Requires complete assistance
2. Needs moderate assistance
3. Needs some assistance
4. Needs minimal assistance
5. Completely independent

Self Care: Caring and keeping of the body, spirit, and mind

- 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.
- Key self-care and life skills, including navigating new environments, ordering food, and asking for help or clarification. It highlights using good judgment in emergencies, coping with stress, and adapting to new situations. Highlights maintaining hygiene, dressing appropriately, staying healthy with proper nutrition and exercise, enjoying diverse leisure activities, and following a regular sleep routine.

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.
- Managing personal responsibilities, including laundry, cooking, cleaning, and organizing personal belongings. Focuses on money management skills, such as tracking spending, staying within a budget, and using tools like target cards for groceries.

Academics: Attending and actively participating in classes

- Proverbs 18:15 An intelligent heart acquires knowledge and the ear of the wise seeks knowledge.
- Academic skills, including following schedules, arriving on time, and actively participating in class. Emphasis on completing assignments with persistence, meeting deadlines, using technology effectively, and being prepared with necessary materials.

Employment: Engaging in a professional environment to prepare for competitive integrated employment

- Proverbs 16:3 Commit your work to the Lord and your plans will be established.
- Essential workplace skills, including completing tasks, showing initiative, and communicating professionally. Emphasis on adaptability, collaboration, punctuality, and appropriate workplace attire. It also includes managing schedules, identifying career interests, and maintaining a positive attitude while working independently.

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.
- Communication and social skills, including expressing needs, discussing various topics, and responding appropriately to others. Highlights include maintaining healthy boundaries in friendships, dating, and online interactions, resolving disagreements, and seeking guidance when needed.

Methods of Communication Between Students, Families, and BUILD Staff

The BUILD program website (<https://www.bethel.edu/academics/build/>) 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, 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 dinners** 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.

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 and any time updates are made to these directives. 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) (<https://>

drive.google.com/file/d/1mmvahkvs3LHldp2_uVml_lcl1zdj7uNVf/view?usp=sharing). 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 Royal Retreat and Cohort Connection 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, 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; however, 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 decisions including academic decisions regarding which courses to take, internships, and all other academic 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 submit 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 a student's county or agency requires something different, he or she must contact build-program@bethel.edu to share what is needed.

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 Aid (<https://www.bethel.edu/undergrad/financial-aid/build/>)

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 BUILD Program Agreement. The BUILD Program 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. 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.

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** (<https://www.bethel.edu/christian-formation/worship/chapel>) - weekday morning worship and **Vespers** (<https://www.bethel.edu/christian-formation/worship/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 Campus Ministries website (<https://www.bethel.edu/campus-ministries/>).

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 Campus Ministries to plan integrated SMP mission trip experiences. As part of these integrated SMP experiences, students in BUILD are supported throughout the application, preparation and entire 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. Typically, first-year students have an opportunity to apply to be on an integrated SMP trip within the United States and second-year students have an opportunity to apply to be on an integrated international SMP trip.

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 encouraging environment for the students in the BUILD program.

2026-2027 Housing

1. **Bodien, Edgren, Getsch, and Nelson - Residence halls for first-year students**
 - **Bodien:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/bodien>
 - **Edgren:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/edgren>
 - **Getsch:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/getsch>
 - **Nelson:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/nelson>
- a. To maintain intentional integration in the residence halls, rooms for students in the BUILD program are located throughout the residence hall, not all on the same floor or side of the hall with neighbors, next to and directly across from students in BUILD, who are not in BUILD, unless an accessible housing option is needed.
- b. Students in BUILD have roommate(s) in BUILD.
- c. Students are assigned a double room, unless an accessible housing option is needed and approved through the Office of Accessibility Resources and Services (OARS) (<https://betheluniversity.atlassian.net/wiki/spaces/OARS/pages/51937988/Housing+Accommodation+-+OARS+Accommodation>).
- d. Housing Mentors for first-year students also live in each residence hall where students in BUILD are living.
2. **Danielson, Turnwall, Wessman, Widen, & Wingblade in North Village - Apartments for second-year students:** <https://www.bethel.edu/undergrad/student-life/residence-life/halls/north-village>
 - a. Apartment living experience provides transition to the next level of independence.
 - b. Housing Mentors for second-year students also live in each residence hall where students in BUILD are living.
 - c. Students in BUILD have roommate(s) in BUILD, and request who they would like as their roommates.
 - d. To maintain intentional integration in the residence halls, rooms for students in the BUILD program are located throughout the residence hall, not all on the same floor or side of the hall with neighbors, next to and directly across from students in BUILD, who 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, but are subject to change without notice based on enrollment, staffing and housing availability, and other considerations.

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 cares 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. Housing Mentors also host and support events including the Bethel Student Government (BSG) Unified Sports Club practices and competitions.
- **Assistant Residential Supervisor:** The Assistant Residential Supervisor (ARS) is on-duty 20 hours per week primarily between the hours of 4:00-7:00 p.m. to help support students in transitioning from the academic day to evening events. The ARS provides homework help and connection activities in the BUILD Office and have dinner with students each weeknight that they are on-duty. The ARS lives and works in the residence halls where students in BUILD also live. The ARS assists

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 practices and competitions, and student follow-up as assigned.

- **Residential Supervisor:** The residential supervisor is a professional staff member who lives on campus. The residential supervisor rotates evenings and weekends on-call (weeknights from 4:00 p.m. - 8:00 a.m. and weekends 4:00 p.m. Friday until 8:00 a.m. Monday) with other Bethel University professional staff members, including when there are no classes when students are still on campus. The residential supervisor provides oversight for the residential components of the BUILD program including fostering an educational learning community focused on helping students to learn the importance of being whole and holy by teaching BUILD courses related to the development of independent living skills, spiritual formation and community engagement while also providing individual support for students with independent living skills/goals, and having a presence on campus to create a safe living environment for students in the BUILD program. Additional responsibilities include supervising BUILD housing mentors, assisting with community and student development as well as following up on student care and concerns or conflict management, and administrative duties including coaching BSG Unified Sports Club sports.
- **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 BUILD Office is open from 9:00 a.m.- 4:00 p.m. Monday through Friday on days when classes are held. During these hours BUILD professional staff are available to help answer the on-call phone, answer questions, and navigate situations when students call or visit the BUILD Office to ask for support.

Residential Life

Roommates and housing placements are assigned by BUILD and residence life staff for the first year based information gathered from students and families throughout the application and interview process, any housing accommodations approved through the Office of Accessibility Resources and Services (OARS), and room availability. Following the BUILD program guidelines and following the CAS Student Life residential processes, students request specific roommates for the second year of the BUILD program and BUILD and residence life staff approve requests and assign roommates and housing placements based information gathered from students and families, staff observations, any housing accommodations approved through OARS, and room availability. 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). 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 support 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 (<https://www.bethel.edu/accessibility/>) 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 and will have their Residential Supervisor or another BUILD staff member involved in the student care and concerns process for support.

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 also encouraged to engage in Bethel Activities, Recreational Sports, Club Sports, and NCAA sports. Interests should be discussed during a PLP meeting and students can work with their Residential Supervisor or other 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.

Events

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 respective Events Calendars.
- Bethel transportation to off-campus events is typically 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 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 in each opportunity. Participation in free time activities outside of events supported by housing mentors is not monitored by the BUILD program staff or mentors.
- Here is a link to the full Bethel University events 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 travel with students to provide support as needed.

NCAA Athletic Teams

- Students enrolled in the BUILD program are eligible to be considered to be able to participate in NCAA Athletic Teams based on a previously approved waiver for all Comprehensive Transition Postsecondary (CTP) programs at Division III colleges and universities.
- Students start the process by meeting with the appropriate Bethel University coach and a BUILD staff member 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.
- Not all teams will have roster availability, and participation in an NCAA sport is not guaranteed.
- 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.

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 (<https://www2.ed.gov/policy/highered/leg/hea08/>). 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 Vice President of Student Experience, 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 parents/guardians, the procedures beyond this step will be as detailed in the Missing Student Policy in the Student Life Campus Policies and Procedures (<https://betheluniversity.atlassian.net/wiki/spaces/stulife/pages/50824701/Missing+Student+Policy>).

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.
- Mentors will not manage or monitor students' social media. This includes not accepting or initiating friend requests on social media from current students or their families.
- Unless an appeal is approved to add to a mentor to a student's PLP, mentors will transport students using Bethel vehicles only for Bethel/BUILD events and not their personal vehicle.

- In order to help students practice budgeting skills and avoid any potential exploitation, mentors will not give, lend, take, or borrow money to/ from any student.
- Mentors for BUILD are working in a support role and cannot date or have a romantic relationship with any of the students they mentor.
- 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 BUILD staff to communicate messages to the correct person/people to best follow-up on questions, concerns, 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, they live in the same residence halls 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 including supporting students in participating in Bethel Student Government's Unified Sports Club as a student leader for the club.
- Facilitate development of community by planning group activities for students while on duty if there is not a Bethel University event already scheduled.
- Remind students to complete individual Home Living/Self-care skills and assignments.
- Partner with RA, RD, and/or BUILD Residential Supervisor to help with conflict or crisis management, as 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 log with students to track hours completed and growth in work skills.
- Support students in completing timesheets and other employment paperwork, as needed.
- Listen to students, recognize positive strides, and remind students of the progress they are making.
- Support students in completing career development aspects of Independent Study courses.
- 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.
- Consult with supervisor as needed to identify needed supports.
- Complete other duties as assigned.

Student Academic Mentor

Student Academic mentors have the following responsibilities:

- An ARS is hired as live-in support so students, they live in the same residence halls as the students they are supporting and have the following responsibilities:
- Support students in transitioning from the academic day to the evening until Housing Mentors are on-duty.
- Provides support for students to complete homework and engage positively with other students by hosting ARS hours in the BUILD Office or on campus weekdays from 4:00-7:00 pm.
- Answer the on-call phone, attend events and follow up with students assigned by residential supervisor.
- Supports students in participating in Bethel Student Government's Unified Sports Club as a student leader for the club.

Social Mentor

Social mentors are second-year students in BUILD who apply and are selected for a volunteer social mentor position with the following responsibilities:

- Support first-year students in BUILD by encouraging their participation in Welcome Week activities.
- Assist first-year students in BUILD by helping them get to class at the beginning of the academic year.
- Social mentors are encouraged to continue this connection throughout the year by attending meals and other events with first-year students in BUILD.

Accommodations Policy

- *Disability-related accommodation needs that exceed what is provided by BUILD mentors need to be requested through the Office of Accessibility Resources and Services (OARS (<https://www.bethel.edu/disability/>)) (e.g., accessibility needs, interpreters, etc.).
- Students requesting disability-related accommodations work with their advisor or a BUILD staff member to request needed accommodations.

Health Information

Health & Fitness

- The curricula the BUILD program uses for the Independent Living courses address healthy food choices, serving sizes, calories, and exercise. Students also learn how to safely use the Wellness Center as part of the Life at Bethel course.
- 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.
- Though BUILD staff and mentors provide ongoing coaching and reminders regarding health and fitness habits, they do not monitor students' diet, exercise, and weight.
- 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.
- Students and families interested in getting set up to work with a personal trainer can email wellness-center@bethel.edu requesting support to begin working with a personal trainer at Bethel. The Wellness Center Director typically oversees the set up for personal training. Any additional costs for personal training are not associated with or billed as BUILD Program costs.

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 feel too sick to attend class they will need to come to the BUILD Office to get support in checking their symptoms and making an appointment in Health Services or contacting their family

to determine whether they need medical attention, need to go home, or are well enough to attend classes.

- Parents/guardians will be contacted by Health Services by phone during or following the visit in accordance with appropriate Releases of Information.
- BUILD staff will follow the recommendations of Health Services to determine next steps. When Health Services is closed, BUILD staff will follow Health Services screening guidelines and share those results and recommendations with parents/guardians.
- Bethel University is not equipped with a supervised place for students to rest and recover when ill.
- If students are allowed to stay on campus, but are told not to go to classes, the students will be alone. It then becomes their family's responsibility to either let them remain alone or to come pick them up and take them home.
- In case of extreme emergency, 911 will be called.

Health Services

- Parents/guardians are strongly encouraged to work with students to complete all health-related releases and forms provided by Health Services prior to students moving onto campus.
- 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 and a part-time nurse practitioner. Appointments are encouraged.
- Hours
 - Location: Town House H, First Floor
 - Call 651-638-6215 or stop by the clinic in Townhouse H for an appointment.
- Health Services offers a wide variety of services (<https://www.bethel.edu/health-services/services/index>) to Bethel students.

Medication

- Managing medications and prescriptions is a critical part of safely navigating campus and learning to be independent. Because of this, students are responsible to independently 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 grocery shopping trips.

Counseling Services

- Parents/guardians are strongly encouraged to work with students to complete all releases and forms provided by Counseling Services prior to students moving onto campus.
- Counseling Services clinic offers short-term counseling and consultation options (<https://www.bethel.edu/counseling-services/services>) for students in the College of Arts & Sciences (with the exception of PSEO students who are not living on campus), BUILD program, College of Adult & Professional Studies, Seminary, and Graduate School.
- Students can make appointments (<https://www.bethel.edu/counseling-services/appointments>) with counselors to grow and learn more about yourself, your relationship with others, and your relationship with God
- Students who have established care with an off-campus therapist are encouraged to continue their care with that therapist for consistency in their care.

- Hours
 - Monday-Friday from 8 a.m.- 5 p.m.
 - Location: Town House H, Second Floor
 - Contact us at 651-635-8540 or counseling-services@bethel.edu

Private 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 student in BUILD on campus originates with the 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 BUILD Director consults with the Senior Director of the Center for Access and Integration and 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 student in BUILD 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) by submitting a Certificate of Insurance from the insurer, naming the insurance company and describing policy dollar amounts. This documentation will be kept with the student's records as long as they are maintained by Bethel.

Spending Money

- The Office of Financial Aid (<https://www.bethel.edu/financial-aid/>) recommends that students budget approximately \$55 per credit for books and supplies. Students should also budget for private music lessons, lab or course materials, athletic fees, transportation and personal expenses. We estimate students spend between \$4,300 (living on-campus) per year on books and supplies and other indirect expenses. 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. This expectation helps students to practice budgeting skills and avoid exploitation.
- Students are encouraged to use their meal plan (<https://www.bethel.edu/dining-services/meal-plans/plans>) before purchasing any other food for meals, outside of their Independent Living assignments.
 - Students' flex dollars are for a quick snack in Royal Grounds (<https://www.bethel.edu/dining-services/locations/royal-grounds/index>), a meal at the 3900 Grill (<https://www.bethel.edu/dining-services/locations/3900-grill/index>), an extra trip to the dining center, or ordering in from Davanni's after the dining center closes. Depending on the plan, you'll have a certain amount of flex for each term—Fall, January, and Spring.
 - Any flex money students have on their account during a term 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 term.

- BUILD staff do not monitor credit card activity. It is suggested to not keep 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

Technology Use Policies and Procedures

Social Media Accounts:

- BUILD staff do not manage or monitor students' social media.
- BUILD staff, including mentors and student 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 Bethel's responsible use policy found online at: Responsible Use of Information Technology Resources Policy (<https://betheluniversity.atlassian.net/wiki/spaces/ITSKB/pages/50017185/Bethel+University+Network+and+Computer+Responsible+Use+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.
- Bethel University Information Technology team assists students with their personal technology needs (e.g., phone, personal computer, etc.) and provides students with an option to share their password if they anticipate needing support from ITS or BUILD Staff to recall their password.
- BUILD staff assist students with ongoing technology use, including learning to use their technology to support college success (e.g. scheduling, setting and recalling passwords, daily routines, alarms, completing coursework, etc.)
- Bethel University Information Technology team is located at RC419 and can be contacted at 651.638.6500 or by email at helpdesk@bethel.edu

Student Email Accounts:

- It is imperative that students learn to independently access their own email account. Students work on this during BUILD Independent Study 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.
 - Students are encouraged to read and respond to emails on their account. Students may benefit from parents/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.
 - Students can also message the mentor on-duty when they are ready to check in for the evening if it is before the required 11:00 p.m. check-in, when students are required to be in their residence hall 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 Bethel University Network and Computer Responsible Use Policy 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 start the program at level 1 and 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 (<https://www.bethel.edu/safety-security/parking/permit-appeal>) and request an exception through BUILD regarding the transportation levels if not on Level 4.

A breakdown of the transportation levels is linked to each student's Personal Learning Plan (PLP) and can be reviewed below:

BUILD Transportation Levels							
Level	Sign-out required	Visual confirmation before leaving (in person or FaceTime)	May leave with BUILD mentors/ staff in Bethel transportation	May leave campus with:	Use Bethel transportation independently to attend Bethel event	Use Bethel shuttle or church transportation independently	Leave using own personal vehicle
1	Yes	Yes	Yes	Only those listed on the PLP	No	No	No
2		No			Yes	No	No
3		No			Yes	Yes	No
4		No		Anyone	Yes	Yes	Yes

**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 (<https://www.bethel.edu/safety-security/>) to pass on the request for elevator access.
- If there is a need for elevator access after office hours, students can call Safety and Security at 651.638.6000.
- 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 651.638.6000 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.

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 assistance, materials, or study aids not authorized and/or specifically prohibited by the instructor.
2. **Plagiarism** - Using the ideas (e.g., concepts, theories), data, language, media, or images of another source (e.g., human or artificial intelligence) and representing it as one's own original work, without specific and proper acknowledgement.
3. **Facilitating Academic Dishonesty** - Knowingly helping or attempting to help others violate any provision of this academic dishonesty policy.
4. **Multiple submission** - Submitting, without prior permission, any work previously or concurrently submitted to fulfill another academic requirement.
5. **Fabrication** - Deliberately submitting false, fraudulent, or altered information in any academic work.
6. **Unfair Advantage** - Exercising or attempting to exercise unauthorized or unfair academic advantage over others or impeding the academic work of others.
7. **Misrepresentation of academic records** - Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

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 Senior Director of the Center for Access and Integration (center-access-integration@bethel.edu)
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 the Senior Director of the Center for Access and Integration (center-access-integration@bethel.edu). This written appeal must be received within three weeks of the decision or incident in question and will be shared with the Associate Provost for Teaching and Learning.

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 for Teaching and Learning 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. Teaching and Learning 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 (<https://www.bethel.edu/undergrad/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 for Teaching and Learning 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 for Teaching and Learning will refer the student to the Associate Vice President of Student Life, who will meet with the student and the Senior Director of the Center for Access and Integration to clarify the next steps. The Associate Vice President of Student Life 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 Associate Vice President of Student Life at the end of the academic year.

Third and Subsequent Violations

When a third (and subsequent) violation occurs, the Associate Vice President of Student Life, Associate Provost for Teaching and Learning, and Senior Director of the Center for Access and Integration will review the case and take appropriate action, including, but not limited to, probation, suspension, or dismissal.

Appeals of Disciplinary Action

Students charged with habitual academic dishonesty can appeal any disciplinary action. Appeals should be submitted in writing within three weeks of the decision to the Vice President of Student Experience.

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 (<https://www.bethel.edu/undergrad/student-life/>) will not be able to identify a pattern of offenses and will be unable to take the necessary, restorative action.

Academic Standing, Probation, and Dismissal

BUILD Academic Progress, Probation, and Dismissal

Academic standing is calculated at the end of the 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 (<https://www.bethel.edu/registrar/>). If the student has signed a FERPA waiver, designated a proxy, or provided direction in other legal documents, the advisor will notify the parents/guardian(s) or other designated person(s). Academic Standing appears on unofficial transcripts of all students.

- **Good Academic Standing:** Students who are not on academic probation or academic dismissal are considered to be in good Academic Standing.
- **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.
- **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.
- **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 is determined by the Bethel University Registrar. Academic Warning and Academic Probation may not always immediately precede Academic Dismissal.

Academic standing is determined upon the initial submission of final grades for the fall and spring semesters. Students who receive a change of grade or repeat a course during January Session may petition the Office of the Registrar to have their current academic standing reassessed. When a student repeats a course, both grades remain on the transcript, and the most recent grade replaces the previous course grade when determining academic standing.

BUILD Program Appeals of Academic Dismissal

Students who have been academically dismissed are notified by the University Registrar. They may appeal the academic dismissal to the BUILD Academic Appeals Committee by submitting a written appeal to Teaching and Learning. Students may choose to be present at a hearing to respond 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 U.S. mail. Complete instructions and forms for the appeal process are provided by the Registrar when students are notified of their dismissal. The appeals process complies with Minnesota Statutes,

section 122A.09, subdivision 4, paragraph (c). Decisions of the BUILD Academic Appeals Committee affect both academic and financial aid policies.

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 Teaching and Learning. 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 Certificate in Applied Studies 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 Director of BUILD. If the instructor is the Director of BUILD, the student should contact the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu). If after talking with the instructor and the Director of BUILD the matter is not resolved, the student may appeal in writing to the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu). 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 Director of BUILD. If the instructor is the Director of BUILD, the student should contact the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu). If after talking with the instructor and the Director of BUILD, the issue has not been resolved, the student should contact the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu).

Appeals of Graduation Requirements and Other Academic Policies

Appeals related to graduation requirements and 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 Academic Petition form found on the registrar's website (<https://www.bethel.edu/registrar/forms/other-petition>) and submit the form to the Associate Provost of the College of Arts & Sciences: <https://www.bethel.edu/registrar/forms/other-petition>

Appeals of Disciplinary Action

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 Director of BUILD. If after talking with the instructor or party directly responsible for the decision and the Director of BUILD, the matter is not resolved, the student may appeal in writing to the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu). If the instructor or party directly responsible for the decision, is the Director of BUILD, the student may appeal in writing to the Senior Director of the Center for Access and Integration (<https://www.bethel.edu/access-integration/>) (center-access-integration@bethel.edu). This written appeal must be received within five business days of the decision or incident in question.

Course Policies and Grades

Accommodations Policy

Disability-related accommodations, beyond what is provided as part of the BUILD program supports, are determined by the Office of Accessibility Resources and Services (OARS) (<https://www.bethel.edu/accessibility/>). Students requesting disability-related accommodations work with their advisor or a BUILD Staff member 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 responsible for all required work, whether that be individual or interactive, in each of their courses. Instructors determine the attendance policy for their courses as described in the course syllabus. Students assume full responsibility for class attendance and for work missed because of absence. Students should communicate with their instructors in a timely fashion about any absences and the possibility of completing missing work.

Students are expected to participate in a course in accordance with the course's method of instruction (e.g., face-to-face, online, or hybrid) and as detailed in the course syllabus.

Some programs and courses may specify additional course attendance requirements; these requirements will be stated within the program's catalog page, handbook, and/or in individual course syllabi.

Course by Arrangement

In special circumstances, students may request to take a course by arrangement. Only courses that are requirements for the Certificate in Applied Studies can be taken by arrangement. A student may take only one course by arrangement while completing their Certificate in 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 (<https://www.bethel.edu/registrar/>) by the add/drop day of the term in which the course is taken. The form must be approved by the student's academic advisor, the Director of BUILD, and the University 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 term's drop date may be dropped from the course.

Student Initiated Drop

During any term (full term, half term, January session), students may drop courses prior to the deadline. Though not required, it is recommended that students consult their advisor before dropping a course. Dropped courses do not appear on the student's transcript. Course drops are official on the

date students make the change online or written notice (<https://www.bethel.edu/registrar/forms/add-drop-withdrawal-audit.pdf>) is received by the Office of the Registrar.

Dropping a course could have an impact on the student's bill and/or Financial Aid. Students should contact the Business Office and/or Financial Aid Office to determine the impact of dropped classes on their student bill.

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
S	Satisfactory	65-100% of total points
U	Unsatisfactory	0-64% of total points
IN	Incomplete (courses graded S/U)	N/A
W	Withdrawal	N/A

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

Satisfactory or passing grades must be defined as equivalent to a C or higher in order to receive transfer credit.

Grade Replacement

Students can replace a previously earned Bethel grade by repeating the same course in a subsequent semester or part of term. Grade replacement occurs when the grade is entered for the repeated course; the lowest grade is excluded and the highest grade is included in the GPA. The lowest grade earned grade and credits will show on the transcript, but will not be included in the GPA calculation or the cumulative credits earned.

Courses that are designed to be taken multiple times (e.g., internships, music ensembles, topics courses, etc.) are excluded from this policy.

Incompletes

A student who is unable to complete all course requirements due to extenuating circumstances beyond the student's control (such as serious illness or critical emergencies), may request an incomplete grade (I or IN) from the instructor. To be considered for an incomplete grade, students must have completed (#) two thirds of the work at a passing grade. An incomplete will not be considered for a student who is simply behind in their assignments.

This incomplete must be negotiated with the instructor and have a set deadline when the remaining work is to be submitted. That deadline must not exceed 90 days; an earlier deadline is at the discretion of the instructor and must be included on the petition.

The remaining work must primarily be done through the independent effort on the part of the student. If the incomplete grade is not removed by the set deadline, it will be changed to the default grade listed.

Prerequisites

Course prerequisites are courses that must be completed prior to enrolling in a specific course. In some cases, prerequisites may be taken concurrently.

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 (<https://www.bethel.edu/registrar/forms/add-drop-withdrawal-audit.pdf>) is received by the Office of the Registrar.

Withdrawing from a Course

A student may withdraw from a course starting the day after the drop deadline. Unlike dropping, a course withdrawal appears on the student's transcript with a grade of "W." The withdrawal deadline is approximately at the 60% point of the course. The specific dates are posted on the Office of the Registrar's website. Course withdrawals are official on the date students withdraw from the course online or written notice is received by the Office of the Registrar (<https://www.bethel.edu/registrar/>).

The "W" grade does not impact the student's GPA. However, it is taken into consideration as attempted credits when determining Financial Aid eligibility. Please see the Satisfactory Academic Progress under the Financial Aid section of this catalog.

Withdrawal (Academic Administrative)

The instructor may request an administrative withdrawal from a course if the student has consecutively ceased to participate in 20% or more of the course. (See Attendance Policy for information about what constitutes participation.) Requests are reviewed by the Registrar.

For withdrawal from all courses and/or re-enrollment, please see Withdrawal from the University/Re Enrollment section of the policies.

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 log, 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 30 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 about which positions to apply and interview for from our list of BUILD Internship Partners (<https://www.bethel.edu/academics/build/partnerships/>) (<https://www.bethel.edu/academics/build/partnerships/>).

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 terms, 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 as part of the January Session term, 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

Enrolled students who leave the university without a definite plan to return should officially withdraw. (This is also known as discontinuing studies.) Withdrawal can affect tuition charges and financial aid. Information about the financial implications associated with withdrawal from the University can be obtained from the Bethel Business Office and Bethel Financial Aid Office.

Withdrawing from the University after the add/drop deadline and before the course withdrawal deadline will result in grades of "W" for the courses that were in progress.

Students who fail to enroll in courses for three consecutive semesters/terms (e.g. fall, spring, summer) are automatically withdrawn from Bethel and are listed as inactive.

Stop Out

Students who find it necessary to discontinue their studies, but intend to return to Bethel, may be eligible for Stop Out status rather than officially withdrawing from the university. When Stop Out is granted the student must plan to be away for no more than three consecutive terms (fall, spring, summer).

A Stop Out status allows a student to return to Bethel after a predetermined time of no more than three consecutive semesters/terms (fall, spring, summer) away without reapplying for admission. Students also retain their class-level status for housing sign-up (when applicable) and academic registration.

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 (<https://www.bethel.edu/academics/build/>), Center for Access and Integration (<https://www.bethel.edu/access-integration/>), Office of Student Life (<https://www.bethel.edu/undergrad/student-life/>), Office of the Registrar (<https://www.bethel.edu/registrar/>), Teaching and Learning, and the Business Office (<https://www.bethel.edu/business-office/>).

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.

Applied Studies

Students in BUILD will complete a minimum of 52.5 credits to attain a Certificate in Applied Studies. Those credits will include core courses, internships, and other selected Bethel University courses taken as electives. 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. Core courses will be completed with students with intellectual disabilities enrolled in the same cohort year. Some core courses also have traditional undergraduate students without intellectual disabilities integrated in the courses or are offered in integrated community settings.

Certificate in Applied Studies

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BBT 013 • BUILD Bible, Theology, & Spiritual Formation: Old Testament 1 1 Credit

Utilize the biblical narrative and specific Old Testament character studies in Genesis to learn about the historical context of and how to read the Bible as well as an introduction to 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.

BBT 023 • BUILD Bible, Theology, & Spiritual Formation: Old Testament 2 1 Credit

Utilize the biblical narrative and specific Old Testament character studies in Exodus through Malachi 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 1 1 Credit

Utilize the biblical narrative and specific New Testament character studies in Matthew, Mark, Luke, and John 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.

BBT 043 • BUILD Bible, Theology & Spiritual Formation: New Testament 2 1 Credit

Utilize the biblical narrative and specific New Testament character studies in Acts through Revelation 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.

BIL 010 • BUILD Independent Living 1 2 Credits

Learn to make choices that lead to living a healthy life. Develop and maintain healthy habits, such as eating healthy foods, getting enough sleep and water and making physical activity a regular part of life. Includes weekly social skills that focus on socially expected interactions, conversation starters, and how to deal with fear and worry.
Corequisites: Concurrent registration in BIL 017.
Offered: Fall.

BIL 017 • BUILD Independent Living 1 Lab 1 Credit

Laboratory experience accompanying BIL 010. Students practice self-care, home-care, and cooking skills.
Corequisites: Concurrent registration in 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. 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.

Corequisites: Concurrent registration in BIL 027 is required. Offered: Spring.

BIL 027 • BUILD Independent Living 2 Lab 1 Credit

Laboratory experience accompanying BIL 020. Students practice self-care, home-care, and cooking skills.

Corequisites: Concurrent registration in 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. 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.

Corequisites: Concurrent registration in BIL 037 is required. Offered: Fall.

BIL 037 • BUILD Independent Living 3 Lab 1 Credit

Laboratory experience accompanying BIL 030. Students practice self-care, home-care, and cooking skills.

Corequisites: Concurrent registration in BIL 030 is required. 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.

Corequisites: Concurrent registration in BIL 047 is required. Offered: Spring.

BIL 047 • BUILD Independent Living 4 Lab 1 Credit

Laboratory experience accompanying BIL 040. Students practice self-care, home-care, and cooking skills.

Corequisites: Concurrent registration in BIL 040 is required. Offered: Spring.

BIN 026 • Internship 2 2 Credits

Build skills and knowledge related to a career pathway through completion of a minimum of 60 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor.

Prerequisites: BLD 018, BJE 012. Corequisites: Concurrent registration in BJE 022 is required. Offered: Spring. Special Notes: This course is graded on an S/U basis.

BIN 036 • Internship 3 2 Credits

Continue building skills and knowledge related to a career pathway through completion of a minimum of 60 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor.

Offered: Fall. Special Notes: This course is graded on an S/U basis.

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 15 internship hours per 0.5 credit. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor.

Offered: Fall, January. Special Notes: This course is graded on an S/U basis.

BIN 046 • Internship 4 2 Credits

Continue building skills and knowledge related to a career pathway through completion of a minimum of 60 internship hours. Internship placement considers interests and work-readiness. Specific job duties, support, and feedback will be provided by a job mentor.

Offered: Spring. Special Notes: This course is graded on an S/U basis.

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 each student's 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, and employability: interview skills, labor laws, resume writing, safety, and soft skills.
Corequisites: Concurrent registration in BLD 018 is required. 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.
Prerequisites: BLD 018 and BJE 012. Corequisites: Concurrent registration in BIN 026 is required. 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 interviews.
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 supervisors, 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 2 Credits
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), integration of faith, and healthy habits.
Corequisites: Concurrent registration in BJE 012 is required. Offered: Fall. Special Notes: This course is graded on an S/U basis.

Elective Courses:

BUILD elective courses are listed as BEL and are taken at the developmental level (0##). Participation in elective courses require 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 earn a grade of 65% or above 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 1 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.
Offered: Fall, Spring.

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.
Offered: Fall, Spring.

BEL 012 • Basic Communication 2 Credits

Introduction to some of the fundamental areas of communication studies. Basic concepts of public speaking, group communication, and interpersonal communication. Students use critical and analytical thinking, speaking, and practical skills to explore the informal and formal human communication process.
Offered: Fall, Spring.

BEL 013 • Personal and Community Health 2 Credits

Increase knowledge and understanding of the principles of health and exercise behavior. 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.
Offered: Occasionally.

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.
Offered: Fall, January, Spring.

BEL 018 • Advanced Public Speaking 2 Credits

Preparation and delivery of speeches at an advanced level. Speeches can include motivational, impromptu, informative, business presentations, and storytelling.
Prerequisites: BEL 012 and Consent of instructor. Offered: Fall, Occasionally spring.

BEL 020 • Projects in Performance 1 Credit

An individual project in acting, directing, makeup, design, stagecraft, lighting, writing, choreography, props, sound, costumes, and touring.
Prerequisites: Music and Performing Arts department approval. Offered: Fall, January, Spring. Special Notes: Course can be repeated for credit with a maximum of 1 credit per area per semester and 4 credits total.

BEL 021 • Introduction to Psychology 2 2 Credits

Methods, theories, and principal findings of psychological investigation.
Offered: Fall, Spring.

BEL 024 • BUILD Individual Music Lessons 0.5 Credits

Private lessons are offered in bassoon, cello, clarinet, double bass, English horn, euphonium, flute, guitar, harp, oboe, percussion, piano, pipe organ, saxophone, trumpet, tuba, voice, viola, and violin. 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.
Offered: Fall, Spring. Special Notes: Fee of \$480.00 attached to this course. Instructor approval is required prior to registration.

BEL 025 • Introduction to Creative Arts 2 Credits

Introduces the creative arts and their crucial role in human experience. Art forms included each term are chosen from dance, film, literature, music, theatre, and visual arts 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.
Offered: Fall, January, Spring. Special Notes: Fee of \$85.00 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.

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

BEL 031 • Handbell Ensemble 1 Credit

Learn and perform Handbell music.

Offered: Fall, Spring. Special Notes: Participation is open by audition. Fee of \$15.00 attached to this course.

BEL 033 • Disc Golf 1 Credit

Learn the history, equipment, etiquette, rules, techniques, strategy, and scoring of Disc Golf through playing the sport on the disc golf course.

Offered: Fall, Spring. Special Notes: Fee of \$30.00 attached to this course.

BEL 034 • Royal Register 2 Credits

Royal Register 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.

Offered: Fall, Spring. Special Notes: Participation is open by audition. Fee of \$150.00 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. Rehearsals are four days a week.

Offered: Fall, Spring. Special Notes: Open by audition. Fee of \$150.00 attached to this course.

BEL 036 • BUILD Elective 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.

Offered: Fall. Special Notes: Fee of \$175.00 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.

Offered: Fall, Spring. Special Notes: Fee of \$125.00 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 and styles, core leadership competencies, individual self-discovery, management, followership, and integration of faith and leadership. Opportunities given to identify, clarify, and develop individual leadership skills and abilities.

Offered: Occasionally.

BEL 039 • Life Span Development 2 Credits

Interactive discussion and learning of physical, cognitive, emotional, social, moral, and spiritual development from conception to death. Includes a consistent focus on individual differences.

Offered: Fall, Spring.

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 registration in BEL 043 is required. Offered: Fall.

BEL 043 • Introduction to Astronomy Lab 1 Credit
The laboratory experience accompanying BEL 042.

Corequisites: Concurrent registration in BEL 042 is required. Offered: Fall. Special Notes: Fee of \$150.00 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.

Offered: Fall, Spring.

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. Offered: Fall, Spring.

BEL 046 • Slow-Pitch Softball 1 Credit

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

Offered: Fall, Spring.

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.

Offered: Fall, January.

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.

Offered: Spring.

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 extensive active practice and play.

Offered: Fall, Spring.

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. Offered: Fall, Spring.

BEL 057 • Media Production 3 Credits

Equips 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.

Offered: Fall, Spring. Special Notes: Fee of \$100.00 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.

Offered: Fall, January, Spring, Summer. Special Notes: Course can be repeated three times for credit. Credit is earned based on successful completion of the course including 30 hours of service learning per credit.

BEL 060 • Physics of Everyday Life 2 Credits

Opens 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.

Corequisites: Concurrent registration in BEL 066 is required. Offered: January. Special Notes: Fee of \$120 attached to this course.

BEL 061 • Foundations of 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. Offered: Fall, Spring. 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.

Offered: Fall.

BEL 063 • Applied Nutrition 2 Credits

Discover the effects of nutrition on health, human performance, and reduction of chronic disease throughout the lifespan. Topics include: disordered eating, supplements, societal and cultural issues related to nutrition, and weight management.

Offered: Fall, Occasionally January, Spring.

BEL 065 • Beginning Acting 2 Credits

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

Offered: Spring.

BEL 066 • Physics of Everyday Life Lab 1 Credit
Laboratory experience accompanying BEL 060.
Corequisites: Concurrent registration in BEL 060 is required. Offered: January. Special Notes: This course carries a fee of \$150.00. .

BEL 070 • Walk, Jog, Run 1 Credit
Basic introduction to running for health. 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.
Offered: Fall, Spring.

BEL 072 • Reporting 1.2 Credits
Introduction to fundamentals of reporting and writing for the news media, emphasizing print journalism. Covers news values, news judgment, the structure of news stories, information gathering, research techniques, and Associated Press style. Students learn to write quickly, accurately, and concisely on deadline.
Offered: Spring.

BEL 074 • Introduction to Wellbeing 2 Credits
Explores many of the dimensions that influence wellbeing, including Spiritual, Cognitive, Emotional, Physical, Relational, and Meaning. Examines the dynamic interconnection between the dimensions. Students integrate foundational knowledge, experiences, and strategies to become successful whole and holy individuals not only in college but also throughout adult life.
Offered: Fall, Spring.

BEL 075 • Wind Symphony 2 Credits
Learn and perform music in an inclusive class setting.
Offered: Fall, Spring.

BEL 077 • Career Skills Internship 1.5 Credits
A structured opportunity to grow in professionalism, career skills, and integrating faith in the workplace. Students meet with a career coach, receive feedback from the on-site supervisor, reflect on their experience, and describe their experience on their resume. Must be related to career goals. Requires at least 45 work hours. As a summer course, the support of a job mentor is not provided by the BUILD program for this course.

Certificate in Applied Studies

Code	Title	Credits
Certificate in Applied Studies		
BBT 013	BUILD Bible, Theology, & Spiritual Formation: Old Testament 1	1
BBT 023	BUILD Bible, Theology, & Spiritual Formation: Old Testament 2	1
BBT 033	BUILD Bible, Theology & Spiritual Formation: New Testament 1	1
BBT 043	BUILD Bible, Theology & Spiritual Formation: New Testament 2	1
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	2
BEL Electives (may include, but not required to include BIN 040):		16 - 24
Career Pathway of choice:		9.5-12
Total Credits		52.5-63

Arts & Communications (9.5-12 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:		0.5-3
BEL 010	Introduction to Psychology 1	
BEL 011	Introductory American Sign Language	
BEL 012	Basic Communication	
BEL 017	Introduction to Business Applications	
BEL 020	Projects in Performance	
BEL 021	Introduction to Psychology 2	
BEL 024	BUILD Individual Music Lessons	
BEL 030	Lucia Chorum	
BEL 031	Handbell Ensemble	
BEL 034	Royal Register	
BEL 036	BUILD Elective Screen Printing	
BEL 037	Clay Forms	
BEL 045	American Sign Language II	
BEL 057	Media Production	
BEL 062	How to Write a Song	
BEL 072	Reporting I	
Total Credits		9.5-12

Business (9.5-12 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:		0.5-3
BEL 010	Introduction to Psychology 1	

BEL 011	Introductory American Sign Language
BEL 012	Basic Communication
BEL 017	Introduction to Business Applications
BEL 021	Introduction to Psychology 2
BEL 042	Introduction to Astronomy
BEL 043	Introduction to Astronomy Lab
BEL 045	American Sign Language II
BEL 057	Media Production
BEL 072	Reporting I

Total Credits**9.5-12**

Human Services (9.5-12 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:		0.5-3
BEL 010	Introduction to Psychology 1	
BEL 011	Introductory American Sign Language	
BEL 012	Basic Communication	
BEL 013	Personal and Community Health	
BEL 017	Introduction to Business Applications	
BEL 021	Introduction to Psychology 2	
BEL 045	American Sign Language II	
BEL 048	Introduction to Special Education	
BEL 056	Educational Psychology	
BEL 072	Reporting I	

Total Credits**9.5-12**

Admissions Procedures & Requirements

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** (<https://www.bethel.edu/undergrad/admissions/apply/build/>)
 - Each year applications are accepted from August 1 through December 15 for those wanting to join the cohort starting the following calendar year (e.g. applying fall 2026 to start in the fall of 2027).
- **Submit your Transcript/IEP/Evaluation Request Form** (pdf (<https://www.bethel.edu/undergrad/admissions/apply/build/build-transcript-iep.pdf>)) and supporting documents
 - If you have the most recent IEP and Evaluation Report, these can be uploaded to your application or emailed to build-program@bethel.edu. Transcripts must be submitted through a secure online portal or in a sealed envelope to the BUILD Program (<https://www.bethel.edu/academics/build/contact/>) or Office of Admissions (<https://www.bethel.edu/undergrad/admissions/contact/index>).
 - Your application will not be complete and cannot be reviewed until all admissions materials have been received.
- **Admissions Process**
 - Admissions interviews, if selected, are held throughout the month of January for those who have completed an application and appear to fit program criteria
 - Admissions decisions are mailed within one month of completing an interview
 - *Note: Due to the nature of the BUILD program, all students start in the fall.*
 - Individual admission decisions are the result of a complex process that takes into account a multitude of factors. Our process includes careful review of the information listed on the application, school records including the most recent evaluation report, individual education plan, and other application materials. All available information is considered and analyzed by our admissions committee for the BUILD program. The goal of admissions decisions is to determine whether or not the student will likely succeed and thrive at Bethel based on required criteria for the BUILD Program.

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) (<https://www.aaidd.org/home>) 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.

Based on a review of the above criteria, the committee determines to the best of its ability the students it deems most likely to achieve program goals, considering available resources and the makeup of the cohort; those students are then chosen to fill the available seats in the program.

All unsuccessful applicants are free to re-apply for future cohorts, but the BUILD team does not give individual advice concerning future admissions success.

Finances

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

Student Cost for 2026-27

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

Tuition	Fall	January Session	Spring	Summer
FT Fall and FT Spring Course & Support Fees	\$23,400	No charge	\$23,400	NA
Independent Living Lab Fee	\$400	No charge	\$400	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 costs are assigned to the Core BUILD courses that are designed to meet student needs as related to having an intellectual disability. There are no tuition charges for the program. Course costs are charged in the amount of \$2,050 per credit for BUILD Core Courses. Three support fees of \$1,650 each are also assigned to students enrolled in the BUILD program.

Bethel Student Experience Fee

The Bethel Student Experience 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) (<https://www.bethel.edu/undergrad/student-life/activities/bsg>).

Fee	Fall	January Session	Spring	Summer
Bethel Student Experience fee (full-time)	\$150	NA	\$150	NA

Housing (first-time residents in Bethel housing)

	Fall	January Session	Spring
In Bethel Housing Fall, January Session, and Spring	\$3,600	No charge	\$3,600

Housing (second consecutive year in Bethel housing)

	Fall	January Session	Spring
In Bethel Housing Fall, January Session, and Spring	\$3,460	No charge	\$3,460

Meal Plan

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

Students in first-year Bethel housing will be auto-assigned the meal plan "Navy A" (\$6,548) with the option to change their plan based on their housing location.

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 (<https://www.bethel.edu/undergrad/academics/music-theatre/>) P (<https://www.bethel.edu/undergrad/academics/music-theatre/>)performing Arts (<https://www.bethel.edu/undergrad/academics/music-theatre/>).

Special Fees

Enrollment Deposit (nonrefundable after May 1)	\$300
Additional Course Fees	Amount varies (provided in registration materials)
Official Transcript https://www.bethel.edu/registrar	Amount varies by format (see Transcript Fee section)
Non-Sufficient Funds Fee (NSF)	\$25 per transaction

Transcript Fee

Official transcripts detail all academic work completed to date at Bethel University. Official transcripts are available for \$10 for the electronic version or \$15 + postage for the paper version if ordered online through Parchment. If ordered manually by PDF form, the cost is \$25. Transcripts are processed within 3 business days. Some exceptions apply. For more information and to order an official transcript, please visit the Office of the Registrar (<https://www.bethel.edu/registrar/>) site.

Tuition and Payment Options

Payment Options

Full payment or contact with the Business Office (<https://www.bethel.edu/business-office/>) to verify confirmed resources is required by August 25, 2026, for the fall term and January 25, 2027, for the Spring term. The bill may include, but is not limited to: course costs, support fees, housing, meal plan, Student Experience fee, elective course fees, and individual music lessons. Students and the co-signer of their BUILD Program Agreement (<https://www.bethel.edu/financial-aid/forms/build-agreement-form.pdf>) 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, parents may apply for them through the Office of Financial Aid (<https://www.bethel.edu/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, 2026. Enrollment for subsequent semesters is dependent on payment of the previous term expenses.

Full Payment (Option 1)

Full payment for **fall semester** is **due August 25, 2026**.

Full payment for **spring semester** (including January session) is **due January 25, 2027**.

Individualized Payment Plan (Option 2)

Please contact the Business Office (<https://www.bethel.edu/business-office/contact-us/>) to set up an individual payment plan which incorporates confirmed resources such as: Financial Aid, Vouchers, Waivers, etc. Selecting the Payment Plan option through a student's enrollment checklist will not factor in any expected funding and divide the total cost for the term into monthly payments.

Authorized Users

If a student would like others to be able to speak to the Business Office about their account, view their account transactions and make payments, the student will need to add them as an Authorized User by following these steps:

1. Go to My Statements and Finances (<https://my.bethel.edu/home?channel=9283acd48c5865135c23fb9d31e4d738>) at MyBethel.edu.
2. Click View your Bill. This will direct to the TouchNet Bill+Payment login.
3. Once logged into TouchNet Bill+Payment, click Authorized Users in the top menu and follow the prompts.

Once these steps are complete, the Authorized User will receive an email with instructions. This email will include this (https://epay.bethel.edu/C20433_tsa/web/?_gl=1*1hbu4xh*_gcLaw*R0NMLjE3NzA4MjgxNTEuQ2owS0NRaUE3ckRNQmhDakFSSXNBR0RCdUVCmkIHcGxyLX) link to the online payment system.

Important note: Students should not share Bethel account information with others.

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. Authorized Users may also go online to view monthly statements.

To view online monthly statements:

MyBethel > My Statements and Finances (<https://my.bethel.edu/home?channel=9283acd48c5865135c23fb9d31e4d738>) > 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 to the TouchNet/Bill-Pay site. To make a payment click "Make Payment" and follow the prompts for the following payment options:

- Electronic check/ACH: Authorize automatic withdrawal from a checking or savings account with no fee.

- Online by credit card: MasterCard, Visa, American Express, or Discover with a non-refundable fee of 3% or \$3 minimum, charged by PayPath (processing service).
- In person: Pay by check* or money order at the Business Office (Anderson Center, 5th Level), 9 a.m. - 4 p.m., M-F. *Credit cards accepted online only.*
- A drop box is located near the entrance of the Campus Store (<https://www.bethel.edu/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 ATTN: Business Office 3900 Bethel Drive St. Paul, MN, 55112-6999

**Please include the student's ID number in the memo portion of a check.*

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 payer 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.

Enrollment Checklist

All students enrolled in the fall term are required to complete their Enrollment Checklist by August 25, 2026.

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

Registration Hold

Registration for classes in subsequent terms is dependent on payment of the previous term expenses. A student whose account is in arrears on **either January 1 or July 1** will be dropped from any registered courses for the upcoming term 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 and the check is returned from the bank due to non-sufficient funds will have their registration dropped for future terms. 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 registration has been dropped has no guarantee that the same course(s) will be available when they re-register.

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, elective course fees, housing, meal plan, etc.) and financial aid refunds. A billing refund credits the student account, thereby decreasing the amount

that is owed. 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 (<https://www.bethel.edu/undergrad/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 Fees Refunds

Students who withdraw from classes during the term may be eligible for a refund. There are two types of refunds: billing refunds (tuition, housing, 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's account.

A student seeking to withdraw from all classes at Bethel must notify the Office of Student Life (<https://www.bethel.edu/undergrad/student-life/>). This date of notification will serve as the student's withdrawal/stop-out date. The student will be provided with information regarding the withdrawal and stop-out process. Once the process is completed, the student account will reflect any applicable refunds.

Tuition & Fees Full Refund:

Students are entitled to a 100% refund of tuition and course fees if they drop a course before the Add-Drop deadline. The **Student Activity fee, course fees, and program fees** are refunded in full through the 100% refund period. Thereafter, there is no refund of the fees.

Pro-Rata Refund:

Students who drop a course receive a pro-rata refund of tuition up to and including 50%. The percentage of tuition 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 are not eligible for any refund once 50% of a class is completed.

For more details about Refunds, see the Business Office website (<https://www.bethel.edu/business-office/>) and the Important Dates for your program to find the Add-Drop and withdrawal deadlines.

Traditional Undergraduate Housing and Meal Plan Refunds

Students with housing who officially withdraw or choose to cancel their meal plan must notify Residence Life (<https://www.bethel.edu/undergrad/student-life/residence-life/>) in the Office of Student Life. A student may receive a prorated refund of their housing.

Students with a meal plan who officially withdraw or choose to cancel their meal plan must notify Dining Services (<https://www.bethel.edu/dining-services/>) in the Office of Student Life. A student may receive a prorated refund of their meal plan.

Financial Clearance for Graduation

A student will not 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.

Past Due Accounts

The following is a from the Student Financial Responsibility Agreement:

Default: I understand and agree that I will be in default of this Agreement if I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan or installment plan, or any other fee (which may include, but are not limited to, charges such as parking fines, library fees, other charges for violations of Bethel University policies, or any other amount billed to my student account) by the 25th day of the month following the month in which I am sent a Bethel billing notice.

Failure to pay due to the following situations will not exempt me from entering default:

- withdrawal from Bethel University (whether voluntary or involuntary),
- insufficient funds in an account from which my payment was drawn (or similar circumstances),
- change of address without notifying Bethel University's Business Office in advance in writing,
- providing to Bethel University any false or misleading information,
- a case under the U.S. Bankruptcy Code is started by or against me or any guarantor or cosigner.

If I am in default, Bethel University may elect, in its discretion, to defer a request for immediate payment in full and may delay enforcing any of its rights without waiving them.

Late Payments: If any payment owed by me is not paid in full by the 25th day of the month following the month in which I was sent a Bethel invoice for the amount, I agree to pay Bethel University a late fee of \$10.00. In addition, Bethel University may prohibit me from registering for courses for the current or subsequent terms; remove me from current courses; withhold course credits, academic transcripts, and my diploma without prior notice until the Obligation is paid in full along with any outstanding service or late fees. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder and taking legal action to collect amounts due to it. In the event Bethel University incurs expenses to collect My Obligation, I agree to pay all of Bethel's reasonable attorneys' fees, legal expenses, and collections fees (unless prohibited by law).

Account Questions?

More student account information is available at [bethel.edu/business-office](https://www.bethel.edu/business-office/) (<https://www.bethel.edu/business-office/>).

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

Financial Aid

Financial Aid Refunds

There are four sources of financial aid: federal government (e.g. Title IV funds or Veteran's Administration educational benefits), 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 – R2T4) Refund Policy: When a recipient of Title IV grant or loan assistance withdraws during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date (34 CFR 668.22(a)(1)). The following Title IV financial aid programs are subject to the federal Return of Title IV Funds refund calculation: Federal Pell Grant, Iraq and Afghanistan Service Grant (IASG), TEACH Grant, Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Direct Loans. Students retain funds earned through the Federal Work Study Program prior to withdrawing from Bethel.

Only courses that count towards program completion can be included in the R2T4 calculation when determining enrollment level and institutional costs.

If a student withdraws or is expelled from Bethel after beginning classes but before completing 60 percent of their term (or period of enrollment), the school or the student may be required to return a portion of the student's Title IV aid for the semester.

For students in modular courses or modular programs the following four questions are asked to determine if an R2T4 calculation is required:

1. After beginning attendance in at least one course, did the student stop attending or fail to begin attendance in a scheduled course used to determine the student's eligibility for Title IV aid?
 - a. If Yes, proceed to question 2.
 - b. If No, R2T4 calculation is not required.
2. When the student stopped attending or failed to begin attendance in a scheduled course, was the student currently attending any other courses in the payment period or period of enrollment used to determine the student's eligibility for Title IV aid?
 - a. If Yes, student made a schedule change and Title IV aid must be recalculated, but a R2T4 calculation is not required.
 - b. If No, proceed to question 3.
3. Does the student qualify for one of the following R2T4 Exemptions?
 - a. Did the student complete all requirements for graduation?
 - i. If Yes, a R2T4 calculation is not required, although it may be necessary to recalculate aid.
 - ii. If No, proceed to question 3b.
 - b. Did the student successfully complete Title IV-eligible coursework in one module or a combination of modules that equals 49% or more of the number of countable days in the payment period or period of enrollment?
 - i. If Yes, a R2T4 calculation is not required, although it may be necessary to recalculate aid.
 - ii. If No, proceed to question 3c.
 - c. Did the student successfully complete Title IV-eligible coursework equal to or greater than what the school considers to be half-time enrollment for the payment period or period of enrollment?
 - i. If Yes, a R2T4 calculation is not required, although it may be necessary to recalculate aid.
 - ii. If No, proceed to question 4.
 - d. Did the student confirm attendance in writing for a Title IV-eligible course in a later module in the payment period or period of enrollment that begins no later than 45 calendar days after the end of the module he or she ceased attending?

- i. If Yes, a R2T4 calculation is not required unless the student fails to begin attendance in later module. It may be necessary to recalculate aid.
- ii. If No, perform the R2T4 calculation. It may be necessary to first recalculate Title IV aid for courses the student never attended.

The R2T4 calculation measures the percent of the enrollment period the student completed. This ratio (number of days attended / number of days in the enrollment period or semester) is then multiplied by the "Title IV Aid that was disbursed (or could be disbursed) to determine what percent of the Title IV Aid was earned via class attendance or participation (scheduled breaks of at least five consecutive days are excluded). Students retain the *earned* portion of their Title IV Aid. The *unearned* portion of aid is subject to being returned to the government, and is allocated to Title IV programs from which students received assistance in the following order: Unsubsidized Federal Direct Stafford loans; Subsidized Federal Direct Stafford loans; Federal Direct PLUS; Federal Pell Grants; Iraq and Afghanistan Service Grants; FSEOG Program aid; TEACH Grants (34 CFR 668.22(i) (https://www.nasfaa.org/Part_668_General_Provisions#subb66822)).

If the R2T4 calculation results in a credit balance on the student's account, the balance will be disbursed to the student no later than 14 days after the calculation of R2T4 (34 CFR (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-K/section-668.164>)§668.164(h)).

The withdrawal date is the earlier of (a) the date the student first notified Bethel of intent to withdraw, or (b) the date the student actually began the withdrawal process. BUILD and undergraduate students initiate the official withdrawal process in the Office of Student Life, where they can inform staff of their intent to withdraw, pick up the withdrawal forms, or schedule an appointment for an exit interview. Notification of intent to withdraw can be done in-person or by phone (651.638.6300). Students enrolled in Bethel Seminary, the College of Adult & Professional Studies or the Graduate School initiate the official withdrawal process with the Office of Student Success (phone 651.635.8800 or email studentaffairs@bethel.edu).

Students who do not officially withdraw, but simply stop attending classes, are considered unofficially withdrawn for the purposes of R2T4 calculations. The withdrawal date used in the R2T4 calculation for unofficial withdrawals is (a) the last date of attendance (when available), or (b) the midpoint of the semester or period of enrollment. Students who do not successfully pass any of their courses, and do not officially withdraw, are also subject to the R2T4 calculation, unless they completed more than 60 percent of the semester (or enrollment period), as documented by their academic engagement.

If the amount of Title IV funds earned by the student is more than the amount disbursed as of the withdrawal date, the school must disburse, or offer to disburse, the difference in a "*post-withdrawal disbursement*."

Post-Withdrawal Disbursement of Title IV funds.

A post-withdrawal disbursement will first be applied to the student account. Any resulting credit balance is handled according to the requirements for Title IV credit balances in 34 C.F.R. §668.22 (a)(5) and (6) (<https://www.law.cornell.edu/cfr/text/34/668.22>) and 34 C.F.R. §668.164(j) (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-K/section-668.164>).

- A post-withdrawal disbursement must be made from available grant funds before available loan funds.
- Post-withdrawal disbursements consisting of loan funds must be offered to the student within 30 days, allowing the student at least 14 days to respond to accept or decline the funds. Receipt of active confirmation from the student, or parent in the case of a parent PLUS loan, is required before loan funds will be disbursed as part of a post-withdrawal disbursement.
- Within 45 days of the Date of Determination Bethel will disburse directly to the student credit balances on the student's account.

- Within 30 days of the Date of Determination Bethel will provide a written notification to the student, or parent in the case of a parent PLUS loan, that
 - a. Requests confirmation of any post-withdrawal disbursement of loan funds that the institution wishes to credit to the student's account and/or disburse to the borrower, identifying the type and amount of those loan funds and explaining that they may accept or decline some or all of those funds;
 - b. Explains that if the borrower who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds as a direct disbursement unless the institution concurs;
 - c. Explains the obligation of the borrower to repay any loan funds he or she chooses to have disbursed; and
 - d. Advises the borrower that no post-withdrawal disbursement of loan funds will be made if the student or parent in the case of a parent PLUS loan, does not respond within 14 days of the date that the institution sent the notification, or a later deadline set by the institution.

Within 30 days of the date the school determined a student withdrew, the school must notify the student in writing of any unearned Title IV funds the student is responsible to repay, and/or notify the student and/or parent PLUS borrower of possible post-withdrawal disbursement of loan funds. The Direct Loan borrower(s) must confirm in writing their approval of any post-withdrawal loan disbursement.

Students have 45 days to repay a grant overpayment or enter into a satisfactory repayment agreement. Students who fail to repay the overpayment after 45 days, or fail to enter into a satisfactory repayment agreement, will be reported to the National Student Loan Data System (NSLDS) by the school and referred to the U.S. Department of Education's Borrower Services-Collections.

Bethel also has 45 days from the date it determined the student withdrew to return its share of unearned funds and make any post-withdrawal grant disbursements.

2. Minnesota Office of Higher Education Financial Aid Refund Policy: Bethel is required to use the MOHE financial aid refund policy when calculating refunds for the Minnesota Public Safety Officer's Survivor Grant Program, Minnesota GI Bill, Minnesota State Grants, Minnesota ID Grant, 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 as defined in the Office of Higher Education Refund Calculation Worksheet (Appendix 13 of the State Grant Program Manual, <http://www.ohe.state.mn.us/mPg.cfm?pagelD=1538>). Students who withdraw without attending classes, or 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.

3. 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 in accordance with Bethel's Tuition and Housing Refund policy (Holds & Student Billing Policies | Bethel University (<https://www.bethel.edu/business-office/student-billing-policies>)). 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.

4. 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 10th 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 have a \$2,209.28 credit balance.

Sample Refund Calculation (First-year student withdraws from all 15 credits on 10th day of classes.)

Institutional Charges	Original	Refund	Refund	Net Charges
Course & Support Charges	\$22,710	90%	(\$20,439)	\$2,271
Housing	\$3,245	90%	(\$2,920.50)	\$324.50
Class Fee (e.g., lab)	\$85	0%	\$0	\$85
Meal Plan: Navy A	\$3,035	90%	(\$2,731.50)	\$303.50
Independent Living Lab Fee	\$300	0%	\$0	\$300
Student Experience Fee	\$125	0%	\$0	\$125
Total Charges	\$29,500		(\$26,091)	\$3,409

Financial Aid and Cash	Original	Refund	Refund	Net Payments
Federal Pell Grant	(\$3,175)	78%	\$2,476.50	(\$698.50)
Federal Subsidized Loan	(\$2,750)	100%	\$2,750	0
Minnesota State Grant	(\$3,248)	89%	\$2,890.72	(\$357.28)
Bethel Royal Merit Scholarship	(\$7,600)	90%	\$6,840	(\$760)
Bethel Grant	(\$3,025)	90%	\$2,722.50	(\$302.50)
Private Scholarship	(\$500)	0%	\$0	(\$500)
Subtotal	(\$20,298)	87%	\$17,679.72	(\$2,618.28)
Cash Paid	(\$3,000)	0%	0	(\$3,000)
Total Payments on Account	(\$23,298)		\$17,679.72	(\$5,618.28)

Summary	Original Bill	Refund	Revised Bill
Total Charges	\$29,500	(\$26,091)	\$3,409
Total Payments on Account	(\$23,298)	\$17,679.72	(\$5,618.28)
Difference	\$6,202	(\$8,411.28)	(\$2,209.28)

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 endowed 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 specific scholarship requirements 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 **offer** 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 (<https://www.bethel.edu/undergrad/financial-aid/eligibility/academic-progress>).

(See Academic Progress, Probation, and Dismissal)

Scholarships (Special Awards)

Scholarships for students in the BUILD program are typically 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 (<https://www.bethel.edu/financial-aid/>) each fall and spring. Further information may be obtained from the Office of Financial Aid.

BUILD Community Merit Scholarship

This scholarship will be awarded to assist all students in the Bethel University BUILD Program who are eligible for aid and fit the criteria set annually. (RAM178)

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)

Jenna Nelson BUILD Scholarship

In honor of the faithful and vibrant relationship Jenna has with Christ, this scholarship will be given to BUILD students with financial need who honor God, demonstrate faithfulness, and are an encouragement to others. The scholarship is renewable while the student remains in the BUILD program. (EAN329)

Hunter Houle Memorial Scholarship

To celebrate the memory of Hunter Houle, the Hunter Houle Memorial Foundation is proud to offer scholarships to students in the BUILD program who honor God and demonstrate faithfulness in including and engaging others to enjoy life. (EAH339)

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. (EA0272)

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

President's Cabinet

Joel Costa	Chief Financial Officer and Vice President of Operations
Jessica Daniels, Ph.D.	Vice President of Strategy, Innovation, & Partnerships
Rahn Franklin Jr., Ph.D.	Vice President of Inclusive Excellence
Michael Freer, M.B.A., M.M.	Chief Human Resources Officer
Paul McGinnis, M.B.A.	Vice President of Marketing and Enrollment
Jeanne Osgood, M.B.A.	Vice President of Advancement
Miranda Powers, Ed.D., LPC	Vice President of Student Experience
Robin Rylaarsdam, Ph.D.	University Provost

Academic Administration

Julie Finner, Ed.D.	Associate Provost for Teaching & Learning
Todd Harmening, Ed.D.	Associate Provost for Academic Systems & Planning
Ray VanArragon, Ph.D.	Assistant Provost of Faculty Affairs
Tom Brown, Ph.D.	Dean of the School of Business
Sherryse Corrow, Ph.D.	Dean of the College of Arts, Sciences, & Education
Peter Vogt, Ph.D.	Dean of the School of Theology & Bethel Seminary
Sarah Westberg, Pharm.D.	Dean of the Anderson Family College of Health Sciences
Julie De Haan, Ed.D., R.N.	Associate Dean of Nursing & Public & Community Health, Chief Nursing Administrator
Jonell Pacyga, Ed.D.	Associate Dean of Education
Leah Smith	Director of Early College
Meg Hintz	Director of Student Success

Academic Design

Kara Wicklund, Ed.D.	Director of Institutional & Media Design, Academic Design
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BUILD Program

Dawn Allen, M.Ed.	Director of BUILD
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Academic Resource Center

Lisa D. Bekemeyer, M.Ed.	Director of the Academic Resource Center
Ruth Nelson, Ph.D.	Co-director of the Academic Enrichment & Support Center
Sam Mulberry, M.A.	Co-director of the Academic Enrichment & Support Center

Admissions

Mitch Fisk, M.A.O.L.	Director of Admissions: Traditional Undergraduate
Kasin Lewicki, M.A.	Director of Admissions: Post-traditional Programs
Katie Ferrin	Assistant Director of Admissions (Traditional Undergraduate Programs)

Aimee Roddel	Assistant Director (Admissions, Graduate, & Continuing Education)
Sadie Schwarz	Assistant Director of Admissions (Traditional Undergraduate Programs)
Kelly Westlund	Assistant Director of Operations & First Impressions (Traditional Undergraduate Programs)

Advising

Kathleen Sipprell, M.A.	Director of Advising
Alyssa Hamre Kontak, M.S.	Director of Undergraduate Advising

Campus Ministries

Nick Cocalis, M.Div.	Lead Campus Pastor
Sara Richards	Campus Pastor for Discipleship
Matthew C. Runion, M.Div.	Campus Pastor for Spiritual Formation & Care

Center for Access and Integration

Liz Burd, M.B.A.	Senior Director of Accessibility Resources & Services
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Financial Aid

Jessica Crotty, M.B.A.	Director of Financial Aid
Debra Cordova	Associate Director of Financial Aid
Dawn Reed	Associate Director of Financial Aid
Marla Rupp	Associate Director of Financial Aid
Lisa Xiong	Assistant Director of Financial Aid - Scholarships
Melissa Zugschwert	Assistant Director of Financial Aid - V.A. Benefits

Inclusive Excellence

Mauvalyn Bowen, Ph.D.	Associate Dean for Academic Inclusive Excellence
Gabriella Ortega	Assistant Director, Student Leadership & Mentoring Programs
Amanda Flowers Peterson, Ed.D.	Director of Inclusive Excellence

International Studies and Off-Campus Programs

Virginija Wilcox, M.A.	Associate Dean of International & Off-Campus Programs
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Library

Matthew Thiesen, M.A., M.S.	University Library Director
Rhonda E. Gilbraith, M.L.I.S.	Associate Director & Collection Development Librarian
Brooke Ballantine, M.A.Ed., M.L.I.S.	Instructional Services Librarian
Lyndi Fabbri, M.L.I.S.	Public Services Librarian
Kari Jagusch, M.L.I.S.	Digital Initiatives Librarian
Rebekah Lopez, M.A., M.L.I.S.	Archivist/Research Librarian
Sandra Oslund, M.A., M.L.I.S.	Resource Sharing Librarian
Amy L. Reinhold, M.L.I.S.	Materials Services Librarian
Kimberly Wilson, M.L.I.S.	Metadata & Acquisitions Librarian

Registrar

Cheryl Fisk, Ed.D.	University Registrar
Lori Beyer	Associate Registrar - Operations
Rachel Ford, M.A.	Associate Registrar - Technology & Systems
Lydia Wurdemann	Associate Registrar - Records & Student Services

Seminary Administration

Jeff Sanders, M.Div.	Associate Dean of Spiritual Formation & Professional Development
Jeannine Brown, Ph.D.	Director of Online Programs
Denise Kjesbo, Ph.D.	Director of the Cory Center
Sara Heacox Sosa, D.Min.	Associate Director of the Cory Center
Deb Moncauskas, D.Min.	Assistant Director of the Cory Center

Student Experience

Erica Lynch, M.A.	Associate Vice President of Student Life
Alicia Ochs, M.A.	Associate Dean for Student Care
Greg Peterson, M.A.	Director of Athletics
Miriam Hill, Ph.D., LMFT	Director of Counseling Services
Rick Meyer, M.A.	Wellness Center Director
Stacy Utrecht	Director of Campus Engagement
Cory Wilder	Director of Residence and Community Life
Daniel Parkin, M.Div.	Assistant Director of Residence Life

Faculty

A

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.

Elizabeth Allison, 2024. Adjunct Instructor of Music. D.M.A. in Piano Performance, University of Kansas, 2002. B.Mus. in Piano Performance, Kent State University, 1983. M.F.A. in Piano Performance, University of Iowa, 1993.

B

Brad Beale, 2023. Adjunct Instructor of Music. B.A. in Music, K-12 Music Education, Luther College, 2014. M.M. in Choral Conducting, Northern Arizona University, 2018.

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.

Nicole Centanni, 2005. Adjunct Instructor of Psychology. M.A. in Counseling Psychology, Bethel University, 2009. B.A. in Elementary Education, Judson University, 2003.

D

E

Kendall Engelke Davis, 2008. Adjunct Instructor of General Studies. M.Ed. in Education K-12, Bethel University, 2011. B.A. in Elementary Education, Bethel University, 2007.

F

Drew 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.

G

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Merrin Guice Gill, 2019. Associate Professor of Music. 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

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Jason Harms, 2006. Adjunct Instructor of Music. B.A. in Business, Northwestern College, 1995.

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.

I

J

Anna Johnson, 2025. Associate Professor of Psychological Sciences. B.A. in Psychology, Biology, St. Olaf College, 2008. M.A. in Developmental Psychology, University of Minnesota, 2010. Ph.D. in Developmental Psychology, University of Minnesota, 2013.

K

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Peggy Kendall, 1999. Professor of Communication Studies. B.A. in Communication, Bethel College, 1983. M.A. in Education, University of St. Thomas, 1988. M.A. in Counseling Psychology, St. Mary's University, 1997. Ph.D. in Communication, University of Minnesota, 2004.

Evelyn Kim, 2024. Adjunct Instructor of Art and Design. B.F.A. in Ceramics, University of Minnesota, 2014. M.A. in Ceramic Design, Staffordshire University, 2020.

L

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

Glen Larson, 2025. Private Lesson Instructor of Guitar. M.M. in Guitar Performance and Composition, University of Minnesota, 1995.

Kajsa Larson, 2025. Professor of Languages and Cultures. B.A. in Spanish and Political Science, Gustavus Adolphus College, 2001. M.A. in Hispanic Literature, University of Minnesota, 2005. Ph.D. in Hispanic and Lusophone Literatures, Cultures, and Linguistics, University of Minnesota, 2010.

Mark Lindberg, 2025. Adjunct Instructor in Languages and Cultures. M.A. in Spanish, Minnesota State University, 2012.

Mary Lindell, 2015. Professor of Education. M.A. in Education and Human Development, George Washington University, 1992. Ph.D. in Educational Psychology, University of Minnesota, 2013.

Bethany Lundgren, 2022. Adjunct Instructor of BUILD. B.A. in Secondary Education- Social Studies and History, Bethel University, 2008.

M

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N

O

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P

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John Povolny, 2011. Private Lesson Instructor in Percussion. M.M. in Music, University of Minnesota, 2008. B.A. in Music, Luther College, 2003.

Q

Leah Qubty, 2022. Assistant Professor of Applied Health Sciences. B.A. in Food/Nutrition/Dietetics and Biology, Concordia College, 2010. M.S. in Applied Nutrition, Northeastern University, 2017. D.C.N., University of North Florida, 2022.

R

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S

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Justin Staebell, 2023. Private Lesson Instructor in Voice. M.M. in Opera Performance, Arizona State University, 2012. B.M. in Voice Performance, State University of New York, 2009.

Michelle Steffenhagen, 2015. Adjunct Assistant Professor of General Studies. B.A. in Communication, Bethel University, 2003. M.S.

in Mental Health Counseling, Lee University, 2007. M.S. in College Student Development, Lee University, 2014. Ed.D. in Leadership in Higher Education, Bethel University, 2021.

T

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

U

Marshall Urban, 2002. Private Lesson Instructor in Voice. M.Mus. in Voice and Music Theory, Boston University, 1989. B.Mus. in Composition, Pennsylvania State University, 1984.

V

Geri Von Grey, 2012. Associate Professor of Education. B.A. in Psychology, Elementary Education, Bethel College, 1992. M.A. in Clinical Counseling Psychology, Bethel College, 1997. Ph.D. in Elementary Education, University of Minnesota, 2022.

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