



BAKKE  
GRADUATE  
UNIVERSITY

# 2024-25 CATALOG

Bakke Graduate University  
strengthens leaders who steward resources  
with and for vulnerable people and places,  
by means of contextual, Christian-based education  
innovatively delivered throughout the urban world.

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## ACCREDITATION

Bakke Graduate University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) having been awarded Reaffirmed Status as a Category III and IV Institution by the TRACS Accreditation Commission on April 30, 2020; this status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Transnational Association of Christian Colleges and Schools (TRACS)  
15935 Forest Road, Forest, VA 24551  
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## TEXAS HIGHER EDUCATION COORDINATING BOARD

Bakke Graduate University is authorized by Texas Higher Education Coordinating Board to grant master and doctoral degrees, grant credits toward degrees, and to use certain protected academic terms in the State of Texas under at its Dallas, Texas site. "Bakke Graduate University has demonstrated that it meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, as defined in Chapter 7.3 of Board rules, from certain, but not all regulations."

## NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (SARA)

Bakke Graduate University has been approved by Texas as an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

## U. S. DEPARTMENT OF EDUCATION (DOE)

Bakke Graduate University is recognized as an accredited institution by the Department of Education for the United States. For more information see:

<https://ope.ed.gov/accreditation/InstAccrDetails.aspx?756e697469643d3136333433352663616d70757349643d30267264743d352f32342f323031382031303a35373a313620414d>

## BGU MISSION STATEMENT

Bakke Graduate University strengthens leaders who steward resources with and for vulnerable people and places, by means of contextual, Christian-based education innovatively delivered throughout the urban world.

## FROM THE BGU PRESIDENT



Welcome to Bakke Graduate University (BGU). This is truly a special place to develop into a transformational leader. There are many opportunities to learn in this world, but BGU stands out in the field of higher education for several reasons.

We are a truly global institution. You will learn from faculty members who are scholar practitioners, meaning that they are well versed in academic content while they are also actively applying what they teach to the organizations, institutions, and neighborhoods where they work. You will study alongside students from many different countries as you progress through each course. Our adult learning approach is a peer learning model where facilitated dialogue is the key to growing together in knowledge and hands on experience.

BGU offers a hybrid learning approach with both online and city immersion courses. You can take all courses online, or you can mix city immersion classes into your track of courses while traveling to cities on different continents to learn from world class transformational leaders who model what they teach. We are a student-centered university, so there is flexibility embedded within each course where you can incorporate study time into your busy lifestyle. There is generally a great deal of flexibility in our program plans where students can select courses that are the right fit at the right time based on your vocational journey and calling.

Our theological approach is founded in 2,000 years of Christian history and our courses are fully integrated with Christian scripture. Spiritual formation is at the heart of what we do at BGU, in addition to equipping our students with perspectives on transformational leadership. We equip leaders to engage effectively with the complexities of the urban environment. And we prepare business leaders for ethical leadership while emphasizing the economics of mutuality.

In this catalog, you will find meaningful information about all five of our academic degree programs and our graduate certificates at BGU. The program and course descriptions are meant to serve as a helpful guide. If you have any further questions about a program or a course, please do not hesitate to contact one of our staff members at BGU. We stand ready to help however we can in order to guide you in your journey as a transformational change agent in society. We desire for all of our students to have a positive, life changing experience through our highly relational, student-centered approach to online and experiential learning.

Warm regards,

A handwritten signature in black ink that reads "Bryan McCabe". The signature is written in a cursive, flowing style.

Dr. Bryan McCabe, President  
Bakke Graduate University

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The information contained in pages 1 through 23 of this document is required by BGU's accreditation association, TRACS. The "Core Appendices" is a separate document that goes into much more detail about the topics lightly touched on in this first section, which can be found by going to BGU's online library in Populi or <https://bgu.edu/students/student-resources/handbooks-catalogs>.

## WHO IS BGU?

### HISTORY

Originally founded in 1990 under the name Northwest Graduate School of the Ministry (NWGS), Bakke Graduate University (hereinafter BGU or "the university") provides graduate level leadership education focusing on rigorous academics, immediately practical application, and involving a global constituency of faculty and students. BGU is accredited through the Transnational Association of Christian Colleges and Schools (TRACS) and is fully recognized by the US Department of Education. BGU has earned a strong reputation within academic Christian service, and business organizations.

During the last fifteen years, BGU has journeyed from its founding identity as a one-church based educational organization faithfully serving the Northwest United States to its current role as the school of choice for international urban leaders on five continents. This network was originally assembled as young leaders under the urban track of the Lausanne movement in the 1980s and was called the Lausanne Urban Associates. As Lausanne ended this initiative in the late 1980s, these same leaders and more were reassembled by Dr. Ray Bakke through the International Urban Associates (IUA). Now, this growing, global, urban network of leaders has acknowledged and responded to a strong need for a unifying educational experience that prepares and equips them for transformational work in a global world. BGU's strategic plan outlines the ways in which it is responding to this educational opportunity for expanded excellence in the sphere of Christian service while charting a path of outstanding stewardship and solid business practices. (See BGU Core Appendices-*Appendix 1* for a more detailed history of BGU, which can be found by going to BGU's online library in Populi or <https://bgu.edu/students/student-resources/handbooks-catalogs>.)

### MISSION STATEMENT

BGU's mission statement is as follows:

**Bakke Graduate University strengthens leaders who steward resources with and for vulnerable people and places, by means of contextual, Christian-based education innovatively delivered throughout the urban world.**

### ACCREDITATION

Bakke Graduate University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) having been awarded Reaffirmed Status as a Category III and IV Institution by the TRACS Accreditation Commission on April 21, 2020; this status is effective for a period of ten years (Licensed until April 2030). TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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## GOVERNMENT AGENCY APPROVALS

Selected academic programs of study at BGU are approved by the Texas Higher Education Coordinating Board for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. Veterans of United States armed services organizations should contact the Student Finance Coordinator to ensure proper documentation is presented and information is adequately communicated to the Veteran Affairs Office. Students participating in joint degrees that are the result of an agreement between BGU and an international school are not eligible for Veteran benefits.

## FAITH STATEMENT

BGU was founded as a non-denominational Christian university. Doctrinally, the institution stands for the fundamentals of the faith as taught in the Christian Scriptures and handed down through the centuries by the Church. Consistent with this purpose, the faculty and directors of BGU acknowledge the creeds of the early church and the confessions of the Protestant communions to which they severally belong. BGU explicitly affirms the classic ecumenical creeds, the Nicene Creed, the Apostles' Creed, and the more recent evangelical confession known as the Lausanne Covenant (BGU Core Appendices-*Appendix 2*, hereinafter referred to as "the Statement of Faith"). The Board of Directors, full-time faculty and staff as well as students are invited annually to affirm BGU's Statement of Faith.

## VISION

BGU looks beyond itself to embody the commonly-held vision of an international network. BGU serves and is served by a large international network of urban leaders, and its vision is shaped by these networks and partners. The vision of BGU includes the following key components (for full descriptions, see BGU Core Appendices-*Appendix 3*):

1. Served by and Serving Emerging and Experienced Transformational Leaders
2. Proclaiming the Whole Gospel, through the Whole Church, to the Whole World
3. Kingdom Sharing
4. Bible-based Perspective and Values Education
5. Accessibility to Life-Long Learning for Global Christian Leaders
6. Web-based Educational Services

## INSTITUTIONAL OBJECTIVES

The institutional objectives for BGU are as follows (for a full description of each, see BGU Core Appendices-*Appendix 4*):

1. **Spiritual Formation:** This university will help a student have increased trust in God, while dynamically developing and stewarding its partnerships and networks.
2. **Perspective:** Shifts in worldview, mindset, new ways of seeing themselves and God, will result as the BGU 8 perspectives are integrated in students' lives and outreach/influence.
3. **Knowledge:** Prophetically disruptive and ethically sound knowledge is needed to accomplish Spiritual Formation and Perspective Transformation.
4. **Skills:** Hands-on leadership-related skills are taught, demonstrated and evaluated throughout BGU's academic and non-academic services to students.
5. **Application:** BGU students apply their learning in their life and work during their studies and after they graduate, while expanding their own partnerships and networks and becoming increasingly Christ-like.

## OVERALL OBJECTIVES

The overall objectives for all BGU's programs (for full description, see BGU Core Appendices-*Appendix 5*):

1. Deliver Practical Ministry Instruction
2. Deliver Biblically-Based Curricula
3. Provide a Faculty Composed of Successful Global Practitioners
4. Deliver Instruction through Adult Learning Educational Approaches
5. Instill in Students a Recognition of the Diversity of the Church
6. Provide Leadership Training to Build the Local Church within a Global Perspective
7. Instill in Students the Reality of Globalization

## EDUCATIONAL VALUES & PHILOSOPHY OF ENGAGEMENT

The educational values and philosophy of BGU form the guidelines of how BGU will develop courses, form networks, select students, faculty, and staff, while pursuing its unique approach to graduate education. BGU is a community formed around spiritual reflection, authentic relationships, and sacrificial service. It is an accredited higher educational institution committed to developing incarnational servant leaders who are intentional instruments of God in their communities and workplaces. BGU collaborates with an emerging global network of organizations, churches, and schools to develop transformational leaders who seek peace in their cities worldwide. For a complete list of these values, see BGU Core Appendices-*Appendix 6*.

## CORE VALUES

BGU's Core values are as follows (for full details, see BGU Core Appendices-*Appendix 7*):

1. Passion
2. Celebration
3. Respect
4. Integrity
5. Community

## MINISTRY & EDUCATIONAL PHILOSOPHY

### Practical Ministry Philosophy Based on Mentoring

The courses of Bakke Graduate University (BGU) are taught by seasoned instructors who are academically qualified and currently engaged in practicing what they teach. The instruction provided in the classroom is based on principles of *modeling* and *mentoring*. As in other professional fields, such as law or medicine, Christian practitioners who are being trained for Christian leadership benefit from practicing *mentors* who teach not only from a textbook but from a life of experiences. BGU's instructors have proven track records in leading effective ministries or professions, and therefore teach from a practical as well as from an academic viewpoint. The doctoral and master's degrees are designed so that Christian practitioners will accomplish significant academic growth while grounded in very real practice. The goal of BGU is to stretch, challenge and equip its students to be transformational leaders in the global context.

### Academic Program Based on Biblical Foundations

The educational philosophy of BGU emphasizes the equipping of individuals for effective ministry as well as providing a sound biblical framework within which all service must take place. *All courses are taught from a biblical perspective and are Christ-centered.* The Bible is recognized as the primary and authoritative Christian text for all Christian faith and practice. Therefore, the various forms of ministry taught at BGU are

defined and evaluated according to biblical descriptions. It is also recognized that all Christian service occurs within a specific cultural environment. Therefore, the content of the curricula is continually evaluated and adjusted to ensure that biblically-defined leadership principles are applied in forms which are culturally relevant to society.

The educational philosophy of BGU also focuses on the nature of the church and the formation of a biblical self-identity for pastors and professional leaders. The curriculum assumes that the Great Commission of Matthew 28:19-20 and the Great Commandment of Matthew 22:35-40 are the standards by which all service is to be measured.

## HEALTH & SECURITY

BGU strives to ensure the health and safety of its staff, faculty, and students according to and beyond relevant state and federal requirements. BGU Core Appendices-*Appendix 8* provides a list of emergency procedures that are applicable in its Dallas, Texas, office and classrooms.

## COMMUNITY STANDARDS OF CONDUCT

BGU's desire is to create an environment that is restorative and redemptive. Therefore, with the help of the Holy Spirit, Board members, students, administrators, faculty and staff strive to live lives that reflect the Kingdom values expressed in the Community Standards of Conduct. However, violations of the expressed principles and policies described in this document and in the Lausanne Covenant may result in disciplinary action up to and including dismissal or termination. These standards include:

1. Statement on Academic Freedom
2. Statement on Academic Integrity
3. Statement on Christian Conduct
4. Title IX
5. Statement on Non-Discrimination
6. Statement on Harassment
7. Statement on Sexual Standards
8. Statement on Respect for People and Property
9. Statement on Substance Abuse
10. Statement on Fraud and Abuse
11. Statement on Fraternalization

For a detailed description of these standards, detailed information about violations of BGU's Standards of Conduct, and disciplinary sanctions, please see BGU Core Appendices-*Appendix 9*.

## COMPLAINT PROCEDURES

The Texas Higher Education Coordinating Board (THECB) adopted rules codified under Title 19 of the Texas Administrative Code, Sections 1.110 – 1.120, on October 25, 2012. These rules create a student complaint procedure to comply with the U.S. Department of Education's "Program Integrity" regulations, which require each state to have a student complaint procedure in order for public and private higher education institutions to be eligible for federal Title IV funds. In December 2011, the Office of Attorney General of Texas issued an opinion stating that THECB has authority under Texas Education Code Section 61.031 to promulgate procedures for handling student complaints concerning higher education institutions. For details about this procedure, please see BGU Core Appendices-*Appendix 10*.

## FRAUD, ABUSE, & ACCURATE REPRESENTATION

BGU is committed to maintaining an educational entity that is not involved in any form of fraud or abuse and will not support practices or procedures that are designed to deceive students or falsify information to

students. BGU proactively investigates and resolves all complaints and other reports or findings that raise suspicion of fraud and/or abuse. Such cases and findings are reported to external regulatory and law enforcement agencies as required by law and contract. Following receipt of the complaint/fraud and abuse referral, the process for dealing with complaints is explained in BGU Core Appendices-*Appendix 10*. BGU is committed to accurately representing itself to the public in all of its publications, its website, its classrooms, and any communications with others.

## ACADEMIC SERVICES

### BGU Website

BGU's website contains a section devoted to Student Resources which include:

- Downloadable documents (<https://bgu.edu/students/student-resources/student-documents-to-download>).
- Handbooks & Catalogs (<https://bgu.edu/students/student-resources/handbooks-catalogs>).
- Graduation Information (<https://bgu.edu/students/student-resources/graduation-information>).
- Title IX Information and Standards of Conduct/Clery (<https://bgu.edu/students/student-resources/standards-of-conduct-clery/title-ix>).

### Orientation

BGU has created an Orientation course (PREP101) and an Orientation Packet for every incoming student. In addition to links to welcoming videos from the BGU President, Academic Dean, Registrar, and program directors, the Orientation Packet contains numerous instructional videos for assistance in writing, formatting papers, etc. In addition, BGU provides synchronous orientation sessions each term regarding online learning and resources that are recorded and made available to all students. Each faculty, at the beginning of a course, also provides an introductory synchronous course orientation session that is recorded and made available to all students enrolled in the course. (See BGU Core Appendices-*Appendix 11* for the Orientation Packet.)

### Writing Assistance

BGU has purchased Unicheck, a plagiarism checker that has been incorporated into Populi. When documents are uploaded into the online classroom, Unicheck will immediately show quoted materials that have not use quotation marks or proper citations.

BGU also has created a free writing certificate "course" that can assist students in learning to write academically (especially important for students for whom English is a second language). To register for this free course, students can contact BGU's eLearning Team. Students are also provided with numerous writing resources through the Writing Center.

### Library/Learning Resources

BGU offers its students a variety of alternatives for accessing books and research materials for courses and as preparation for their final projects. The onsite Library that is located at BGU's Dallas Office contains over 4,000 volumes. There is a collection of dissertations and theses produced by BGU graduating students and there are also other research resources available to students. The library collection is cataloged and indexed, and a searchable database can be accessed on any of the computers provided in the library. The computers are also available in BGU's Dallas Office for student use to gain access to online search engines and for internet research.

BGU's main online library of over 6,000 volumes is made available to every student regardless of location in an online format. This library contains a rich collection of research guides and resources, and eBooks for social sciences, business, and theology. The Online Library is overseen by a MLS Librarian, Jennifer Roman ([Jennifer.Roman@bgu.edu](mailto:Jennifer.Roman@bgu.edu)) who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and paper formatting, and provides a portal for students to express

feedback and contribute suggestions on additional resources for the Online Library. Students also have off-campus access to the ProQuest® databases, which include ProQuest Religion, the ProQuest Business Research Library and the ProQuest Newsstand of national newspapers including the Christian Science Monitor. The ProQuest Databases can be found in the Research Guide section of the Online Library. Furthermore, BGU has subscribed to the EBSCO SOCindex. And for a nominal fee, students can register with the Society of Christian Scholars ([www.scshub.net](http://www.scshub.net)) and have access to the EBSCO Humanities and Behavioral Sciences Collection, Religion and Philosophy Collection, Leadership and Management Source as well as the Education Source databases.

## Online Mentoring

BGU's Online Mentoring allows students the opportunity to meet with an academic advisor/mentor in group and individual settings to discuss their degree roadmap and enjoy prayer, counseling, coaching, and ongoing encouragement using either phone, Zoom, or other video technology.

## BGU Online Helpdesk

BGU's Helpdesk is available to all students for easy access to Frequently-Asked Questions as well as access to technical support staff for questions, consultations, tutorials, and feedback. The Helpdesk is available Monday through Saturday, honoring Sunday as a Sabbath day.

## Office of the Registrar

The Registrar's Office arranges course schedules, receives and processes student admission applications and course registrations, and maintains a repository of academic records. Students should contact the Registrar for official and unofficial transcripts, registration information, financial account questions, issues concerning grades, and any other inquiries related to student records. Appointments may be scheduled for advisement on course schedules, class registration, etc., by contacting the Registrar via email at [Registrar@bgu.edu](mailto:Registrar@bgu.edu).

## Counseling and Advising Appointments

Upon admission, each student is assigned a specific advisor. The role of the advisor is to guide the student to make the best academic choices for the development of his/her degree and to ensure the student's best integration and growth with BGU. It is the advisor's responsibility to contact his/her advisee at least once a month. Students are required to keep appointments with that advisor throughout the course of their degree programs. To schedule an advising appointment, students may contact BGU at (214) 329-4447, or via email. For students who are unable to attend an appointment in person, a phone/Zoom appointment will be scheduled. In addition to the student's academic advisor, the Director of Student Services (Katie Berube) and Director of Spiritual Formation (Dr. Nita Kotiuga), the following staff and/or faculty members are also available for advising appointments:

### Doctoral Degree Students

Prospective Students	Allison Sherwin ( <a href="mailto:Allison.Sherwin@bgu.edu">Allison.Sherwin@bgu.edu</a> )
Admission Procedures	Allison Sherwin ( <a href="mailto:Allison.Sherwin@bgu.edu">Allison.Sherwin@bgu.edu</a> )
General Academic Questions	Bunmi Morgan ( <a href="mailto:Bunmi.Morgan@bgu.edu">Bunmi.Morgan@bgu.edu</a> )
General Academic Advisor	Martine Audéoud ( <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
DMin/DTL Dissertations	Bill Payne ( <a href="mailto:Bill.Payne@bgu.edu">Bill.Payne@bgu.edu</a> )
PhD Dissertations	Martine Audéoud ( <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )

### Master's Degree Students

Prospective Students	Allison Sherwin ( <a href="mailto:Allison.Sherwin@bgu.edu">Allison.Sherwin@bgu.edu</a> )
Admission Procedures	Allison Sherwin ( <a href="mailto:Allison.Sherwin@bgu.edu">Allison.Sherwin@bgu.edu</a> )
General Academic Questions	Bunmi Morgan ( <a href="mailto:Bunmi.Morgan@bgu.edu">Bunmi.Morgan@bgu.edu</a> )
General Academic Advisor	Martine Audéoud ( <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
Master's Final Project	Yvonne McKenzie ( <a href="mailto:Yvonne.McKenzie@bgu.edu">Yvonne.McKenzie@bgu.edu</a> )
Capstone Project (EMBA)	Scholastica Olagunju ( <a href="mailto:Scholastica.Olagunju@bgu.edu">Scholastica.Olagunju@bgu.edu</a> )

# ADMISSION POLICIES

## Admissions Standards

BGU graduate programs have a unique focus on global urban leadership realities. The university is committed to the equipping of transformational leaders in business or various forms of Christian service. BGU not only seeks to strengthen those who come with traditional academic qualifications but also those who lead effective transformational organizations and who have a proven record of leadership without a traditional academic background. In many settings, both internationally and nationally, leaders have not had adequate access to educational opportunities. Non-Western and non-formal qualitative learning is given considerable value at BGU. Based on these convictions, BGU encourages transformational leaders worldwide to apply for its graduate programs. Each applicant will be evaluated on his/her merit and will receive a recommendation from the Academic Dean, in consultation with the Academic Cabinet, regarding the most appropriate academic program. Students who are re-entering a BGU program after having gone away for several years need to fill the Special Program Extension Request form with new PLCs that will be presented to and approved by the AC. For specific standards, please see BGU Core Appendices-*Appendix 12*.

## Student Status Classifications

BGU students are classified under various classifications ranging from full-time, to part-time, auditors, and educational experiences. For a complete list and definition of each, please see BGU Core Appendices-*Appendix 13*.

## Transfer Credit Policy

If students have accumulated credits from other academic institutions that they believe may be applicable to their BGU degree, they may petition the Academic Dean at the time of admission for transfer of those credits (advanced standing). The Academic Dean, in consultation with the Academic Cabinet, may approve a transfer of a maximum of 50% of the total required credits in the degree program. Only courses for which the applicant has received a B or better will be considered for transfer. For the complete process, please refer to BGU Core Appendices-*Appendix 14*.

On occasion, credits from a non-accredited institution may be counted as credit toward a BGU degree. For the full explanation and requirements, please refer to BGU Core Appendices-*Appendix 57*.

## Admission Requirements & Procedures

Admission to any of the master's programs or doctoral programs at BGU is based on a selection process conducted by the Academic Dean, in consultation with the Academic Cabinet. The Academic Cabinet reviews each application thoroughly to determine the applicant's qualifications, as well as compatibility of the university programs to the applicant's educational goals. The applicant will then be approved by the Academic Dean, in consultation with the Academic Cabinet after all required application materials have been received by the university. For the step-by-step process, please refer to BGU Core Appendices-*Appendix 15*.

## Personal Learning Community

BGU attributes much of its students' educational success to what is called the "Personal Learning Community" (or PLC). Students identifying three to five individuals or PLC members who agree to support the student during the course of his/her studies. The admissions process includes the requirement that a minimum of three PLC members must be identified, each of whom shall submit a completed PLC Agreement to BGU before an applicant will be considered for acceptance. The PLC can be close friends, co-workers, pastors, spouse, children, etc., each of whom will be asked to read assignments, provide

periodic evaluations, and assist the student in staying accountable to completing their degree. For a description of the specific requirements of the PLC, see BGU Core Appendices-*Appendix 16*.

## English Language Proficiency

Each student must demonstrate English-proficiency by: (1) showing that English is his/her native language, or (2) by having successfully completed an undergraduate or graduate school program in which English is the primary method of instruction, or (3) exhibiting sufficient English-language capabilities to succeed in the classroom and in BGU programs as measured by a score of not less than 80 on the internet-based TOEFL or TOEFL-equivalent exams taken within the last five years. As an alternative to the TOEFL, BGU will accept the IELTS (International English Language Testing System) if a student has scored 6.5 or better, or a copy of the certificate that is awarded at the completion of the Total Immersion Program (TIP). Applicants who can fulfill the qualifications may submit a TOEFL Waiver Request with their application.

Students who are taking the TOEFL test should use BGU's code number of **0709** so BGU will receive the final score directly from the testing agency. For on-line information about TOEFL testing locations and practice tests go to [www.ets.org/toefl](http://www.ets.org/toefl).

## Minimum Technology Requirements

Since every BGU course includes participation via the internet, the minimum requirements for participating in courses for both students and professors include:

1. For email attachments: with dial-up connection a 1MB file can take 10 minutes to download.
2. For rich content web pages: dial up (54KB) will be able to load but it will take a while. If the document contains a number of embedded images and media, 512KB will be sufficient.
3. For Audio Streaming: at least 128 KB for Web Conferencing (video with low resolution/quality options): 900KB for two-person video session, higher for more participants. For better quality: 3.5 MB-10 MB for streaming video.
4. For students to be fully visible and audibly present in online interactions/classes: the use of a webcam and good microphone speakers is recommended.

## International Students

The term "international student" is used at BGU to denote both internationals who attend courses in the United States on visas, as well as those who are legal, permanent residents of the United States. BGU is not authorized to issue visa documents for the F-1 Student Visa.

## Admission as Special Student

Any applicant who does not meet the admission requirements of an individual degree is conditionally admitted under "Special Student Status" (SSS). Persons who are interested in applying to a degree program under SSS are asked to complete the online application and to provide official or unofficial transcripts and a current CV or resume to the Admissions Office for preliminary review. The applicants applying for a master's degree are also asked to fill out an equivalency worksheet if they have not graduated with the requisite undergraduate degree. This worksheet will assist the Academic Dean in determining whether the courses and work previously completed are of a sufficient quality and quantity to be considered for SSS before the applicant is presented to the Academic Cabinet. The Academic Dean will recommend the path of either a degree completion program elsewhere or admission under SSS. The Academic Dean's recommendation of potential eligibility is required in order to be permitted to continue the SSS application process. BGU allows a maximum of 15% of its student body to be classified as SSS. In the event an applicant requires admission under SSS and BGU already has reached the 15% maximum of its enrollment designated as SSS, the applicant will be required to wait one or two terms until an opening occurs before being admitted. As of the date of the approval of BGU's handbooks and catalog by the Academic Cabinet and the Board of Directors, 14 students were identified as SSS, which represents less than 6% of the total student body.

Students under SSS who do not maintain Satisfactory Academic Progress (SAP) or who do not complete any courses for a period of one year or more will be automatically withdrawn. Students admitted under SSS will be required to take a minimum of two 4-credit (or 3-credit for MA) courses per year and

maintain a 3.0 GPA. If students are unable to take two courses per year, they will be placed on a leave of absence and removed from SSS. If and when they return to active student status and there are no SSS slots available, students will be placed on a waiting list and will only be allowed to take courses once they are reinstated to SSS. Once students have successfully completed two courses, they will be removed from SSS. For more details, see BGU Core Appendices-*Appendix 17*.

## Admission with a Degree-Completion Program

Qualified applicants who are studying in a BGU-approved degree-completion program at the bachelor-degree level and who have one year or less remaining in that program may apply for a BGU master's degree program. Applicants may be accepted "pending bachelor's degree completion." Upon acceptance, students will then be eligible to take up to two courses prior to the Registrar's receipt of their final official transcripts.

## Special Needs Policy

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 mandate equal opportunities for students to participate in or benefit from the services offered by BGU. As such, BGU endeavors to respond to the special needs of students with disabilities. Ramps and elevators provide access to BGU's Dallas, Texas, offices and classrooms. Special efforts are made to schedule classes in facilities that are accessible, and parking places are reserved in all campus parking areas.

A qualified individual under the ADA must have a physical or mental impairment which substantially limits one or more major life activities. Major life activities involve caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A qualified student with a disability must meet the academic and technical standards required for admission or participation in an education program or activity. It is the responsibility of the student to make his/her needs known in a timely manner to the Director of Student Services of BGU. Reviewing and granting accommodation for special needs can take up to eight weeks, so students should ensure timely processing of their needs by communicating in writing the type of accommodation as soon as possible.

Students reading in English for whom English is a second language (ESL) may read or write 25% slower than what is required of English-speaking students. Students who are reading or writing in Chinese should calculate that 10 pages of English are equal to seven pages of Chinese.

## FINANCIAL POLICIES

### Tuition and Fees

BGU seeks to provide excellence in education, while keeping costs as reasonable as possible. Student tuition and fees cover only a portion of the total operating costs of the university. The charges listed are effective as of July 1, 2023, and are subject to change without notice. Tuition and fees will change periodically and students are *required to pay the rates in effect at the time each course is held*. It is incumbent upon the student to verify current rates. All amounts are quoted in US Dollars. Check BGU's website for Administrative Fee for specific classes, which varies for each course. For a list of all tuition and fees, see BGU Core Appendices-*Appendix 18*.

- All students and auditors must pay the full tuition and fees prior to gaining access to the first day of class unless that student has made prior arrangements with the Director of Finance to make monthly payments or they have been approved for a FAFSA student loan.
- New applicants must also either pay all tuition and fees prior to the first day of class or at the very least make payments consistently while in class according to payment plans. Failure to do so before the end of the first month of class will result in a "course lock" (i.e. student will be locked out of class) until agreed payment has been made.
- All payment plan students must make their first payment prior to the first course in order to gain access to the course. Failure to do so before the end of the first month of class will result in a "course lock" (i.e. student will be locked out of class) until agreed payment has been made.



## Course Registration

Course tuition and fees are due 14 days prior to the first day of the on-line portion of the course. Students who have not made payment or arranged for a payment plan will have a Financial Lock added to their account until the above-mentioned arrangements are made with BGU's Finance Department. Students will not be allowed to take classes unless their accounts are paid in full, or they have a payment plan in place on which they are current. The Administrative Fee is due at the same time as tuition except for city immersion courses. The Onsite Administrative Fees for city immersion courses are due six weeks prior to the onsite portion of the course and are, for the most part, non-refundable.

Those who attend a city immersion but fail to complete all assignments by agreed-upon deadlines will forfeit all tuition and fees. If the course tuition was not yet paid in full, the student's account will be assessed for all course tuition and fees, if applicable.

## Refund Policy

Courses require considerable advance preparation and expense by the university based on student registrations and deposits. Therefore, the following refund policies are enforced, based upon when a student withdraws from a course in relation to the course starting date. For the full refund policy, see BGU Core Appendices-*Appendix 19*.

## Course Extensions

A student may apply for extensions due to extenuating circumstances as long as 80% of the coursework has already been completed. For the full refund policy, see BGU Core Appendices-*Appendix 26*.

## Financial Aid

BGU understands the financial stress that can result from the pursuit of graduate-level education. To help ease that burden, BGU has sought to identify various financial aid opportunities for qualified students wishing to attend BGU, but who do not have the financial resources to do so. BGU's hope is that these resources and financial aid packages will help students move forward with their educational goals. For more details about financial aid, see BGU Core Appendices-*Appendix 20*. For information about Title IV funding, see BGU Core Appendices-*Appendix 21*.

## Financial Appeals Process

If a student feels that his/her situation warrants an exception to the financial policies or regulations, he or she is encouraged to file a written appeal to the Registrar for consideration by the Academic Dean, in consultation with the Academic Cabinet. The Office of the Registrar will be responsible for investigating the circumstances of the appeal and making a report to the Academic Dean for final resolution at the next Cabinet meeting.

# ACADEMIC POLICIES

## Identity Verification in Distance Learning

BGU's identity verification policy applies to all credit-bearing distance education courses or programs offered by BGU, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that BGU operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

The HEOA requires that institutions offering distance education courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. For more details, see BGU Core Appendices-*Appendix 22*.

## Student's Right to Know Act

The Student Right-to-Know Act, passed by Congress in 1990, requires for institutions eligible for Title IV funding, under the Higher Education Act of 1965, to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to current and prospective students. Since Bakke Graduate University (BGU) is an institution that participates in a Title IV program it is required to disclose graduation/completion rates of all students by race/ethnicity, gender and by sport (not applicable), and the average completion or graduation rate for the four most recent years. To read more about the Student Right-to-Know Act, please visit the National Center for Education Statistics website at <http://nces.ed.gov> and see BGU Core Appendices-*Appendix 23* for the updated version of BGU's graduation rates, which are also available on BGU's website at: <https://bgu.edu/about/university-profile/student-right-to-know-act>.

## Student Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information contained in a student's educational record. FERPA applies to all schools that receive funds under various programs from the U.S. Department of Education. See BGU Core Appendices-*Appendix 24*.

## Security Program

The Federal Trade Commission (FTC) issued final regulations to amend the Standards for Safeguarding Customer Information. These requirements mandate that BGU have a program in which protects student financial aid information. BGU's Security Program is outlined in detail in the Core Appendices-*Appendix 59*.

## Online Courses/Distance Education

According to TRACS, the Federal definition of *Distance Education* is "education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMS, if used in a course in conjunction with any of the technologies listed above."

All of BGU's courses include an online component and most courses are completely online. The Populi online software is BGU's Learning Management System (LMS). The minimum requirement for BGU's courses is a computer and reliable access to the Internet, which is the same requirement for all courses for all students. Students register for online courses just as they register for hybrid courses in Populi. The student will be required to participate in both synchronous and asynchronous class interactions, which include online discussions, real-time virtual classroom sessions, readings, and other requirements which, if not fulfilled, will result in a lower grade, as described in the syllabus for each course. Students and professors are required to be in direct and substantive communication on a weekly basis throughout the course.

## Independent or Directed Studies

Students may include a total of two courses (or maximum 8 credits) of Independent studies in their program. PhD students are allowed a total of three courses (or maximum of 12 credits) of independent studies in their program. Any exception to this policy must be approved by the Academic Dean, in consultation with the Academic Cabinet. An Independent Study is defined as a course that the student designs with the assistance of a professor or a course in which the student is working with the professor individually, and not in conjunction with other students. One of the unique characteristics of BGU is its global

student body; therefore, it encourages students to take classes where interaction with this international cohort enriches the learning experience. See BGU Core Appendices-*Appendix 25* for details. Independent and Directed Studies require the student and professor to meet weekly during the 3-month module in which the course is taken.

## Correspondence Courses

According to TRACS, the Federal definition of correspondence education is “education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; correspondence courses are typically self-paced; and correspondence education is not distance education.” No correspondence courses are available to BGU students.

## Changing Course Credits

A student can only be allowed to increase or decrease the number of credits for a course upon review and agreement of the Academic Dean and agreement of the student’s Program Director. A student can only double a course’s credits twice in the course of a program.

## Course Requirements

BGU’s degree programs include fully online courses as well as hybrid courses that combine online components with face-to-face urban immersions, local cohorts and mentors. Urban immersions are held in various large cities on five continents and all travel expenses are the responsibility of the student. BGU has strict attendance policies, reading, assignments, and projects. For a full description of these requirements, see BGU Core Appendices-*Appendix 26*.

## Grading Policies

Course grades are submitted by the instructor to the Registrar’s Office approximately two to four weeks following the date the students submit their projects. Final grades are based upon the course syllabus. Any course grade below a 2.67 GPA or B- will not be considered passing. Students must maintain an overall minimum 3.00 GPA to graduate. Students receiving a low course grade may invoke a one-time opportunity to resubmit their assignments. The student must then re-submit the revised project or assignments within 30 days of receiving the final grade and pay an additional \$100 to have the work re-graded. After the re-submission, the grade may be changed at the discretion of the course instructor or Academic Dean if warranted by an improved project and/or assignment. Grade points are calculated by multiplying the grade numerical value by the number of credit hours for a class. Grade Point Average (GPA) is calculated by dividing the total grade points by the total accumulated credit hours. If a student’s overall GPA drops below 3.00, that student will be placed on Academic Probation and has one year to bring their GPA up to 3.00 or above. If the student fails to bring the overall GPA to above 3.00 within the one-year period, he/she will be withdrawn from the school. (See the Grading Scale BGU Core Appendices-*Appendix 27*.)

## Grading Rubrics

BGU has designed grading rubrics that shall be used by all professors in determining the grades for all student projects, online interaction, journals, etc. Rubrics are loaded into every course in Populi, BGU’s LMS, under “Files.” To see some of the rubrics in BGU’s online library, go to:

<https://bgu.populiweb.com/library/resource.php?resourceID=11175577>

## Credit Hour Definition

According to TRACS, the Federal definition of a credit hour is as follows: “A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of worked expected in a Carnegie unit: key phrases being

'institutionally established,' 'equivalency,' 'reasonable approximate,' and 'minimum amount.'" For graduate-level work, one credit hour for BGU students is defined by the academic work consisting of professor instruction/student interaction, reading assignments, group projects, class presentations, and independent project work and is equivalent to a minimum of 45 hours of work. Each degree program defines how many credit hours are needed to earn the degree.

## Satisfactory Academic Progress (SAP)

All students must meet the following standards of academic achievement to be classified as students in Good Standing. The qualitative standard requires the student to achieve and maintain a minimum overall or cumulative grade point average of 3.0 for the entirety of the program. The quantitative standard requires all students to complete their program of study within the normal time frame for completing the program. For details about how BGU determines SAP, academic probation, and dismissal, see BGU Core Appendices-Appendix 29.

## Degree Program Duration and Time Limits

A maximum of seven (7) years and minimum of three (3) years will be allowed to complete a BGU degree. The time limit will begin on the student's acceptance date. An extension may be granted, at the discretion of the Academic Dean, in consultation with the Academic Cabinet, if the student demonstrates steady progress toward degree completion and has a legitimate need for more time. Extensions must be requested in writing to the Registrar's Office explaining the extenuating circumstances and providing a projected completion date.

## Withdrawal from the University

There are two ways in which students may be withdrawn:

1. *Request Withdrawal:* Students requesting a withdrawal should submit a "Request to Withdraw" (found on BGU's website at <https://bgu.edu/students/student-resources/student-documents-to-download>) and submit to the Registrar's Office ([Registrar@bgu.edu](mailto:Registrar@bgu.edu)). The Academic Dean or Registrar will seek to hold a face-to-face or Zoom exit interview with a withdrawing student or at a minimum ask the withdrawing student to fill out an Exit Interview form. If withdrawing is due to financial reasons, arrangements need to be made to pay any outstanding balance due BGU.

2. *Withdrawal due to lack of involvement:* Students will be withdrawn who a) fail to request extensions for coursework that is more than six months overdue, b) are inactive for more than 12 months and have not responded to any BGU communications, or c) maintaining an outstanding balance for over a year without contacting BGU to set up a payment plan. The Registrar's Office will give the student a 30-day cautionary email (and copy the student's advisor) before proceeding with the withdrawal.

## Reinstatement of Withdrawn Students

A maximum of seven (7) years and minimum of three (3) years will be allowed to complete the doctoral programs (DMin, DTL, and PhD). A maximum of six (6) years and, except for transfer students, a minimum of two (2) years will be allowed to complete the master's programs (MATL). The time limit will begin on the student's acceptance date.

Students who want to be reinstated after having been withdrawn or inactive for over a year and less than 7 years will need to petition the Academic Dean's office for approval and will need to update their personal data and PLC contact information. If the student has attended any other institution(s) during his/her absence, arrangements must be made for an official transcript (showing good standing) to be sent from each institution to the Office of Admissions (see Transfer policy above). Exceptions and appeals may be made to the Academic Dean, in consultation with the Academic Cabinet.

## Teach Out Policy

In the event that BGU is forced to close its doors or to eliminate a program, it has developed a policy to care for every current student to ensure either a teach out or transfer to another accredited institution to complete his or her degree. See BGU Core Appendices-*Appendix 60*.

## Degree Extension

BGU, in accordance with standard academic procedures, requires that a student complete his/her program within seven years, including all coursework and final projects, from the date on which the student enrolled for his or her first course. Any student who has not completed the degree within the 7-year limitation may appeal to the Academic Dean, in consultation with the Academic Cabinet, to be allowed to exceed the limitation by filling out a Degree Extension Request (downloadable from <https://bgu.edu/students/student-resources/student-documents-to-download>). This document includes a short statement about why the student was unable to complete the program within the 7-year limit as well as a plan for completion within a relatively short period of time, which will need to be approved by the Academic Dean in consultation with the Academic Cabinet.

## Dissertation Advisory Team

BGU's Director of Final Projects coordinates a Dissertation Advisory Team. The purpose of that team is to review dissertation proposals, review the congruence of expertise between proposed dissertation supervisors and second readers and the theme of a given dissertation, as well as to review any academic issue pertaining to the dissertation writing process. It reports to the Academic Cabinet on a monthly basis.

## Dissertation in Foreign Language

Because BGU has partnerships with organizations around the globe, there are instances when students may wish to write their dissertation in their native language. While BGU approves that practice, there are certain parameters that guide that practice. For the specific requirements refer to BGU Core Appendices-*Appendix 58*.

## Graduation Policy

BGU's academic curriculum and course calendar is designed for June Graduation; however, BGU students have the option of a December Graduation (first Monday of December) or June Graduation (first Saturday of June). A joint commencement ceremony is only held once a year on the first Saturday in June every year. All graduating students (December and June Graduation) are encouraged to attend and to invite their friends and family to celebrate their accomplishment during the June commencement service. DTL and DMin students must complete the majority of their core classes before they will be allowed to take the dissertation proposal writing course (RES701). A student may appeal this decision by submitting a request to the Academic Cabinet via the Registrar's Office. See further graduation and candidacy requirements listed under each degree program.

All charges assessed to the student's account, e.g., course tuition, graduation fees, library fees, Dissertation, or Masters Final Project (MFP) fees, etc., must be paid in full before a degree will be issued. The deadline to submit all required course work, final projects, and payment of all dues for the December graduation is September 30 and the deadline to submit all required course work, final projects, and payment of all outstanding dues for the June graduation is April 30 (or before an oral review can be scheduled, whichever comes first).

The Catalog in effect at the time of a student's matriculation shall determine the complete requirements for graduation. The Dissertation Handbook that was in effect when the student took the research course will contain the requirements by which that student must abide when writing his/her dissertation. Any exceptions to this policy or special cases will be handled by the Academic Dean in consultation with the Academic Cabinet.

## Audit Registration Policy

Auditing students, spouses of students, and alumni may register for courses up to six (6) weeks before the first day of the professor-led class session/immersion portion of a course, *depending upon space availability*.

## BGU's Social Media Policy & Disclaimer

Bakke Graduate University encourages interaction among users on BGU's social media sites but is not responsible for the content of other contributors published on any official BGU websites, pages, or affiliates. This is including, but not limited to, Facebook, Twitter, YouTube, LinkedIn, Wikipedia, Foursquare, Google+, Instagram, Pinterest and all other social media websites listed here or not listed. For details about BGU's policy, please see BGU Core Appendices-*Appendix 30*.

Bakke Graduate University thanks any contributor in advance for their contributions to the university's social media pages, and for their compliance and assistance in creating a safe and vibrant online community. BGU abides by the European General Data Protection Regulations (EGDPR) (<https://gdpr.info.eu/>) in its communications. Any questions or concerns should be emailed to [info@bgu.edu](mailto:info@bgu.edu).

## Wiki-websites & Artificial Intelligence (ChatGPT, etc.)

BGU discourages the use of Wiki-related websites since they are not academically peer reviewed. BGU also discourages the use of artificial intelligence programs like ChatGPT or Jasper to create original academic documents since those sources cannot be properly cited, thus posing the issue of plagiarism. Furthermore, the information provided by such sources is often not academically reliable and may not reflect the original and critical thinking processes of the author.

Finally, students need to ensure that the privacy of the subjects of their research is protected. AI-related sources are not private nor encrypted, thus open to the whole world. Once something has been uploaded to one of these sites, that information becomes available to anyone who uses the service. Private or institutional proprietary data should thus not be shared over Wiki- or AI-related sites.

On the other hand, Wiki- and AI-related tools may be used to provide certain information that students may need to critically evaluate a particular topic or subject. See for instance the following article from the American Psychological Association:

<https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>.

## Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides generally that: 1) students shall have the right of access to their educational records; and 2) educational institutions shall not release educational records to non-school employees without the consent of the student (or former student). With few exceptions, which are provided by law, students may see any of their educational records upon written request to the Registrar. For more details, see BGU Core Appendices-*Appendix 31*.

## Transcripts

All transcript requests must be authorized in person or in writing and must include the student's full name, Social Security number (US taxpayers only), date of birth, dates of attendance at BGU, the complete name and address of the office or person to whom the transcript is to be sent, and the signed authorization to release the transcript. There is a \$5.00 charge for every transcript issued. A minimum of *four days'* notice is required when requesting copies of official transcripts. A Transcript Request can be downloaded from the BGU website:

<https://bgu.edu/students/student-resources/student-documents-to-download>.

## Institutional Review Board

Bakke Graduate University (BGU) requires the conduct of ethical practices in relation to all research related to human subjects. BGU has adopted the guidelines outlined in the Code of Federal Regulations

Title 45 (Public Welfare), Part 46 (Protection of Human Subjects). This document is available at <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html>

Before collecting data related to specific types of research with human subjects, all students, faculty, project supervisors, and other staff members must obtain approval from the BGU Institutional Review Board (IRB) when required by the guidelines established in Federal regulations § 45 CFR 46 and described in the *BGU Institutional Review Board Policy and Procedure Manual* (available on the BGU website). Engaging in research with human subjects without IRB approval when required has serious ethical implications and violates university and Federal policies. Some categories of research that will probably require approval of the IRB include the following:

1. Research involving interaction with children
2. Research involving prisoners
3. Research that involves deception or withholding of information from subjects
4. Research that involves intense physical exercise
5. Research that may cause emotional distress or discomfort greater than what would be expected in daily life

The IRB team coordinator reports to the Academic Cabinet on a monthly basis. For more information on the types of research requiring IRB approval, visit the BGU website.

<https://bgu.edu/students/student-resources/handbooks-catalogs>

## Referral Policy

Current BGU students may earn tuition credit by referring a new student to BGU. For the guidelines and the complete policy, see BGU Core Appendices-*Appendix 56*.

## ACADEMIC PROGRAMS: DESCRIPTION, REQUIREMENTS & OUTCOMES

Bakke Graduate University currently offers five U.S. Accredited Academic Programs. Students in all five programs are invited to attend courses with those in other degrees, thus providing them with the additional advantage of experiencing BGU's unique geographic, cultural, and organizationally diverse relationships. BGU degrees provide theological, operational, and personal skill sets for entry into the most diverse range of world realities, from a call and ministry with those in abject poverty to a call and ministry with those in the corridors of the powerful. All five programs engage the unique niche areas of expertise in the BGU network of students, alumni, and faculty. For a list of the areas of expertise for each of these individuals, see BGU Core Appendices-*Appendix 32*.

### Master of Arts in Transformational Leadership (MATL)

The Master of Arts in Transformational Leadership (MATL) degree is designed especially for urban ministry leaders who desire greater expertise and skill in leading transformation in cities or for leaders of start-up organizations or small to medium-sized existing organizations, who need practical skills in leading teams and organizations. Students can specialize in personal leadership development or dig deeper in the core topic areas of relief, development or advocacy. Students can also access a unique set of theological core courses designed for leaders working with younger populations in global urban centers. Through Elective and Capstone courses, this degree is designed to contribute to the student's unique personal and organizational needs. For the program outcomes, see BGU Core Appendices-*Appendix 33*, and for the program outline, see BGU Core Appendices-*Appendix 34*.

### Executive Master of Business Administration (EMBA)

Bakke Graduate University offers an accredited, values-driven Executive Master of Business Administration (EMBA) degree for working adults that takes into account the worldwide marketplace trends and the need for organizations that are both socially responsible and profitable in today's global contexts.

This degree is designed to provide students with the knowledge, perspective, models, mentors, relationships, and skills to address their work, their calling, and the whole of their life in an integrated manner. Leaders enrolled in this EMBA can be involved in for-profit, non-profit organizations (NGO) or governmental organizations. The EMBA is a hybrid program that includes both online and face-to-face courses and immersions into global best business practices. Students are exposed to cross-cultural, internationally-oriented faculty, case-studies, historic, and emerging trends in the various fields of substantive, advanced business study. Students will also have opportunities to travel as part of their education to see first-hand the application of these skill sets and principles. The BGU EMBA is unique as every topic is taught from the perspective of social, spiritual, economic and environmental transformation of students' own lives, their organizations, cities and industry sectors. BGU's EMBA graduates are prepared to integrate their work, character and calling to make a positive difference in their career and impact. For the program outcomes, see BGU Core Appendices-*Appendix 35*, and for the program outline, see BGU Core Appendices-*Appendix 36*.

## Doctor of Ministry (DMin)

BGU's Doctor of Ministry (DMin) is a ministry degree program designed to enhance the leadership skills of individuals engaged in Christian ministry. BGU's DMin program is unique in many ways. We are not recruiting lone rangers into this program, but ministry leaders. The DMin is distinct from the PhD or ThD in that its primary focus is on implementing and strengthening effective ministry rather than preparing the participant for research or teaching in purely academic arenas. BGU follows the medical model of preparing doctors for surgery in the operating room. At BGU, the cities are the labs, and practitioners are professors. Although the DMin is not designed as simply a research degree, in recent years many seminary educators have chosen the DMin degree to enhance their ability to provide training relevant to practical issues in Christian ministry.

Those who pursue a DMin with BGU will obtain a doctoral education in the discipline of ministry to provide global transformation throughout the world. Students who have graduated with a DMin from BGU have utilized their degrees to:

- Plant global churches
- Develop and engage missional ministries throughout the world
- Pastor churches globally implementing ministries to transform lives and communities
- Develop faith-based non-profits
- Develop global mentoring ministries to disciple global communities
- Leadership development that has a global impact in the church and the community
- Develop ministries that assist individuals who are oppressed and abused to provide liberation and transformation

For the program outcomes, see BGU Core Appendices-*Appendix 37*, and for the program outline, see BGU Core Appendices-*Appendix 38*.

## Doctor of Transformational Leadership (DTL)

The Doctor of Transformational Leadership (DTL) is designed for leaders in organizations that are focused on urban relief, development or advocacy, economic, political, social or cultural influence, from a Christian perspective. These organizations can be non-profit, for-profit or government entities. BGU asks every student to write every assignment, including the Dissertation, in ways that benefit his/her sending organization. The DTL is distinct from the PhD or the EdD in that its primary focus is on implementing and strengthening effective organizational practices rather than preparing the participant for research or teaching in purely academic arenas. Once the student has completed his/her degree both the organization and the student will have been strengthened. For the program outcomes, see BGU Core Appendices-*Appendix 39*, and for the program outline, see BGU Core Appendices-*Appendix 40*.

## Doctor of Philosophy (PhD) in Innovative Urban Leadership

The PhD in Innovative Urban Leadership is designed to equip scholar-practitioners and thought leaders to innovate in the urban context. Leaders will accomplish this goal as they build on demonstrated leadership



practice and research skills to exemplify sustainable and regenerative leadership grounded in collaboration, community, and context. For the program outcomes, see BGU Core Appendices-Appendix 51. For the Program Outline, see BGU Core Appendices-Appendix 52.

## Degree Completion Requirements

For the details of each degree's completion requirements, see BGU Core Appendices-Appendix 41.

## High Honors

The designation of "High Honors" will be given to graduates, and designated on their diploma, when they have graduated with high honors in light of having attained an overall GPA of 4.0 or higher to attest to the high quality of their work.

## Academic Calendar

To see the current academic calendar, refer to BGU Core Appendices-Appendix 42.

## Role of the Board of Directors

The Board of Directors (hereinafter referred to as "the Board") has ultimate legal responsibility for governance of the institution. The Board is a legislative, not an executive, body with primary responsibility for the determination of policy. The Board's primary role is to ensure the financial and legal health of the school and to oversee the hiring, firing, and activities of the Chief Executive Officer (President). The Board establishes broad policies which are executed by the President and his/her executive administration. While the President is always free to recommend policy, the Board determines policy and carries out its programs and exercises its control through the President. The Board's major responsibility is to assist, guide, and evaluate the progress of the institution. The Board holds the President accountable for effective administration of the school. (See the Organizational Chart for lines of authority in BGU Core Appendices-Appendix 50 and the members of the Board of Directors in Appendix 46).

## Staff and Faculty

See the following appendices for a complete list of BGU's administrative staff (BGU Core Appendices-Appendix 43), adjunct faculty (BGU Core Appendices-Appendix 44), resource faculty (BGU Core Appendices-Appendix 45), Board of Regents (BGU Core Appendices-Appendix 47), and all staff (BGU Core Appendices-Appendix 48).

## Academic Cabinet

The Chief Academic Officer is responsible for decisions affecting the academic integrity and effectiveness of the University and will delegate portions of this responsibility to the appropriate individual staff and faculty leaders. The Academic Cabinet serves as a standing advice process entity to support this effort. The Academic Cabinet advises regarding student acceptance and scheduling of courses, appointing of faculty, maintenance of all BGU academic documents such as the catalog, handbooks, curriculum, and syllabi.

Bakke Graduate University reserves the right, but is not obligated, to remove comments or posts that are racist, sexist, abusive, profane, violent, obscene or spam; that advocate illegal activity, include falsehoods, contain commercial solicitations, are wildly off-topic, or cannot be translated to English using free online tools; that libel, incite, threaten or make ad hominem attacks on BGU students, employees, guests or others. BGU also reserves the right to remove comments or posts that are deemed negative or offensive by the page's administrators. Violators will be banned from the page.

## Office of the Registrar

The Registrar's Office arranges course schedules, receives and processes student admission applications and course registrations, and maintains a repository of academic records. Students should contact the Registrar for official and unofficial transcripts, registration information, financial account questions, issues concerning grades, and any other inquiries related to student records. Appointments may be scheduled for advisement on course schedules, class registration, etc., by contacting the Registrar [Registrar@bgu.edu](mailto:Registrar@bgu.edu) or calling Julia Burk at the BGU office at 214-329-4447 ext. 120.

## CERTIFICATES

### Intensive Certificates

Graduate Certificates and Professional Development Certificates are opportunities for life-long learners to glean from what BGU has to offer without the commitment to a full graduate-level degree. For more information on certificates, please see BGU Core Appendices – *Appendix 53*.

# BGU'S DEGREE PROGRAMS

## DOCTOR OF MINISTRY (DMin)

### Program Description

BGU's Doctor of Ministry (DMin) is a ministry degree program designed to enhance the leadership skills of individuals engaged in Christian ministry. BGU's DMin program is unique in many ways. We are not recruiting lone rangers into this program, but ministry leaders. The DMin is distinct from the PhD or ThD in that its primary focus is on implementing and strengthening effective ministry rather than preparing the participant for research, for professional service, or for teaching in purely academic arenas. At BGU the cities are the labs, and practitioners are professors. Although the DMin is not designed as simply a research degree, in recent years many seminary educators have chosen the DMin degree to enhance their ability to provide training relevant to practical issues in Christian ministry.

Those who pursue a DMin with BGU will obtain a doctoral education in the discipline of ministry to provide global transformation throughout the world. Students who have graduated with a DMin from BGU have utilized their degrees to:

- Plant global churches
- Develop and engage missional ministries throughout the world
- Pastor churches globally implementing ministries to transform lives and communities
- Develop faith-based non-profits
- Develop global mentoring ministries to disciple global communities
- Leadership development that has a global impact in the church and the community
- Develop ministries that assist individuals who are oppressed and abused to provide liberation and transformation

Entrance requirements for the DMin degree assume that the essential foundations of theological education have been established in the life of the participant. The program provides the student with the opportunity to focus on specialized areas of skills and knowledge relevant to practical leadership issues related to various forms of Christian ministry.

The DMin degree is also designed to strengthen the biblical and theological foundations necessary for ministry students to provide strong, biblical leadership within the context of their ministry. The program continually emphasizes the need to integrate both the theory and practice of ministry. The DMin program concludes with a Dissertation, which focuses on the student's area of concentration and ministry context.

### Program Outcomes

The DMin degree is a terminal degree that focuses on practical aspects of professional and lay ministry. The objectives of the DMin degree program are as follows:

CRITERIA	DMin – <i>DMin students will</i>
<b>Spiritual Formation</b> – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	<ul style="list-style-type: none"><li>• Demonstrate a strong theological, hermeneutical and exegetical basis for their life and work, especially in the context of authentic community.</li><li>• Demonstrate strong personal spiritual growth that significantly increases right relationships with God, self, the communities they serve, and creation.</li></ul>
<b>Perspective</b> – What shifts in worldview, mindset, new ways of seeing themselves, God, and others	<ul style="list-style-type: none"><li>• Recognize and take advantage of the diversity in the Church, gathered and scattered, as a gift of God,</li></ul>

<p>will result from this program? How are the BGU 8 perspectives addressed in this program?</p>	<p>ethnically, economically, culturally, theologically, and globally.</p> <ul style="list-style-type: none"> <li>• Embrace the eight perspectives of transformational leadership to advance God’s kingdom: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.</li> </ul>
<p><b>Knowledge</b> – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?</p>	<ul style="list-style-type: none"> <li>• Equip urban Christian leaders through a cooperative exchange of theological and missional ideas, experiences, and knowledge, stewarded for and with vulnerable people and places.</li> <li>• Demonstrate a global perspective, with a Christian worldview, self- awareness, and knowledge of how to develop meaningful global partnerships.</li> </ul>
<p><b>Skills</b> – What hands-on skills will be taught, demonstrated and evaluated in this program?</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication, to address ministry or church-related leadership issues.</li> <li>• Evaluate global models of ministry to engage the global Church in addressing oppressive conditions in various cultures and contexts.</li> </ul>
<p><b>Application</b> – How will the student apply the content of this program in their life and work during their studies and after they graduate?</p>	<ul style="list-style-type: none"> <li>• Demonstrate transformational leadership in implementation of holistic ministries and organizational approaches within the global Church context and local communities.</li> <li>• Equip congregations to minister to, mentor, and disciple local and global communities to carry out the Great Commission and the Creational Mandate.</li> </ul>

Students are encouraged to write all assignments contextually in order to develop their own city into a teaching and learning laboratory for mission and ministry.

## Degree-Specific Admission Requirements

Standard admission requirements for the 40-credit Doctor of Ministry (DMin) degree program include a Master of Divinity (MDiv) degree, a minimum of five years of ministry experience, and present engagement in ministry. However, if an applicant does not have an MDiv degree, he or she may apply to the Academic Cabinet (AC) to be admitted if they have achieved a 40-credit master’s degree, five years of ministry experience, presently engaged in ministry, and are able to demonstrate Bible/theology competency in the following manner:

1. The successful completion of 20 credits in Bible and theology, or
2. The successful completion of the 4-credit Bible/theology course to demonstrate competency within the student’s first year of attendance.
3. For BGU’s MATL students, completion of the 4-credit Bible/theology competency course in addition to the 36-credit core would qualify the graduate for entrance into the DMin.

For more details, see BGU Core Appendices-*Appendix 17*.

## Degree Requirements

**Credits:** Participants working toward the typical Doctor of Ministry degree shall complete 40 semester credit hours by completing all course work and a Dissertation with a minimum grade point average of 3.0. No course grade under the minimum grade of “B-” will be accepted for credit toward the DMin degree.

**Program Length & Cost:** Students may take a minimum of two years and a maximum of seven years from the date of acceptance to complete the degree. For a list of all tuition and fees, see BGU Core Appendices-*Appendix 18*.

The Academic Dean will oversee the qualifying of participants for candidacy. Request for candidacy will include the following procedures:

- a. The prospective candidate will have fulfilled all entrance deficiencies and other conditions stipulated at the time of admission into the program.
- b. The prospective candidate will have demonstrated a capacity for individual research indicated by the quality of written work submitted in conjunction with course work.

## Dissertation Policy

The Doctor of Ministry program concludes with a Dissertation that integrates both theory and practice of ministry. It is this combination of theory and practice in the field of the candidate’s ministry that distinguishes this program from other programs that focus on academic and experimental research (please request or download the most current DMin & DTL Dissertation Handbook from the BGU online library or website for current details). The Dissertation is to be written in proper form and style and must contribute to the knowledge of the work of the ministry. The project proposal must be approved by the DMin/DTL Dissertation Advisory Team (DDAT) (subcommittee of the Academic Cabinet tasked with approving proposals, supervisors, and second readers for DTL/DMin dissertation work), in consultation with the Academic Cabinet. Through the Dissertation, the candidate must demonstrate the following:

- a. The ability to identify a specific concern in ministry, mobilize appropriate resources, develop a method for addressing the concern, and evaluate the completed results;
- b. The ability to reflect depth of theological insight in relation to practical ministry; and
- c. The ability to function responsibly under supervision appropriate to the project.

Participants should enter the degree program with a potential topic in mind. A supervisor will be selected from among the recommended faculty by the participant to function as the primary supervisor on the Dissertation. The Director of Doctoral Dissertations and the Academic Dean will also be available for consultation throughout the Dissertation process.

More detailed information on the Dissertation and candidacy process may be found in the DMin & DTL Dissertation Handbook. Visit the website or contact the BGU office for a copy.

## Curriculum

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
<b>Phase 1</b>				
OVI 701	Overture 1 (offered in a variety of cities around the globe)		8	
THE 730	Global Narrative Theology		4	
MCC 716	Global Ministry Development		4	
			<b>Credit subtotal</b>	<b>16</b>
<b>Phase 2 – Concentration or Electives</b>				
	Concentration or Elective based on study focus		4	
	Concentration or Elective based on study focus		4	
	Concentration or Elective based on study focus		4	
			<b>Credit subtotal</b>	<b>12</b>
<b>OR Phase 2 – Global Urban Focus</b>				
OV2 701	Overture 2 (offered in a variety of cities around the globe)		6	
OV3 701	Overture 3 (offered in a variety of cities around the globe)		6	
			<b>Credit subtotal</b>	<b>12</b>
<b>Phase 3 - Required</b>				
RES 701	Dissertation Proposal Design*		4	
DIS 701A	Dissertation-1: Proposal Approval (Part 1)		2	
DIS 701B	Dissertation-2: Chapters 1-3 (Part 2)		2	
DIS 701C	Dissertation-3: First Draft (Part 3)		2	
DIS 701D	Dissertation-4: Conclusion (Part 4)		2	
			<b>Credit subtotal</b>	<b>12</b>
			<b>Total Credits</b>	<b>40</b>

## Course Descriptions-DMin

**NOTE:** The core courses are offered every year but electives and specializations are offered either on an every-other-year basis or on demand. Any course that is not either one of the student's core courses or focus/concentration can be taken as an elective course.

All 700-level courses are doctoral-level classes. Course numbering/lettering corresponds with the following:

### Foundational Core Courses (Phase 1)

DIS	Dissertation
OV	Urban and International Immersions
RES	Research
THE	Theological Studies

### Focus/Concentrations (Phase 2)

ASM	Assessment
BUS	Business / Conflict Studies
HST	History
IUL	International Urban Leadership
LDR	Leadership
LIA	Leadership in the Arts
MCC	Ministry in Complex Contexts
MSF	Missional Spiritual Formation

PRM	Practical Ministry
PST	Pastoral Leadership
TOW	Theology of Work
HST	History
WLS	Women Leadership Studies

## Foundational Core Courses (Phase 1)

### **OVI 701 Overture I** (8 credits)

This gateway course into Bakke Graduate University is offered every year in various locations around the world. It welcomes students, forms community among cohorts and exposes students to the underlying philosophy and style of BGU with regard to eight major perspective shifts of transformational leadership: Calling-Based, Incarnational, Reflective, Servant, Contextual, Global, Shalom, and Prophetic. Case studies from ethnic, gender and global perspectives will challenge students to look beyond their own context. The course will focus on character development of leaders and the creation of culture and ethos within transformed and transformational organizations. Daily, on-site observation of urban ministry models and integrated debriefings are incorporated.

### **RES 701 Dissertation Proposal Design** (4 credits)

This four-credit course is designed to introduce the DMin and DTL student to the processes of designing and writing a professional doctoral dissertation proposal. It will help the student get organized, prepare a dissertation writing timeline, develop effective writing strategies, choose or refine a dissertation topic, design a dissertation proposal, and interact with other doctoral students in the course using asynchronous and synchronous communication.

### **DIS 701A - D Dissertation** (8 credits)

The capstone course in the DMin program is a research-based ministry project dissertation, which is divided into four stages (701A = Proposal approval; 701B = Chapters 1 through 3; 701C = First Draft; 701D = Conclusion). The dissertation draws together all that the student has learned into final form and contributes to a practical accomplishment for the leader or the leader's institution according to their specialization. The dissertation will include an emphasis on the organizational, cultural or city issues faced in the project. A Dissertation Supervisor will be chosen by the student or assigned by the Director of Doctoral Dissertations from the list of approved supervisors.

## Assessment focus/electives

### **ASM 701 Organizational Assessment** (8 credits)

Students will assess the degree to which their institution/organization/role has the potential for contribution to civic transformation. Student will work to propose the adjustments necessary to more effectively align it with this goal. This course should include appraisal of vision and mission statements, assessment of the unique contribution of the institution, discernment of contextual issues in their city that merit enhancing the capacity of their organization, and familiarity with current assessment tools. This course provides the contextual focus and pragmatic framework for the rest of the DTL degree, as well as benchmarking by which change will be measured.

### **ASM 702 Personal Assessment** (8 credits)

Students will assess their readiness and next steps to be transformational leaders in their organizations, city or internal/external cultures where they have influence. Students will work to express their calling based upon current opportunities as well as their life narrative. Students will assess natural giftedness as evidenced in their life stories; spiritual gifts as evidenced in their ministries; as well as issues in their life that will limit their relational and missional abilities. This course includes a special emphasis on spiritual formation practices and principles connected to God's wiring in their life and context. This course provides the personal focus and framework for the student to design the rest of the DTL degree to develop specific steps for mentoring, skill development, and research to build upon their strengths and opportunities and shore up weaknesses.

## Business focus/electives

### **BUS 708 - People Development and Management (4 credits)**

What is traditionally taught as Human *Resources* elsewhere is taught at BGU as Human *Relationships*. God created humans to work through their giftedness within the context of healthy personal and institutional relationships. Leaders are responsible to build organizations that do this well, which should result in maximizing organizational goals. This course helps students understand the various types of systems needed for healthy people development and work environments to take place in any marketplace organization or ministry, regardless of the urban arena. Students will learn skills that infuse relational health, empowerment, dignity and transformation into what are often people-insensitive HR activities. Students will gain hands-on experience in key skill areas of labor and employee relations, clear metrics, adequate training, recruitment, hiring, performance management, development and retention/separation of service. Among other models, this course will explore the global paradigm-changing *Joy at Work* approach pioneered by Dennis Bakke that decentralizes these tasks to front-line work teams around the world, in international and local contexts.

## Leadership focus/electives

### **LDR 706 The Servant Leader in a Multi-Cultural World (4 credits)**

This course focuses on the *person* of the leader and explores the paradoxical concept of servant leadership, modeled by Jesus, within the broader context of the abundance of leadership theories, in order to gain a clearer understanding of one's true vocation, how one best leads, and the ability to lead oneself in an increasingly multi-cultural and complex world.

### **LDR 710 Donors, Grants & Social Media (4 credits)**

This course is designed to help students infuse the perspective, values and prayerfulness of a transformational leader into every aspect of resourcing their ministries and businesses. The end goal is clarity of perspective, practical skills, and concrete steps toward their goals during the class. In this course you will learn a theology of fundraising; how to express the story of your vision and mission in a way that connects to people's minds and hearts; how to identify new sources of donation and fee income, and how to develop local sources of funding to decrease dependence upon cross-cultural sources. Practical outcomes will include a personal/ organizational blog with social media coaching; a case for support document and a draft fundraising/resourcing plan for your organization.

### **LDR 714 Transformational Leadership (4 credits)**

This course will focus on the eight perspectives of transformational leadership in relationship to communities globally. Students will be introduced to concepts and topics related to urban leadership, as well as the philosophy and theological underpinnings for this field. Students will be provided with group experiences in order to develop a cohort community to ensure a strong support and accountability infrastructure for the entire program. Study tips and logistics will be reviewed.

### **LDR 728 Leadership for Effective Collaboration (4 credits)**

This course is an innovative and inter-disciplinary course designed in cooperation with leading experts in collaborative partnerships for Christian mission. This course takes a case study and collaborative approach to learning that is organized around realistic scenarios and shared collaborative experience. Students will work individually and in teams to solve problems and complete projects that will give them insight into the possibilities for collaboration in community ministry and global mission. Students will learn how to apply the principles and processes of collaborative partnerships to address complex community, organizational, and social issues, accomplish challenging goals, and bring big missional dreams to reality.

## Leadership in the Arts electives/focus

### **LIA 701 Art, Faith & Compelling Grace: Shaping culture through story (4 credits)**

"In the beginning God created" (Gen. 1:1) invites all of humanity into God's creative narrative, uniting faith and the arts – specifically the power of storytelling – with the compelling inclusivity and healing of



grace. This course will interweave the research/study of transformational leadership, a theology of the arts, and the grace revealed through the culture-making propensity of story. It will critically examine relevant narratives (poetry, literature, and film) that have long molded human global belief systems, equipping students to create and influence through narrative in shaping culture within global urban contexts.

**LIA 702 The Artful City: Cultivating shalom through the redemptive arts (4 credits)**

This course will critically examine the generative capacity of the redemptive arts to inform, inspire and engage fullness of life within the global urban construct. Acknowledging the fact that cities are multidimensional idea centers fueled by forces of creativity and innovation, the course lessons, interaction and projects will focus on the role the arts play in activating metamorphic shalom in global communities.

**LIA 703 Studio 31: Integrating the Visual Arts into the Life of the Church (4 credits)**

The video arts and music are easily incorporated into the worship culture of most global churches. But given the reality that God called Spirit-filled artists to utilize the visual arts in creating an enriched community and worship experience for the Israelites in Exodus 31 & 35, clearly a diversified approach to artful worship will encourage, strengthen and empower the postmodern church today. This course will research, evaluate and develop diverse arts application involving the corporate worship capacities of visual creative expression (dance, painting, murals) within the global church, in addition to addressing the healing, restorative ideologies of the arts in ministry.

## Ministry in Complex Contexts focus/electives

**MCC 701 Church in Community Development (4 credits)**

Communities can be changed by incarnational leaders. Jesus Christ in his incarnational life becomes the method, the message and the means for transforming communities. Students will explore and evaluate community development models and seek integration with their context of ministry. This course is offered in conjunction with the Christian Community Development Association's annual conference.

**MCC 703 City Consultation (4 credits)**

This course is designed to immerse the student in the City Consultation ethos and process. The student will be exposed to the historical need for consultations in contrast with the traditional conference, seminar, or crusade. Participants in this course will be exposed to the values, objectives, and biblical principles undergirding a consultation approach to the city. Students will learn how to network a city, crossing multiple working sectors. Students will also be guided through a consultation planning process for their city and a way to sustain long term change. Students will visit ministries, churches, businesses, and public offices. The doctoral student will be required to plan a City Consultation in their ministry context.

**MCC 707 Poverty, Diversity & Social Justice (4 credits)**

This course addresses issues that are at the heart of the crisis being experienced by virtually every global metropolis. It examines current theories of poverty, diversity, and social justice, including current debates on poverty and development, the proper role and response of the church to urban, inner-city realities, Liberation Theologies for today's world, and evangelical reflection on social action and political involvement. This course seeks to expose the students to poverty and poverty-alleviation efforts on the front lines of urban centers.

**MCC 708 Cross-Cultural Engagement (4 credits)**

Cross-culture understanding is essential to building relationships and leading organizations in the 21st century. This fast-paced course will address fundamental concepts of cross-cultural studies from a Christian perspective, including cultural and social anthropology, worldview, contextualization, communications and cross-cultural conflict, with particular emphasis on cross-cultural ministry and business. Going beyond theory, students will engage in practical cross-cultural exposure and development of key cross-cultural, listening, interpretation, and communication skills.

**MCC 710 Exegeting Your Community (4 credits)**

This is the first of three courses the student will take to begin to study the community (followed by MCC 712 and then MCC 711). As a foundation the theology of place and the importance of incarnational presence

will be considered. The individual project of the course involves exegeting the community from the street level. The student is taught the skill of interviewing and addressing the community from the point of conversation. Emphasis is placed on understanding the community from the perspective of the residents, business owners, and other stakeholders (should be taken first in the series).

**MCC 711 Engaging City Leadership through Christ-Centered Civic Renewal** (4 credits)

This course will examine the existing sectors of each city, looking at the disciplines and dynamics involved in engendering cross-sector collaboration for civic renewal. Students will explore the tension between individualism and community in achieving the common good, as well as see the city through several national lenses that demonstrate features that have historically sparked renewal movements. With pragmatic assignments getting students out in their cities, students will engage in defining what Christ-Centered Civic Renewal will look like in their communities, and mine the rich leadership treasure of their communities as a preparation for the eventual consultation they will do, the final doctoral project for the DTL (should be taken third in the series).

**MCC 712 Asset-Based Community Development (ABCD) and Appreciative Inquiry (AI)** (4 credits)

This course will examine the benefits of ABCD and AI as contrasted with a deficit-based approach to community transformation. Students will examine the concepts of the abundant community based on the work of McKnight and Block and others, as well as define and execute ABCD/AI projects in their own communities (should be taken second in the series).

**PRM 722 The Family in the Era of Globalization** (4 credits)

This course is a general introduction that investigates current thinking about globalization and the confluence of Christian families around the world. The course will engage the student in broad-based studies on culturally-diverse Christian family values, sexuality, economics, social policy and other influences in the context of globalization. The student will examine implications on the Christian church as families face the demands of modernity.

### Miscellaneous electives

**HST 721 Global Christian History & Praxis** (4 credits)

This course allows doctoral students to track their own theological and ecclesial histories. The students will gain insight from the lives of Christian leaders throughout history, who have been instrumental in transformative change. This course will deal with the early Church and orthodoxy.

**IUL 702 International Urban Leadership** (8 credits)

This course is focused on those leadership opportunities and challenges that are faced in highly dynamic global urban contexts, as well as the transformational influence necessary for systemic change to occur in local environments. It is built on the infrastructure of our Overture 2 Courses held in cities around the world, but has a separate reading list, different curricular requirements, and projects that are focused on preparing for a city consultation or applied research in their own city.

### Missional Spiritual Formation electives/focus

**MSF 701 Missional Spiritual Formation** (4 credits)

The course provides the student with a foundational framework for understanding how an individual is spiritually formed. The human condition is foundational to understanding formation. This is followed with discovery of pathways to spiritual formation. The course introduces spiritual practices and disciplines which guide to awareness and understanding of spiritual formation. The practical format assists students into the experience of prayer and reflection with journaling as related to exploring their false self. Students will be provided a pathway to identify the impact of their false selves and their programs for happiness. An introduction to formation through belovedness, surrender and reflection will be considered. Students will be introduced to spiritual direction skills in guiding others in working through their programs of happiness and to move into freedom, known as the transformational process.

### **MSF 702 Missional Spiritual Direction-Individual (4 credits)**

Missional Spiritual Direction appreciates and builds from the traditional approach to Classical Spiritual Direction. Missional Spiritual Direction provides focus on individual, group direction, and missional living. This module will be focused upon individual direction utilizing non-directive and directive approaches. Missional Spiritual Direction is a discipline that guides an individual into deeper union with God and living out ones God given call/purpose. The foundation of the missional spiritual formation through individual approach will focus on the transformational process. How is a person transformed? The process is a pathway of self-awareness to build understanding as one lives fully into the disciplines leading to a contemplative/active life. The approach to missional spiritual direction will include skill development with practical experiences to enhance the learning experience.

### **MSF 703 Missional Spiritual Direction-Group (4 credits)**

This course will provide the historical and foundational understanding of group formation. We are not formed in isolation; it is in community that formation is lived out. Group formation provides the forum for individuals to live out what has been discovered and formed in sacred reflection and meditation. In fact, group formation can facilitate the discovery process of what is being formed within and in communion with God. Secondly group formation provides the environment for learning and forming the individual in relationships with God and others. In this course, students will discover the process of group formation and the skills to lead groups in deeper union with God and living out call in common mission.

## **Conflict Studies electives/focus**

### **BUS 712 Organizational & Business Dispute Resolution (4 credits)**

As it is in the secular, Matthew 18:15-17 shows us God's mind on progressive, layer by layer channels for dispute resolution, especially between Christians. Our businesses and the businesses we consult for or manage, all belong to the Lord (Psalm 24:1). Therefore, when these ventures run into dispute, God's manual and precepts for addressing the disputes ought to be given a pride of place. This is made easier by the fact that the systems of the world have adopted the same format as set out in Matthew 18:15-17, i.e., first, direct negotiation; second, mediation; third, arbitration; and fourth (albeit arguable in the Christian context), litigation (1 Corinthians 6:1). Whilst litigation is the exclusive jurisdiction of the State, we, as Christian business people, consultants and managers, can learn negotiation, mediation, arbitration, and the various variants of these, for our business, professions and workplace, as well as for our individual lives, families, communities and churches. This hands-on practical course uses interactive conceptualization, individual and group projects as well as case studies, to impart skills for effective negotiation, mediation and arbitration. It also introduces other variants of what has come to be known to the business and legal communities globally as *Alternative Dispute Resolution (ADR)*. Our goal is to make BGU a global center of excellence for business dispute resolution learning. We expect students of this course to engage the course with this best practice vision in mind. Multidisciplinary, this course is open to and of immense benefits for individual Christian men and women in business, consultants, managers, professionals in various disciplines as well as all those that want to apply superior solutions to issues that confront them in their daily life.

### **BUS714 Peace Building (4 credits)**

Peace making or conflict resolution is integrated into peace building. However, peacemaking is only one leg of the tripod of peace building, which tripod this course fully covers. It is one thing to make peace. It is another thing to build peace. Peacemaking is ad hoc. Peace building is both long term and institutional. Peacemaking makes peace to happen sustainably when the other two legs of peace building are in place. Peace building therefore sustains peace and ensures its durability. Peacemaking could be personal but peace building is corporate and collaborative. The skills set for peacemaking/conflict resolution are therefore different from those needed for peace building: one is majorly internal to the mediator and peacemaker; the other is essentially external to them. The goal of this course is to impart holistic duplicable skills for effective peacebuilding. We shall study what makes peace happen corporately in individual communities. We shall study how to promote this communal peace agencies in each community. Being the most visible leg of the tripod, we shall study how to establish a mediation center, which is where professional conflict resolution and peacemaking happen, be it for a fee or otherwise. We shall study the importance of

networks of peace builders and how to build them locally and internationally. All these learning points will take place in a strictly hands-on practical class to achieve a highly impactful learning experience.

#### **BUS716 Conflict Resolution (4 credits)**

This course is designed for all leaders and aspiring leaders from all sectors and disciplines who desire more of God's Shalom peace in their individual lives, family, work, business, ministry, and in their neighbors, community, nation and the world. Conflict resolution is arguably the largest industry in the world. This is because, like food and air, conflict is inevitable and all-pervasive. This course assists each course participant to understand the phenomenon of conflict in-depth. We also study principles, practice and procedure in conflict resolution. The goal is to assure that each participant clearly understands, deeply appreciates and holistically engages the phenomenon of conflict. Adequate appreciation and understanding of conflict and its appropriate resolution transform individuals and groups deeply, making them free to live increasingly more productive lives, at home, at work and socially. Participatory and hands-on all through, students will also be able to impart and help others to apply and replicate the knowledge gained in this course in the latter's lives and work. A third of most of the class sections is allocated to live conflict resolution exercises to ensure the understanding, acquisition and application of confident fingertips knowledge of effective conflict resolution in various situations and sectors.

### **Theology of Work focus/electives**

#### **TOW 701 Theology of Work (4 credits)**

To integrate wholeness in work, life, relationships and social impact, students need to grasp the purpose of work, their own unique calling and the meaning of human dignity. Every BGU degree begins with this course in various forms. It explores the meaning and ministry of work that engages people for most of their waking hours. The approach taken is biblical – surveying and meaning of work in God's revealed purpose. It is contextual – showing how worldviews affect one's work ethic and providing both points of content and prophetic challenges. It is integrative – exploring how work is related to ministry, calling, and mission. And it is theological – investigating work in the light of God's timeless Word and the contemporary situation. Having a theology of work is critical both for those engaged in non-ecclesiastical work and also for pastors, called to equip the saints by empowering them to serve God and others in the work world.

#### **TOW 702 Spirituality & Work – Taking Your Soul to Work (4 credits)**

This course will explore the integration of spirituality and work (business, trades, professions, volunteer service and public service). In contrast with the dualistic approach (the upper level for the contemplative and the lower for the person engaging in a societal occupation) and the compartmentalization of Sunday from Monday, a fully biblical spiritual theology will be discovered as both applied and practical. The course will consider various approaches to integration, and the rich and diverse traditions of spirituality in the history of the people of God, especially the "mixed life." Further, issues raised in the workplace – success, ethics, failure, drivenness, ambition, and creativity – will be seen as opportunities to become a deeper person and to grow in faith, thus demonstrating that the journey inward and the journey outward are interdependent. ♠

#### **TOW 703 Marketplace Ministry: The Ethics, Spirituality & Theology of Human Enterprise (4 credits)**

This course will help people develop a biblical foundation for their life in the marketplace whether they are in leadership or not. Integrating values into everyday life, developing governing commitments, developing a framework for ethical decision-making and discovering spiritual disciplines for the marketplace, are themes that will be explored. Participants will gain transferable concepts and ideas that can help them make a difference in the work world. ♠

#### **TOW 704 Workplace Ethics: Engaging Moral Issues in the Marketplace (4 credits)**

This course is a study of a Christian ethics grounded in the Decalogue and the Sermon on the Mount. The Ten Commandments and the Beatitudes will be interpreted and applied as instruction in the key ways of loving God, loving our neighbor, pursuing justice, and promoting life and freedom. The Law and the Gospel are inextricably together in this great covenant between God and his people. Case studies in ethical

issues will be explored as a hands-on method of engaging morally complex situations in the day-to-day work world. The course will explore integrity and vocational holiness in the workplace. ♠

**TOW 705 Liberating the Laity: Empowering the Whole People of God (4 credits)**

Equipping the saints for the work of the ministry (Eph 4:11-12) is a fundamental mandate for church and parachurch leaders. Therefore, this course will explore models of Christian ministry that empower the whole people of God for ministry in the church and the world. Central to this is the exploration of the theology of the laity (*laos*) and leadership, discipleship ministries, education for the formation of mature Christians, workplace ministry, the spirituality of everyday life, and the body-life or systemic approach to learning and equipping. ♠

**TOW 706 Teaching Theology of Work (4 credits)**

The TOW teaching certificate explores the process by which suitable people, recommended by the BGU faculty may become credentialed to teach theology of work courses on behalf of BGU. The student will participate in three (3) courses, which can be taken anywhere in the world and includes taking at least two TOW courses, one of which must include a face-to-face or online seminar that is taught by either a BGU-approved professor. The second course may be taken as a distance learning course. One of the courses must be TOW 701, the other of which may be taken concurrently with this course or after. The third course is this independent study in which the student writes and teaches a TOW curriculum for their constituency. ♠

## Women Leaders electives/focus

**WLS 701 Programs that Empower Women (4 credits)**

This course is designed to give insight into programmatic methods used to identify underlying factors that impact overall inequities specific to health and the economic wellbeing of women. Case studies will be assessed to better understand the dynamics of transformational leadership practices that inform data collection processes, program design, methodology, mobilization, and implementation strategies that empower women that lead program development initiatives.

**WLS 702 Women Leaders as Catalysts for Collaborative Community Building and Advocacy (4 credits)**

This course examines the core aspects of proactive community development, as well as the vision and leadership strengths women bring to the community advocacy table. Focusing on the dynamics within associative and system-based environments, this class will address the complexities of how women leaders build cohesive, holistic communities, including the constraints they may encounter within the global urban context.

**WLS 703 Mentoring Women in the Professions: Emerging Theories (4 credits)**

The course will examine the attributions, accomplishments and challenges of mentoring women in the professions with a view to identifying theories and proposing a research agenda for mentoring women and girls in a variety of contexts.

♠ Courses marked with this icon are primarily offered via independent or directed studies.

# DOCTOR OF TRANSFORMATIONAL LEADERSHIP (DTL)

## Program Description

The Doctor of Transformational Leadership (DTL) is designed for leaders who are focused on urban relief, development or advocacy, transformational leadership, or cultural influence, from a Christian perspective. They can serve in organizations that are non-profit, for-profit or government entities, as well as in other professions such as education, business, church leadership and other social services specialties.

**(Option 1) City Transformation:** Engages leaders in the process of exegeting their cities and mobilizing city leadership to address the core problems and best opportunities in their city, culminating with a city consultation project and doctoral final project focused on a transformation process in their city.

### *Option 1 Program:*

- Overture 1 (in various cities around the world)
- IUL 702: International Urban Leadership (in various cities around the world)
- RES 701: Dissertation Proposal Design
- Specialization: Mentored Studies
  - MCC 710: Exegeting Your Community (1<sup>st</sup>)
  - MCC 712: Asset Based Community Development and Appreciative Inquiry (2<sup>nd</sup>)
  - MCC 711: Identifying/Gathering City Leadership Toward Christ-Centered Civic Renewal
- DIS 701: Dissertation: A City-Wide Consultation

**(Option 2) Entrepreneurial Organizational Transformation:** Focuses leaders in assessing their own organization's potential contribution to city transformation culminating in a change process project and doctoral dissertation focused on their organization. Leaders in the following areas receive specialized curriculum:

- a. Non-profit/NGO leaders: focuses on the non-profit in any global context.
- b. Transformational Business leaders: focuses on the business context.
- c. Leadership Foundations: focuses on the Leadership Foundation context.
- d. Emerging Urban Leaders: focuses on the student ministry context.
- e. North American Urban Leadership: focuses on North American urban contexts, including non-profit leaders.

### *Option 2 Program:*

- Overture 1 (various international settings)
- ASM 701: Organizational Transformation (8 credits)
- RES 701: Dissertation Proposal Design (4 credits)
- DIS 701: Dissertation: Major project for your organization (8 credits)
- Specialization: Combination of Mentored Studies, Independent Studies, Electives, Courses and/or Urban Immersions (12 credits):

**(Option 3) Cultural Transformation:** Equips leaders to discern their gifts and calling; intensify their spiritual development; and create opportunities for transformational influence in the cultures where they live and work.

### *Option 3 Program:*

- Overture 1: Held in various international settings (8 credits)
- ASM 702: Personal Assessment (8 credits)
- RES 701: Dissertation Proposal Design (4 credits)
- DIS 701: Dissertation: Major project focused on Cultural Transformation (8 credits)
- Specialization: Combination of Mentored Studies, Independent Studies, Electives, Courses and/or Urban Immersions (12 credits):

**(Option 4) Creative Transformation** (Build-Your-Own Degree): Allows leaders to individually design an academic plan that is best suited to the dissertation area of research and focus. Leaders can select courses that meet the academic requirements, but that also focus more intentionally on their research and area of interest. They may also alter the number of credits per course or the number of independent study courses/credit hours.

- Overture 1 Held in various international settings (4-8 credits)
- ASM 702: Personal Assessment (4-8 credits)
- RES 701: Dissertation Proposal Design (4 credits)
- DIS 701: Dissertation: Major project focused on Cultural Transformation (8 credits)
- Specialization Combination of Mentored Studies, Independent Studies, Electives, Courses and/or Urban Immersions (16-20 credits):

## Program Outcomes

The DTL degree is a terminal degree that focuses on practical aspects of professional leadership. The objectives of the DTL degree program are as follows:

CRITERIA	DTL – DTL students will:
<b>Spiritual Formation</b> – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	<ul style="list-style-type: none"> <li>Demonstrate a biblical or theological basis for their life and work, especially in the context of authentic community.</li> <li>Demonstrate personal spiritual growth that significantly increases right relationships with God, self, others, and creation.</li> </ul>
<b>Perspective</b> – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	<ul style="list-style-type: none"> <li>Demonstrate their recognition of diversity as a gift of God, ethnically, economically, culturally, and globally.</li> <li>Demonstrate implementation of the eight perspectives of transformational leadership within their organizational contexts: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.</li> </ul>
<b>Knowledge</b> – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	<ul style="list-style-type: none"> <li>Be engaged in a cooperative exchange of ideas, experiences, and knowledge, stewarded for and with vulnerable people and places.</li> <li>Demonstrate a global perspective, with a Christian worldview, self-awareness, knowledge of how systems work globally, and growing international relationships.</li> </ul>

<b>Skills</b> – What hands-on skills will be taught, demonstrated and evaluated in this program?	<ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication.</li> <li>• Demonstrate an entrepreneurial capacity to address oppressive conditions in various cultures and contexts through relief development or advocacy.</li> </ul>
<b>Application</b> – How will the student apply the content of this program in their life and work during their studies and after they graduate?	<ul style="list-style-type: none"> <li>• Demonstrate transformational leadership in implementation of holistic mission and organizational approaches within a global urban context.</li> <li>• Make a significant transformational impact in their local environments through contextualizing theories and best practices learned throughout the educational journey.</li> </ul>

Students are encouraged to write all assignments contextually in order to develop their own city into a teaching and learning laboratory for personal mission and work.

## Degree-Specific Admission Requirements

An accredited master's degree of at least 36 hours is required for entrance into the 40-credit DTL. In the rare occasion of a student with special student status, evidence must be provided that the essential foundations of a master's level education have been established in the life of the participant, and that a minimum of five years of influence in a specific sector of society (e.g., private, public, non-profit/NGO, business, government, social service, ministry, etc.) has been acquired. It is also assumed that the student has a significant understanding of the Bible from either formal or informal learning. The program provides the student with the opportunity to focus on specialized areas of skills and knowledge relevant to practical leadership issues related to various forms of urban leadership.

## Degree Requirements

Participants working toward the DTL degree shall complete 40 semester credit hours by completing all course work and a Dissertation with a minimum grade point average of 3.0. No course grade under the minimum grade of "B-" will be accepted for credit toward the DTL degree.

**Program Length & Cost:** Students may take a minimum of two years and a maximum of seven years (from the date of acceptance) to complete the degree.

Participants who have approximately three-quarters of their degree program completed may apply for candidacy. Before actual candidacy is received, participants are allowed and encouraged to submit dissertation proposals early in their degree program in order to allow sufficient time to complete specialized work related to their concentration.

The Academic Dean will oversee the qualifying of participants for candidacy. Request for candidacy will include the following procedures:

- a. The prospective candidate will have fulfilled all entrance deficiencies and other conditions stipulated at the time of admission into the program; and
- b. The prospective candidate will have demonstrated a capacity for individual research indicated by the quality of written work submitted in conjunction with course work.

## Dissertation Policy

The DTL program concludes with a Dissertation that integrates both theory and practice of urban and organizational leadership. It is this combination of theory and practice in the field of the candidate's profession that distinguishes this program from other programs (please request or download the DMin &



DTL Dissertation Handbook for current details). The Dissertation is to be written in proper form and style and must contribute to the knowledge of the work. Students are encouraged to first complete the required course work in order to be better prepared for the Dissertation. The project proposal must be approved by the Academic Dean, in consultation with the Academic Cabinet. Through the Dissertation, the candidate must demonstrate the following:

- a. The ability to identify a specific concern in urban and/or organizational transformation, mobilize appropriate resources, develop a method for addressing the concern, and evaluate the completed results;
- b. The ability to reflect depth of theological insight in relation to practical urban and organizational leadership; and
- c. The ability to function responsibly under supervision appropriate to the project.

Participants should enter the degree program with a potential topic in mind. A supervisor will be selected from among the recommended faculty by the participant to function as the primary supervisor on the Dissertation. The Dissertation Director and the Academic Dean will also be available for consultation throughout the Dissertation process. More detailed information on the Dissertation and candidacy process may be found in the DMin & DTL Dissertation Handbook. Visit the website or contact the BGU Office for a copy.

## Curriculum

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
<b>Core Courses</b>				
OVI 701	Overture 1 (offered in a variety of cities around the globe) <b>or</b>		8	
LDR 714	Transformational Leadership <b>or</b>			
VUI 701	Virtual Urban Immersion			
RES 701	Dissertation Proposal Design*		4	
DIS 701	Dissertation (Parts 1 through 4)		8	
<b>Credit subtotal</b>			<b>20</b>	
<b>Option 1: City Transformation</b>				
IUL 702	Int'l Urban Leadership		8	
MCC 710	Exegeting your Community (take 1st)		4	
MCC 712	Asset-Based Community Dev/Appreciative Inquiry (2nd)		4	
MCC 711	Engaging City Leaders Through Christ-Centered Civic Renewal (3rd)		4	
<b>Credit subtotal</b>			<b>20</b>	
<b>Option 2: Entrepreneurial Organizational Transformation</b>				
ASM 701	Organizational Assessment		8	
Elective 1	To be determined upon the advice of your advisor		4	
Elective 2			4	
Elective 3			4	
<b>Credit subtotal</b>			<b>20</b>	
<b>Option 3 – Cultural Transformation</b>				
ASM 702	Personal Assessment		8	
Elective 1	Student may choose a concentration or focus, independent traditional courses, and/or additional urban immersions.		4	
Elective 2			4	
Elective 3			4	
<b>Credit subtotal</b>			<b>20</b>	
<b>Option 4 – Creative Transformation</b>				
Elective 1	To be determined upon the advice of your advisor		8	
Elective 2			4	
Elective 3			4	

Elective 4			4	
		Credit subtotal	20	

## Joint Degree Programs

Even though BGU partners with many educational institutions and accepts transfer of credits towards a BGU degree, we do not have a joint degree program with any institution.

## Course Descriptions-DTL

**NOTE:** The core courses are offered every year but electives and specializations are offered either on an every-other-year basis or on demand. Any course that is not either one of the student's core course or option in his or her program can be taken as an elective course.

All 700-level courses are doctoral-level classes. Course numbering/lettering corresponds with the following:

ASM	Assessment
BUS	Business
DIS	Dissertation
HST	History
IUL	International Urban Leadership
LIA	Leadership in the Arts
LDR	Leadership
MCC	Ministry in Complex Contexts
MSF	Missional Spiritual Formation
OV	Overture
PRM	Practical Ministry
RES	Research
THE	Theology/Theological Reflection
TOW	Theology of Work
WLS	Women Leadership Studies

## DTL Core Classes

### **OVI 701 Overture I** (8 credits)

This gateway course into Bakke Graduate University is offered every year in various locations around the world. It welcomes students, forms community among cohorts and exposes students to the underlying philosophy and style of BGU with regard to eight major perspective shifts of transformational leadership: Calling-Based, Incarnational, Reflective, Servant, Contextual, Global, Shalom, and Prophetic. Case studies from ethnic, gender and global perspectives will challenge students to look beyond their own context. The course will focus on character development of leaders and the creation of culture and ethos within transformed and transformational organizations. Daily, on-site observation of urban ministry models and integrated debriefings are incorporated.

### **RES 701 Dissertation Proposal Design** (4 credits)

This four-credit course is designed to introduce the DMin and DTL students to the processes of designing and writing a professional doctoral dissertation proposal. It will help the student get organized, prepare a dissertation writing timeline, develop effective writing strategies, choose or refine a dissertation topic, design a dissertation proposal, and interact with other doctoral students in the course using asynchronous and synchronous communication.

### **DIS 701A-D Dissertation** (8 credits)

The capstone course in the DTL program is the Dissertation (DIS), which is divided into four stages (701A = Proposal approval; 701B = Chapters 1 through 3; 701C = First Draft; 701D = Conclusion). The

Dissertation draws together all that the student has learned into final form and contributes to a practical accomplishment for the leader or the leader's institution according to their specialization. The Doctoral Final Project will include an emphasis on the organizational, cultural or city issues faced in the project. A Supervisor will be chosen by the student or assigned by the DMin/DTL Dissertation Director from the list of approved supervisors.

### City Transformation classes (Option 1)

#### **IUL 702 International Urban Leadership (8 credits)**

This course is focused on those leadership opportunities and challenges that are faced in highly dynamic global urban contexts, as well as the transformational influence necessary for systemic change to occur in local environments. It is built on the infrastructure of our Overture 2 Courses held in cities around the world, but has a separate reading list, different curricular requirements, and projects that are focused on preparing for a city consultation or applied research in their own city.

#### **MCC 710 Exegeting Your Community (4 credits)**

This is the first of three courses the student will take to begin to study the community (followed by MCC 712 and then MCC 711). As a foundation the theology of place and the importance of incarnational presence will be considered. The individual project of the course involves exegeting the community from the street level. The student is taught the skill of interviewing and addressing the community from the point of conversation. Emphasis is placed on understanding the community from the perspective of the residents, business owners, and other stakeholders (should be taken first in the series).

#### **MCC 711 Engaging City Leadership through Christ-Centered Civic Renewal (4 credits)**

This course will examine the existing sectors of each city, looking at the disciplines and dynamics involved in engendering cross-sector collaboration for civic renewal. Students will explore the tension between individualism and community in achieving the common good, as well as see the city through several national lenses that demonstrate features that have historically sparked renewal movements. With pragmatic assignments getting students out in their cities, students will engage in defining what Christ-Centered Civic Renewal will look like in their communities, and mine the rich leadership treasure of their communities as a preparation for the eventual consultation they will do, the final doctoral project for the DTL (should be taken third in the series).

#### **MCC 712 Asset-Based Community Development (ABCD) and Appreciative Inquiry (AI) (4 credits)**

This course will examine the benefits of ABCD and AI as contrasted with a deficit-based approach to community transformation. Students will examine the concepts of the abundant community based on the work of McKnight and Block and others, as well as define and execute ABCD/AI projects in their own communities (should be taken second in the series).

### Entrepreneurial Organizational Transformation classes (Option 2)

#### **ASM 701 Organizational Assessment (8 credits)**

Students will assess the degree to which their institution/organization/role has the potential for contribution to civic transformation. Student will work to propose the adjustments necessary to more effectively align it with this goal. This course should include an appraisal of vision and mission statements, assessment of the unique contribution of the institution, discernment of contextual issues in their city that merit enhancing the capacity of their organization, and familiarity with current assessment tools. This course provides the contextual focus and pragmatic framework for the rest of the DTL degree, as well as benchmarking by which change will be measured.

### Cultural Transformation classes (Option 3)

#### **ASM 702 Personal Assessment (8 credits)**

Students will assess their readiness and next steps to be transformational leaders in their organizations, city or internal/external cultures where they have influence. Students will work to express their calling based

upon current opportunities as well as their life narrative. Students will assess natural giftedness as evidenced in their life stories; spiritual gifts as evidenced in their ministries; as well as issues in their life that will limit their relational and missional abilities. This course includes a special emphasis on spiritual formation practices and principles connected to God's wiring in their life and context. This course provides the personal focus and framework for the student to design the rest of the DTL degree to develop specific steps for mentoring, skill development, and research to build upon their strengths and opportunities and shore up weaknesses.

## Business electives/focus

### **BUS 708 - People Development and Management (4 credits)**

What is traditionally taught as Human *Resources* elsewhere is taught at BGU as Human *Relationships*. God created humans to work through their giftedness within the context of healthy personal and institutional relationships. Leaders are responsible to build organizations that do this well, which should result in maximizing organizational goals. This course helps students understand the various types of systems needed for healthy people development and work environments to take place in any marketplace organization or ministry, regardless of the urban arena. Students will learn skills that infuse relational health, empowerment, dignity and transformation into what are often people-insensitive HR activities. Students will gain hands-on experience in key skill areas of labor and employee relations, clear metrics, adequate training, recruitment, hiring, performance management, development and retention/separation of service. Among other models, this course will explore the global paradigm-changing *Joy at Work* approach pioneered by Dennis Bakke that decentralizes these tasks to front-line work teams around the world, in international and local contexts.

### **HST 721 Global Christian History & Praxis (4 credits)**

This course allows doctoral students to track their own theological and ecclesial histories. The students will gain insight from the lives of Christian leaders throughout history, who have been instrumental in transformative change. This course will deal with the early Church and orthodoxy.

## Educational Leadership/focus

### **EDL 701 Holistic Education and Leadership Development (4 credits)**

This course is designed for educational leaders at all levels who desire to transform lives through the delivery of holistic strategies and tools that help students design educational programming that transforms educational practices. Approaches will be holistic as they will meet students' physical, spiritual, mental, psychological, and emotional needs based on spiritually-oriented leadership. It is focused on holistic education geared towards applying the spiritual dimensions of leadership, courage, and appreciative inquiry to challenges faced in educational leadership field, decision making, strategic planning, building communities and personal growth. It will examine the delicate relationship between rationality and spirituality for educational leaders.

### **EDL 702 Training the Transformational Leader (4 credits)**

This course will focus on strategies and best practices that will help students conduct training and educational curricula geared toward converting the educator into the transformational leader. It will expose students to the humane dimension of education identifying the current culture and landscape of the school, college, or university, addressing the gap between teachers and administrators, and identifying and proposing transformational strategies in line with the cyclical nature of the humane dimension. It will examine educational processes that determine the transformational capacity to connect potential gaps between the educational and transformational cultures. Students will explore the importance of relationships, trust, other-centeredness, and personal and organizational transformation. It will help students to understand the elements of a transformed leadership culture, as well those of a transformed teacher culture.

### **EDL 703 Contemporary Issues in Global Educational Leadership (4 credits)**

The specific issues and challenges in this course will change as they change in the educational leadership field. The course will examine the contemporary issues and challenges that transformational

education leaders face in the education field at all levels in an effort to develop solutions and effective responses for Christian educators. Students will present their respective challenges while the other students will work on a consolidated recommendation to address the challenge. The exchange of information will create a community of learners with a cross-cultural perspective and the differences in challenges for the varied educational levels. Other issues will range from developing strategies to integrate Christian principles in the classroom to social and economic challenges such as the employment of the Critical Race Theory in curricula and the inequity in economic support for public schools.

**EDL 704 Multi-Cultural Educational Leadership in a Pluralistic Society (4 credits)**

This course deals with the complexities of multicultural issues in global school systems by exploring the history, philosophy, and current trends in multicultural education in eight countries. Students will examine how ethnicity, culture, gender and class influence educational leaders in Pakistan, England, and Malaysia. They will explore the intersection of gender and race for educators in South Africa, the UK and the US. It will share the social justice perspectives of women educational leaders in Scotland, England, New Zealand and Jamaica. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a biblical worldview and developing practices that help leaders to maximize the impact of multicultural education and cultural diversity.

### Leadership electives/focus

**LDR 706 The Servant Leader in a Multi-Cultural World (4 credits)**

This course focuses on the *person* of the leader and explores the paradoxical concept of servant leadership, modeled by Jesus, within the broader context of the abundance of leadership theories, in order to gain a clearer understanding of one's true vocation, how one best leads, and the ability to lead oneself in an increasingly multi-cultural and complex world.

**LDR 710 Donors, Grants & Social Media (4 credits)**

This course is designed to help students infuse the perspective, values and prayerfulness of a transformational leader into every aspect of resourcing their ministries and businesses. The end goal is clarity of perspective, practical skills, and concrete steps toward their goals during the class. In this course you will learn a theology of fundraising; how to express the story of your vision and mission in a way that connects to people's minds and hearts; how to identify new sources of donation and fee income, and how to develop local sources of funding to decrease dependence upon cross-cultural sources. Practical outcomes will include a personal/ organizational blog with social media coaching; a case for support document and a draft fundraising/resourcing plan for your organization.

**LDR 714 Transformational Leadership (4 credits)**

This course will focus on the eight perspectives of transformational leadership in relationship to communities globally. Students will be introduced to concepts and topics related to urban leadership, as well as the philosophy and theological underpinnings for this field. Students will be provided with group experiences in order to develop a cohort community to ensure a strong support and accountability infrastructure for the entire program. Study tips and logistics will be reviewed.

**LDR 728 Leadership for Effective Collaboration (4 credits)**

This course is an innovative and inter-disciplinary course designed in cooperation with leading experts in collaborative partnerships for Christian mission. This course takes a case study and collaborative approach to learning that is organized around realistic scenarios and shared collaborative experience. Students will work individually and in teams to solve problems and complete projects that will give them insight into the possibilities for collaboration in community ministry and global mission. Students will learn how to apply the principles and processes of collaborative partnerships to address complex community, organizational, and social issues, accomplish challenging goals, and bring big missional dreams to reality.

### Leadership in the Arts electives/focus

**LIA 701 Art, Faith & Compelling Grace: Shaping culture through story (4 credits)**

“In the beginning God created” (Gen. 1:1) invites all of humanity into God’s creative narrative, uniting faith and the arts – specifically the power of storytelling – with the compelling inclusivity and healing of grace. This course will interweave the research/study of transformational leadership, a theology of the arts, and the grace revealed through the culture-making propensity of story. It will critically examine relevant narratives (poetry, literature, and film) that have long molded human global belief systems, equipping students to create and influence through narrative in shaping culture within global urban contexts.

**LIA 702 The Artful City: Cultivating shalom through the redemptive arts (4 credits)**

This course will critically examine the generative capacity of the redemptive arts to inform, inspire and engage fullness of life within the global urban construct. Acknowledging the fact that cities are multidimensional idea centers fueled by forces of creativity and innovation, the course lessons, interaction and projects will focus on the role the arts play in activating metamorphic shalom in global communities.

**LIA 703 Studio 31: Integrating the Visual Arts into the Life of the Church (4 credits)**

The video arts and music are easily incorporated into the worship culture of most global churches. But given the reality that God called Spirit-filled artists to utilize the visual arts in creating an enriched community and worship experience for the Israelites in Exodus 31 & 35, clearly a diversified approach to artful worship will encourage, strengthen and empower the postmodern church today. This course will research, evaluate and develop diverse arts application involving the corporate worship capacities of visual creative expression (dance, painting, murals) within the global church, in addition to addressing the healing, restorative ideologies of the arts in ministry.

## Ministry in Complex Contexts electives/focus

**MCC 701 Church in Community Development (4 credits)**

Communities can be changed by incarnational leaders. Jesus Christ in his incarnational life becomes the method, the message and the means for transforming communities. Students will explore and evaluate community development models and seek integration with their context of ministry. This course is offered in conjunction with the Christian Community Development Association’s annual conference.

**MCC 703 City Consultation (4 credits)**

This course is designed to immerse the student in the City Consultation ethos and process. The student will be exposed to the historical need for consultations in contrast with the traditional conference, seminar, or crusade. Participants in this course will be exposed to the values, objectives, and biblical principles undergirding a consultation approach to the city. Students will learn how to network a city, crossing multiple working sectors. Students will also be guided through a consultation planning process for their city and a way to sustain long term change. Students will visit ministries, churches, businesses, and public offices. The doctoral student will be required to plan a City Consultation in their ministry context.

**MCC 707 Poverty, Diversity & Social Justice (4 credits)**

This course addresses issues that are at the heart of the crisis being experienced by virtually every global metropolis. It examines current theories of poverty, diversity, and social justice, including current debates on poverty and development, the proper role and response of the church to urban, inner-city realities, Liberation Theologies for today’s world, and evangelical reflection on social action and political involvement. This course seeks to expose the students to poverty and poverty-alleviation efforts on the front lines of urban centers.

**MCC 708 Cross-Cultural Engagement (4 credits)**

Cross-culture understanding is essential to building relationships and leading organizations in the 21st century. This fast-paced course will address fundamental concepts of cross-cultural studies from a Christian perspective, including cultural and social anthropology, worldview, contextualization, communications and cross-cultural conflict, with particular emphasis on cross-cultural ministry and business. Going beyond theory, students will engage in practical cross-cultural exposure and development of key cross-cultural, listening, interpretation, and communication skills.

**PRM 722 The Family in the Era of Globalization (3 credits)**

This course is a general introduction that investigates current thinking about globalization and the confluence of Christian families around the world. The course will engage the student in broad-based studies on culturally-diverse Christian family values, sexuality, economics, social policy and other influences in the context of globalization. The student will examine implications on the Christian church as families face the demands of modernity.

**Conflict Studies electives/focus**

**BUS 712 Organizational & Business Dispute Resolution (4 credits)**

As it is in the secular, Matthew 18:15-17 shows us God's mind on progressive, layer by layer channels for dispute resolution, especially between Christians. Our businesses and the businesses we consult for or manage, all belong to the Lord (Psalm 24:1). Therefore, when these ventures run into dispute, God's manual and precepts for addressing the disputes ought to be given a pride of place. This is made easier by the fact that the systems of the world have adopted the same format as set out in Matthew 18:15-17, i.e., first, direct negotiation; second, mediation; third, arbitration; and fourth (albeit arguable in the Christian context), litigation (1 Corinthians 6:1). Whilst litigation is the exclusive jurisdiction of the State, we, as Christian business people, consultants and managers, can learn negotiation, mediation, arbitration, and the various variants of these, for our business, professions and workplace, as well as for our individual lives, families, communities and churches. This hands-on practical course uses interactive conceptualization, individual and group projects as well as case studies, to impart skills for effective negotiation, mediation and arbitration. It also introduces other variants of what has come to be known to the business and legal communities globally as *Alternative Dispute Resolution* (ADR). Our goal is to make BGU a global center of excellence for business dispute resolution learning. We expect students of this course to engage the course with this best practice vision in mind. Multidisciplinary, this course is open to and of immense benefits for individual Christian men and women in business, consultants, managers, professionals in various disciplines as well as all those that want to apply superior solutions to issues that confront them in their daily life.

**BUS714 Peace Building (4 credits)**

Peace making or conflict resolution is integrated into peace building. However, peacemaking is only one leg of the tripod of peace building, which tripod this course fully covers. It is one thing to make peace. It is another thing to build peace. Peacemaking is ad hoc. Peace building is both long term and institutional. Peacemaking makes peace to happen sustainably when the other two legs of peace building are in place. Peace building therefore sustains peace and ensures its durability. Peacemaking could be personal but peace building is corporate and collaborative. The skills set for peacemaking/conflict resolution are therefore different from those needed for peace building: one is majorly internal to the mediator and peacemaker; the other is essentially external to them. The goal of this course is to impart holistic duplicable skills for effective peacebuilding. We shall study what makes peace happen corporately in individual communities. We shall study how to promote this communal peace agencies in each community. Being the most visible leg of the tripod, we shall study how to establish a mediation center, which is where professional conflict resolution and peacemaking happen, be it for a fee or otherwise. We shall study the importance of networks of peace builders and how to build them locally and internationally. All these learning points will take place in a strictly hands-on practical class to achieve a highly impactful learning experience.

**BUS716 Conflict Resolution (4 credits)**

This course is designed for all leaders and aspiring leaders from all sectors and disciplines who desire more of God's Shalom peace in their individual lives, family, work, business, ministry, and in their neighbors, community, nation and the world. Conflict resolution is arguably the largest industry in the world. This is because, like food and air, conflict is inevitable and all-pervasive. This course assists each course participant to understand the phenomenon of conflict in-depth. We also study principles, practice and procedure in conflict resolution. The goal is to assure that each participant clearly understands, deeply appreciates and holistically engages the phenomenon of conflict. Adequate appreciation and understanding of conflict and its appropriate resolution transform individuals and groups deeply, making them free to live increasingly more productive lives, at home, at work and socially. Participatory and hands-on all through,

students will also be able to impart and help others to apply and replicate the knowledge gained in this course in the latter's lives and work. A third of most of the class sections is allocated to live conflict resolution exercises to ensure the understanding, acquisition and application of confident fingertips knowledge of effective conflict resolution in various situations and sectors.

## Missional Spiritual Formation electives/focus

### **MSF 701** Missional Spiritual Formation (4 credits)

The course provides the student with a foundational framework for understanding how an individual is spiritually formed. The human condition is foundational to understanding formation. This is followed with discovery of pathways to spiritual formation. The course introduces spiritual practices and disciplines which guide to awareness and understanding of spiritual formation. The practical format assists students into the experience of prayer and reflection with journaling as related to exploring their false self. Students will be provided a pathway to identify the impact of their false selves and their programs for happiness. An introduction to formation through belovedness, surrender and reflection will be considered. Students will be introduced to spiritual direction skills in guiding others in working through their programs of happiness and to move into freedom, known as the transformational process.

### **MSF 702** Missional Spiritual Direction-Individual (4 credits)

Missional Spiritual Direction appreciates and builds from the traditional approach to Classical Spiritual Direction. Missional Spiritual Direction provides focus on individual, group direction, and missional living. This module will be focused upon individual direction utilizing non-directive and directive approaches. Missional Spiritual Direction is a discipline that guides an individual into deeper union with God and living out ones God given call/purpose. The foundation of the missional spiritual formation through individual approach will focus on the transformational process. How is a person transformed? The process is a pathway of self-awareness to build understanding as one lives fully into the disciplines leading to a contemplative/active life. The approach to missional spiritual direction will include skill development with practical experiences to enhance the learning experience.

### **MSF 703** Missional Spiritual Direction-Group (4 credits)

This course will provide the historical and foundational understanding of group formation. We are not formed in isolation; it is in community that formation is lived out. Group formation provides the forum for individuals to live out what has been discovered and formed in sacred reflection and meditation. In fact, group formation can facilitate the discovery process of what is being formed within and in communion with God. Secondly group formation provides the environment for learning and forming the individual in relationships with God and others. In this course, students will discover the process of group formation and the skills to lead groups in deeper union with God and living out call in common mission.

## Theology electives/focus

### **THE 725** Old Testament Theology & Praxis (4 credits)

This course helps the doctoral student relate to the grand themes of the Old Testament Scriptures with intentional global and contextual reading. Students will interact with biblical texts as they also exegete their particular context. Students will engage text, theological practitioners, fellow practitioners, and context.

### **THE 726** New Testament Theology & Praxis (4 credits)

This course helps the doctoral student understand the missional nature of the New Testament and provides the student a way to exegete the text as they exegete their particular context. Students will engage with text, theological practitioners, fellow practitioners, and context.

### **TOW 701** Theology of Work (4 credits)

To integrate wholeness in work, life, relationships and social impact, students need to grasp the purpose of work, their own unique calling and the meaning of human dignity. Every BGU degree begins with this course in various forms. It explores the meaning and ministry of work that engages people for most



of their waking hours. The approach taken is biblical – surveying and meaning of work in God’s revealed purpose. It is contextual – showing how worldviews affect one’s work ethic and providing both points of content and prophetic challenges. It is integrative – exploring how work is related to ministry, calling, and mission. And it is theological – investigating work in the light of God’s timeless Word and the contemporary situation. Having a theology of work is critical both for those engaged in non-ecclesiastical work and also for pastors, called to equip the saints by empowering them to serve God and others in the work world.

**TOW 702 Spirituality & Work – Taking Your Soul to Work (4 credits) ♣**

This course will explore the integration of spirituality and work (business, trades, professions, volunteer service and public service). In contrast with the dualistic approach (the upper level for the contemplative and the lower for the person engaging in a societal occupation) and the compartmentalization of Sunday from Monday, a fully biblical spiritual theology will be discovered as both applied and practical. The course will consider various approaches to integration, and the rich and diverse traditions of spirituality in the history of the people of God, especially the "mixed life." Further, issues raised in the workplace – success, ethics, failure, drivenness, ambition, and creativity – will be seen as opportunities to become a deeper person and to grow in faith, thus demonstrating that the journey inward and the journey outward are interdependent.

**TOW 703 Marketplace Ministry: The Ethics, Spirituality & Theology of Human Enterprise (4 credits) ♣**

This course will help people develop a biblical foundation for their life in the marketplace whether they are in leadership or not. Integrating values into everyday life, developing governing commitments, developing a framework for ethical decision-making and discovering spiritual disciplines for the marketplace, are themes that will be explored. Participants will gain transferable concepts and ideas that can help them make a difference in the work world.

**TOW 704 Workplace Ethics: Engaging Moral Issues in the Marketplace (4 credits) ♣**

This course is a study of a Christian ethics grounded in the Decalogue and the Sermon on the Mount. The Ten Commandments and the Beatitudes will be interpreted and applied as instruction in the key ways of loving God, loving our neighbor, pursuing justice, and promoting life and freedom. The Law and the Gospel are inextricably together in this great covenant between God and his people. Case studies in ethical issues will be explored as a hands-on method of engaging morally complex situations in the day-to-day work world. The course will explore integrity and vocational holiness in the workplace.

**TOW 705 Liberating the Laity: Empowering the Whole People of God (4 credits) ♣**

Equipping the saints for the work of the ministry (Eph 4:11-12) is a fundamental mandate for church and parachurch leaders. Therefore, this course will explore models of Christian ministry that empower the whole people of God for ministry in the church and the world. Central to this is the exploration of the theology of the laity (*laos*) and leadership, discipleship ministries, education for the formation of mature Christians, workplace ministry, the spirituality of everyday life, and the body-life or systemic approach to learning and equipping.

**TOW 706 Teaching Theology of Work (4 credits) ♣**

The TOW teaching certificate explores the process by which suitable people, recommended by the BGU faculty may become credentialed to teach theology of work courses on behalf of BGU. The student will participate in three (3) courses, which can be taken anywhere in the world and includes taking at least two TOW courses, one of which must include a face-to-face or online seminar that is taught by either a BGU-approved professor. The second course may be taken as a distance learning course. One of the courses must be TOW 701, the other of which may be taken concurrently with this course or after. The third course is this independent study in which the student writes and teaches a TOW curriculum for their constituency.

## Women Leaders electives/focus

**WLS 701 Programs that Empower Women (4 credits)**

This course is designed to give insight into programmatic methods used to identify underlying factors that impact overall inequities specific to health and the economic wellbeing of women. Case studies will be assessed to better understand the dynamics of transformational leadership practices that inform data

collection processes, program design, methodology, mobilization, and implementation strategies that empower women that lead program development initiatives.

**WLS 702 Women Leaders as Catalysts for Collaborative Community Building and Advocacy** (4 credits)

This course examines the core aspects of proactive community development, as well as the vision and leadership strengths women bring to the community advocacy table. Focusing on the dynamics within associative and system-based environments, this class will address the complexities of how women leaders build cohesive, holistic communities, including the constraints they may encounter within the global urban context.

**WLS 703 Mentoring Women in the Professions: Emerging Theories** (4 credits)

The course will examine the attributions, accomplishments and challenges of mentoring women in the professions with a view to identifying theories and proposing a research agenda for mentoring women and girls in a variety of contexts.

♣ Courses marked with this icon are primarily offered via independent or directed studies.

## EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

### Program Description

Bakke Graduate University offers an accredited, values-driven Executive Master of Business Administration (EMBA) degree for working adults that takes into account the worldwide marketplace trends and the need for organizations that are both socially responsible and profitable in today’s global contexts. This degree is designed to provide the student with the knowledge, perspective, models, mentors, relationships, and skills to address their work, their calling, and the whole of their life in an integrated manner. Leaders enrolled in this EMBA can be involved in for-profit, non-profit organizations (NGO) or governmental organizations.

**Local Convenience with International Exposure:** The EMBA is a hybrid program that includes both online and face-to-face courses and immersions into global best practices. Students are exposed to cross-cultural, internationally-oriented faculty, case-studies, historic, and emerging trends in the various fields of substantive, advanced business study. Students will also have opportunities to travel as part of their education to see first-hand the application of these skill sets and principles.

**Values Perspective:** The BGU EMBA is unique in how every topic is taught from the perspective of social, spiritual, economic and environmental transformation of students’ own lives, their organizations, cities and industry sectors. BGU EMBA graduates are prepared to integrate their work, character and calling to make a difference in their career.

### Program Outcomes

The outcomes of the EMBA degree are as follows:

CRITERIA	MBA Outcomes – EMBA <i>students will...</i>
<b>Spiritual Formation</b> – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	<ul style="list-style-type: none"> <li>Incorporate ethics based on a biblical worldview as a fundamental guide to personal values.</li> <li>Acknowledge their dependence on God in their leadership practices within their organization in response to God’s call on their lives, especially in the market place.</li> </ul>

<p><b>Perspective</b> – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?</p>	<ul style="list-style-type: none"> <li>• Deepen their understanding of the global economic landscape while contextualizing their skills to meet the needs of today’s changing business environments.</li> <li>• Share in the experiences, goals and growth path of those in their business teams, using their knowledge and skills to achieve a common vision.</li> <li>• Recognize the need to empower, affirm, and support team members to become effective leaders.</li> </ul>
<p><b>Knowledge</b> – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of and competence in the principles of transformational leadership.</li> <li>• Gain further competence in developing their organizations with emphasis on organizational vision and purpose, strategic thinking, marketing and planning, economic and legal best practices, principles of accounting, and analytical skills.</li> </ul>
<p><b>Skills</b> – What hands-on skills will be taught, demonstrated and evaluated in this program?</p>	<ul style="list-style-type: none"> <li>• Demonstrate proficiency in global transformational leadership, including assessment of organizational culture, behavior, and performance.</li> <li>• Exhibit proficiency in transformational management (data management, people management, economics and financial management, process and systems optimization, change management, project management) while meeting relevant international standards in accounting and finance.</li> <li>• Create or contribute to creating a ‘Joy at Work’ environment where people are empowered to find purpose and meaning in their work while serving a common good.</li> </ul>
<p><b>Application</b> – How will the student apply the content of this program in their life and work during their studies and after they graduate?</p>	<ul style="list-style-type: none"> <li>• At the individual course level: identify fissures in existing organizations, applying transformational management skills to develop solutions and evaluation strategies.</li> <li>• At the capstone level: demonstrate the ability to apply their learning to transform their existing organization or to create a new one.</li> </ul>

## Degree-Specific Admission Requirements

In addition to standard BGU master’s admission requirements, the following requirements apply specifically to EMBA applicants. A minimum of two years of part-time or full-time involvement in business, ministry or organizational leadership/administrative roles and involvement in such roles during their tenure as EMBA students.

## Degree Requirements

- a. Program Length & Cost: Students may take a minimum of two years and a maximum of seven years (from the date of acceptance) to complete the degree. The cost per credit for the EMBA is \$500. For details about additional fees, see Financial Information section.
- b. Academic Achievement

- i. Grades: Students must maintain a 3.0 grade point average (GPA) to meet EMBA degree requirements. See the section on Grading in section V.E. of this Catalog for policies related to grade changes.
- ii. Courses and Concentrations: The 36-credit hour requirement consists of nine 3-credit courses listed below as *Core Courses* for 27-credit hours and a *Concentration* consisting of at least 9-credits. See the Curriculum chart below for specifics.

c. Request for Candidacy (Graduation)

Students who have completed approximately three quarters of their degree program (generally 27 credits toward their degree) may apply for candidacy, i.e. graduation track status. The Academic Dean, in consultation with the Academic Cabinet, will make the final decision as to whether the student qualifies for candidacy and will be admitted into the final stages of the degree program. Each Request for Candidacy will include the following procedures:

- a. The prospective candidate will have fulfilled all entrance conditions stipulated at the time of admission;
- b. The prospective candidate will have demonstrated a capacity for graduate level studies by maintaining a 3.0 GPA;
- c. The prospective candidate will submit a Request for Candidacy form no later than February 15th of the year the student plans to graduate to the Office of the Registrar. Later applications may be submitted, but graduation in that year will not be assured.
- d. The student will have satisfactorily completed the ETS Major Field Test [4MBA] or other outcomes assessment tool used by BGU to determine if the student has mastered the requisite skills from the EMBA program.

## Curriculum

Required work for the EMBA degree includes a total of 36 semester credit hours in accordance with the list below.

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
<b>Core Courses</b>				
<b>MBA 600</b>	Work, Calling & Human Dignity		3	
<b>MBA 621</b>	Vision, Values, and Culture		3	
<b>MBA 623</b>	Ecology and Sustainability/EOM		3	
<b>MBA 625</b>	Global Economics and Wealth/EOM		3	
<b>MBA 627</b>	Leadership Systems		3	
<b>MBA 629</b>	Change Management		3	
<b>MBA 631</b>	Human Capital: Leadership & People Development/EOM		3	
<b>MBA 633</b>	Law, Ethics, Giving Voice to Values		3	
<b>MBA 635</b>	Business and the City Ecosystems/EOM		3	
		<b>Credit subtotal</b>	<b>27</b>	
<b>Electives</b>				
<b>MBA 637</b>	Measurement, Metrics, Data Analytics		3	
<b>BUS 612</b>	Organizational & Business Dispute Resolution		3	
<b>BUS 614</b>	Peace Building		3	
<b>BUS 616</b>	Conflict Resolution		3	
<b>LDR 630</b>	Transformational Communication		3	
		<b>Credit subtotal</b>	<b>3-6</b>	
<b>Finalization</b>				
<b>CAP 601</b>	Capstone		3-6	
		<b>Credit subtotal</b>	<b>3-6</b>	

## **Core Tenants of BGU's EMBA**

Christ-centered  
Purpose on behalf of people, profit, planet  
Creating Responsible Global Leaders  
Innovative Global Classroom  
Cross-Cultural  
Economics of Mutuality

### **EMBA Curriculum**

The nine hours that make up the EMBA electives allow students to focus their degree to best meet their unique learning outcomes, and to allow students to access the international and professional network that is part of BGU. The EMBA elective concentrations and related courses are as follows:

**(1) International Experience** is designed for students who want either a general exposure to globalized business for social transformation or who want to focus their work in a particular international location where they intend to live, work, or connect within their career. Courses in this specialization can include independent studies in a particular region, or existing BGU international courses, including international sites like Ghana, Manila or Jamaica.

**(2) Social Transformation** was designed for students who plan to focus their leadership within an organization that has a relief, development or advocacy mission. This may involve increased general exposure to these three fields or a concentrated focus on an expertise within one of these three fields. Course possibilities include:

MSC 605 Social & Civic Entrepreneurship  
USC 606 Relief, Development & Advocacy

**(3) Organizational Startup and Entrepreneurship** has been designed especially for students planning to start a new organization, or start a division, product line, or major project within an existing organization. The goal is to help the student both initiate specific new projects, as well as live a lifestyle that facilitates innovation in their work, team, life, relationships and community. The following three courses (which are taken with MATL students) are implementation versions of the same topics that are taught in a more comprehensive way within the EMBA core curriculum. This allows an EMBA student more time to develop a specific business plan, fundraising proposal or prepare their own curriculum to teach entrepreneurship.

**(4) Project Management** has in mind the student who desires advanced project management skills, especially applied within dynamically changing systems (city transformation projects, global relief response, multi-national corporate projects located in developing regions, etc.). Students in this concentration are encouraged to take a 3-credit project-management version of the Capstone (CAP 691) course to implement an actual project while studying these subjects. For students desiring to obtain Project Management Professional (PMP®)/Certified Associate in Project Management (CAPM®) Certification, this Capstone can be utilized to prepare for the required certification tests.

**(5) Personal Leadership Development** focuses on the student who wants to lay a foundation of personal understanding at the beginning of their career or at a key transition point of career change. Recognizing that good organizational leadership starts with a healthy understanding of a person's calling, spirituality, strengths, weaknesses, opportunities, physical health and unique life experiences, this track allows students to focus in any one or more of these areas of personal exploration and growth. The possible courses for this concentration include:

ASM 602 Personal Assessment  
LDR 607 Servant Leadership, Character & Ethics

**(6) Capstone Project** is for students who want to immediately apply their EMBA learning to a current challenge in their own organization. Highly practical and beneficial to the student and their organization

(who may be the financial sponsor of the student), this concentration allows students to implement their learning while under the supervision of their BGU professors and Personal Learning Community (CAP 691).

**Integration Project** is designed for students who are interested in designing a Social Venture Plan for their organization. Similar to the Capstone Project this option offers something that is highly practical and beneficial to the student and their organization (who may be the financial sponsor of the student). This concentration allows students to implement their learning while under the supervision of their BGU professors and Personal Learning Community (INP 601).

**Thesis Project** is for students who want to prepare for future advanced degrees in business or related fields or who desire to create a written project (academic or popular) as part of their degree program (THS 601).

**(7) Directed and Independent Studies** allow students who want to obtain the core foundation in business, personal calling, and social impact of the BGU degree, but also desire a concentration not currently offered by BGU. In limited cases BGU can create courses under the supervision of a BGU professor for an independent study course that aligns with the educational level and values of the BGU EMBA. If a group of students from a particular organization desire a specific course not currently offered by BGU, a directed study with a BGU professor can be designed that meets BGU's academic requirements. These directed studies *may* include site visits, guest lecturers with specific expertise desired by the student group, and an online component.

## Course Descriptions - EMBA

**NOTE:** Any course that is not either one of students concentration courses or a core course in their program may be taken as an elective course.

All 600-level courses are master's level. Course numbering/lettering corresponds with the following:

CAP	Capstone
HST	History
IND	Independent Studies
LDR	Leadership
MBA	Business Administration
MSC	Social & Civic Entrepreneurship
PRM	Practical Ministry

## Core Courses

### **MBA 600 - Work, Calling and Human Dignity (3 credits)**

In order to integrate wholeness in work, life, relationships and social impact, students need a core understanding of the purpose of work, their own unique calling and the meaning of human dignity. This course explores the meaning and ministry of work, which engages people for most of their waking hours. The approach taken is *biblical* – surveying the meaning of work in God's revealed purpose; *contextual* – understanding how world-views and specific cultures affect one's work ethic and provide both points of content and a prophetic challenge; *integrative* – exploring how work is related to ministry, calling, mission and the phenomenon of globalization; and *theological* – undertaking the understanding of, and practice of work in the light of the timeless Word of God and the contemporary situation. Having a solid theology of work is an essential foundation for leaders building organizations that impact social needs while seeking integration in their lives and relationships.

### **MBA 621 – Vision, Values & Culture (3 credits)**

Organizational leadership has radically shifted from centralized control models to decentralized and organic approaches led by leaders who, at their best, align vision and values and use these vision and values as the map for culture-building growth and success. As the pace of change accelerates through technology and an ever-increasing transparency, world leaders must focus on having a clear vision, aligned organizational values that support that vision, and a culture that removes roadblocks, bringing out the

potential of the people. This course will also examine the topic from a cross-cultural perspective and service to multiple stakeholders in geographically dispersed organizations.

**MBA 623 – Ecology & Sustainability/EOM (3 credits)**

As the planet's population explodes, resources dwindle and seasons shift; there is a growing need for leaders capable of harnessing ecologically sustainable practices for long-term profitability, humanitarian well-being and creation care. One of the primary responsibilities of organizational leaders today is to respond to the environmental needs around the world, whether obeying laws, caring for the creation, designing sustainable products, or leaving an inheritance for the next generation. But how do we successfully align and balance the interests of all stakeholders in our care and still remain competitive, relevant and responsible? Students will hear about global urban risks like disasters in Manila where a landslide was caused by the collapse of human garbage; the rise of the middle class that demands their own level of consumerism. Manufacturing that has been built on take-make-waste thinking and supply chains that fail to consider future destruction and depletion in exchange for short term gains. This course will equip students to employ a mutual gains approach to negotiation as they respond to the growing environmental threats facing our world. This course will also give students experience in creative, courageous, collaborative and compassionate responses to solving the world's ecological challenges with an "other-focused", eternal perspective and approach to business, ecology and sustainability.

**MBA 625 - Global Economics & Wealth/EOM (3 credits)**

This course will briefly review the development of economic thinking from ancient times to 21st century to get a better understanding of current economic thinking. A special focus is given to collaborative capitalism, the topic of sustainable and impact investment and its current forms and practices and the Economics of Mutuality theory and practical application. The alternatives of current mainstream shareholder value driven economics will also be reviewed and the questions of leadership responsibility and accountability will also be discussed and analysed. This course intends to challenge the thinking of students to step out of the existing paradigms towards a new economic system that is much closer to the original purpose and status of Creation.

**MBA 627 – Leadership Systems: Personal, Followers, & Stakeholders (3 credits)**

This course focuses on leadership as system – the formal and informal structures, practices, and relationships that make up the leadership culture of any given organization. The course will explore the attributes and practices of responsible global leaders, empowering students to personally thrive in their leadership as well as building systems where both individuals, organizations, and communities flourish, making the world more like God intended.

**MBA 629 – Change Management (3 credits)**

There is no doubt in today's fast-paced world of constant change that every organization must be thinking about change. But even change thinking is changing. Unfortunately, the success of implementing such change has a poor track record. According to the latest research, 70% of change initiatives fail to accomplish their goal. The majority of failure isn't attributed to bad technology or poor product development. The roadblocks to change are primarily human centered—fear, politics, motivation, and clarity, among others. This course focuses on how organizations change and how to "see" into the future in order focus on transformational change rather than incremental steps. Students will learn such skills as navigating organizational influences on their change project, mapping their stakeholders, vision-casting for clarity and buy-in, and identifying KPIs for determining success. During the course, students will actively implement the skills in this course via a Group Project and through a practical final project within their current organization.

**MBA 631 – Human Capital: Leadership & People Development/EOM (3 credits)**

This course focuses on Human capital –What is human capital and how we truly develop people within our spheres of influence and our organizations. The course will explore the attributes and practices of responsible global leaders, empowering students to personally thrive in their leadership as well as understanding the role of people development in leadership where both individuals, organizations, and communities flourish, making the world more like God intended.

**MBA 633 – Law, Ethics, & Giving Voice to Values (3 credits)**

Most organizations comply with legal guidelines or suffer the consequences. But is that enough? The actions of leaders and their organizations can be legal but not necessarily ethical. The answer to what is ethical is not as black and white as we would like to believe. Is legislating the answer? Is having a compliance program sufficient? How do leaders wrestle with the right thing to do from the perspective of multiple stakeholders? One of the most important leadership skills needed in today's world is the ability to move beyond either/or to both/and. This class will examine how the law influences decision-making for both profit and nonprofit organizations and looks at the ethical issues that emerge. Ethical topics will include the environment, supply chain, consulting and services, marketing, employment law and other ethical quagmires. Key philosophies of ethics and social responsibility are examined through class exercises and case studies. Students will have the opportunity to examine their personal ethical lens, reflect on their "line-in-the-sand," and consider the influence of their cultural experiences. We will also provide training in developing the skills and culture in organizations that promote the desires and abilities for people to Speak Up! Giving Voice to Values is changing the world by changing people, organizations, and industries globally. The class involves reading, discussion, presentations, case studies, videos, and guest speakers.

**MBA 635 – Business & the City Ecosystems/EOM (3 credits)**

This multi-cultural class will dive into Systems Theory and examine various systems of the city that impact business or are impacted by business. We will also peek into the future of Smart Cities and how they will impact business. During the course, students will actively implement the skills in this course through a practical project within their current organization.

**CAP 691 - The Capstone Project (3 or 6 credits)**

The Capstone Project integrates both theory and practice of ministry through social and/or civic entrepreneurship. It is this combination of theory and practice in the field of the student's business and/or ministry that distinguishes this program from other programs that focus only on academic and experimental research. The final project is to be written in proper form and must make a unique contribution to the body of Christian ministry knowledge or to mission, institutional or business practices. All projects must be discussed with the EMBA Director prior to the appointment of a Project Supervisor. The EMBA Director will select a supervisor from among the list of approved BGU faculty members. The student may submit the vitae of someone not on the approved list for consideration, but such person must be approved by the EMBA Director and the Academic Dean, in consultation with the Academic Cabinet.

## Electives

**BUS 612 - Organizational & Business Dispute Resolution (3 credits)**

As it is in the secular, Matthew 18:15-17 shows us God's mind on progressive, layer by layer channels for dispute resolution, especially between Christians. Our businesses and the businesses we consult for or manage, all belong to the Lord (Psalm 24:1). Therefore, when these ventures run into dispute, God's manual and precepts for addressing the disputes ought to be given a pride of place. This is made easier by the fact that the systems of the world have adopted the same format as set out in Matthew 18:15-17, i.e., first, direct negotiation; second, mediation; third, arbitration; and fourth (albeit arguable in the Christian context), litigation (1 Corinthians 6:1). Whilst litigation is the exclusive jurisdiction of the State, we, as Christian business people, consultants and managers, can learn negotiation, mediation, arbitration, and the various variants of these for our businesses, professions and workplaces, as well as for our individual lives, families, communities and churches. This hands-on practical course uses interactive conceptualization, individual and group projects as well as case studies to impart skills for effective negotiation, mediation and arbitration. It also introduces other variants of what has come to be known to the business and legal communities globally as Alternative Dispute Resolution (ADR). Multidisciplinary, this course is open to and of immense benefits for individual Christian men and women in business, consultants, managers and professionals in various disciplines as well as all those that want to apply superior solutions to issues that confront them in their daily life.

**BUS 614 - Peace Building (3 credits)**

Peace making or conflict resolution is integrated into peace building. However, peacemaking is only one leg of the tripod of peace building, which tripod this course fully covers. It is one thing to make peace.



It is another thing to build peace. Peacemaking is ad hoc. Peace building is both long term and institutional. Peacemaking makes peace to happen sustainably when the other two legs of peace building are in place. Peace building therefore sustains peace and ensures its durability. Peacemaking could be personal but peace building is corporate and collaborative. The skills set for peacemaking/conflict resolution are therefore different from those needed for peace building: one is majorly internal to the mediator and peacemaker; the other is essentially external to them. The goal of this course is to impart holistic duplicable skills for effective peacebuilding. We shall study what makes peace happen corporately in individual communities. We shall study how to promote this communal peace agencies in each community. Being the most visible leg of the tripod, we shall study how to establish a mediation center, which is where professional conflict resolution and peacemaking happen, be it for a fee or otherwise. We shall study the importance of networks of peace builders and how to build them locally and internationally. All these learning points will take place in a strictly hands-on practical class to achieve a highly impactful learning experience.

**BUS 616 - Conflict Resolution (credits)**

This course is designed for all leaders and aspiring leaders from all sectors and disciplines who desire more of God's Shalom peace in their individual lives, family, work, business, ministry, and in their neighborhood, community, nation and the world. Conflict resolution is arguably the largest industry in the world. This is because, like food and air, conflict is inevitable and all-pervasive. This course assists each course participant to understand the phenomenon of conflict in-depth. We also study principles, practice and procedure in conflict resolution. The goal is to assure that each participant clearly understands, deeply appreciates and holistically engages the phenomenon of conflict. Adequate appreciation and understanding of conflict and its appropriate resolution transform individuals and groups deeply, making them free to live increasingly more productive lives, at home, at work and socially. Participatory and hands-on all through, students will also be able to impart and help others to apply and replicate the knowledge gained in this course in their lives and work. A third of most of the class sections is allocated to live conflict resolution exercises to ensure the understanding, acquisition and application of confident fingertips knowledge of effective conflict resolution in various situations and sectors. Finally, this course deeply resonates with and anchors BGU's eight (8) transformational leadership perspectives, particularly the BGU Seventh Transformational Leadership Perspective, Shalom Leadership.

**IND 603 - Independent Study (3 credits, unless otherwise approved for more)**

The independent study is designed to allow the student to pursue graduate-level study on his/her own under the guidance of a supervising faculty member. The study may be appropriate in meeting the core requirements when the student demonstrates an inability to be present with his/her cohort. It may also be pursued as an alternative learning path when the student has a special area of study that will meet the requirements of his/her chosen concentration. The goal of the business degrees and this independent study is to help equip the student for critical thinking and reflection about complex business issues in an urban or international setting. The proposed topic of study should be consistent with that goal, especially where those business issues (1) coincide (or conflict) with social issues of poverty, diversity, and social justice, and (2) can ignite a search for alternative business approaches to deal with those issues in context.

**LDR 607 - Servant Leadership, Character and Ethics (3 credits)**

This course focuses on the personal call, spiritual formation, character development and leadership growth of the leader. Starting with the paradoxical teaching of "servant leadership" found in the life and words of Jesus Christ, this course will show how these principles are demonstrated in Peter Drucker's Self Management principles, Dennis Bakke's "Joy at Work" model, as well as other global models of servant leadership. This course will help students identify their own leadership calling and passion, gifts/talents, limits, weaknesses, opportunities and challenges. This course will also demonstrate the connection between the servant leader and building an organizational culture of customer service. Students will learn how to better lead themselves and others in an increasingly multi-cultural and complex world.

**LDR 630 - Transformational Communication (3 credits)**

This course will resource students to develop leadership skills on digital platforms, e.g. in social media, on websites, and through multi-media platforms. Students will examine established and emerging media technologies for communicating specific messages to various global audiences. Modules in this course will

include digital marketing and fundraising leadership; digital messaging and online leadership; and building and leading communities through social media engagement.

**MBA 637 – Measurement, Metrics & Data Analytics (3 credits)**

Organizations are inundated with data in today's measurement-above-all-else world. But are we measuring the right things? Can everything that's important be measured...and consequently managed? How do we measure success? What tools are available? With the fast-changing landscape of business, an evaluation of more than lag indicators—those that tell us where we've been—is needed. This class will take a look at what organizations are measuring, different types of assessments used to establish metrics, a discussion of big data and how can we use data analytics from a laymen perspective. The class involves reading, discussion, presentations, case studies, videos and guest speakers.

**MIS 605 - International Urban Immersion (3 or 6 credits)**

This course is an international trip focusing on core elements of cross-cultural experience and interpretation. This urban immersion provides students with an international learning experience taught by BGU faculty and guest lecturers. The specific locations change from year to year, but are all designed to provide a different approach to the subject of the post-colonial realities of the Church, mission, and business in the world, acknowledging that 80% of the world's Christians do not live in North America or Western Europe. This course also explores theological issues unique to the host context and exposes students in that context to host theologians and practitioners. Business students: A business project proposal must be submitted and approved by the EMBA Director and the professor of record prior to attending the class. This course may be taken at any time during the business degree program and the student may elect to take the course for 3-credits or 6-credits.

**MSC 605 - Innovative Models and Visioning of Social and Civic Entrepreneurship (3 credits)**

This course explores private sector, social entrepreneurship theories and strategies for providing solutions to social problems. It addresses youth-at-risk programs, faith-based initiatives, the creation and development of workforce housing, and emerging global paradigms of NGO, NPO and multi-lateral ventures, alliances, and partnerships. It culminates in the creation of a business plan for a social entrepreneurial venture that is based on principles, processes and desired outcomes from a Christian biblical perspective. The course also analyzes emerging patterns of public sector, governmental innovation, including partnerships with faith-based, local and global institutions in addressing and resolving social issues. It includes creative partnership opportunities among for-profit, not-for-profit and governmental entities, with a focus on innovative financing techniques, community-centered economic development and creative programs in health and human services.

**PRM 606 - Urban Immersion (3 credits)**

A vital foundational piece for understanding city issues is an experiential plunge into the urban reality. Students will be guided through a process of exegeting the city, viewing multiple models of ministry, and reflecting on what they see and hear. This course is learning in motion. Past urban plunges have been conducted by BGU in Pittsburgh, Memphis, and Dallas. Business students: A business project proposal must be submitted and approved by the or EMBA Director and the professor of record prior to attending the class. This course may be taken at any time during the business degree program and the student may elect to take the course for 3-credits or 6-credits.

**PRM 622 – The Family in the Era of Globalization (3 credits)**

This course is a general introduction that investigates current thinking about globalization and the confluence of Christian families around the world. The course will engage the student in broad-based studies on culturally-diverse Christian family values, sexuality, economics, social policy and other influences in the context of globalization. The student will examine implications on the Christian church as families face the demands of modernity.

## MASTER OF ARTS IN TRANSFORMATIONAL LEADERSHIP (MATL)

### Program Description

The Master of Arts in Transformational Leadership (MATL) degree is designed especially for urban ministry leaders who desire greater expertise and skill in leading transformation in cities or for leaders of start-up organizations or small to medium-sized existing organizations, who need practical skills in leading teams and organizations. Students can specialize in personal leadership development or dig deeper in the core topic areas of relief, development or advocacy. Students can also access a unique set of theological core courses designed for leaders working with younger populations in global urban centers. Through Elective and Capstone courses, this degree is designed to contribute to the student's unique personal and organizational needs.

### Program Outcomes

The desired learning outcomes for the Master of Arts in Transformational Leadership (MATL) degree are as follows.

CRITERIA	MATL – <i>MATL students will:</i>
<b>Spiritual Formation</b> – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	<ul style="list-style-type: none"> <li>Demonstrate growth in their understanding of how God is working in their lives and in their relationships with community.</li> <li>Articulate the biblical foundations for their personal values and life principles, as well as those they use in their organizations and/or ministries.</li> </ul>
<b>Perspective</b> – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	<ul style="list-style-type: none"> <li>Explain how transformational leadership has deepened their understanding of God's calling on their lives and work.</li> <li>Demonstrate that they have adopted the Kingdom of God perspective on the world while collaborating with local communities.</li> <li>Propose incarnational leadership strategies that will engage urban communities and organizations.</li> </ul>
<b>Knowledge</b> – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	<ul style="list-style-type: none"> <li>Demonstrate growth in understanding how to steward their entrepreneurial, innovative, and initiative-taking leadership skills.</li> <li>Demonstrate that they know how to enable and equip organizations and groups to make decisions based on a biblical worldview that fit specific contexts.</li> </ul>
<b>Skills</b> – What hands-on skills will be taught, demonstrated and evaluated in this program?	<ul style="list-style-type: none"> <li>Create, carry out, and assess business or organizational plans.</li> <li>Demonstrate that they practice ethical and managerial skills based on a biblical worldview.</li> <li>Demonstrate their ability to reconcile differences between individuals and groups across diverse ethnic, economic, and cultural barriers within global contexts.</li> </ul>

**Application** – How will the student apply the content of this program in their life and work during their studies and after they graduate?

- Analyze and address challenges in urban areas while building community.
- Engage city leaders in cooperative and transformative endeavors.
- Adopt and implement ethical practices in transformational leadership within their organizations.

## Degree-Specific Requirements

- a. Program Length & Cost: Students may take a minimum of two years and a maximum of seven years (from the date of acceptance) to complete the degree. The cost per credit for the MATL is \$500. For details about additional fees, see section III. Financial Information.
- b. Academic Achievement:
  - i. Grades:
    - 36 semester credit hours.
    - Maintain a 3.0 grade point average (GPA).
  - ii. Core Courses:
    - See Curriculum Chart below.
  - iii. Alternatives:
    - Independent Studies and Internships may be undertaken with special approval by the MATL Director.
- c. Request for Candidacy (Graduation)

Students who have completed approximately three quarters of their degree program (generally 30 credits toward their degree) may apply for candidacy, i.e. graduation track status. The Academic Dean, in consultation with the Academic Cabinet, will make the final decision as to whether the student qualifies for candidacy and will be admitted into the final stages of the degree program. Each Request for Candidacy will include the following procedures:

- i. The prospective candidate will have fulfilled all entrance conditions stipulated at the time of admission.
- ii. The prospective candidate will have demonstrated a capacity for graduate level studies by maintaining a 3.0 GPA.
- iii. The prospective candidate will submit a Request for Candidacy form no later than February 15<sup>th</sup> of the year the student plans to graduate to the Office of the Registrar. Later applications may be submitted, but graduation in that year will not be assured.

## Curriculum

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
<b>Foundational Core Courses</b>				
LDR 612	Transformational Leadership <i>or</i>		3	
PRM 606	Urban Immersion <i>or</i>			

<b>MIS 605</b>	International Immersion			
<b>TOW 601</b>	Theology of Work		3	
<b>ASM 602</b>	Personal Assessment & Calling		6	
		<b>Credit subtotal</b>	<b>12</b>	
<b>Option 1: Global Pastoral Leadership</b>				
<b>THE 630</b>	Global Narrative Theology		3	
<b>PST 601</b>	Biblical Ministry		3	
<b>PST 602</b>	Holistic Education		3	
<b>PST 603</b>	Pastoral Care		3	
<b>PST 604</b>	Missional Preaching		3	
		<b>Credit subtotal</b>	<b>15</b>	
<b>Option 2: Global Urban Leadership</b>				
<b>USC 606</b>	Relief, Development & Advocacy		3	
<b>USC 608</b>	Exegeting Your Community		3	
<b>USC 607</b>	Asset-Based Community Dev./Appreciative Inq.		3	
<b>USC 612</b>	Engaging City Leaders		3	
<b>THE 630</b>	Global Narrative Theology		3	
		<b>Credit subtotal</b>	<b>15</b>	
<b>Option 3: Global Organizational Leadership</b>				
<b>MSC 605</b>	Social & Civic Entrepreneurship		3	
<b>MSC 607</b>	Toolkit 1: Vision, Values, Strategy & Measure.		3	
<b>MSC 608</b>	Toolkit 2: Marketing, Social Media, etc.		3	
<b>MSC 609</b>	Toolkit 3: Operations, Planning, Project Mgmt.		3	
<b>MSC 612</b>	Toolkit 4: Financial Resourcing & Partnerships		3	
		<b>Credit subtotal</b>	<b>15</b>	
<b>Option 4: Customized Mentored Transformational Leadership Study</b>				
	Any BGU master's degree course			
	In this option, students are allowed to take the core classes			
	and then create their own specialization.			
		<b>Credit subtotal</b>	<b>15</b>	
<b>Electives and Conclusion</b>				
<b>Electives</b>	Credits chosen from any master's degree course		6	
<b>MFP 601</b>	Master's Final Project		3	

## Course Descriptions - MATL

All 600-level courses are master's level. Course numbering/lettering corresponds with the following:

### Foundational Core Courses

ASM	Assessment
LDR	Transformational Leadership
MFP	Final Project
MIS	International Immersion
PRM	Practical Urban Ministry
TOW	Theology of Work

### Global Pastoral Leadership Focus (Option 1)

PST	Pastoral Leadership
THE	Theological Studies

### **Global Urban Leadership Focus (Option 2)**

USC Urban Studies  
THE Theological Studies

### **Global Organizational Leadership Focus (Option 3)**

MSC Social & Civic Entrepreneurship

### **Customized/Electives**

HST History  
IND Independent Studies  
MBA Business Administration

## **Foundational Core Courses**

### **ASM 602 Personal Assessment (6 credits)**

Students will assess their readiness and next steps to be transformational leaders in their organizations, city or internal/external cultures where they have influence. Students will work to express their calling based upon current opportunities as well as their life narrative. Students will assess natural giftedness as evidenced in their life stories; spiritual gifts as evidenced in their ministries; as well as issues in their life that will limit their relational and missional abilities. This course includes a special emphasis on spiritual formation practices and principles connected to God's wiring in their life and context. This course provides the personal focus and framework for the student to design the rest of the MATL degree to develop specific steps for mentoring, skill development, and research to build upon their strengths and opportunities and shore up weaknesses.

### **LDR 612 - Transformational Leadership (3 credits)**

This course provides students with the foundations of what urban leadership means in communities globally. Students will be introduced to concepts and topics related to urban leadership, as well as the philosophy and theological underpinnings for this field. Students will be provided with group experiences in order to develop a cohort community to ensure a strong support and accountability infrastructure for the entire program. This course will also focus on the eight perspectives of transformational leadership in relationship to communities globally.

### **MFP 601 - Masters Final Project (3 credits)**

The Masters Final Project is a final paper that is an option for the MATL student in which the student is expected to draw together their course work, reading and ministry experiences into one cohesive paper. Supervisors are approved by the Academic Cabinet.

### **MIS 605 - International Urban Immersion (3 or 6 credits)**

This course is an international trip focusing on core elements of cross-cultural experience and interpretation. This urban immersion provides students with an international learning experience taught by BGU faculty and guest lecturers. The specific locations change from year to year, but are all designed to provide a different approach to the subject of the post-colonial realities of the Church, mission, and business in the world, acknowledging that 80% of the world's Christians do not live in North America or Western Europe. This course also explores theological issues unique to the host context and exposes students in that context to host theologians and practitioners.

### **PRM 606 - Urban Immersion (3 credits)**

A vital foundational piece for understanding city issues is an experiential plunge into the urban reality. Students will be guided through a process of exegeting the city, viewing multiple models of ministry, and reflecting on what they see and hear. This course is learning in motion. Past urban plunges have been conducted by BGU in New York, Chicago, Los Angeles, and San Francisco.

### **TOW 601 - Theology of Work (3 credits)**

To integrate wholeness in work, life, relationships and social impact, students need to grasp the purpose of work, their own unique calling and the meaning of human dignity. It explores the meaning and

ministry of work that engages people for most of their waking hours. The approach taken is biblical – surveying and meaning of work in God’s revealed purpose. It is contextual – showing how worldviews affect one’s work ethic and providing both points of content and prophetic challenges. It is integrative – exploring how work is related to ministry, calling, and mission. And it is theological – investigating work in the light of God’s timeless Word and the contemporary situation. Having a theology of work is critical both for those engaged in non-ecclesiastical work and also for pastors, called to equip the saints by empowering them to serve God and others in the work world.

## Global Pastoral Leadership (Option 1) Courses

### **PST 601 – Biblical Ministry through the Local Church** (3 credits)

The Biblical Ministry course helps the students acquire, articulate, and implement a biblical perspective of Christian ministry in and through the local church at the individual and community level.

### **PST 602 – Mobilizing the Church for Holistic Education** (3 credits)

This course prepares the students in an inductive, interactive, and experiential environment to acquire the competencies needed to mobilize the whole church for holistic education.

### **PST 603 – Pastoral Care** (3 credits)

This course will prepare the student to develop and implement a churchwide pastoral care ministry designed to provide pastoral and specialized counseling and to mobilizing the whole church for congregational care so that every church member is being cared for, and cares for someone else.

### **PST 604 – Biblical Preaching** (3 credits)

This course equips students to develop their preaching skills by building up on their biblical exegetical abilities, as well as supplementing communication, rhetorical, and cultural analysis tools. The whole cycle of sermon composition will be employed from prayerfully and thoughtfully engagement with the biblical text, audience, and contemporary culture, to delivering the homily.

### **THE 630 – Global Narrative Theology** (3 credits)

In this course the core of the Old and New Testaments will be explored as a unified narrative under the commitment of the Incarnation; that the Bible is both fully divine and fully human. We will examine themes relevant to our own urban/international ministry settings today. Students will practice both historical and narrative lenses in order to help them grasp Scripture’s intent (i.e. exegetical skills) and modern contextual connections (i.e. hermeneutical skills). These lenses can be transformational and transferable to our own local settings in a variety of ways.

## Global Urban Leadership (Option 2) Courses

### **USC 606 – Relief, Development & Advocacy** (3 credits)

This course addresses issues that are at the heart of crises being experienced by every global city. Starting with a biblical framework, this course examines current global issues of poverty, diversity, the environment, and social justice. The course includes sections that discuss recent changes in the fields of relief, development and advocacy, as well as current debates surrounding the proper role and response of the Christian leader to Liberation Theologies, environmental policies and political involvement. This course seeks to expose the students to poverty and poverty-alleviation efforts on the front lines of urban centers.

### **USC 608 - Exegeting Your Community** (3 credits)

This is the first of three courses the student will take to begin to study the community (followed by USC 610 and USC 612). As a foundation the theology of place and the importance of incarnational presence will be considered. The individual project of the course involves exegeting the community from the street level. The student is taught the skill of interviewing and addressing the community from the point of conversation. Emphasis is placed on understanding the community from the perspective of the residents, business owners, and other stakeholders (should be taken first in the series).

**USC 610 - Asset-Based Community Development (ABCD) and Appreciative Inquiry (AI) (3 credits)**

This course will examine the benefits of ABCD and AI as contrasted with a deficit-based approach to community transformation. Students will examine the concepts of the abundant community based on the work of McKnight and Block and others, as well as define and execute ABCD/AI projects in their own communities (should be taken second in the series).

**USC 612 - Engaging City Leadership through Christ-Centered Civic Renewal (3 credits)**

This course will examine the existing sectors of each city, looking at the disciplines and dynamics involved in engendering cross-sector collaboration for civic renewal. Students will explore the tension between individualism and community in achieving the common good, as well as see the city through several national lenses that demonstrate features that have historically sparked renewal movements. With pragmatic assignments getting students out in their cities, students will engage in defining what Christ-Centered Civic Renewal will look like in their communities, and mine the rich leadership treasure of their communities as a preparation for an eventual consultation.

### Global Organizational Leadership (Option 3) Courses

**MSC 601 - Cross-Cultural Engagement (optional 3 credits)**

Cross-cultural understanding is essential to building relationships and leading organizations in the 21<sup>st</sup> century. This fast-paced course will address fundamental concepts of cross-cultural studies from a Christian perspective, including cultural and social anthropology, worldview, contextualization, communications and cross-cultural conflict, with particular emphasis on cross-cultural ministry and business. Going beyond theory, students will engage in practical cross-cultural exposure and development of key cross-cultural, listening, interpretation, and communication skills.

**MSC 605 - Social & Civic Entrepreneurship (3 credits)**

This course serves as a bridge between the MATL Theological/Contextual Core and the Toolkit series (I-V) which teach practical skills through integrated projects, resulting in a Social Venture Plan. It helps students learn how to lead for-profit and non-profit organizations, work through government and other public sector roles to provide solutions to social problems as well as, understand the use of a business model(s), develop innovative/creative and sustainable methodologies, learn to incorporate financial and social metrics, understand the role of feasibility analysis, market evaluation/research and market placement. Examples of social entrepreneurship will be explored in sectors, such as youth-at-risk programs, faith-based initiatives, education, housing and the environment. Included in this course is a section on mission-focused entrepreneurship (business as mission) that focuses on how to create strategies for business start-ups that pursue a quadruple bottom-line of (1) profits, (2) people, (3) peace and (4) planet. The movement toward localized economies for greater social and environmental accountability will be explored. Issues of faith integration in the culture, ethical management, and social impact will be explored. Students learn the four pillars of management: (1) knowing the organization; (2) leading people; (3) managing resources; and (4) communicating effectively. This course culminates with each student developing a set of social and market needs that they would personally be interested in addressing in order to expand their own involvement in social entrepreneurial ventures (business, non-profit, governmental or partnership). Students will develop vision options as they enlist social entrepreneurship solutions to these needs. Who are my customers? What is the value proposition of my organization? What business model (sustainable competitive advantage) will I utilize? What are my assumptions about my market that I must test? Students will later choose one of these vision options as the foundation for their entrepreneurship personal or organizational plan (Social Venture Plan) which will be developed throughout MSC 607-612 (Toolkits I-V).

**MSC 607 - Toolkit 1: Social Venture and Personal Calling (3 credits)**

MSC 607 is designed to establish the plan for a student to accomplish their goals in the MATL program: This course provides the foundation for a Christ-centered entrepreneur to start or enhance a project or organization as part of purpose and calling. In preparation for MSC 608 and 609, students will begin to develop the first section of their Social Venture Plan, which includes a draft Executive Summary and sections that address: What is my calling? What social/market need will I target? What are the vision, mission, and values of my organization?



**MSC 608 - Toolkit 2: Marketing, Operations, and Human Relationships (3 credits)**

This course continues the work of preparing the Christ-centered entrepreneur to start a venture, to understand its infrastructure, operations and context, and to then manage it profitably and in Christ-honoring, biblically-based, city-transforming ways. Students will learn how to prepare market analysis for both profitability, as well as social impact. This course continues the development of the Social Venture Plan, focusing on areas of marketing plan, operations and scalability.

Marketing topics covered in this course include product/service price; promotion; place; product; and customer service. Various entrepreneurial marketing theories will be discussed, including network marketing, guerilla marketing, and cause marketing. Operational, strategic and human relationship topics covered in this course include supply chain and resource capacity building, strategic planning, decision-making, recruiting, motivation, and board development. Students will develop the second stage of their Strategic Venture Plan, which includes a strategic plan that answers the questions: What does my customer value? How do I create that value in a sustainable manner? How will I build and sustain both operational and human capacity?

**MSC 609 - Toolkit 3: Law, Accounting and Financial Management (3 credits)**

In this course the student will learn the legal context, risks and forms of business, the practical entrepreneurial skills for internal and external accounting (including budgeting, financial statement analysis and reports), and the sources and uses of funds, (including cash flow, expense control, equity and debt, banking and grants for successful business/NPO operations). Students in this course will learn about various financing, resourcing and on-going revenue strategies, as well as emerging models of partnership between the business, non-profit and government sectors. Finally, students will learn various measurement strategies, including the Balanced Scorecard and the use of technology and dashboards to monitor plan performance. In this course students will develop the third section of their Strategic Venture Plan by adding financial projections, a financing plan and finalizing the Executive Summary.

**MSC 612 – Toolkit 4: Partnership, Collaboration and External Resourcing (3 credits)**

Resource challenges are particularly acute in social and civic entrepreneurial ventures since their business models do not always attract traditional sources of capital. This course will provide students with practical skill sets to understand, analyze, evaluate, develop, and employ various resourcing tools and techniques for non-profit social and civic entrepreneurial ventures. Students will develop skills in organizational development and advancement techniques of which a major part is fund-raising. Specifically, students will learn how to create a comprehensive four-pronged donor development plan for a non-profit organization, through the use of annual giving systems, project or capital campaigns, planned giving and grants (from public sources and private foundations). Additionally, regulatory, tax, and economic issues concerning fundraising in local, national, and international contexts will be explored. This course will explore principles and skills of partnership and collaboration to both expand transformational impact of the organization, as well as open avenues of resourcing through relationships with governmental, NGO, and private for-profit entities (together with associated “consultants” and “experts”). This section will build understanding and skills in developing ‘*in-kind*’ operational and organizational support to help an organization reach its full potential.

**MSC 613 –Capstone Project (instead of MFP 601; 3 or 6 credits)**

The Toolkits Capstone Project integrates both theory and practice of ministry through social and/or civic entrepreneurship. It is this combination of theory and practice in the field of the student’s business and/or ministry which distinguishes this program from other programs that focus only on academic and experimental research. The final project is to be written in proper form and must make a unique contribution to the body of Christian ministry knowledge or to mission, institutional or business practices. All projects must be discussed with the MATL Director (MATL students) prior to the appointment of a Project Supervisor. The MATL Director will select a supervisor from among the list of approved BGU faculty members. The student may submit the vitae of someone not on the approved list for consideration, but such person must be approved by the MATL Director and the Academic Dean, in consultation with the AA.

## Elective Courses

### **ASM 601 Organizational Transformation** (3 credits)

The course will focus on introducing the student to the emerging field of study of organizational transformation and its application to the challenges and opportunities facing today's global and urban ministry leader. Specific attention will be given to the factors that need to be taken into consideration in initiating, managing and sustaining needed transformational change within an urban ministry organization, particularly as it relates to the role that leadership and organizational culture plays in this process.

### **HST 601 Global Christian History** (3 credits)

This course expands beyond Western Church history and also allows students to track their own theological and ecclesial histories. The students will gain insight from the lives of Christian leaders throughout history, who have been instrumental in transformative change.

### **IND 601 - Independent Study** (3 credits, unless otherwise approved)

The independent study is designed to allow the student to pursue graduate-level study on his/her own under the guidance of a supervising faculty member. The study may be appropriate in meeting the core requirements when the student demonstrates an inability to be present with his/her cohort. It may also be pursued as an alternative learning path when the student has a special area of study that will meet the requirements of his/her chosen concentration. The goal of the business degrees and this independent study is to help equip the student for critical thinking and reflection about complex business issues in an urban or international setting. The proposed topic of study should be consistent with that goal, especially where those business issues (1) coincide (or conflict) with social issues of poverty, diversity, and social justice, and (2) can ignite a search for alternative business approaches to deal with those issues in context.

### **LDR 607 - Servant Leadership, Character and Ethics** (3 credits)

This course focuses on the personal call, spiritual formation, character development and leadership growth of the leader. Starting with the paradoxical teaching of "servant leadership" found in the life and words of Jesus Christ, this course will show how these principles are demonstrated in Peter Drucker's Self Management principles, Dennis Bakke's "Joy at Work" model, as well as other global models of servant leadership. This course will help students identify their own leadership calling and passion, gifts/talents, limits, weaknesses, opportunities and challenges. This course will also demonstrate the connection between the servant leader and building an organizational culture of customer service. Students will learn how to better lead themselves and others in an increasingly multi-cultural and complex world.

### **LDR 610 – Donors, Grants & Social Media** (3 credits)

This course is designed to help students infuse the perspective, values and prayerfulness of a transformational leader into every aspect of resourcing their ministries and businesses. The end goal is clarity of perspective, practical skills, and concrete steps toward their goals during the class. In this course you will learn a theology of fundraising; how to express the story of your vision and mission in a way that connects to people's minds and hearts; how to identify new sources of donation and fee income, and how to develop local sources of funding to decrease dependence upon cross-cultural sources. Practical outcomes will include a personal/ organizational blog with social media coaching; a case for support document and a draft fundraising/resourcing plan for your organization.

### **PRM 608 - Community Development** (3 credits)

In a study of the principles and practices of developing healthy and self-sustaining cultures, leadership, economies, and other systems in broken and disrupted communities, this course focuses on the Asset Based Community Development model as a means to empower local leadership to make choices for their own communities. International case studies of small and large community efforts, micro and macro enterprise, and business, non-profit (NGO) and governmental based approaches will be analyzed.

### **PRM 622 – The Family in the Era of Globalization** (3 credits)

This course is a general introduction that investigates current thinking about globalization and the confluence of Christian families around the world. The course will engage the student in broad-based studies on culturally-diverse Christian family values, sexuality, economics, social policy and other influences

in the context of globalization. The student will examine implications on the Christian church as families face the demands of modernity.

## PHD IN INNOVATIVE URBAN LEADERSHIP

### 1. Context and Purpose

In a world of constant change and mutation, God calls Christian leaders to be at the forefront of global decision-making influences and innovative processes. Those with this call provide a prophetic voice for leaders who – in the midst of turmoil – work for harmony and peace amid the most challenging areas of our shrinking global village. This program aims to equip leaders at the highest levels as scholar-practitioners. Thus equipped, they combine the ability to think critically, research thoroughly, and analyze correctly with the skills to solve problems practically. With these skills, they will speak prophetically with power and authority. They will be able to influence decision-makers, just as Joseph did in the ancient Egyptian court (Gen. 41:39). In the Ph.D. program, we will be placing stronger emphasis on the application of scholarly research to practical problem-solving. The time has come to raise up leaders who can fashion workable solutions based on first-rate research.

### 2. Vision Statement

The Bakke Graduate University Ph.D. program in innovative urban leadership aims to equip scholar-practitioners who proactively innovate in the urban context and thought leaders who encourage a culture of innovation. Leaders will accomplish this goal as they build on demonstrated leadership practice and research skills to exemplify sustainable and regenerative leadership grounded in collaboration, community, and contextualization.

### 3. Program Description

The Ph.D. in Innovative Urban Leadership is designed to equip scholar-practitioners and thought leaders to innovate in the urban context. Leaders will accomplish this goal as they build on demonstrated leadership practice and research skills to exemplify sustainable and regenerative leadership grounded in collaboration, community, and context.

### 4. Program Goals

The goals of the program are presented as they match the five BGU criteria:

1. **Spiritual Formation:** To have students apply servant leadership approaches and practices to innovative urban leadership as they demonstrate growth in their spiritual formation.
2. **Perspective:** To have students engage with urban leaders as they participate in community building activities marked by innovation and collaboration while demonstrating BGU's 8 transformational leadership perspectives.
3. **Application & Knowledge:** To facilitate student acquisition of scholarship and research skills which they will demonstrate in the conduct of original research designed to add to the body of knowledge regarding innovative urban leadership.
4. **Skill:** To provide opportunities for students to access and engage innovative leaders who will mentor them in their professional development.
5. **Application:** Develop and defend a research-based doctoral dissertation.

### 5. Core Competencies

- I. Students will acquire the knowledge, understanding, and value of how to conduct and apply research to the challenges and contributions of urban living.

**Objectives:** This competency emphasizes training in research and scholarship. Students will acquire the knowledge and skills necessary to understand, plan, conduct, analyze, synthesize, and present the results of scholarly inquiries.

**Program Outcomes:** Students will have developed proficiency in:

- a. conducting scholarly reviews of literature
  - b. using scientific research methods and analytic data procedures
  - c. understanding how scientific inquiry informs practice (and vice versa)
  - d. implementing ethical research practice
- II. Further Research Competencies:
- a. Recognizing God as the source and foundation of all knowledge, students will understand and apply scientific methods to explain and predict outcomes of behaviors, attitudes, and/or beliefs in context.
  - b. Students will acquire knowledge of research skills that will enable them to test, apply, and measure the impact of any of BGU's eight perspectives on transformational leadership.
  - c. Students will know, understand, recognize, and identify the fundamental concepts underlying the skill of research: constructing and measuring concepts, deriving, developing, and testing hypotheses from theories.
  - d. Also, students will put to the test their awareness of the critical place of ethics in research as they develop their research projects.
  - e. Students will apply their accumulated knowledge about research and leadership practices to develop a dissertation proposal that meets ethical and IRB standards.
  - f. Students will apply their accumulated knowledge of literature that reflects original research, the development of research questions, or hypotheses to conduct research.
- III. Students will be able to engage and facilitate urban leaders in innovation and transformation to harness a culture of innovation to transform urban institutions and organizations
- Objectives:** Through coursework and training experiences, the PhD innovative urban leadership students will acquire the knowledge, skills, and values to collaborate with urban leaders in innovative projects aimed at transformation.
- Program Outcomes:** Students have developed
- a. proficiency in theories of urban leadership
  - b. proficiency in theories of innovation and collaboration
  - c. ability to engage in introspection and self-awareness of one's attitudes, beliefs, opinions, feelings, and personal history as they may influence collaboration with other leaders.
  - d. skill to work with diverse populations in diverse settings.
- Innovative and Transformational Leadership Research Competencies:**
- a. Students will critically analyze empirical literature related to innovative and transformational leadership.
  - b. Students will develop research questions and approaches to answering these questions based on the significance of the issue and identification of gaps in knowledge.
  - c. Students will be able to critically and creatively determine the methodological approaches they anticipate grounding their research in (qualitative, quantitative, appreciative inquiry, and so forth).
  - d. Students will design and conduct rigorous and ethically sound research in innovative and transformational leadership behavior following excellent standards and practices in the field.

- e. Students will select and interpret scientifically (analytically, statistically, etc.) and contextually collected data given, demonstrating innovative leadership research and proposed solutions.
- f. Students will effectively communicate and disseminate research findings through refereed publication and presentations while developing context-relevant and valuable networking practices. Students will publish or attempt to publish at least two academic papers in academic and scholarly peer-reviewed journals.
- g. Students will demonstrate their ability to develop actionable practices that emerge out of their systematic research.

**III. Students will be able to lead organizational, community, and team innovation**

**Objectives:** The students in the Ph.D. innovative urban leadership will apply knowledge, skills, and values of characteristics of urban leadership, organization, and team innovation to facilitate urban leaders in the organization and team innovation.

**Program Outcomes:** Students have developed

- a. proficiency in theories of organization and team innovation
- b. knowledge of how leadership styles and organizational culture impact organizational innovation

**IV. Students will demonstrate how to use and apply measures of innovation**

**Objectives:** The students in the Ph.D. innovative urban leadership will understand that innovation is reflective of an organization’s characteristics, competence, and performance. Students will acquire the knowledge and skills of models of innovation measurement and innovation indices.

**Program Outcomes:** Students will have

- a. identified best practices of innovative leadership
- b. articulated why leaders need innovation
- c. identified knowledge of the value of an innovative leadership model to an organization
- d. helped urban leaders identify their organization’s innovative profile
- e. gained an understanding of different models of change

**6. Student Learning Outcomes**

Criteria	Ph.D. students will
<b>Spiritual Formation</b> – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	<ul style="list-style-type: none"> <li>• Demonstrate a biblical or theological basis for innovation in their life and work, especially in the context of authentic community.</li> <li>• Demonstrate personal spiritual growth that significantly demonstrates right relationships with God, self, others, and creation</li> </ul>
<b>Perspective</b> – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	<ul style="list-style-type: none"> <li>• Engage and facilitate urban leaders in innovation and transformation to harness a culture of innovation</li> <li>• Facilitate transformation in urban institutions and organizations while embracing the eight perspectives of transformational leadership to advance God’s kingdom: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.</li> </ul>
<b>Knowledge</b> – What knowledge is needed to	<ul style="list-style-type: none"> <li>• Demonstrate that they have acquired</li> </ul>

accomplish Spiritual Formation and Perspective Transformation?	knowledge, understanding, and value of how to conduct and apply research to the challenges while bringing innovative contributions of urban living.
<b>Skills</b> – What hands-on skills will be taught, demonstrated, and evaluated in this program?	<ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication.</li> <li>• Demonstrate the ability to lead organization, community and team innovation while using (a) proficiency in theories of organization and team innovation; and (b) knowledge of how leadership styles and organizational culture impact organizational innovation</li> </ul>
<b>Application</b> – How will the student apply the content of this program in their life and work during their studies and after they graduate?	<ul style="list-style-type: none"> <li>• Use and apply measures of innovation in a significant transformation while <ul style="list-style-type: none"> <li>(a) identifying contextualized best practices of innovative leadership</li> <li>(b) articulating why leaders need innovation</li> <li>(c) identifying knowledge of the value of an innovative leadership model to an organization</li> <li>(d) helping urban leaders identify their organization's innovative profile</li> </ul> </li> </ul>

### 7. Degree-Specific Admissions Requirements

An accredited master's degree of at least 36 hours is required for entrance into the 60-credit PhD. In the rare occasion of a student with special student status, evidence must be provided that the essential foundations of a master's level education have been established in the life of the participant, and that a minimum of five years of influence in a specific sector of society (e.g., private, public, non-profit/NGO, business, government, social service, ministry, etc.) has been acquired. It is also assumed that the student has a significant understanding of the Bible from either formal or non-formal learning. The program provides the student with the opportunity to focus on specialized areas of skills and knowledge relevant to research-based leadership issues related to various expressions of innovative urban leadership.

Evidence of mastery of academic writing and experience in research-based leadership need to be demonstrated.

### 8. Degree Requirements

Participants working toward the PhD degree shall complete 60 semester credit hours by completing all course work and a Dissertation with a minimum grade point average of 3.0. No course grade under the minimum grade of "B" will be accepted for credit toward the PhD degree.

**Program Length & Cost:** Students may take a minimum of three years and a maximum of seven years (from the date of acceptance) to complete the degree. The cost per credit for the PhD is \$575. For details about additional fees, see section III. Financial Information.

Participants who have approximately three-quarters of their degree program completed may apply for candidacy. The Academic Dean will oversee the qualifying of participants for candidacy. Request for candidacy will include the following procedures:

- a. The prospective candidate will have fulfilled all entrance requirements and other conditions stipulated at the time of admission into the program;
- b. The prospective candidate will have demonstrated a capacity for individual research indicated by the quality of written work submitted in conjunction with course work.

## 9. Comprehensive Exams

### **Purpose:**

The purpose of the comprehensive exam is to ensure that students have a thorough integrated grasp of the critical concepts of the field and are ready to begin independent work on their dissertation research.

### **Timeframe:**

The Ph.D. students will take the Comprehensive Exam **within six months** of successful completion of the course work and have an approved proposal.

### **Comps Requirements**

- All course work must be completed.
- Students must have a GPA of 3.0 or higher and be in good academic standing with the university.
- Academic advisor approval is needed to register for the comprehensive exam.

### **Format**

- The comprehensive exam will have two sections: a written and an oral section.
- The oral and written exam will be done online.
- The written exam will be proctored using Zoom meeting software. If a student has written two published or publishable academic papers, they can be submitted to the PhD Advisory Team for approval in lieu of a written comprehensive exam.
- The content and format of the exam will be congruent with the student's dissertation focus.

### **Administration of the Exam**

The student's Dissertation Committee will oversee the Comprehensive Exam. The Dissertation Committee will consist of three to four faculty members, one of whom serves as the Committee Chair. The student, in consultation with the PhD Program Director, will select the Committee Chair, and the other members of the Dissertation Committee (a content expert, a context expert and a BGU representative). At least one of the Dissertation Committee members needs to be external to BGU. The Dissertation Committee will be approved by the PhD Advisory Team and the Academic Cabinet. Committees must be finalized before the Comprehensive Exam.

### **Grading**

The Comprehensive Exams will be graded on a pass/fail basis.  
In case of failure, students will be allowed to retake the Comps once.

## 10. Dissertation Policy

The PhD program concludes with a Dissertation that integrates both theory and research-based practice of innovative urban leadership. It is this combination of theory and research-based practice in the field of the candidate's profession that distinguishes this program from other programs that focus on academic and experimental research (please request or download the PhD Dissertation Handbook for current details). The Dissertation is to be written in proper form and style and must contribute to the knowledge of the world. Students are encouraged to first complete the required course work in order to be better prepared for the Dissertation. The project proposal must be approved by the Academic Dean, in consultation with the Academic Cabinet. Through the Dissertation, the candidate must demonstrate the following:

- a. The ability to identify a specific concern in urban leadership, mobilize appropriate resources, develop a research-based approach for addressing the concern, and evaluate the completed results;
- b. The ability to select and interpret scientifically (analytically, statistically, etc.) and contextually collected data in view of demonstrating innovative leadership research and proposed solutions.
- c. The ability to effectively communicate and disseminate research findings through refereed publication and presentations while developing context-relevant and valuable networking practices. Student will published at least two papers in academic and/or scholarly peer-

reviewed journals or submitted publishable articles to the PhD Advisory Team and the Academic Cabinet.

- d. The ability to develop actionable practices that emerge out of his/her own systematic research.
- e. The ability to reflect in depth and demonstrate theological insight in relation to practical urban and organizational leadership; and
- f. The ability to function responsibly under supervision appropriate to the project.

Participants should enter the degree program with a potential topic in mind. A supervisor will be selected from among the recommended faculty by the participant to function as the primary supervisor on the Dissertation. The Dissertation Director and the Academic Dean will also be available for consultation throughout the Dissertation process. More detailed information on the Dissertation and candidacy process may be found in the PhD Dissertation Handbook. Visit the website or contact the BGU office for a copy.

## 11. Curriculum

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
<b>Phase 1: Core Courses</b>				
CIM 800	Urban Immersion with a Focus on Research		4	
INN 800	Intro. Org. Innovation: Launching a culture of innovation		4	
LDR 826	Strategic Innovation Toolkit for Leaders		4	
INN 802	Metrics of Innovation		4	
INN 804	Leading Innovation in Nonprofits		4	
INN 806	Community and Team Innovation		4	
LDR 800	Leading Global Social Change		4	
	<b>Credit subtotal</b>		<b>28</b>	
<b>Phase 2: Core Research</b>				
RES 801a	Doctoral Seminar in Research Methods		3	
RES 801b	Dissertation Perspectives		4	
RES 830	Statistical Analysis Level 1		3	
RES 831	Statistical Analysis Level 2 <b>or</b> RES 822 Research Ethics		3	
	<b>Credit subtotal</b>		<b>13</b>	
<b>Research Electives (6 Credits)</b>				
RES 808	Advanced Qualitative Research Methods		3	
RES 810	Advanced Quantitative Research Methods		3	
RES 812	Using Quantitative Data Analysis software		1	
RES 814	Using Qualitative Data Analysis software		1	
RES 816	Survey Design		1	
RES 818	Interview and Focus Group Techniques		1	
RES 820	Case Study Design and Analysis		1	
	<b>Credit subtotal</b>		<b>6</b>	
<b>Phase 3: Completion</b>				
DIS 802a	Dissertation (Part 1) – Dissertation Writing 1		3	
DIS 802b	Dissertation (Part 2) – Dissertation Writing 2		3	
DIS 802c	Dissertation (Part 3) – Dissertation Writing 3		3	
DIS 802d	Dissertation (Part 4) – Dissertation Writing 4 – completion		4	
	<b>Credit subtotal</b>		<b>13</b>	
	<b>TOTAL</b>		<b>60</b>	



## 12. Joint-Degree Programs

Even though BGU partners with many educational institutions and accepts transfer of credits towards a BGU degree, BGU does not have a joint degree program with any institution.

## 13. Course Descriptions

**NOTE:** *The core courses are offered every year but electives and specializations are offered either on an every-other-year basis or on demand. Any course that is not either one of the student's specialization courses or a core course in his or her program can be taken as an elective course.*

All 800-level courses are PhD-level classes

### CORE COURSES

#### **CIM 800:** Urban Research and Transformational Leadership – 4 credits

The purpose of this course is to introduce PhD students on how research can be used to enhance the various transformational ministries and businesses resident in the urban setting. This class will follow the BGU tradition of using cities and communities as laboratories for scientific research. Before studying their city, students will read select research on innovative urban organizations. Then focusing on their city, students will meet civic-minded leaders and recipients of these services to learn from them what are their research needs and how best to address these needs. Students will be introduced to concepts and topics that creates the platform for timeless theology to engage contemporary ideologies as related to the philosophy and theological underpinnings for Transformational Leadership. This research-oriented approach to urban immersion will facilitate the research of participants within their selected contexts.

#### **CIM 801:** Urban Immersion with Focus on Research – 4 credits

This course provides students with the foundations of what transformational leadership means in communities globally with particular focus on current global health, economic, environment, racial & gender issues. This class will follow the BGU tradition of using cities and communities as laboratories for scientific research. Students will be introduced to concepts and topics that creates the platform for timeless theology to engage contemporary ideologies as related to the philosophy and theological underpinnings for Transformational Leadership. Students will be provided with group experiences in order to develop a cohort community to ensure a strong support and accountability infra-structure for the entire program.

#### **DIS 802a:** Dissertation-Part 1 – 3 credits

During this course, students will finalize their proposal and get it approved by the Academic Cabinet. The second objective of this course is to present two publishable or published academic articles to be approved by the Academic Cabinet as part of the written part of the Comprehensive Exam. These articles need to support the theme of the research. The third objective of this course is to complete the oral part of the Comprehensive Exam. Finally, the fourth objective of this course is to draft the first chapter of your dissertation.

#### **DIS 802b:** Dissertation-Part 2 – 3 credits

The first objective of this course is to complete the literature review chapter of the dissertation. The second objective of this course is to complete the research methods chapter of the dissertation. The third objective of this course is to draft any other complementary introductory chapters of the dissertation. The fourth objective of this course is to start your data collection.

#### **DIS 802c:** Dissertation-Part 3 – 3 credits

The first objective of this course is to complete the data collection for the research. The second objective of this course is to write up the data analysis chapter as well as the discussion of the analysis.

#### **DIS 802d:** Dissertation-Part 4 – 3 credits

The first objective of this course is to complete the dissertation and have it approved by your dissertation supervisor and Dissertation Committee. The second objective of this course is to submit your dissertation

to the technical reader, make the corrections, and get them approved by your Dissertation Supervisor. The third objective of this course is to defend your dissertation. The fourth objective of this course is to make the corrections recommended by the Oral Review Panel and finalize the dissertation.

**LDR 826: Strategic Innovation Toolkit for Leaders—4 credits**

This course is designed to help you generate, assess, and implement great ideas in your organization; build your organization's capacity for innovation, including creating an innovative culture; lead innovative projects, processes, and teams; understand the forces that limit innovation, identifying those barriers in your own organizational culture, and break free of them to realize the full value of your imagination. Through case studies and interactive exercises, you will learn new skills and strategies that you can immediately apply to drive innovation in your group or organization. You will build an understanding of the most common constraints on innovation in both individual and group settings—that is, the ways that creative thinking is often sabotaged before it can produce results. You will also learn to collaborate with stakeholders who are on board with innovation and recognize stakeholders who are actively invested in stopping new ideas in their tracks. Finally, you will examine societal and technical constraints that you will need to overcome in order to foster a forward-thinking culture.

**INN 800: Introducing Organizational Innovation: Launching a Culture of Innovation – 4 credits**

Innovation is the lifeblood of thriving organizations regardless of the commodity, products or services they provide. This course is designed to help students develop the skills and strategic discernment to build an organizational culture that will promote innovative ideas and trends at all organizational levels. Through a thorough examination of the proven, successful, and effective strategies employed by the most innovative businesses in the world, students will learn how to collaborate, communicate, and create innovation within their organizations, innovations that will lead to long term resiliency, scalability and sustainment. By developing a practical and contemporary innovation plan, students will learn how to engage and motivate others in a culture of innovation that is sustainable.

The totality of course content makes the case that God continues to create and continues to invite us, through change, to co-create/innovate new value for others. It will explore where discovery, invention, and value creation intersect (or not) with God's intentions. The concepts of innovation will be interwoven with Biblical concepts of truth, honesty, integrity, motivation, and selflessness to ensure that the approaches are consistent with God's Word and Christian principles.

**INN 802: Metrics of Innovation - 4 credits**

How effective is our application of Scripture? What does the Bible say about defining achievement of our objectives? There are biblical and scientific principles that can be used to measure to assess our efforts. Metrics can have a profound impact on using our limited resources effectively. Metrics is an important tool God will use to help us learn and discern.

Included in the course will be principles to customize our approaches to deliver our programs and strategies in alignment with God's innovative creativity. Students will have tools they can apply to verify that Transformational Leadership Perspectives are passed to subsequent generations innovatively and become part of the DNA of future growth.

Students will learn about company innovative leadership models, innovation activity, innovation potential and innovation competencies and about indices used to measure innovativeness.

**INN 804: Leading Innovation in Non-profits – 4 credits**

The mission focus of the nonprofit organization is critical to its willingness and ability to be innovative. Nevertheless, nonprofits cannot grow without some commitment to innovation. It is the mission of a nonprofit that can facilitate innovation which has been shown to be a key mediating step in achieving superior organizational performance. Leading innovation in nonprofits requires attention to mission, design, systemic social innovation and innovation training.

**INN 806: Community and Team Innovation – 4 credits**

Students will examine the role of theory in facilitating community and team innovation. Then they will apply these theories to the recruitment and management of such teams in diverse contexts.

**LDR 800: Global Social Change – 4 credits**

This course addresses the issues of development and social change that cut across different countries and regions of the world, with a focus on the role of change makers and the issues and events that have influenced social change in the last 100 years. It examines the theoretical concepts, perspectives and practices that are involved in leading change in global contexts, highlighting the connection between belief and social action, strategies, resistance to change and the cost of leading social change. Learners will examine the emergence of global social consciousness, the motivation and strategies of global change agents and topical issues and events like the current global health pandemic, race riots, human trafficking, internet activism and the Arab Spring. There will be a deliberate attempt to examine how these issues impact Christian mission in an urban setting. The course therefore challenges the learner not only to reflect but also to get involved in leading global social change from a biblical perspective.

**RESEARCH COURSES**

**RES 801a: Doctoral Seminar in Research Methods – 3 credits**

This course is designed to lay the foundations of good empirical research in the social sciences. The focus is not on specific research techniques but on the assumptions and logic underlying social research. Students will understand materials and issues associated with the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will select a specific and appropriate research topic, acquire the basic information and tools in order to complete a research proposal.

**RES 801b: Dissertation Perspectives – 4 credits**

This research course is designed toward developing critical thinking, scholarly writing skills and research abilities while developing their individual dissertation proposals. Its purpose is to guide the student in preparing an excellent doctoral dissertation proposal in the APA 7 format containing the specifications required for doctoral research by Bakke Graduate University.

**RES 822: Foundations in Ethics for Research – 4 credits**

This course is designed to lay the foundations for a biblical understanding of things as they relate to qualitative research. The focus is on the moral dimensions of ethics. Students will come to understand how the ethics of research in each of the phases of the PhD dissertation process relate to the overall emphasis of BGU on missional transformation of people and communities. Both the history and the philosophy of ethics will be considered as foundational for becoming ethical researchers.

**RES 830: Statistical Analysis Level 1 – 3 credits**

This course provides students with the foundations of statistical analysis which are useful in analyzing data of all types in communities globally. Students will be introduced to concepts and topics related to the data, sampling, statistical tests and hypothesis testing to evaluate the validity of data claims and relationships or trends shown by data. Students will be provided with group and individual experiences in order to discuss and interchange ideas where the statistical concepts are employed to gather, analyze and present data. Students will be able to statistically analyze meaningful data to develop impactful interventions in their respective communities by applying the foundations and principles transformational leadership. Study tips, videos and various readings will be provided.

**RES 831 Statistical Analysis Level 2 – 3 credits**

This course will introduce several statistical methods that are used for a wide variety of applications. It covers making inference based on two samples, analysis of variance, simple linear regression, categorical data analysis and nonparametric statistics. After the students complete this course, they should be able to use the statistical methods to analyze certain data and interpret the results in a practical meaning. This course will provide the students with a fundamental tool for their future major course study and research.

**ELECTIVE COURSES (Choose 6 credits)**

**RES 808: Advanced Qualitative Research Methods – 3 credits (Elective)**

This course offers a hands-on opportunity for doctoral and advanced masters students to experience the practice of qualitative research. We will address the nature of qualitative research in the social, administrative and policy sciences, with ample opportunities to discuss the implications of the choices made in designing, implementing and reporting on the findings of a group project. The course will require a

considerable investment of time, with intensive reading and writing, weekly class discussions based on assignments, and individual fieldwork analysis.

**RES 810: Advanced Quantitative Research Methods – 3 credits (Elective)**

This course will focus on advanced quantitative research methods and their use in doctoral research. The value of quantitative research in understanding human behavior will be examined with an emphasis on various advanced quantitative methodologies and their theoretical foundations. The course builds on the doctoral candidate's understanding of basic inferential theory and linear regression and familiarizes them with new statistical techniques and advanced quantitative methods and software. It will help candidates decide whether quantitative analysis is appropriate methodology for their dissertation projects. Concepts will include statistical process control, forecasting, regression models, probability distributions, business analytics, and decision analysis.

**RES 812: Using Quantitative Data Analysis Software – 1 credit (Elective)**

Introduces students to statistical analysis software. Through hands-on opportunities on the computer, students learn how to import and transform quantitative data sets. The course frequently focuses on MS Excel software, allowing students the opportunity to modify data files, conduct basic statistical analysis, and create charts and graphs. Occasionally the course will focus on other software.

**RES 814: Using Qualitative Data Analysis Software – 1 credit (Elective)**

This course will expose candidates to the most current software applications used in qualitative data analysis. Candidates will become familiar with capabilities of Qualitative Data Analysis Software (QDAS) and Computer-Assisted Qualitative Data Analysis Software (CAQDAS) such as Atlas.ti, one of the most popular qualitative software packages, and other software applications currently used in qualitative research designs. Students engage in computer-based analyses of qualitative social science-related problems using the appropriate software and will explore the capabilities of Atlas.ti. They will apply these applications to a real-world qualitative project which they will develop and determine which software package is most appropriate for that project.

**RES 816: Survey Design – 1 credit (Elective)**

The course covers a range of issues relating to survey design, including choosing the mode of data collection (e.g., phone, online, or mail), identifying the appropriate respondent, developing the questionnaire, and collecting data. Through discussion and experiential exercises, students will acquire practical knowledge and skills relating to survey design.

**RES 818: Interview and Focus Group Techniques – 1 credit (Elective)**

Introduces the methods involved in conducting interviews and focus groups and in managing and interpreting the data they generate. Students will cover a range of issues from developing protocols and identifying participants to reporting results.

**RES 820: Case Study Design and Analysis – 1 credit (Elective)**

Introduces students to case study research design. The course will provide students with the skills to analyze articles and books using case study methods, as well as to use case study methods in their own research. Students will become familiar with research design issues, as well as data collection, analysis, and writing strategies.

## GRADUATE CERTIFICATES

The Graduate Certificates are an excellent way for life-long learners to glean from what BGU has to offer without the commitment to a full graduate-level degree. Graduate Certificates are also a way for students exploring their interest to apply to BGU to sample up to 12 hours of BGU's courses in their area of interest and accumulating credit hours that could contribute toward a degree if they decide to apply. Those seeking an Graduate Certificate must complete the Graduate Certificate application and be capable of contributing to the courses at an appropriate educational level consistent with the matriculating students

registered for the course (minimum of a BA degree for master's level courses and MA degree for doctoral-level courses) ([www.bgu.edu](http://www.bgu.edu)).

If, after taking the required courses for the certificate, the participant wishes to convert the courses to apply to a graduate-level degree from BGU, official transcripts of the highest degree earned will be proof of eligibility. Once the participant is accepted as a student and is admitted into a program, those certificate credits may be converted to doctoral or master's degree credits.

The cost of the certificate is \$500 per credit hour plus the \$50 Admin Fee per course. All Overture courses (city immersions) require an additional onsite administrative fee (\$450) and participants are responsible for their own travel, lodging, and meal expenses. The participants must participate in all aspects of the course (online and onsite if applicable), read and write all requirements and projects listed in each course syllabus at the level for which the participant would be qualified.

## Graduate Certificate in Transformational Leadership for the Global City

A Graduate Certificate in Transformational Leadership for the Global City (TLC) is designed for leaders who are interested in being exposed to theological reflections around global urban issues. The Graduate Certificate requires a total of 12 certificate credits. The participant must take either one Overture (6 certificate credits) **or** the Transformational Leadership class (3 or 6 certificate credits) plus the remaining credits chosen from the following list for a total of 12 credits:

ASM702	Personal Assessment (6 certificate credits)
LDR714	Transformational Leadership (3 certificate credits)
TOW701	Theology of Work (3 certificate credits)
MCC710	Exegeting Your Community (3 certificate credits)
MCC708	Cross-Cultural Engagement (3 certificate credits)
OVI701	Overture (6 certificate credits in cities around the globe)

## Graduate Certificate to Teach Theology of Work

A Graduate Certificate in Teaching Theology of Work may be obtained by professors who would like to improve their understanding of this vital area of Christian theology in order to teach it in their own contexts. The courses required for the Graduate Certificate are:

TOW 701	Theology of Work
TOW 702, 703, 704 or 705	as an Independent Study
TOW 706	Teaching Certificate in Theology of Work ( <i>must be completed last</i> )

The certificate program is geared for faculty of schools and pastoral training networks. Interested schools or pastoral training networks are encouraged to nominate one faculty member for consideration as a student in the TOW certificate program. Those seeking a Graduate Certificate must fill out the short-form application and submit a written endorsement from their university or college to BGU.

The participant must complete all of the work as described in the course syllabus for each course and will be awarded a pass or fail grade. The student will only receive an official Certificate if a passing grade is awarded for all three courses. The Certificate must be completed within two years. Once the participant becomes a student and is admitted into a program, those certificate courses may only be converted to doctoral or master's degree credits.

## Graduate Certificate in Conflict Studies

A Graduate Certificate in Conflict Studies (CCS) is designed for leaders who are interested in being exposed to:

(i) scriptural and related secular principles, practice and procedures in conflict resolution and conflict transformation (including conflict mediation, arbitration and alternative dispute resolution (ADR) applicable at work, in business, at home and in the church;

(ii) sustainable peace-building principles and strategies that prevent unmanageable conflicts and avoidable disputes; and

(iii) institutionalization of the peace process, which is critical for mainstreaming conflict resolution, early warning, peacekeeping, peace-building and peace works generally, at local, regional, and international levels; and incorporating the multi-track spectrum that ensures the buy-in of all sectors of society in the overarching holistic peace/shalom process.

The Graduate Certificate requires a total of 12 certificate credits. The participant must take the following three courses for a total of 12 credits:

BUS 712 Organizational & Business Dispute Resolution (4 certificate credits)

BUS 714 Peace Building (4 certificate credits)

BUS 716 Conflict Resolution (4 certificate credits)

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