BGU | BAKKE GRADUATE UNIVERSITY

2025-26
FACULTY HANDBOOK

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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CONTENTS

You must present your Final Project in APA 7ᵗʰ Edition format and include all of components listed above under "Submission of Final Document." The BGU Online library includes links to the APA style manual, the *Publication Manual of the American Psychological Association*, and to a simplified APA guide. You will find these in the Research Resources section under Citation Guidelines. A quick tutorial and guide to the APA7 style is available in the BGU online library.   66

Gender Inclusive Language: Each faculty member is committed to the use of gender inclusive language in accordance with the BGU faculty policy. You are strongly encouraged to use inclusive language in your writing and speech.   66

Student Integrity: You will do your *own* work, to the best of your ability, exclusively for the assignment for which it is being presented (i.e. you may not turn in a project from another course and expect to receive credit in the current course for it). You are expected and required to be the sole author of the answers to your class papers, unless your Professor grants special prior permission (as, for example, if you require special translation to English).   66

Plagiarism and Artificial Intelligence: BGU acknowledges the principles of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to BGU's educational objectives and the student's best interest. BGU prohibits the use of artificial intelligence programs like ChatGPT or Jasper to create original academic documents. Anyone caught submitting work contrary to this policy will be appropriately disciplined. If the student has plagiarized or submitted a non-original document created by artificial intelligence, the Academic Dean may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.   66

Ethical Writing Standards: BGU requires that all writing assignments conform to the ethical standards established by various professional associations, which include at least two principles related to writing at BGU. First, the rights and welfare of research participants must be protected, which often means using standards of anonymity unless given permission to use a person's name. Second, intellectual property rights must be protected, which also includes issues related to plagiarism as discussed above. `   67

BGU 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

The information contained in pages 1 through __ 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).

Transnational Association of
Christian Colleges and Schools (TRACS)
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Phone: 434-525-9539; Fax: 434-525-9538
info@tracs.org; www.tracs.org

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 Fraternization

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) 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) 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.

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 (Allison.Sherwin@bgu.edu)
Admission Procedures	Allison Sherwin (Allison.Sherwin@bgu.edu)
General Academic Questions	Bunmi Morgan (Bunmi.Morgan@bgu.edu)
General Academic Advisor	Martine Audéoud (Martine.Audeoud@bgu.edu)
DMin/DTL Dissertations	Bill Payne (Bill.Payne@bgu.edu)
PhD Dissertations	Martine Audéoud (Martine.Audeoud@bgu.edu)
Master's Degree Students	
Prospective Students	Allison Sherwin (Allison.Sherwin@bgu.edu)
Admission Procedures	Allison Sherwin (Allison.Sherwin@bgu.edu)
General Academic Questions	Bunmi Morgan (Bunmi.Morgan@bgu.edu)
General Academic Advisor	Martine Audéoud (Martine.Audeoud@bgu.edu)
Master's Final Project	Yvonne McKenzie (Yvonne.McKenzie@bgu.edu)

Capstone Project (EMBA)   Scholastica Olagunju (Scholastica.Olagunju@bgu.edu)

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.

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 Steaming: 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). 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 a 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 a June Graduation; however, BGU students may complete their coursework anytime during the year and their transcript will indicate they have met the requirements of their designated degree program (if all financial obligations have been met). A commencement ceremony is held once a year on the first Saturday in June every year. All graduating students 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 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.

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 that 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*.

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 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*.

Faculty Organization

Academic Appointments

In the event a staff member or current faculty member of BGU is interested in presenting a qualified individual to the Academic Cabinet (AC) for consideration as an Adjunct Faculty member of BGU or if a qualified individual is interested in becoming a member of BGU's Adjunct Faculty, he/she must present a completed application to the AC, which includes the following requirements:

- completed Faculty Application form;
- current vita or resume;
- personal biography of not more than 100 words (not including education);
- statement of faith;
- three references;
- official transcripts for the two highest degrees earned;
- digital photo;
- signed agreement form; and
- statement of interest, e.g. types of courses to be taught, areas of expertise, why BGU, etc.

If the applicant for Adjunct Faculty membership is not a BGU alumnus, he/she will be asked to attend at least one BGU Overture course in order to better understand BGU's distinctive DNA. Additionally, the Academic Dean will need the opportunity to observe the applicant teaching or receive copies of classroom evaluations from courses that have been taught prior to acceptance. BGU will require that Adjunct Faculty member take the eLearning Certification course (see Section VI).

Rank

Full-Time, Part-Time, and Adjunct Faculty are usually appointed at the rank of Professor of Record (POR) based on earned academic degrees and teaching experience. A part-time faculty member teaches less than 12 credits per year and a full-time faculty is considered someone who teaches 12 or more credits per year (including administrative relief). If a person is a faculty member at another institution of higher education where rank is assigned, that rank will serve as the basis for visiting appointments. A detailed explanation of full-time, part-time, adjunct, etc., is provided in this handbook.

BGU's faculty members are from both academic and experiential backgrounds, including both academically qualified and professionally qualified faculty members. Many faculty members are renowned experts and professionals in the field and have many years of experience in their subject areas.

Spiritual and Professional Development

BGU assumes that all faculty members are continually working to improve spiritually and professionally as the basis from which they teach and lead. BGU professors are, therefore, expected to set aside time on a regular basis to expand their expertise spiritually and academically by continuing to participate in church activities, community service, continuing

education, and professional development. All full-time faculty members are allowed five days per year for these activities. Part-time and adjunct faculty members are encouraged to set aside time in their own schedules for the same activities.

Statement of Faith

All faculty members are required to sign the BGU Statement of Faith and annually reaffirm their agreement. Exceptions to this requirement may be considered when necessary technical, professional, or scholarly expertise is required to meet a stated programmatic purpose. Such exceptions would require a clear rationale and would require approval of the Academic Cabinet.

Re-approval

Adjunct and visiting faculty are approved for teaching by the Academic Dean and the Academic Cabinet (AC). Once an instructor has taught successfully at BGU and has been well received by the students and the administration of BGU, he or she may be automatically re-approved to teach in subsequent years. If student evaluations or other factors require a review, a faculty member's status with BGU shall be discussed by the AC, who shall advise the Academic Dean on a decision to continue or to withdraw future invitations to teach.

COMPENSATION, CONTRACTS & PAYMENTS

Compensation for full-time faculty who are employees of BGU is addressed in the BGU Personnel Handbook. Part-time and adjunct faculty members are *contracted* employees of BGU. BGU does not publish a schedule or list of normative or suggested stipends for these faculty members. Faculty members who are successful and practicing professionals in their respective fields are given a Course Contract and designated compensation according to the BGU overall faculty compensation grid provided in the contract, which is negotiated by the Academic Dean of BGU with the faculty member.

Specific contractual arrangement for the grading of student work and projects is included in the faculty member's contract, including designated compensation for such grading. With arrangement and approval from the Dean's Office, faculty members may utilize designated readers for grading student projects.

Faculty teaching in the typical modular format are paid half of their contractual compensation two weeks after the beginning of the course and the other half of the stipend when the graded projects are turned in to the Registrar's Office. For other courses, please refer to the contract for the payment schedule. If there are questions regarding payment, they should be directed to the Academic Dean's Office or to the Financial Office.

If an instructor is a full-time faculty member, he/she may be placed on the payroll with taxes computed through our Payroll Office. Instructors will be mailed the necessary forms which they must complete in order to receive payment by this method. At the end of the year, they will receive a W-2 form from BGU.

If an instructor is ordained or in private clinical practice (self-employed), he/she may opt to be considered as a "private contractor" which means they will be responsible for their own taxation.

Please contact the administrative offices of BGU for further details if there is interest in this option. Instructors will be sent a contract and the necessary forms to initiate this method of payment. At the end of the year, they will receive a 1099 form from BGU.

Tuition Discount

Effective January 16, 2009, regular full-time employees (.80 FTE) and their eligible spouses may apply for tuition benefits based on the employee's years of service:

Tuition Discount Schedule

Years Employed	Employee/Faculty	Spouse	Child
Less than 1	Waiting period – no benefit	Waiting period – no benefit	Waiting period – no benefit
Greater than 1 but less than 2	100%	50%	50%
Greater than 2	100%	75%	50%
Greater than 3	100%	100%	50%

ORAL REVIEW & DISSERTATION DEFENSE COMMITTEE RESPONSIBILITIES AND COMPENSATION

The Oral Review Committee (ORC-DMin & DTL) or Dissertation Defense Committee (DDC-PhD) for a student will be comprised of the Dissertation Supervisor (DS), a Second Reader (SR-DMin & DTL) or Dissertation Committee (DC-PhD), and a BGU Representative.

Dissertation Supervisor

Responsibilities and compensation for the Dissertation Supervisor (DS) are outlined below.

Requirements and Responsibilities

1. Be a member of the faculty at BGU or approved person outside of BGU faculty with earned terminal degree.
2. Oversee development of a dissertation proposal based on student's proposal draft from the Dissertation Proposal Design course (RES701 or RES801b).
3. Prepare and lead the PhD Oral Comprehensive Exam (PhD students only).
4. Oversee student's activities related to the dissertation process such as data-gathering and conducting of transformational strategy.
5. Oversee the writing of the dissertation working with the student in an online course, reviewing chapters as they are written and giving recommendations in conjunction with the second reader.
6. Oversee the student's Oral Review (OR) or Dissertation Defense (DD) comprised of the DS, second reader/Dissertation Committee (DC) member, and a BGU representative.

Schedule of Compensation for Dissertation Supervisor

The following table outlines the schedule of payments for the DS:

Final Project Activity	Paperwork	Compensation
Signing of contract	Signed contract and vita	$400/DTL&DMin $500/PhD
Completion of Oral Review or Dissertation Defense	Submission of OR/DD Evaluation Form	$400/DTL&DMin $500/PhD

Second Reader and Committee Members

Responsibilities and compensation for the Second Reader (DMin/DTL) and Dissertation Committee (DC-PhD) are outlined below.

Requirements and Responsibilities

1. have an earned terminal degree
2. read the dissertation proposal and give recommendations and approval
3. read the dissertation draft and give recommendations
4. participate in the student's Oral Review/Dissertation Defense process and give any final recommendations

Compensation for Second Readers

The compensation for Second Readers for DTL and DMin students is $200 payable at the conclusion of the Oral Review.

Compensation for the PhD Dissertation Committee Member

The compensation for the Secondary PhD Committee Members is $300 payable at the conclusion of the Oral Review.

BGU Representative

The BGU Rep is generally the Director of Doctoral Final Projects or of the PhD Program unless the Director is the dissertation supervisor for the student. The responsibilities include:
1. available for consultation with students and supervisors
2. oversees the technical review process of dissertations
3. moderates the Oral Review Session

Technical Reader

A technical reader will review a student's dissertation and make recommendations regarding issues such as grammar, punctuation, and conformity to the APA or Turabian writing formats, depending on the degree program. The technical reader will receive a fee of $300 for a review of a DMin or DTL dissertation with a maximum of 150 pages in the body of the text. Students will be charged an extra fee of $5 per page for a dissertation longer than the 150-page maximum. The technical reader for a PhD dissertation will keep time spent doing the technical review and

charge the student accordingly. If a considerable amount of editing is required of the technical reader, students will be charged an additional fee.

PROFESSOR OF RECORD COMPENSATION SCALES

The calculation for the compensation for teaching a 9-week, online course is based on the number of students who are in attendance, whether the POR will be participating in the online interaction, and whether the POR will be grading the final projects. BGU recognizes that more students require more online interaction and more papers to grade. Therefore, compensation for all 9-week courses will be based on the following criteria:

- Base Pay - $750/course
- Number of students in attendance – sliding scale (*Please note* that online courses will be capped at 20 students.)
- POR online interaction with students - $100/student ($1,500 cap)
- POR grading final projects - $50/student ($100/student for an 8-credit course)

If the POR is designing an original course, compensation for the course development will be as follows:

- 1-credit course = $150
- 2-credit course = $300
- 3-credit course = $450
- 4-credit course = $600
- 5+ credit courses to be negotiated

If there are two professors teaching the class, the compensation will be split in half or negotiated between both of them. Compensation will be paid per the following schedule:

1.   Shortly after the second week of the online portion of the class, the POR will be mailed a check in amounting to the base pay ($750) plus half of the compensation for online interaction (e.g. if there are 10 students in the class, the professor would receive $750+$500=$1,250). If the POR wants to split the online interaction with a Course Management Mentor (CMM) or a co-POR, compensation would be divided equally between the POR and CMM or co-POR.

2.   The second half of the compensation for online interaction will be mailed to the POR two weeks after the end of the term. That check will also include compensation for the grading of the final projects. Professors will have 2 weeks to complete the grading of papers from the final project due date. After that deadline, papers may be handed over to another grader. If a student has received an extension and the project is turned in late, the POR may choose whether or not to grade the paper or have a grader hired.

3.   Compensation for grading the final projects will be reviewed and sent on a monthly basis. After the end of the term, instructors are responsible for notifying the Registrar's Office that final projects have been graded.

4.   If the class is an 8-credit class, the POR will receive one hundred dollars ($100) for the grading of each paper that is submitted to the Registrar within the 30 days following the final project due date. If the grades are not received within the 30-day period, a grader may be hired and the POR will not be compensated for papers that have not been graded.

5.   If the number of students who attend the class drops below four, BGU reserves the right to cancel the course and offer it as an independent study to the students who are already registered. The POR will be given the first opportunity to be the Independent Study Advisor for the students already registered. Independent study advisors are compensated by multiplying the number of students by the number of credits by $100, i.e. if there were four students the compensation would be: 4 x 3 credits x $100 = $1200.

6.   When BGU and the POR agree on the assignment of a Course Management Mentor (CMM) to assist in the online interaction, a portion of the compensation will be shared with the CMM based on the tasks of the class that the POR wishes to share or relinquish, i.e. if the POR wanted to split the online participation with the CMM, each would receive $50 per student, etc. If there are two professors of record, the compensation will be split evenly unless otherwise noted.

7.   The POR is allotted $200 for guest lecturers (separate from the POR compensation discussed in this contract). A guest lecturer may want to volunteer their time or charge $100 per hour for lecturing. If the POR hires guest lecturers requiring pay in excess of $200, the POR needs to negotiate an agreement with the Academic Dean's Office and the Finance Director.

INTELLECTUAL PROPERTY

It is understood that for an online course (as a designed collection of assembled and authored material used in an LMS setting) that has been produced by a professor for BGU where there is an agreed upon faculty compensation, the course materials are considered to be owned and used by both the professor and BGU without a time limit. As such, the copyright to the course will be held and exercised by both BGU and the professor.

Named Credit and Acknowledgment
Whenever the materials are used, the professor who developed the course will be acknowledged as the author(s) in all current and future uses of the course.

Limitations on Use of the Course
Because the course is a collection of copyrighted works, some originating from BGU-supported development and professor development, both are entitled as follows regarding the use of the course material:

Limitations for BGU:
- The course cannot be leased, sold, or transferred to a third party without written permission or license from each author of copyrighted works contained in the course;
- The right to use the course for credit and non-credit instruction without payment of any royalties, fees, or residuals to the course authors/developers, nor payment to any third

parties holding copyright to elements used in the course except as provided by negotiated license or contract;

- The right to maintain continuity beyond the original creation by creating derivative works to keep the content current and relevant and to maintain the usefulness and quality of the course materials as a BGU instructional offering;
- The right to use the course beyond the involvement of the original author/developers.

Limitations for Professor/Developer:

- The author/developer and any third-party authors/producers whose preexisting work is incorporated into the course retain shared rights with BGU of ownership in these materials.
- The professor author/developer who includes his or her own preexisting and copyrighted works into a BGU-supported course development grants to BGU a non-exclusive, royalty-free right to use the material as part of the course during its useful life.
- The professor author/developer is granted the right to use the substantive content of the course materials, without further consent or approval of BGU, in any scholarly or creative works that do not compete with BGU's actual or intended use of the course material. In particular, the author retains the right to use the content in textbooks, journal articles, conference presentations, consulting projects, and other scholarly works or professional activities.
- The professor author/developer retains the right to request permission from BGU to use parts of the course or the course in its entirety at another institution or setting.

EQUAL OPPORTUNITY EMPLOYMENT

BGU is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, age, gender or physical handicap in its employment practices. BGU does, however, reserve the right always to give hiring preference to known, professing and practicing Christians in any of its positions. BGU affirms Equal Employment Opportunity/Affirmative Action (EEO/AA).

GRIEVANCES AND APPEALS

Every effort is made to keep communication open between the various personnel working at the university. Any employee who has a suggestion or concern is invited and encouraged to talk with the President, the Academic Dean, or another appropriate staff person who carries responsibility for the area addressed. In the event of a grievance or problem that has not been handled to the employee's satisfaction, the following procedures are available to the employee.

a. If the grievance or problem is not satisfactorily resolved through the appropriate staff personnel, a written appeal may be addressed to the Board of Directors and submitted to the President for presentation to the Board.

b. If the grievance or problem is not resolved through the appropriate channels at BGU of the Ministry, a final appeal may be directed to the university's accrediting agency at the following address:

Transnational Association of Christian Colleges and Schools
PO Box 328, Forest, VA 24551

BGU is required by its accreditation association, TRACS, to hire faculty with doctoral or terminal degrees or, in very special circumstances, those who have a nationally or internationally recognized expertise in a particular discipline of study. Their degree must be from an accredited institution in a related field and they must have experience in directing independent study or research. Faculty teaching in graduate programs without an earned doctorate or terminal degree, which emphasize professional and academic preparation shall possess as a minimum a master's degree and documented achievement in a related field (no more than 15% of the faculty shall be in this category at any given time). All full and part-time faculty are appointed by the Academic Dean and approved by the Academic Cabinet and the Faculty.

Courses at BGU are taught by seasoned instructors who are academically qualified and currently engaged in doing the type of ministry 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, pastors and ministry practitioners who are training for Christian leadership benefit from practicing *"mentors"* who teach not only from a textbook but from a life of experience. Our instructors have proven track records in leading effective ministries and/or companies and therefore teach from a practical as well as an academic viewpoint.

Full-Time Faculty

Full-Time Faculty refer to those professors who are contracted for academic work of at least eighteen (18) semester hours per year and a maximum of twenty-four (24) semester hours, which shall include teaching assignments, faculty committee work, curriculum design, thesis or dissertation supervision (separately contracted), and student advising. All Full-Time Faculty have full voting rights and faculty privileges. Academically qualified, full-time administrators such as the President and Academic Dean are considered to be *ex-officio* members of the Full-Time Faculty. For team-taught courses where there is one professor of record and other professors are listed, the load for each professor is calculated as an appropriate percentage of the total load.

If a new or replacement vacancy for a full-time faculty occurs, the opening shall be declared by the Board of Directors. Announcement of the opening shall be made by the Academic Dean. The announcement shall include teaching expectations, qualifications and requirements, and contract terms. Suggested instructors for a faculty position shall be presented to the Academic Dean.
   a. The minimum qualification for a full-time faculty member is a terminal degree.
   b. Full-time faculty positions shall be determined by the Academic Dean in consultation with the President.
   c. Identification of expected teaching area(s) and the general position description shall be developed by the Academic Dean, in concert with the President.
   d. The Academic Dean shall present a prospective faculty member to the Board of Directors for approval and authorize issuance of a contract over the signature of the President and the Academic Dean.

e. If the candidate accepts the contract, proper notice shall be given to the Board of Directors and the faculty.

Adjunct Faculty

The distinction of Adjunct Faculty refers to instructors who are contracted to teach at least one course per academic year. The Adjunct Faculty members do not normally have voting rights unless they are specifically assigned to the Academic Cabinet. They may also serve on other subcommittees at the discretion of the Academic Dean and/or director of the specific program.

Adjunct faculty shall be selected by the Academic Dean in consultation and with the Academic Cabinet and approval of the President. Adjunct faculty contracts shall be issued over the signature of the Academic Dean. All Adjunct Faculty shall hold a doctoral-level degree, be in substantial agreement with the doctrinal positions of the university, and sign an agreement to that effect indicating their willingness to abide by the moral standards of conduct of the university (as defined in this handbook). They shall be well qualified to teach in the areas covered in the contract. Adjunct faculty shall abide by the same requirements and guidelines for regular faculty as described in this manual. If the applicant proposes to teach courses that are not currently offered by BGU, upon acceptance as an Adjunct Faculty member the applicant is required to recruit a minimum of six students before a trial course would be offered.

Resource Faculty

Resource Faculty are individuals who have been invited to lecture during courses where their expertise in a given subject matter is deemed valuable to the students' overall learning or are instructors who have been identified as having a special aptitude for helping BGU students with independent studies, dissertations/theses, and/or directed study courses. The goal is to find advisors who represent a wide range of specializations and expertise so that our students will have a sufficient number from which to choose.

FACULTY SUPERVISION

Directors of the various programs are responsible for recruiting, orienting, equipping, supervising, and evaluating all faculty members who are teaching in their respective departments, and establishing regular contacts with the faculty to assist with scheduling, curriculum preparation, and development.

PROFESSIONAL DEVELOPMENT

Faculty meetings are typically scheduled in March, June, September and December (a month before the start of a new term). Faculty members are also encouraged to attend key BGU onsite courses conducted throughout the world to increase their exposure to emerging BGU research on city transformation themes. Every BGU degree is headed up by a Program Director. These Program Directors are encouraged to attend a professional development event at least once a year, or to strategize for their own professional development. Additionally, the Program Directors are required to contact every full-time, part-time or adjunct faculty member who is currently teaching courses within their programs at a minimum of once each year to discuss faculty development needs.

Vice President of Academic Affairs (Academic Dean)

The Academic Dean shall set the faculty meeting agenda and preside at all meetings of the faculty.

Recording of Meetings

Minutes of all academic meetings, will be recorded and shared with faculty. Attendance of the faculty at meetings shall be recorded.

Schedule

The Faculty shall meet according to a prearranged schedule and at special times requested by the President or Academic Dean.

Agenda

The regular agenda shall include, but not be limited to:

    a. devotions;
    b. approval of minutes of previous meetings;
    c. announcements;
    d. briefing by leadership persons;
    e. reports (as requested);
    f. action/discussion on pre-identified matters; and
    g. action/discussion on matters introduced at the current meeting, but not on the pre-identified agenda.

Procedures

    a. All seated faculty shall have voting privilege.
    b. Decisions may be reached by a simple majority, unless otherwise specified.
    c. Minutes of all meetings shall be distributed to faculty members within one month of the meeting.
    d. In cases when parliamentary rules are questioned or required, generally accepted practices or agreements of the assembly shall be followed. A quorum shall consist of no less than 60% of the faculty.

Delegation of Meetings

All discussions, actions and other agenda items herein assigned to faculty meetings may be delegated to and conducted by the Academic Cabinet when the Full-Time Faculty is composed of less than five members. All Full-Time Faculty shall function as members of the Academic Cabinet.

Purpose

Joy at Work (JAW) Decision Policy

BGU is founded on the values of human dignity, stewardship and decision-making articulated in Dennis Bakke's (2005) book, *Joy at Work*. These are the same principles also exhibited in Asset-Based Community Development (ABCD) that Ray Bakke was instrumental in forming through his participation in the groundbreaking 1970s study, "Managing Chicago's Urban Dollar."[1]

Theology of JAW: God created humans to steward His creation (Gen. 1:28-29). To do this, God created them with both a desire and ability to make decisions as stewards, and to be held accountable for the decisions they make (Gen. 2:19-20). Every human is born with this decision-making desire and ability, although the fall of Genesis 3 has caused people to use this ability for their purposes, not Gods', and the curse of Genesis 3 has caused people to find futility in their decision-making. When a person accepts the gift of Jesus Christ as their savior, they are restored to their original role as stewards of the earth, in part now, to be fully realized in the future forever (Rom. 8:19-23). It is now their call to live consistent with this original stewardship role and to create organizations that are consistent with how God created all humans.

Practice of JAW: BGU is committed to create internal cultures and organizational decision-making processes that are consistent with how God created humans. This involves:

1. *Decentralized decision-making* so that people are empowered to make the decisions that affect their work.
2. *Aligning the authority, responsibility and accountability* to a single point person in key decisions.
3. *Requiring decision-makers use an appropriate advice-process* to involve the gifts of the community in their decisions.

BGU has identified four types of authority to create a language to accomplish this:

1. *Veto Authority*: There is a necessary hierarchy of responsibility within BGU that requires a 'boss' to veto the decision of an employee. This has to be done only when the decision is violating the values, vision or core goals of BGU. When this happens, the 'boss' assumes responsibility for the mistake, for instance by not hiring the right employee, or neglecting to train them with the information and skills necessary for them to have made the right decision.
2. *Point Authority*: Each work area and project within BGU should have a single point person who has the authority to make the final decision in that area aligned with responsibility for the results and accountability to be measured.

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[1]Judith D. Feins, *Managing Chicago's Urban Dollar* (Chicago, IL: Trust, 1976).

3. *Input Authority*: Each point person will have a team providing advice and support to their work. People on this team have the authority to provide advice and receive feedback from the point person about what they did with their advice.
4. *Information Authority*: People in the organization and outside of the organization who are not on the work or project team have the right to hear what the decision was.

Often a "boss" or "point person" in one project has input authority in another project. It is important especially for higher-level employees to support others by identifying that they are "providing input" but that the point authority remains with the person who is leading the project.

Academic Governance: BGU uses the JAW advice-process mechanism to ensure that faculty and regents have strong oversight involvement in all of BGU's programs. Consistent with JAW principles, the Academic Dean has point authority over all academic programs but delegates point authority for programs and courses to program directors, faculty and staff. The Academic Dean is held responsible by the President to use faculty in both point and input roles. The Academic Cabinet is a representative body of the faculty and in many key academic decisions, the Academic Dean is required to give members of the Academic Cabinet point authority (direct authority over a program or course); and input authority (advice with the right to know what was done with their advice).

BGU does not use a traditional academic committee approach to decision-making because when a whole committee has point authority, it is often impossible to align the responsibility and accountability with that authority. When BGU uses committees or teams, the work of the committee is divided into projects with point leaders who use the committee process for input and communication.

Specifically, in the Academic Cabinet (AC), individual program directors have input authority in decisions regarding admissions of students, independent study approvals, dissertation and capstone project approvals, student request approvals and candidacy approvals for students in their program area. The Registrar has point authority for the process of initiating policy formation, policy communication and policy approval, while the Academic Dean retains point authority for academic policy. The AC serves as a faculty advice-process group for each of these staff who have point authority in their programs.

When done well, the JAW approach allows for more efficient and effective decision-making, more involvement by people at all levels in the organization, and much clearer checks and balances for when authority is misused. Most importantly, it treats people in the organization as people created in God's image with dignity and capacity to make the decisions in community that affect their work.

As a global institution, BGU 4.0 views the *polycentric leadership model* as an outgrowth of the JAW framework. As developed by Hanley (2022), this model forms "an approach to leadership that is multicentered and shared. It gives freedom each location (region, function, location, etc.) to operate based on the common, collective commitments determine by the community and shaped by the charismatic present of the Trinitarian Lord" (p. 65). Six themes characterize this

approach: charismatic, collaborative, communal, relational, entrepreneurial, and diverse. This approach will further anchor BGU's call be and interact as a global community.

Composition

Membership shall consist of the following:

a. The Registrar, who shall function as committee organizer and secretary to prepare the agenda and record minutes of committee meetings;
b. The Academic Dean, who shall function as committee chairperson;
c. All Full-Time Faculty members and Directors of all BGU degree programs;
d. Selected Adjunct Faculty as deemed appropriate by the Academic Dean and voted upon by the AC;
e. The President shall act in an advisory capacity.

Meetings

Meetings of the Academic Cabinet shall follow the procedures described below.

a. Meetings shall generally be closed, although the chairperson may invite a non-committee person to attend upon specific request, or to provide the committee with desired information.
b. Regular meetings shall be held according to a schedule adopted by committee membership.
c. Written minutes of committee meetings and actions shall be recorded.
d. Committee decision shall be by simple majority vote.
e. Quorum shall be at least four voting members.

Responsibilities

The committee shall be responsible for:

a. Ensuring that the educational programs are consistent with both institutional mission and strategies.
b. Ensuring that the academic budget reflects the institution's academic priorities.
c. Ensuring that faculty personnel policies and procedures complement academic priorities.
d. Ensuring that the institution's academic programs are appropriate to its students.
e. Ensuring that the institution assesses the effectiveness of its academic activities.
f. Recording official policies developed or amended which are to be included in the current general Policies and Procedures Manual.
g. Challenge, appeal and request exceptions or alterations of academic policies or decisions made by the committee can be addressed through:
   (i) Formal written request for committee review.
   (ii) Formal written petition of the faculty, requiring a two-thirds majority favorable vote to reverse the AC decision.

h. Reviewing with the Academic Dean an annual teaching schedule and academic calendar for consideration and approval by the faculty.
i. Reviewing curriculum and program course recommendations for addition revision by faculty.
j. Approving/denying student petitions on academic matters.
k. Reviewing course syllabi as directed by the Academic Dean in consultation with faculty.
l. reviewing with the Academic Dean any adequacies/deficiencies of the Library and recommending improvements as needed.
m. Reviewing candidates for graduation and recommend the same for Board action.
n. Providing initial planning for commencement exercises.
o. Determining and reviewing policies and procedures relating to graduation exercises with the Academic Dean.
p. Determine and review with the Academic Dean the faculty evaluation process.
q. Initiating, receiving and evaluating proposals regarding academic policy and recommending the same for faculty consideration and action.
r. Establishing a standard of measurements by which faculty performance shall be evaluated.
s. Determining and reviewing with the Academic Dean the policies and procedures relative to the work of the Registrar's Office.

Purview

The AC has oversight over such academic concerns as:

a. Curriculum review and development.
b. Academic policies and considerations.
c. Review of the adequacy of the Library.

COURSE POLICIES & PROCEDURES

This section will address the duties and responsibilities of BGU Faculty members who are teaching courses for BGU (in this section, those faculty members will be referred to as the Professor of Record or "POR"). Full-time, part-time, and adjunct faculty members are asked to review the policies and procedures that are outlined in this section. When a Professor of Record signs a Course Contract, he or she is agreeing to become familiar with and abide by these procedures.

CALENDARING COURSES

Holidays

The following represent the holidays that BGU observes. Usually, these holidays do not affect course scheduling, but they should be kept in mind when the faculty member is planning the dates for his/her course. The exact dates on which some of the holidays are observed can be found in the annually-updated Student Catalog for each specific academic year.

Fall Module (October to December):
Labor Day
Veteran's Day
Thanksgiving Day and the day after Thanksgiving

Winter Module:
Christmas Eve and Day
New Year's Eve and Day
M. L. King, Jr. Day
President's Day

Spring Module:
Good Friday
Memorial Day

Summer Module:
Independence Day
Labor Day

Classes are rarely scheduled on Monday holidays.

Office Hours

BGU's Dallas office hours are Monday to Friday from 8:30 a.m. to 4:00 p.m. Central Time. However, courses may be scheduled on BGU's Dallas Campus on days and times that do not coincide with the office hours. BGU will provide a staff member to provide room set up, snacks and drinks, and general coordination of the class time.

New Course Proposals

All courses not already scheduled on the official BGU Course Calendar must be presented to the Academic Dean's Office. Either the program director or the POR must fill out a "New Course Proposal" and present it to the Academic Cabinet for approval. This may be submitted a *minimum of six (6) months* prior to the proposed course date but preferably eighteen (18) months prior. BGU has scheduled 18-month calendar of meetings at which all proposals will be considered on a quarterly basis.

DUTIES OF THE PROFESSOR OF RECORD

The duties and responsibilities of the Professor of Record (POR) for all BGU courses include the following.

Course Development

The POR will develop a graduate-level course consistent with the BGU Catalog course descriptions and in alignment with the mission, goals, and core competencies and accreditation requirements of the degree for which the course is being offered. Detailed definitions of the

mission, goals, and core competencies are found in Chapter 2 of this handbook. Each course should be suitable for delivery: 1) online through the BGU-approved course Learning Management System (LMS) (e.g. Populi) or an alternative method as agreed upon between the POR and BGU; and 2) in class during the intensive portions of the course under the terms and conditions listed in the Course Contract. The responsibilities of the POR include full and adequate preparation for the class and student assessment including, but not limited to, personal spiritual and professional development, and keeping abreast of scholarly developments in the fields of relevance.

Syllabus

The POR will write a detailed syllabus in the BGU-approved syllabus template format. This syllabus should include the following: Course Description, Instructional Methodology, Course Objectives/Outcomes, Course Requirements, Reading Assignments, Grading Scale, Class Project Requirements, and Attendance Policies. The syllabus should initially be submitted to the Director of the program for which the course is being offered for approval. Once the Director has approved the syllabus, it should be submitted to the Registrar for approval by the BGU Academic Cabinet (AC) not less than sixty (60) days after signing the Course Contract. The Registrar will be in contact with the POR well in advance of each class if these materials have not been received. The POR is expected to comply with the Registrar's request in a timely manner. Subsequent modifications by the POR must be submitted to the Program Director for approval prior to use in the class. The syllabus will be posted on the BGU website for access by the students and public not later than sixty (60) days prior to the first day of the in-class portion of the course.

Syllabus & Course Content

a. *Syllabus Template*: A syllabus template will be provided to the POR to use for designing his/her course.

b. *Course Advertising*: If the POR has not already done so, he/she will submit a reasonably recent photograph and a brief biography (1-3 paragraphs) of himself or herself within sixty (60) days after signing the Course Contract. In doing so, the POR consents to BGU posting these on its official websites as an approved BGU faculty member/Adjunct and in any syllabus where he/she is the Professor of Record or a guest lecturer.

c. *Course Design*: The POR will design the course to be completed by each student within the time guidelines that have been outlined for each degree program (see Course Format in Section 5), taking into consideration the time required for the student to complete all readings, assignments and projects.

d. *Course Outcomes and Learning Objectives*: The Course Outcomes and learning objectives are key areas of focus for the POR. The Course Outcomes should be extremely congruent with the Program Outcomes. Please give this your careful attention with special emphasis on integrating how Scripture, faith and values are relevant to the course topic.

e. *Reading Lists*: Provide book recommendations for the syllabus reading lists. Please include title, author, publisher, page count and, where available, ISBN number for each book. The Academic Dean and/or Program Director reserves the right to make substitutions and additions. When the syllabus is presented to the AC for approval, the AC may also make substitutions and/or additions to the reading lists.

  i. The POR must provide two reading lists: A Required Reading List and a Recommended Reading List. The *Required* Reading List should represent only a portion of the total number of required pages to be read, which allows the student to choose from a recommended list from which the student can fill in the remaining required number of pages. The required number of pages for each course varies within each degree and the number of credits being sought by each student (a breakdown of which can be found in this handbook). Exceptions to the Required Reading pages may be authorized by the Program Director.

  ii. When a student has previously read a book that appears on the Required Reading List, it is the student's responsibility to advise the POR in order to obtain permission to substitute a book from the Recommended Reading list.

  iii. BGU depends on each POR to verify that the books he/she has included in the Required Reading list is in circulation and available to the students in their locale/context either in hard copy or e-copy form. This is often a problem in some overseas locations and sufficient time must be allowed for the student to obtain their books. You can search the website www.cheapesttextbooks.com which provides all available sources for a particular book as well as identifying the source with the cheapest price.

  iv. If the POR wishes to use only a portion of a particular book, up to 10% of the book can be legally scanned and put into a PDF document for the students to access online or from Populi. If a greater portion of the book is to be photocopied and made available online, the POR will be responsible for obtaining appropriate copyright authorizations from the publishers for copying or posting online.

f. *Book Reviews*: Students are generally required to write an analysis for each book read, which will be included as part of the final project paper. The syllabus template provides a 3-point outline for the students' reading analysis.

g. *Course Journal*: One of BGU's perspectives on Transformational Leadership is that of the reflective leader. Therefore, BGU encourages students to keep a journal as part of the course requirements, counting from 10 to 20% of the final grade. This requirement has proven helpful in determining the student's class involvement, comprehension, and application to their context. Although it is at the discretion of the POR who designs the course as to whether or not a journal should be included as a requirement, BGU encourages the POR to consider including this as a required assignment.

h. *Course Assignment*: Each student is required to design and complete a course project or paper as the POR designates. The project must be directly related to course content

and, where feasible, to some business, NGO, ministry or other entity with whom the student works or has a strong interest in helping. Students receive two benefits for one investment, i.e. academic credit and practical application of course learning to help another entity. Students may be asked to obtain the POR's approval for project ideas.

i. *Online Assignment*: BGU has designed its onsite courses to include an online component for every course. Some courses may require a greater level of involvement of the POR in the online portion of the class, while others may not. Please review the Course Format section of this handbook for more detailed information about the required number of weeks in which students of various programs must participate.

j. *POR Comments*: The final section of the syllabus is designed to allow the POR to discuss any aspect of the class that will help clarify the students' understanding of what to expect and what is required. This is individually tailored by the POR as he/she deems appropriate and useful.

k. *Academic Formatting*: The standard for all BGU projects is that they be written in APA7 formatting (BGU is moving away from Turabian formatting but students who have already begun in Turabian may continue in that format, except for DMin students). This includes dividing each area of student interaction into chapters. As a result of the compacted nature of the blended learning format for onsite courses, we have found that it is preferable to require one final document, which would include all written requirements, to be submitted at the end of the class. BGU provides a Paper Template on its website in APA7 formatting. This document is easily accessible to students who can download it directly from the BGU website (www.bgu.edu) and is included in the "Info" page of every course in Populi. The paper is organized like a book with separate chapters for reading reviews, journal entries, online written assignments, projects papers, self-evaluations, etc. The chapter designation assists the student in organizing each element of the class. Students are allowed to include other items pertaining to the class, e.g. photos, etc., to their final submission, which the student is responsible to furnish.

Grading

The syllabus template also includes grading guidelines for how each item and/or chapter of the course is weighted. However, the POR has the freedom to make adjustments to these percentages. All final written projects will be forwarded by the students directly to the Populi online classroom (unless special permission has been given to the POR to receive the projects directly). Grading is *usually* determined based on a variation of the following, as specified by the POR in the syllabus:

Attendance/online participation	20%
Reading/book reviews	15%
Journal	10%
Group project (if online)	20%
Individual Project	35%

Grades have been assigned the numerical values listed below for the purpose of computing grade points and grade point averages. Grades of "I" and "W" are not included when calculating grade point averages. To graduate from BGU, a student must have a minimum overall GPA of 3.00.

Ltr	GPA	Low %	High %	Explanation
GRADING SCALE				
A+	4.00	98	100	Excellent, creative and resourceful both in content and mechanics
A	4.00	95	97	Excellent work both in content and mechanics
A-	3.67	92	94	Excellent content with minor mechanics issues
B+	3.34	89	91	Appropriate content and mechanics
B	3.00	86	88	Fair content and mechanics
B-	2.67	82	85	Minimal content and mechanics
C+	2.34	79	81	Insufficient for graduate-level credit
D	2.00	76	78	Insufficient for graduate-level credit
F	Failure			
W	Withdrawal			
I	Incomplete			

Professors are required to use a Grading Rubric (see for example Appendix A) as the standard by which all student work is graded. Grading Rubrics are provided in each course and are visible to students. POR are asked to be familiar with the contents of the Orientation Packet and particularly with the already available grading rubrics so that all students are graded fairly. The POR may direct students to the instructional videos contained in the Orientation Packet when there is a problem or question. PORs are free to create their own grading rubrics for specific assignments and may have them reviewed by the Program Director of their course. The grading rubrics should be available in Populi for each course and each assignment should be linked to a grading rubric as much as possible. Faculty are encouraged to review these grading rubrics at the beginning of their classes.

Any student who fails to complete all of the course requirements within the three months of the due date of the course, and who has not received an approved extension, may be given a failing grade for the class at the POR's discretion. A student's *Request for Extension* needs to be signed by the POR prior to it being directed to the Registrar's Office. The POR will work with students to prevent their failure to complete the course on time. Students may request a special extension beyond the initial 1-month limitation by submitting a special extension request to the Academic Cabinet.

If the POR fails to return the final grades to the Registrar's Office within one (1) month beyond the course termination date, BGU reserves the right to hire a reader/grader to accomplish this task and to withhold $50 or $100 (depending on number of credits for the class) per student from the POR's final payment to pay the reader/grader. The POR is advised to retain all student

records, reports, and papers for a period of one year beyond the end of the completion of the course in the event there is a challenge to any grade.

It is the responsibility of every professor when grading papers to check for plagiarism and to note when the extent of bad grammar becomes excessive. BGU has purchased an online program called Unicheck to assist both students and faculty in checking not only for plagiarism, but for grammar problems. Please contact Martine.Audeoud@bgu.edu to obtain the access code. BGU's policy regarding incidents of plagiarism also involves you as the professor of a class. The review of plagiarized work will be addressed in the following manner:

1. If you identify plagiarism in a student's work, the student will be allowed to explain the circumstances. You should then consult with the director of the program in which the student registered and with his/her permission may allow the student to re-write the project to eliminate all incidents of plagiarism if this is the student's first offense.

2. If the student has plagiarized in other courses, the Program Director may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.

3. If a student's *prior* work is found to contain plagiarism, the grade for the course or work is subject to change.

4. If a degree has already been granted at the time the violation is discovered, the degree may be revoked.

In each occasion listed above, when possible, the student will be given coaching and the opportunity to address their plagiarism and penalties will be determined by the Academic Dean taking into consideration the severity of the plagiarism and the degree of the student's repentance, diligence, and timely response.

Course Format/Schedule for Onsite Courses

Courses that include an onsite component will be conducted in substantial compliance with the mixed or blended format of on-line and in-class instruction illustrated in the following four-part course schedule:

Courses are low-residency, mixed-format courses, augmented by face-to-face intensives and an online and/ or telephone conference element.				
Section I:	Pre-Session Work– Reading & 2 Weeks of Online Interaction			
Section II:	Intensive Class Session (Instructional)			
Section III:	Weeks 4-6 of Online Class (Instructional)			
Section IV:	Post-Session Work– Reading, Written Assignments & Project			
Sections →	I	II	III	IV
Weeks →	1 & 2	3	4 & 5	6 - 12

Description ☐	Reading & Week 1 & 2 Online (Instructional)	Intensive Class (Instructional)	Weeks 4-5 of Online Class (Instructional)	Reading, Written Assignments and Project

Deviations or variations to these schedules must be approved by the Program Director.

Schedule for Online Courses

The schedule for a typical 9-week online course might look something like the following.

Online Topical Outline
During each week, you will complete a variety of assignments. These may include reading, viewing videos, uploading answers to questions, writing responses to course mates, conducting mini-surveys, etc. Zoom sessions will usually include guest lecturers (*40% of final grade*).

Week 1 *January 7-13*	Work: An Introduction
Week 2 *January 14-20*	Uniquely You: Mapping Your Life *(Includes a 90-minute Zoom Room session.)* You will upload your first book review (see below).
Week 3 *January 21-27*	Work as Stewardship
Week 4 *January 8-Feb. 3*	Work: A Biblical Worldview You will upload your second book review (see below).
Week 5 *February 4-10*	Work: Its Relationship to God's Calling *(Includes a 90-minute Zoom Room session.)*
Week 6 *February 11-17*	Ethics in the Workplace You will upload your third book review (see below).
Week 7 *February 18-24*	Dialoging Your Questions *(Includes a 90-minute V-Room session.)*
Week 8 *February 25-Mar. 3*	Planning and Preparing Your Group Presentation *(Includes a 90-minute Zoom Room session.)*
Week 9 *March 4-10*	Sharing Your Group Presentation in the Zoom Room

Student Time Investment Requirements

A calculation of the time each student is required to invest in a course is provided here. The POR has the freedom to adjust the way those hours are invested, using the following minimum activity requirements and time calculation guidelines:

	3-credit	**Activity (Minimum Requirement)**	**Time Calculation**	**Student's Activity**	**Activity Hours**

HOURS CALCULATION EXAMPLES

HOURS CALCULATION EXAMPLES				
Master	Reading (1,200 pages min.; less if textbooks)	1 hr for @ 25 pages read	1,200 Pages read	48 hours
	Book Reports and Course Papers	1 hr for @ polished page	6 pages of book reviews	6 hours
	Student/Prof Conferences (synchronous)	1 hr for @ actual hr. spent	14 hrs. in-class	14 hours
	Online time (asynchronous)	1 hr for @ actual hr. spent	35 hrs. on-line	35 hours
	Journaling (as directed by POR)	1 hr for @ 2 pages of journal	18 pages of journal	9 hours
	Research	1 hr for actual hr. spent	8 hours	8 hours
	Project (as authorized by POR)	1 hr for @ polished page	15 pages of final project	15 hours
	Target: 45 hours x 3 credits=135		**Total**	**134 hours**

4-credit Doctorate	Activity (Minimum Requirement)	Time Calculation	Student's Activity	Activity Hours
	Reading (1,800 pages min.; less if textbooks)	1 hr for @ 25 pages read	1,800 Pages read	72 hours
	Book Reports and Course Papers	1 hr for @ polished page	8 pages of book reviews	8 hours
	Student/Prof Conferences (synchronous)	1 hr for @ actual hr. spent	14 hrs. in-class	14 hours
	Online time (asynchronous)	1 hr for @ actual hr. spent	35 hrs. on-line	35 hours
	Journaling (as directed by POR)	1 hr for @ 2 pages of journal	18 pages of journal	9 hours
	Research	1 hr for actual hr. spent	10 hours	10 hours
	Project (as authorized by POR)	1 hr for @ polished page	20 pages of final project	20 hours
	PLC Interaction	1 hr for actual hr. spent	7 hours	7 hours
	Target: 45 hours x 4 credits=180		**Total**	**175 hours**

Please note: Students for whom English is their second language (ESL) who are reading in English may read or write 25% less 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 7 pages of Chinese.

Online Instruction

BGU believes that active online interaction/instruction between the POR and student enhances the learning experience. This interaction will be accomplished via a BGU-approved LMS and may include delivery of assignments, engaging the students in in-depth discussions, reviewing coursework assignments, and achieving the stated goals and outcomes of the course. A BGU eLearning Course Developer is available to assist the POR as necessary to develop the online portion of the course. Refer to the checklist below for items required for online course development. The POR is required to complete the BGU eTeaching Certification. Information about this can be obtained by contacting BGU's Academic Dean's Office. The POR may alternatively choose to interact with students through Zoom or other video conferencing platforms.

In-Class Teaching Assignment

During the residential portion of a course the POR will be responsible for no less than 30 hours or more than 28 hours of actual face-to-face teaching time, including site visits, guest lecturers, student presentations, films and in-depth discussion. While some lectures are appropriate, this teaching time is not to be done in a "stand and deliver" method.

E-Learning Staff

The logistics of each in-class intensive are handled through an assigned BGU staff member. The eLearning staff member will work closely with the POR at all stages of the course development and during the in-class intensive to assure a smooth-running, hassle-free experience for the students, the guest lecturers and the POR.

Site Visits

One of BGU's distinctives is "using the city as a laboratory." We are committed to learning both from a theoretical, book perspective as well as a practical, hands-on perspective. One of the ways BGU does this is be surveying the community in which the course is to be held and identify site visits that will be highly instructive and illustrative of the issues presented by the course topic, highly stimulating visually and intellectually, and significantly advances the student's understanding of the course materials, especially from a practical, real-world, application perspective. Accordingly, we anticipate that each POR will arrange for one or more site visits (depending on the total number of face-to-face intensive days) during the class time.

    a. Generally, these site visits will include private visits with key, high-level officials at the site to enhance the student's understanding of what they are viewing and to answer student questions.

    b. If appropriate site visits are not available, it is better to utilize guest lecturers, films, or other learning experiences. Similarly, the site visit experience must be weighed against the opportunity costs, including the travel time required to visit the site.

    c. A Course Coordinator will assist the POR in identifying appropriate sites to visit, making all necessary arrangements for the visit and leading the tour during the visit.

d. It is imperative that the POR plan sufficient time before the visit to prepare the students for a more meaningful experience and after the visit to debrief, discuss, and develop the lessons learned.

Guest Lecturers

BGU encourages PORs to arrange for practicing professionals or subject matter experts in the topic being discussed to be brought into the classroom. This not only gives a practical application perspective to the topic, but also helps contextualize it for the student. PORs are encouraged to be creative in their teaching methods, including panel discussions, guest lecturers, field trips, and case studies, group work, etc.

a. The POR will be responsible to make the arrangements for any guest lecturers to speak to the class.

b. Remuneration to the POR assumes payment for all in-class hours. Outside lecturers, if they are to be compensated, must be approved by the Program Director. Guest lecturers are generally compensated for each lecture. Not more than two guest lecturers should be utilized per week, unless the POR compensates the guest lecturer from his/her own compensation.

c. Some guest lecturers will not be paid a fee for their presentations but may be awarded an honorarium or gift as a thank you. All honoraria or gifts will be made available to the guest lecturer immediately after his/her presentation or no later than one week following the speaking engagement. If the guest lecturer is a US taxpayer, a W9 form and other documentation may be required before payment is issued. In such cases, the POR will coordinate with the BGU CFO or the Course Coordinator to obtain the necessary documentation.

Independent Studies

BGU students often want to take an independent study if BGU is not currently offering a course subject the student needs. In the Student Handbook are explicit directions for the student as well as an instructional video describing the process. Please be familiar with these instructions and keep in mind the following responsibilities as the professor of an independent study:

1. You will work with the student to complete the Independent Study Packet, which contains a syllabus template and other instructions.

2. The proposal needs to be submitted to the Registrar's Office at least six weeks prior to the start of the module in which the student wishes to take the class. The Academic Cabinet (AC) must review and approve the proposed study and their meetings are held on the first Thursday of each month.

3. Once the proposal has been approved, the Registrar's Office will create the class in Populi and submit a check request to the Finance Office for the first half of the compensation (normally $100 per credit).

4. You are asked to meet with the student once a week via Zoom and record the sessions. These session recording links then need to be saved in Populi where it is designated for each week.

5. The grading of the final project should be completed not later than 30 days after receipt of the student's work.

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.

Reflected Values

BGU expects all PORs to instruct within the general guidelines of the spiritual commitments of BGU and to affirm/reinforce its values as they relate to the topic of the class (please see other sections of this Faculty Handbook for specific guidelines).

Administrative Obligations

The POR agrees to give prompt attention to all bulletins and announcements from the BGU administration, and to distribute materials to students as requested. When possible and germane, PORs are invited to participate in faculty development events and departmental meetings.

Deliverables

POR acknowledges and agrees that the online and in-class course development ("Deliverables") for a specific course shall include any and all curriculum, pedagogies, communications with students (that do not compromise privacy obligations), and any other materials required to be delivered to BGU pursuant to this Faculty Handbook and the basic Course Contract (including any and all documentation and enhancements).

Work for Hire

In signing the Course Contract, the POR agrees that Deliverables constitute "works made for hire" as that term is construed under the Copyright Act, 17 U.S.C. §§ 101 et seq. In the event any Deliverables are deemed *not* to be a "work made for hire," POR hereby irrevocably assigns to BGU in perpetuity any and all right, title, and interest, including copyright, in and to such Deliverables for the entire world, and POR shall have no ownership rights of any kind whatsoever with respect thereto.

Without limiting the generality of the foregoing, POR acknowledges and agrees that BGU shall have the right to publish, reproduce, modify, customize, prepare derivative works of, copyright in BGU's name, sell, publish in all languages and in all formats and media now known or hereafter created, combine or use with other BGU or third-party materials, and otherwise utilize and exploit the Deliverables. Promotion, marketing, and distribution of the Deliverables shall at all times be in BGU's sole and exclusive control. Among other things, BGU may, in its sole discretion, at any time and for any reason decline to undertake, suspend, or terminate publication or distribution of the Deliverables without liability to the POR and without prejudice to the Course Contract or BGU's rights.

FACULTY & COURSE EVALUATIONS

In signing the Course Contract, the POR agrees to administer and participate in evaluations of the course in accordance with BGU procedures described herein. The faculty feedback data and course evaluation process employs three instruments. The primary purpose of the evaluations is to assist individual instructors in reviewing their own performance and to provide those individuals with needed data which will assist in assessing professional growth and the development of teaching strategies and approaches. These evaluations also provide an avenue for student involvement in the process of evaluating courses and faculty. The results of these evaluations also provide supervisory personnel with a format and basis on which to make performance evaluations. In-service programming and curriculum planning are other areas which draw from these results.

Student Evaluation

Students will be asked to evaluate each BGU course they attend. Each student is provided with an evaluation form at the end of each course by the Course Coordinator, who will collect them prior to each student's departure. This evaluation is administered in each class taught and is primarily for the professional and personal use of the POR, Program Director, and Academic Dean. Student evaluations are an integral and required part of the faculty evaluation process.

Instructor Self-Evaluation

The POR also fills out an evaluation which should be completed within two weeks of the conclusion of the course. This evaluation assists the POR in reviewing his/her own performance and to provide necessary data which will assist in future revisions of the course. This evaluation must be based on a cooperatively determined concept of teacher effectiveness. The faculty evaluation makes every effort to come to grips with the exceedingly difficult task of providing well-reasoned, defensible procedures for teacher evaluation. Evaluations also accept and promote the concept that the members of a profession must be responsible for assessing their own performance and for developing and attaining higher standards of competence.

Dean/Program Director Evaluation

The Academic Dean and/or Program Director will also conduct an evaluation of every POR, which will be submitted to the POR in a written document. This evaluation will be submitted within two weeks of the last day of each class. The evaluation integrates the student evaluations and assesses the POR's effectiveness in teaching as well as the integration of BGU's values and the Program Objectives. All Full-Time Faculty will also be evaluated annually based on the faculty contract and job descriptions.

Online Adjunct Faculty Job Description and Evaluation

Beside the quarterly Faculty Evaluations sent by the Academic Dean to each faculty who taught a course, the Academic Dean or Program Director will meet with each faculty annually for a review. The Adjunct Faculty job description and evaluations are found in Appendix B.

Class Rosters

The Class Roster in the Populi online classroom will list the students who have registered. If anyone attends a class who is not on this official roster once class starts, the POR should notify the Registrar's Office immediately and ask the student(s) to discuss their enrollment with the Registrar or Assistant Registrar. If a student who is listed on the roster fails to attend class within the first week of the start, the POR should also notify the Registrar's Office.

Auditing Classes

Auditing a class refers to the privilege of attending a class on a non-credit basis with all of the responsibilities associated with earning credit for the class. "Informal" audits are not permitted. To be present in a class on a regular basis requires that a person be registered as a credit student or an auditor. Classes may be closed to auditors by prior arrangement with the Academic Dean. Auditors normally must meet any prerequisites for a class. Auditors are expected to complete at least a portion of the assignments required by regular students so they will be better prepared to participate in class discussions.

Overlapping Classes

Students are not permitted to enroll in classes that overlap in scheduled meeting times—in whole or in part with other classes. While this will, in most cases, be a rare occurrence at BGU, students desiring an exception to this policy must submit an Academic Petition to the Office of the Registrar. The conflict will not be permitted unless both faculty members involved in the conflicting courses agree. When such an agreement exists, the petition will be decided on its own merits by the Registrar with concurrence of the Academic Dean. If permitted, the faculty members involved then negotiate the terms of their agreement (e.g., pattern of attendance in the classes involved, make-up work, etc.).

Attendance

Each faculty member must enforce the details of the class attendance policies of BGU, in keeping with the design of the curriculum and the nature of modular courses. The professor shall take lack of attendance into consideration when grading. *The policy must be clearly stated in the course syllabus*. The general expectation is that students must attend all of the class sessions. Students are not permitted to miss classes; however, if classes are missed because of extenuating circumstances, permission must be obtained from the faculty member and the student should make up the work through tapes, notes, extra work or special meetings with the faculty person. Courses that are taken through means other than regularly-attended class meetings are to be registered as independent studies courses, and various restrictions and conditions apply.

Incompletes

If a student does not submit their project by the due date, a temporary grade of "I" (Incomplete) will be recorded in the student's file. Any time before the final due date of the project, a student may ask the Registrar that their status in the class be changed to "withdrawn," but the normal

cancellation fees will still apply. A change to "withdrawn" will not affect the student's grade point average.

The POR may grant up to a 3-month extension (at a cost of $50 per month) by signing the extension request form and copying the Registrar's Office. The student's grade may be reduced .5 for the second month's extension and another .5 (a full grade lower) for the third month's extension (but special exceptions may apply). Extensions over one month require a Special Extension, which must be approved by the Academic Cabinet.

If all work for a course is not submitted by the final extension and/or exception deadline and the student has not petitioned the Academic Dean within three months of the date the work was due, the "I" grade will be converted to an "F" and the student will be required to retake the entire course if credit is desired at a reduced tuition rate (special exceptions may apply). Students may submit a Special Extension Request beyond the 3-month limit, which must be approved by the Academic Cabinet.

Pass/Fail Status

Students taking doctoral and master's-level courses for credit may *not* choose to take some of their classes on a Pass/Fail basis. This status is not indicated on the class rosters or grade input rosters distributed by the Office of the Registrar. Students may choose to convert certain courses to a non-credit basis. The purpose of this policy is to encourage students to explore courses and schedules that they might not otherwise attempt and to help students who anticipate difficulty with required courses to stretch themselves. BGU has no intention of removing the pressure of getting a grade from the student, nor of providing a reduced-assignment approach to completing the degree programs. Instructors must submit a regular grade (A through F) for every student. The Office of the Registrar will record the appropriate grade.

Grading Factors

Course grades are submitted by the instructor to Populi or, if the term has already closed, to the Registrar's Office, approximately two months following the course project due date. Final grades are based upon the Grading Rubric (Appendix A). Any change to this formula must be approved by the Academic Dean, in consultation with the Academic Cabinet (AC) and designated in the course syllabus prior to the syllabus being posted. Any grade below a 3.00 or "B" will not be considered passing.

Grade Changes

Students receiving a low course grade may invoke a one-time opportunity to resubmit their assignments. The student must then re-submit the sub-standard project or assignments within 30 days of receiving the final grade and pay an additional $50 to have the work re-graded. After the re-submission, the grade may be changed at the discretion of the POR or Academic Dean if warranted by an improved project and/or assignments. Students who require more than one grade change using this procedure will be placed on academic probation.

BGU Online Campus

At a time when eLearning is reaching an all-time high within the education sphere, we want to be sure that BGU is also a forerunner with cutting-edge eLearning solutions. Since BGU sees this as the wave of the future, we are hoping to achieve three main goals with our online courses. In order to achieve these goals, we will need the assistance and cooperation of our administrators, staff, faculty and students.

We hope you will look at BGU's online classroom in the same way you would look at a regular classroom on campus. In a regular classroom setting, you come prepared to give your lecture or other form of instructional materials, your various assignments, your worship sharing, etc. but you would never think of walking in and changing the color of the walls, structure of the building, furniture, etc. You would undoubtedly respect that the school had made decisions about the structure after much collaboration and decision making. Likewise, the BGU online classes were developed after many years of observing what does and does not work in relation to color, unit layouts, weekly course items, community rooms, etc. This is the 'structure' of BGU's Online Campus. As you can imagine, our faculty have as many preferences for how this should look as there are personalities. However, since it is impossible to please everyone, we must streamline things as best as we can. As such, we kindly ask you to respect and work within the format for the online class as developed. We welcome suggestions, which will be taken into consideration with each annual review.

eCourse Development Checklist

The Course Development Checklist that appears below may be used in the development of a new online course or the maintenance of current ones. We have found that the use of this kind of checklist will assist the Professor of Record (POR) in creating the most optimal online experience for their students. At times, though rarely, a POR may ask someone else to develop the online portion of the class; however, all references in this document will consider the POR as the developer of the course.

Timeline	Activity	Comments
3 months prior to class	Detailed review of syllabus and discuss any changes with the Registrar, including your photo and profile. Communicate with Librarian to discuss any update or additional books and/or course materials.	Too often, students complain about the syllabus not being consistent with what the faculty is doing in the classroom – we want to be sure we are in sync with this. Items you need and/or those you would like to be made available to students. You need to include up-to-date materials.
5 weeks prior to the start of class	Meet with Program Director to discuss class: Dr. Martine Audéoud, PhD Dr. Paulette Jordan, DTL Dr. Bruce Jackson, DMin Dr. Yvonne McKenzie, MATL Dr. Scholastica Olagunju, EMBA	This is very important so that you both are on the same page regarding approach and content. Even if the course includes students from several degrees, each class has only one program director.

TIMELINE	ACTIVITY	COMMENTS
3 weeks prior to class	Meet with the Director of eLearning to identify any content development needs.	This also helps you to stay ahead of the content development.
	You need to finalize at least two (2) full weeks of content (see chapter on "Populi" for specific instructions on setting up your class).	
	If you cloned your class from a previous version, please check to be sure the dates and the links have been updated to the current term.	It is also important to delete previous terms' recordings.
	Complete weeks 3 – 9 no later than midnight the *Wednesday* prior to the start of the new week.	This is critical as it gives the eLearning Team time to check your content for errors before the students enter the class.
1 week prior to class	It is extremely important that you check to ensure that your gradebook is in order and perfectly aligned with the grading and the assignment portion of your syllabus.	We know how important grades are to students so this is a delicate area. We want to be sure this is in order.
	You need to enter your classroom no later than Tuesday and start responding to students' posts in the 'Getting to know you' section. We will be encouraging students to do the 'Getting to know you' from Monday so that class starts building community very early.	This is a critical time when bonding starts between faculty and students.
First week of class	Setup a virtual room session (Zoom Room) so that you can greet students and review the syllabus in detail. See instructions for Zoom in the next chapter. You usually want to let them know the week prior to the start of class so that they can schedule accordingly. Thursday of Week 1 is usually a good time from 7:30pm – 8:30pm EST. It meets most time zones.	It is amazing how this upfront session can save you time throughout the course.
	Online Chapel	While these areas are optional – it is a great way to start bonding spiritually with your students. They also help to integrate faith and learning.
Welcome Lesson	Your virtual office	This needs to be checked and all questions responded to within 24 hours.
Weeks 1-7	All discussion questions (Online Chapel is optional) need response from faculty.	Faculty can respond in one of three ways as consistent with online Best Practices: ● Respond to students individually – some faculty like this personal touch **AND/ OR**

Timeline	Activity	Comments
		● Read about 3-4 postings and respond with a summary to these students personalizing it by stating their names such as: Tim, Mary, John, Lisa – you made some good points …. **AND/OR** ● You browse through all postings and respond with a detailed summary addressing some of their main points. If you use this format – it needs to be a quality response and just not: "Great responses. Thank you." Some of us use a mix of these formats. For example, first week, I may respond individually. Weeks 3 and 5, I may use #2 and other weeks #3. The variety is good. What is great is if you share the format you will be using with students so that they understand from week to week. It is awesome how well this detailed communication works and how much the students appreciate it.
	Each 9-week course should have a minimum of three (3) Zoom Rooms for interaction, Q&A, etc. It is best if teaching sessions are pre-recorded so that the Zoom Rooms can be a place for relation-building and interaction in a face-to-face environment. Zoom Rooms should also be used for the final group or individual presentations. You may schedule additional Zoom Rooms based on your availability and that of your students.	All professors will be instructed in how to schedule and post the links to their own Zoom Rooms (see below). Please make sure that you RECORD each Zoom meeting and make it available to students and the Director of eLearning shortly afterwards. This may also be a place where guest speakers can be invited with specific subject-matter expertise.
	Grading: All assigned online work needs to be graded within 4 days after submission and posted with comments in the gradebook.	Again, students are appreciative when they receive prompt grading and quality feedback.
	Continued preparation of group project.	Faculty should be available to encourage peer work amongst students as they prepare for group presentation and submission.
	Group presentations	All faculty need to be present.

Timeline	Activity	Comments
Weeks 8-9 up to Week 12	All assignments are due	Please make sure that all students post their assignments. If there is delay, please contact the student and find out if there are extenuating circumstances. Have the student fill in an extension request (the Registrar will provide this).
Week 13-14	All grades are due	Please be sure these are submitted on time to avoid delay in faculty payments. Thank you.
Videos		

POPULI

As Professor of Record (POR) for your class, you will be required to create, maintain and update your class in Populi (pronounced pop-u-*lee* **not** pop-u-*lie*), BGU's Learning Management System (LMS). There are various videos that explain these steps if those are more helpful. Please contact Nathalia Mighty (Nathalia.Mighty@bgu.edu) for any questions about your classroom.

ZOOM ROOMS

As previously mentioned, as the Professor of Record (POR) you will be responsible to set up and hold several virtual classrooms. BGU has created two "rooms" for professors to use during their term (please do not use if you are not teaching a class). These are the logins for the two Zoom Rooms. Please email the Director of eLearning for the passwords:
Login
Professor1@bgu.edu
Professor2@bgu.edu

REFERENCES

Bakke, D. (2005). *Joy at work: A Revolutionary approach to fun on the job*. PVG.

Feins, Judith D. (1976). *Managing Chicago's Urban Dollar*. Trust.

Handley, J.W. (2022). *Polycentric mission leadership: Toward a new theoretical model for global leadership*. Regum Books International.

APPENDIX A.
SYLLABUS TEMPLATE

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.

COURSE SYLLABUS

WELCOME

We look forward to serving you throughout this course. We are here to provide a *superior* academic experience within a strong *faith-integrated* environment. Please let us know what we can do to perfect this learning experience for you! Thank you for choosing Bakke Graduate University. May God richly bless you throughout your journey with us.

GUIDING SCRIPTURE FOR THIS CLASS
xxx (x).

Important Note: Students are now required to use APA 7th Edition for all course work.

Course Number	
Course Title	
Course Dates	**xx** Final Project Due: [due date]
Course Description	***
Credits	xx
Professor of Record	***
Online Participation and eLearning	This is a 9-week online course: ● Faculty & eLearning Support Team will be available Monday-Friday and limited hours on Saturday. (See Week 1 for detailed hours.) ● There is 24/7 access to BGU's Helpdesk BGU Global Online Campus. ● To log in, go to https://bgu.populiweb.com ● Login to your student account ● Click on your class from the list of courses under your "Student" tab

	You must check into the online class and post no later than ***two days*** after the class begins. BGU considers an academic credit hour as being one hour of classroom or direct faculty instruction/interaction with a minimum of two hours of out-of-class work for each week of an academic module. You should plan to spend about 45 clock hours for one credit hour of course.
Due Dates	You are expected to complete all weekly online course requirements while respecting due dates that will be posted in each online week under "Weekly Assignment Checklist." Assignment due dates vary. Please see "Assignment" section below for specific dates and instructions.
Professor of Record	***
Guest Lecturers	**To be Determined**
Instructional Methodology	Online class with weekly, substantive faculty and peer-to-peer interaction and discussions. This class will also include faculty-led and student-led in-class presentations and discussions, case studies, student research presentations, directed group discussions and projects, book reviews, guest lecturers, and prescribed project(s). BGU uses Populi for its eLearning platform and integrates Zoom (virtual classroom) for live presentations. Please refer to the ***Orientation Packet*** that you received as a new student for more details about how to access and participate in class.

CONTACT INFORMATION FOR SUPPORT STAFF

For questions/concerns regarding academics:
Bunmi Morgan
Registrar
Bunmi.Morgan@bgu.edu
(240) 409-6587

For questions/concerns regarding online eLearning support:
Nathalia Mighty
eLearning Director
Nathalia.Mighty@bgu.edu
and always copy: eLearning@bgu.edu
(876) 351-3721 (WhatsApp)
Skype: nathaliamight

For questions/concerns regarding BGU Online Library/Research
Jennifer Roman
Librarian
Jennifer.Roman@bgu.edu
(214) 329-4447 ext. 134
Skype: jeroman5

DESIRED LEARNING OUTCOMES

At the end of the course, you must demonstrate in your online discussions, literature and book reviews, journal, *and* individual project that you have mastered the following desired outcomes (your mastery of these outcomes will be assessed by the professor of record and calculated into the final grade):	
Spiritual Formation – How will this course help students to have increased trust in God, while dynamically developing and stewarding their partnerships and networks?	
Perspective – What shifts in worldview, mindset, new ways of seeing yourself and God, will result in the BGU 8 perspectives to be integrated into students' lives and outreach/influence as a result of this course?	
Knowledge – What knowledge will students need to have acquired to accomplish Spiritual Formation and Perspective Transformation outcomes in this course?	
Skills – What hands-on skills will be taught, demonstrated and evaluated through this course?	
Application – How will students apply their learning in their life and work during this course while becoming more and more Christ-like?	

PERSPECTIVES OF TRANSFORMATIONAL LEADERSHIP

BGU's Eight Perspectives *All BGU courses incorporate one or more of the following Transformational Leadership perspectives.*	1. **Calling-Based Leadership**. The leader seeks to understand God-given gifts, experiences and opportunities in understanding his/her unique role as a called instrument of Christ's transforming work in and above world cultures. 2. **Incarnational Leadership**. The leader pursues shared experiences, shared plights, shared hopes, in addition to shared knowledge and tasks. 3. **Reflective Leadership**. The leader lives in reality, reflects on its meaning, and catalyzes others with the courage, symbols, and example to make meaning in their own lives.

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4. **Servant Leadership**. The leader's behavior and priority is on servanthood first. In the style of Jesus, the leader leads by serving and serves by leading.

5. **Contextual Leadership.** The leader recognizes the previous work of God in other cultures and seeks to experience its unique gospel expression.

6. **Global Leadership.** The leader understands the complexity of today's global, pluralistic, urban, economic, and political landscape and sees the Church from the perspective of a world church rather than a nationalized, denominational, or localized church.

7. **Shalom* Leadership.** The leader pursues reconciling relationships between people, people and God, people and their environment, and people and themselves. The leader works toward the well-being, abundance, and wholeness of the community as well as individuals.

8. **Prophetic* Leadership.** The leader speaks truth with love to and through power. With sacrifice and humility, the leader pursues change in the broken systems and practices in the political, economic, social, and religious life of the city and world. The leader must give voice to those that have no voice (Prov. 31:8).

* *These terms have rich historic meanings that we will attempt to reclaim beyond their media-politicized current characterizations.*

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COURSE EXPECTATIONS AND ASSIGNMENTS	
Pre-Course Work	You are to complete half of your Required Reading before the day this class begins. As noted below, during the online portion of this course, you will write reviews for the number books that corresponds to the number of credits you are taking the class for from your Required Reading.
Online Participation *Weeks 1-9* *20% of final grade*	In the context of its teaching strategies, BGU focuses very heavily on the facilitative model. As such, you are constantly encouraged to participate in class discussions and reflections. We help provide the framework and overall classroom guidance, but we want to hear from you. How do your life experiences add value to academic content? How do these experiences take you from concept to application? This is what we are seeking as we evaluate your overall class participation.
Book Reviews **Chapter 1** Due [due date] as part of final document *15% of final grade*	You are required to write one (1) book review for *each credit* you are taking the class for, i.e. if you are taking the class for 3 credits, write 3 book reviews, if you are taking the class for 4 credits, write 4 book reviews, etc. Submit *one* of the reviews during week 2 and upload into the online classroom by the due date mentioned in the online classroom. This book review will not be graded, but your professor will provide feedback for your information and to assist in

Reading requirements: 3 credits=1,200 pages 6 credits=2,400 pages Or Reading requirements: 4 credits=1,800 pages 8 credits=3,600 pages	writing the remaining book reviews. *All* book reviews will be included in your final project as Chapter 1, even if you have previously uploaded the book review into the online classroom. For each book review: **2 type-written pages, double-spaced, Times New Roman, 12 pitch font, 500-word maximum** **First** paragraph: State the intent of the book's author in writing the book. Include its main thesis and basic construction (100 words max). **Middle** paragraph: Interact with the author's message. Conduct a critical analysis of the core message or comment on some of the aspects that were more relevant to you. Don't tell us what the author said. Reflect on it. For example: Did you agree or disagree with this or that specific idea? Why? How does the message of the book fit in with issues you had been struggling to understand before reading it? What points did the author make that were completely new to you—and why are they significant to what you do? What ideas left you wanting to explore them further, and what were your unanswered questions. Ideas like that. (300 words max.) **Final** paragraph: In this final paragraph, explain how something you read in the book will change the way you do your own work, or how you have changed your approach in a specific area of your life and work. Make it personal. Make it specific, with concrete action steps. Phrases such as, "I will..." or "I plan to..." are appropriate here. Avoid vague generalizations (100 words max).
Reflection Journal: Chapter 2 Due [due date] as part of final document *10% of final grade* Limit the number of pages per week to two. But if you add pictures, you may go to three	During Weeks 1 through 7 of the online course, you will keep a journal. Each week's entry will consist of three distinct parts: description, analysis, and application/integration. Write this journal to your Personal Learning Community (PLC) as well as for your Professor of Record. Write briefly. Do not insert your class notes into the journal entries. Use this as an opportunity to process what you have read, viewed, and discussed. This becomes Chapter 2 of your final document. Each week's entry will consist of three distinct parts: description, analysis, and application/integration. Organize the material under the following three subheadings: *Description*: Describe, narrate, and summarize what you have read, seen, and heard in the week's material. *Analysis*: Evaluate what was said or not said in what you covered for the week. Examine the assumptions behind the presentations. Did you find these arguments convincing? Applicable? Why or why not?

	Application/Integration: Extend the transferable principles to your own situation, telling how you will apply them in your own context.
Group Project *20% of final grade* Due [due date]	***
Individual Project: **Chapter 3** <u>Writing requirements</u>: 3 credits=10 pages 6 credits=20 pages <u>Writing requirements</u>: 4 credits=20 pages 8 credits=40 pages Due [due date] *35% of final grade*	*** ***Important Note***: Your project must prove integration and demonstrate that you have learned the desired outcomes stated above. You will also be graded on whether or not you included at *least one quote from **each** of the required texts* in your individual project and demonstrated that you accessed *and* utilized BGU's *online library* in Populi and critically assessed and integrated these readings in your reflections.
Self-Evaluation: **Chapter 4** Due [due date] *2 or 3 pages* *0% of final grade*	Write an evaluation that reflects what *you* learned during this course (this becomes Chapter 4 in your final document). ● Did it fulfill what you anticipated based on the course's desired learning outcomes (goals or objectives)? ● Did it meet your personal goals for the course? ● In what ways do you feel that you grew in your understanding of biblical values and in how you have integrated them holistically into your life? This is not an evaluation of the *class*, but of your learning experience. Assign yourself a grade.
Submission of Final Document Due [due date]	**EVERY PROJECT MUST BE SUBMITTED USING THE BGU-APPROVED PAPER TEMPLATE** (**APA7** format). If your project is not submitted within the template, it will be returned as insufficient and not graded until it is presented in the template. You can obtain a copy of the Paper Template under "Files" in your online classroom or in the BGU online library. Your final document will be presented double-spaced in 12-pitch, Times New Roman typeface. This gathering of all documents is to teach you how to write in APA7 format in preparation for your capstone or dissertation project. Every project should include the following elements: ● *Title Page*, listing the project title, course name and number, your name, and the date (1 page) ● *Table of Contents* (1-2 pages)

	● *Book Reviews* as Chapter 1 for the books designated above that you have read for this course, including the title, author, and number of pages (2 pages each). As you read each book, fill in the table found on the first page of Chapter 1 of the Paper Template to indicate which books you have read to meet the reading requirement for your degree program. Also indicate in this table the books for which you have written reviews (1 review per credit hour). ● *Journal* entries as Chapter 2 (7-14 pages) ● *Individual Project* as Chapter 3 (see above) ● *Self-Evaluation* as Chapter 4 (2-3 pages) ● *Bibliography* containing *all* of the references and resources you have used in the document (1-2 pages) Write your Final Project to your Personal Learning Community (PLC) in a style that is contextualized, clear, and applicable. Like Paul, who wrote *to* the Corinthians then but *for* us today, write your assignments *to* your leadership team or PLC but *for* your professors. This will shape your writing style and vocabulary. You can get very creative and practical. But you will also be held accountable for all aspects of your work in this leadership program. Submit in the online classroom no later than [due date].
HELP!	**Do you need help writing your paper?** BGU has purchased several programs and has an extensive online library to assist you in writing projects. We encourage you to learn to use the Zotero program, which can be found in the online library. BGU also encourages you to use other free programs that help with writing, grammar, plagiarism, etc.: www.grammarly.com or https://www.grammarcheck.net/editor/. BGU has also purchased Unicheck, a plagiarism checker that has been incorporated into Populi. When you upload your document into the online classroom, Unicheck will immediately show you where you have perhaps quoted materials but did not use quotation marks or proper citations. Be sure you always check your work! Also remember that the Orientation Packet contains numerous instructional videos for your assistance in writing. BGU also has created an **Academic Writing Center** that includes a free writing certificate "course" that can assist you in learning to write academically (especially important for students for whom English is a second language). To review this course go to: https://www.bgu.edu/academic-writing-center**.** To register, please contact: Nathalia Mighty (Nathalia.Mighty@bgu.edu).

GRADING

Online Participation (Discussions)	20%

Book Reviews	15%
Reflection Journal	10%
Individual Project	35%
Group Project	20%
Self-Evaluation	0%
TOTAL	**100%**

GRADING SCALE

Your grade is based on whether you have demonstrated the following elements:
- integration of desired learning outcomes
- critical thinking
- contextual application within the global picture
- relevance to the topic
- quality of writing (graduate-level).

Ltr	GPA	Low %	High %	Explanation
A+	4.00	98	100	Excellent, creative and resourceful both in content and mechanics
A	4.00	95	97	Excellent work both in content and mechanics
A-	3.67	92	94	Excellent content with minor mechanics issues
B+	3.34	89	91	Appropriate content and mechanics
B	3.00	86	88	Fair content and mechanics
B-	2.67	82	85	Minimal content and mechanics
C+	2.34	79	81	Insufficient for graduate-level credit
D	2.00	76	78	Insufficient for graduate-level credit
F		Failure		
W		Withdrawal		
I		Incomplete		

GRADING CRITERIA

You will be scored between 1 and 5
5 *= very good job,* **4** *= good,* **3** *= adequate,* **2** *= weak, and* **1** *= unsatisfactory*

	Online Sharing	Book Review	Journal	Group Project	Ind. Project
Theological reflection					
Critical thinking					
Contextual application					
Form (technical quality)					
Desired Learning Outcomes					

Spiritual Formation					
Perspective					
Knowledge					
Skills					
Application					

Note: You may only demonstrate an understanding of one or two of the desired learning outcomes in individual assignments, your professor will grade you on whether you have demonstrated an understanding of *all* of the desired learning outcomes in the final project.

REQUIRED READING
Estimated costs of books are taken from the website: www.cheapesttextbooks.com

Note: Once you have read the required books, fill in the remaining required number of pages by choosing from the recommended list. Some alternatives to the recommended list can be negotiated for various specialized topics or regions of the world. Consult with the Professor of Record to obtain approval for alternate books. Make sure you copy the Registrar if you receive approval to use books that are not listed in these lists. Always check BGU's online library for required and recommended reading; we have many books that are free in the online library.

If a title is *blue and underlined*, it is hyperlinked to Google Books, which provides several pages of the book (and sometimes the whole text) free online. This may be helpful especially for the recommended texts. Our Librarian, Jennifer Roman, has also been able to upload several of the books to BGU's online library in Populi (indicated in red).

***

RECOMMENDED READING

***.

WEEKLY COURSE OUTLINE	
Week 1	**Topic**: xxx *Expected activities:* xxx
Week 2	**Topic:** xxx *Expected activities:* xxx
Week 3	**Topic:** xxx *Expected activities:* xxx
Week 4	**Topic:** xxx *Expected activities:* xxx

Week 5	**Topic:** xxx *Expected activities:* xxx
Week 6	**Topic:** xxx *Expected activities:* xxx
Week 7	**Topic:** xxx *Expected activities:* xxx
Week 8	**Topic:** xxx *Expected activities:* xxx
Week 9	**Topic:** xxx *Expected activities:* xxx

ACADEMIC POLICIES

FINAL SUBMISSION

After you complete your Final Project, upload in the online classroom by [due date].

FORMAT

You must present your Final Project in APA 7th Edition format and include all of components listed above under "Submission of Final Document." The BGU Online library includes links to the APA style manual, the *Publication Manual of the American Psychological Association*, and to a simplified APA guide. You will find these in the Research Resources section under Citation Guidelines. A quick tutorial and guide to the APA7 style is available in the BGU online library.

ACADEMIC STANDARDS

Gender Inclusive Language: Each faculty member is committed to the use of gender inclusive language in accordance with the BGU faculty policy. You are strongly encouraged to use inclusive language in your writing and speech.

Student Integrity: You will do your *own* work, to the best of your ability, exclusively for the assignment for which it is being presented (i.e. you may not turn in a project from another course and expect to receive credit in the current course for it). You are expected and required to be the sole author of the answers to your class papers, unless your Professor grants special prior permission (as, for example, if you require special translation to English).

Plagiarism and Artificial Intelligence: BGU acknowledges the principles of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to BGU's educational objectives and the student's best interest. BGU prohibits the use of artificial intelligence programs like ChatGPT or Jasper to create original academic documents. Anyone caught submitting work contrary to this policy will be appropriately disciplined. If the student has plagiarized or submitted a non-original document created by artificial intelligence, the Academic Dean may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.

Critical Thinking: Graduate level research writing cannot consist of a series of personal opinions without supporting your writing with documented reasons. Research writing requires supporting your statements with solid reasons and appropriate documentation, using statistics and/or the expert opinions from designated fields of study. Of course, there are times an assignment will call for your own personal reflection, and a professor will indicate when such is the case.

Ethical Writing Standards: BGU requires that all writing assignments conform to the ethical standards established by various professional associations, which include at least two principles related to writing at BGU. First, the rights and welfare of research participants must be protected, which often means using standards of anonymity unless given permission to use a person's name. Second, intellectual property rights must be protected, which also includes issues related to plagiarism as discussed above. `

BGU 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.

ACADEMIC EXPECTATIONS

It is your professor's expectation that you will interact with the books you have read, the lecturers' comments, your personal experiences, and the Bible. Do not use Wikipedia or similar references, as they are unreliable. It is also expected that you to have properly researched your paper and will make liberal use of parenthetical citations, references, and footnotes where needed. If you have any questions in this regard you may email your professor for clarification. During the course if you have questions related to your coursework, please be sure to ask either during class or individually with your professor.

SPECIAL NEEDS POLICY

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 his/her needs by communicating in writing the type of accommodations as soon as possible.

We are here to provide you with a faith-integrated education experience!

INDEX