



2026-27

CORE APPENDICES

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.

8515 Greenville Ave., Suite S206
Dallas, TX 75243-7039, USA
Phone: 214-449-1409; Fax: 214-347-9367
www.bgu.edu

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CORE APPENDICES

FOR

BAKKE GRADUATE UNIVERSITY

The following appendices are linked to all of Bakke Graduate University (BGU) catalogs, handbooks, etc., in order to provide a more detailed description of the brief summaries contained in those documents.

Appendix 1. BGU's History

1990 - Founded at Overlake Christian Church

BGU was founded in 1990 by Overlake Christian Church in Seattle, Washington under the name Northwest Graduate School of the Ministry (NWGS). “The need for the school grew out of the annual pastors’ conferences held at Overlake Christian Church in the 1980s and 1990s. The pastoral staff at Overlake received hundreds of requests from pastors seeking practical advice to meet the daily challenges of local church ministry. It became evident that there was a felt need for a graduate school that focused on the practical skills required for effective local church ministry. The eldership met, committed the financial support and facilities and birthed the school in 1990.”¹

The roots of NWGS were planted in one church, with a target to serve the Northwest United States and a focus on building practical skills for local church ministry. As changes in ministry priorities began to shift, new leadership and direction was needed for the school. In the summer of 2001, ownership of NWGS passed from Overlake Christian Church to an independent board organized through the cooperation of:

Anchor Churches – a group of local Seattle churches, including the original host church for NWGS, who provided, leadership and students to the school;

Coalition for Community Development and Renewal – a citywide organization of church leaders dedicated to empowering urban leaders and creating bridges between urban and suburban church leaders;

International Urban Associates (IUA) – theological and ministry leaders on five continents focusing on urban challenges;

Northwest Leadership Foundation – an intermediary organization located in Tacoma, WA, providing community development, networking, and other resources to urban ministries in the Seattle-Tacoma area;

Serve Seattle – an organization that organized events to serve Seattle-area pastors; plus

¹ As quoted in the NWGS strategic plan, April 7, 2000 prepared by interim President Thomas Adelsman.

Numerous other local Seattle urban, church, education and business leaders, and key staff members from the previous organization.

2001 - New Leadership with a Global Network

Under the leadership of this newly organized board, NWGS retained its strong commitment to biblical truth and practical ministry but expanded its emphasis toward urban challenges and a global constituency. Through its connections with the IUA's networks, NWGS hosted its first international cohort of students in partnership with Carey Seminary in Canada and AGST, a consortium of seminaries in the Philippines. This first cohort began in June 2001 with twenty-three doctoral students who attended class in January 2002 in Hong Kong and China. A second international cohort started in June of 2002 with thirty-six doctoral students also attending classes internationally. By early 2004, NWGS had a total of 170 enrolled students, approximately 140 in the DMin program and approximately 30 in the MTS program.

2003 - Relationship to IUA

As NWGS began the process of growing into its new identity, one of the key questions that surfaced was its relationship with the International Urban Associates (IUA). Both organizations shared a common set of values, and IUA provided the core network for faculty and student recruitment. After a lengthy process of discussion, prayer, thought and negotiation, in the spring of 2003, IUA and NWGS agreed to pursue a merger. Under the leadership of Brad Smith who served as the Executive Director of IUA and the President of NWGS, the boards of both NWGS and IUA disbanded and reformed under one common board overseeing the two distinct organizations. The new structure included:

1. **Board of Directors** made up of business, government, and other leaders who could better hold the organization accountable to its mission, vision, values, and business practices and secure the donations required by each organization.
2. **Board of Regents** as an academic advisory council that takes advantage of the unique strengths of the international urban leaders whose vision formed much of the programs of both organizations.

May 2005 – One Organization with A New Name – Bakke Graduate University of Ministry

By May 2005 the merger was completed as both organizations combined under the new name of Bakke Graduate University of Ministry (BGU). The roots of the new name were explained in the following e-letter that was sent to a group of over 11,000 people, including students, alumni, donors, faculty, and the general public:

2005-2011 – New Degrees in Response to an Emerging Global Leaders:

During the next six years BGU engaged world leaders in focus-groups, face-to-face urban immersions, and planning meetings to determine how the synergy between theology, business and urban studies could best serve these leaders. While early BGU students tended to reflect the role of Ray Bakke, who was a professor and international speaker, by 2005 BGU began increasingly to attract students with significant organizational roles who desired a greater global

perspective as they led locally. Students began to request more mentoring, courses, and networking to equip them for roles in local government, churches, business and non-profits.

BGU responded to this growing group of students by developing new degrees beyond the DMin and MTL. In 2008, BGU received authorization from the Washington Higher Education Coordinating Board to offer its new MBA and MASCE degrees, and in 2012 received authorization to offer the DTL degree. In March of 2020, BGU was authorized to offer its newest degree, a PhD in Innovative Urban Leadership.

In November of 2022, BGU received a renewal in its accreditation for the Transnational Association of Christian Colleges and Schools (TRACS) based on the 10-year review that was conducted in June of that year.

2012-2018 – Re-envisioning To Better Align with BGU’s Mission and Values

In the fall of 2011, BGU’s Board of Regents meeting in Budapest Hungary asked for increased BGU initiatives to reduce developing world student dependency upon western scholarships and increase the involvement of BGU international alumni through mentoring and expanded use of technology in teaching students. Named “BGU 3.0,” the goal was to increasingly move from a school located in the US with international influence to a truly global school with authority, responsibility and accountability decentralized through the global BGU family. Throughout 2012, BGU went through a process of significant change in response to a need to be more sustainable and to respond to needs expressed by BGU’s international student and faculty constituency. The Seattle-based staff was reduced to trim costs and to implement a more international footprint of staff and faculty. The June 2012 graduating class was the largest in BGU’s history (142 graduates) as efforts were made to ensure that legacy students who had over 50% scholarships were able to finish their degrees before these large scholarships were no longer available.

As a result of these changes, BGU in 2013 and beyond has increased its sustainability through a much more decentralized base of tuition support and has developed ways to move beyond platforming a handful of mostly USA-based faculty to a larger platform utilizing teachers and mentors from its global network and its alumni base of 800 leaders with BGU doctorate and master’s degrees.

2019-2024 – Re-envisioning and Growth

BGU is currently pursuing initiatives to improve BGU’s online campus, synchronous course delivery across multiple time zones, better use of local Personal Learning Communities to provide intensive student support, increased use of regional academic mentors and better utilization of BGU’s network of alumni and subject matter experts in fields of study desired by current students. BGU is also utilizing its global network to host on-site city immersions and locally based face-to-face cohorts to provide students the best exposure to God’s work around the globe while growing in their local relationships and community connections.

Appendix 2.

The Lausanne Covenant or Faith Statement

The Lausanne Covenant serves as the founding and on-going statement of faith and theological core of BGU. Faculty, board members, staff, and students pursuing direct theological degrees are expected to be in agreement with this statement. Students pursuing other degrees are expected to respect this statement.

Introduction

We, members of the Church of Jesus Christ, from more than 150 nations, students in the International Congress on World Evangelization at Lausanne, praise God for his great salvation and rejoice in the fellowship he has given us with himself and with each other. We are deeply stirred by what God is doing in our day, moved to penitence by our failures and challenged by the unfinished task of evangelization. We believe the Gospel is God's good news for the whole world, and we are determined by his grace to obey Christ's commission to proclaim it to all mankind and to make disciples of every nation. We desire, therefore, to affirm our faith and our resolve, and to make public our covenant.

1. The Purpose of God

We affirm our belief in the one-eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who govern all things according to the purpose of his will. He has been calling out from the world a people for himself, and sending his people back into the world to be his servants and his witnesses, for the extension of his Kingdom, the building up of Christ's body, and the glory of his name. We confess with shame that we have often denied our calling and failed in our mission, by becoming conformed to the world or by withdrawing from it. Yet we rejoice that even when borne by earthen vessels the Gospel is still a precious treasure. To the task of making that treasure known in the power of the Holy Spirit we desire to dedicate ourselves anew.

(Isa. 40:28; Matt. 28:19; Eph. 1:11; Acts 15:14; John 17:6, 18; Eph 4:12; 1 Cor. 5:10; Rom. 12:2; 2 Cor. 4:7)

2. The Authority and Power of the Bible

We affirm the divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety as the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice. We also affirm the power of God's word to accomplish his purpose of salvation. The message of the Bible is addressed to all men and women. For God's revelation in Christ and in Scripture is unchangeable. Through it the Holy Spirit still speaks today. He illumines the minds of God's people in every culture to perceive its truth freshly through their own eyes and thus discloses to the whole Church ever more of the many-colored wisdom of God.

(2 Tim. 3:16; 2 Pet. 1:21; John 10:35; Isa. 55:11; 1 Cor. 1:21; Rom. 1:16, Matt. 5:17, 18; Jude 3; Eph. 1:17, 18; 3:10, 18)

3. The Uniqueness and Universality of Christ

We affirm that there is only one Savior and only one Gospel, although there is a wide diversity of evangelistic approaches. We recognize that everyone has some knowledge of God through his general revelation in nature. But we deny that this can save, for people suppress the truth by their unrighteousness. We also reject as derogatory to Christ and the Gospel every kind of syncretism and dialogue which implies that Christ speaks equally through all religions and ideologies. Jesus Christ, being himself the only God-man, who gave himself as the only ransom for sinners, is the only mediator between God and people. There is no other name by which we must be saved. All men and women are perishing because of sin, but God loves everyone, not wishing that any should perish but that all should repent. Yet those who reject Christ repudiate the joy of salvation and condemn themselves to eternal separation from God. To proclaim Jesus as “the Savior of the world” is not to affirm that all people are either automatically or ultimately saved, still less to affirm that all religions offer salvation in Christ. Rather it is to proclaim God’s love for a world of sinners and to invite everyone to respond to him as Savior and Lord in the wholehearted personal commitment of repentance and faith. Jesus Christ has been exalted above every other name; we long for the day when every knee shall bow to him and every tongue shall confess him Lord.

(Gal. 1:6-9; Rom. 1:18-32; 1 Tim. 2:5,6; Acts 4:12; John 3:16-19; 2 Pet. 3:9; 2 Thess. 1:7-9; John 4:42; Matt. 11:28; Eph. 1:20,21; Phil. 2:9-11)

4. The Nature of Evangelism

To evangelize is to spread the good news that Jesus Christ died for our sins and was raised from the dead according to the Scriptures, and that as the reigning Lord he now offers the forgiveness of sins and the liberating gifts of the Spirit to all who repent and believe. Our Christian presence in the world is indispensable to evangelism, and so is that kind of dialogue whose purpose is to listen sensitively in order to understand. But evangelism itself is the proclamation of the historical, biblical Christ as Savior and Lord, with a view to persuading people to come to him personally and so be reconciled to God. In issuing the Gospel invitation we have no liberty to conceal the cost of discipleship. Jesus still calls all who would follow him to deny themselves, take up their cross, and identify themselves with his new community. The results of evangelism include obedience to Christ, incorporation into his Church and responsible service in the world.

(1 Cor. 15:3, 4; Acts 2: 32-39; John 20:21; 1 Cor. 1:23; 2 Cor. 4:5; 5:11, 20; Luke 14:25-33; Mark 8:34; Acts 2:40, 47; Mark 10:43-45)

5. Christian Social Responsibility

We affirm that God is both the Creator and the Judge of all men. We therefore should share his concern for justice and reconciliation throughout human society and for the liberation of men and women from every kind of oppression. Because men and women are made in the image of God, every person, regardless of race, religion, color, culture, class, sex or age, has an intrinsic dignity because of which he or she should be respected and served, not exploited. Here too we express penitence both for our

neglect and for having sometimes regarded evangelism and social concern as mutually exclusive. Although reconciliation with other people is not reconciliation with God, nor is social action evangelism, nor is political liberation salvation, nevertheless we affirm that evangelism and socio-political involvement are both part of our Christian duty. For both are necessary expressions of our doctrines of God and man, our love for our neighbor and our obedience to Jesus Christ. The message of salvation implies also a message of judgment upon every form of alienation, oppression and discrimination, and we should not be afraid to denounce evil and injustice wherever they exist. When people receive Christ they are born again into his Kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world. The salvation we claim should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead.

(Acts 17:26, 31; Gen. 18:25; Isa. 1:17; Psalms 45:7; Gen. 1:26, 27; Jas. 3:9; Lev. 19:18; Luke 6:27, 35; Jas. 2:14-26; John 3:3, 5; Matt. 5:20; 6:33; 2 Cor. 3:18; Jas. 2:20)

6. The Church and Evangelism

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service evangelism is primary. World evangelization requires the whole Church to take the whole Gospel to the whole world. The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the Gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the Gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology.

(John 17:18; 20:21; Matt. 28:19,20; Acts 1:8; 20:27; Eph. 1:9,10; 3:9-11; Gal. 6:14,17; 2 Cor. 6:3,4; 2 Tim. 2:19-21; Phil. 1:27)

7. Cooperation in Evangelism

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily forward evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience.

(John 17:21, 23; Eph. 4:3, 4; John 13:35; Phil. 1:27; John 17:11-23)

8. Churches in Evangelistic Partnership

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries to other parts of the world. A reevaluation of our missionary responsibility and role should be continuous. Thus a growing partnership of churches will develop and the universal character of Christ's Church will be more clearly exhibited. We also thank God for agencies which labor in Bible translation, theological education, the mass media, Christian literature, evangelism, missions, church renewal and other specialist fields. They too should engage in constant self-examination to evaluate their effectiveness as part of the Church's mission.

(Rom. 1:8; Phil. 1:5; 4:15; Acts 13:1-3, 1 Thess. 1:6-8)

9. The Urgency of the Evangelistic Task

More than 2,700 million people, which are more than two-thirds of all humanity, have yet to be evangelized. We are ashamed that so many have been neglected; it is a standing rebuke to us and to the whole Church. There is now, however, in many parts of the world an unprecedented receptivity to the Lord Jesus Christ. We are convinced that this is the time for churches and para-church agencies to pray earnestly for the salvation of the unreached and to launch new efforts to achieve world evangelization. A reduction of foreign missionaries and money in an evangelized country may sometimes be necessary to facilitate the national Church's growth in self-reliance and to release resources for unevangelized areas. Missionaries should flow ever more freely from and to all six continents in a spirit of humble service. The goal should be, by all available means and at the earliest possible time, that every person will have the opportunity to hear, understand, and to receive the good news. We cannot hope to attain this goal without sacrifice. All of us are shocked by the poverty of millions and disturbed by the injustices which cause it. Those of us who live in affluent circumstances accept our duty to develop a simple life-style in order to contribute more generously to both relief and evangelism.

(John 9:4; Matt. 9:35-38; Rom. 9:1-3; 1 Cor. 9:19-23; Mark 16:15; Isa. 58:6, 7; Jas. 1:27; 2:1-9; Matt. 25:31-46; Acts 2:44, 45; 4:34, 35)

10. Evangelism and Culture

The development of strategies for world evangelization calls for imaginative pioneering methods. Under God, the result will be the rise of churches deeply rooted in Christ and closely related to their culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin and some of it is demonic. The Gospel does not presuppose the superiority of any culture to another, but evaluates all cultures according to its own criteria of truth and righteousness, and insists on moral absolutes in every culture. Missions have all too frequently exported

with the Gospel an alien culture and churches have sometimes been in bondage to culture rather than to Scripture. Christ's evangelists must humbly seek to empty themselves of all but their personal authenticity in order to become the servants of others, and churches must seek to transform and enrich culture, all for the glory of God.

(Mark 7:8, 9, 13; Gen. 4:21, 22; 1 Cor. 9:19-23; Phil. 2:5-7; 2 Cor. 4:5)

11. Education and Leadership

We confess that we have sometimes pursued church growth at the expense of church depth, and divorced evangelism from Christian nurture. We also acknowledge that some of our missions have been too slow to equip and encourage national leaders to assume their rightful responsibilities. Yet we are committed to indigenous principles, and long that every church will have national leaders who manifest a Christian style of leadership in terms not of domination but of service. We recognize that there is a great need to improve theological education, especially for church leaders. In every nation and culture there should be an effective training program for pastors and laity in doctrine, discipleship, evangelism, nurture and service. Such training programs should not rely on any stereotyped methodology but should be developed by creative local initiatives according to biblical standards.

(Col. 1:27, 28; Acts 14:23; Tit. 1:5, 9; Mark 10:42-45; Eph. 4:11, 12)

12. Spiritual Conflict

We believe that we are engaged in constant spiritual warfare with the principalities and powers of evil, which are seeking to overthrow the Church and frustrate its task of world evangelization. We know our need to equip ourselves with God's Armour and to fight this battle with the spiritual weapons of truth and prayer. For we detect the activity of our enemy, not only in false ideologies outside the Church, but also inside it in false gospels which twist Scripture and put people in the place of God. We need both watchfulness and discernment to safeguard the biblical Gospel. We acknowledge that we ourselves are not immune to worldliness of thoughts and action, that is, to surrender to secularism. For example, although careful studies of church growth, both numerical and spiritual, are right and valuable, we have sometimes neglected them. At other times, desirous to ensure a response to the Gospel, we have compromised our message, manipulated our hearers through pressure techniques, and become unduly preoccupied with statistics or even dishonest in our use of them. All this is worldly. The Church must be in the world; the world must not be in the Church.

(Eph. 6:12; 2 Cor. 4:3, 4; Eph. 6:11, 13-18; 2 Cor. 10:3-5; 1 John 2:18-26; 4:1-3; Gal. 1:6-9; 2 Cor. 2:17; 4:2; John 17:15)

13. Freedom and Persecution

It is the God-appointed duty of every government to secure conditions of peace, justice and liberty in which the Church may obey God, serve the Lord Jesus Christ, and preach the Gospel without interference. We therefore pray for the leaders of nations and call upon them to guarantee freedom of thought and conscience, and freedom to

practice and propagate religion in accordance with the will of God and as set forth in The Universal Declaration of Human Rights. We also express our deep concern for all who have been unjustly imprisoned, and especially for those who are suffering for their testimony to the Lord Jesus. We promise to pray and work for their freedom. At the same time we refuse to be intimidated by their fate. God helping us, we too will seek to stand against injustice and to remain faithful to the Gospel, whatever the cost. We do not forget the warnings of Jesus that persecution is inevitable.

(1 Tim. 1:1-4, Acts 4:19; 5:29; Col. 3:24; Heb. 13:1-3; Luke 4:18; Gal. 5:11; 6:12; Matt. 5:10-12; John 15:18-21)

14. The Power of the Holy Spirit

We believe in the power of the Holy Spirit. The Father sent his Spirit to bear witness to his Son; without his witness ours is futile. Conviction of sin, faith in Christ, new birth and Christian growth are all his work. Further, the Holy Spirit is a missionary spirit; thus evangelism should arise spontaneously from a Spirit-filled church. A church that is not a missionary church is contradicting itself and quenching the Spirit. Worldwide evangelization will become a realistic possibility only when the Spirit renews the Church in truth and wisdom, faith, holiness, love and power. We therefore call upon all Christians to pray for such a visitation of the sovereign Spirit of God that all his fruit may appear in all his people and that all his gifts may enrich the body of Christ. Only then will the whole world become a fit instrument in his hands, that the whole earth may hear his voice.

(1 Cor. 2:4; John 15:26; 27; 16:8-11; 1 Cor. 12:3; John 3:6-8; 2 Cor. 3:18; John 7:37-39; 1 Thess. 5:19; Acts 1:8; Psa. 85:4-7; 67:1-3; Gal. 5:22,23; 1 Cor. 12:4-31; Rom. 12:3-8)

15. The Return of Christ

We believe that Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. This promise of his coming is a further spur to our evangelism, for we remember his words that the Gospel must first be preached to all nations. We believe that the interim period between Christ's ascension and return is to be filled with the mission of the people of God, who have no liberty to stop before the end. We also remember his warning that false christs and false prophets will arise as precursors of the final Antichrist. We therefore reject as a proud, self-confident dream the notion that people can ever build a utopia on earth. Our Christian confidence is that God will perfect his Kingdom, and we look forward with eager anticipation to that day, and to the new heaven and earth in which righteousness will dwell and God will reign forever. Meanwhile, we rededicate ourselves to the service of Christ and of people in joyful submission to his authority over the whole of our lives.

(Mark 14:62; Heb. 9:28; Mark 13:10; Acts 1:8-11; Matt. 28:20; Mark 13:21-23; John 2:18; 4:1-3; Luke 12:32; Rev. 21:1-5; 2 Pet. 3:13; Matt. 28:18)

Conclusion

Therefore, in the light of this our faith and our resolve, we enter into a solemn covenant with God and with each other, to pray, to plan and to work together for the evangelization of the whole world. We call upon others to join us. May God help us by his grace and for his glory to be faithful to this our covenant! Amen, Alleluia!

Additional information concerning the Lausanne Covenant can also be found at www.lausanne.org

Appendix 3. BGU's Vision

1. Emerging and Experienced Transformational Leaders

To strengthen current and future Christian and other transformational leaders who are rooted in the timeless truths of Scripture, understand context and culture, and proactively lead in the midst of today's global realities.

2. Whole Gospel, Whole Church, Whole World

To connect the work of international Christian and other transformational leaders through commonly-held, foundational perspectives of Christian thought and practice, including God's heart for the vulnerable, the call to work for justice, the proclamation of the Gospel, the value of cities, and the necessity to personally live in deepening relational community.

3. Kingdom Sharing

To distribute resources of finances, leadership, authority, and insight throughout the church and other transformational communities worldwide. Many cultures that are financially rich are relationship-poor. Regardless of economic trade policies, God has created a worldwide Kingdom economy that forces interdependence within the church world-wide and among the nations. The vision of BGU is to create the relationships, common values, and communication needed to stimulate the flow of resources to fuel a new era of sharing partnerships.

4. Perspective and Values Education

BGU provides a worldwide model of graduate education that invites students to evaluate and reinvent how they accomplish their work. This model includes education that results in changed values and paradigms, not just added knowledge. This is accomplished through "come and see" experiences that move students outside of comfort zones into new global realities. BGU is committed to not uprooting students from their current ministry/work locations. BGU is facilitated by global faculty, global communication tools, and student cohorts diverse in gender, experiences and cultures.

5. Accessibility to Life-Long Learning

BGU creates pathways for learning that offer front-line practitioners the hope of life-long, credentialed, high-quality education. Students will be given tools to help them learn life-long habits of reflection and theological inquiry in the midst of their leadership action. BGU will be seen not as a three- to four-year relationship, but a life-long equipping partner, advancing them through degrees and serving them with on-going teaching, networking and platforming opportunities.

6. Virtual Services

BGU utilizes technology, travel and network relationships to provide a high-level of service to students in various world locations. BGU is not just 'high-tech,' but also 'high-touch,' emphasizing relationships and the use of technology to create community, not just dispense information more efficiently.

Appendix 4. Institutional Objectives

1. Spiritual Formation

How will this university help a student have increased trust in God, while dynamically developing and stewarding its partnerships and networks?

- Students identify the work of God at various stages of their development. They gain insight into how God has intervened and shaped their lives for their unique call, and practice implementing this call in the world as transformational change agents in collaboration with others.
- Students grow in their reliance on the guidance of God as they implement His call on their lives.
- Students develop a growth path that will deepen their understanding of and relationship with God, self, their fellowmen and the environment.
- Students cultivate a Christ-centered identity as they reflect on and develop spiritual formation disciplines, while drawing from the models of current and past Christian leaders.
- Students experience and contribute to a growing awareness of Shalom, personally, in their communities, and other spheres of influence and for the environment.
- Students discover creative, contextual ways to communicate their faith to others.

2. Perspective

What shifts in worldview, mindset, new ways of seeing themselves and God, will result in the BGU 8 perspectives to be integrated in students' lives and outreach/influence?

Students model a leadership style that reflects BGU's 8 Leadership Perspectives

- Calling-based Leadership
- Incarnational leadership
- Reflective Leadership
- Servant Leadership
- Contextual Leadership
- Global Leadership
- Shalom Leadership
- Prophetic Leadership

3. Knowledge

What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?

- Students develop an increased understanding of issues of stewardship of resources, including partnerships and networks, for and with vulnerable people and places;
- The knowledge base that students have access to is responsive to students' needs;
- Students demonstrate awareness of innovative knowledge delivery mechanisms which may integrate across the various disciplines needed for urban transformation;
- Students continuously acquire knowledge that is both prophetically disruptive and ethically sound, periodically updated to reflect changing world realities.

4. Skills

What hands-on skills will be taught, demonstrated and evaluated throughout BGU's academic and non-academic services to students?

- Students learn how to develop and disseminate experiential approaches focusing on locally-scaled, global best practices with
- appropriate quality and innovation;
- Students demonstrate transformational leadership-related skills which can be duplicated, and which create or contribute to redemptive changes in student's current life and work;
- Students are exposed to a learning environment that also teaches best networking practices which range from the non-formal to post-graduate studies and beyond.

5. Application

How will 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 more and more Christ-like?

- Students are/become influential Christ-like transformational leaders in their own expanding networks.
- Students demonstrate an increased missional perspective.
- Students serve as transformational leaders within city contexts.
- Students integrate diversity culturally, ethnically, geographically, denominationally, and by gender in their thought and work.

Appendix 5. Overall Objectives

The overall objectives for all of BGU's programs are to:

1. Deliver Practical Ministry Instruction

The goal of BGU is to stretch, challenge, encourage and enhance the skills of leaders who are committed to life-long transformation. Graduates from the university often indicate their appreciation for the practical nature of the courses, which focus on the daily challenges confronted by those in various sectors of Christian ministry, urban studies, and business.

2. Deliver Biblically-Based Curriculum

The educational philosophy of BGU emphasizes strengthening individuals and networks for life-long transformational work, as well as providing a sound biblical framework to guide the goals and methods for lasting transformation of individuals, communities, and societies. All courses are taught from a biblical perspective and are centered on the person and work of Jesus. The Bible is recognized as the supreme authority for all policy and practice. Therefore, the various forms of transformational work taught at the university are defined and evaluated according to biblical descriptions. It is also recognized that all transformational work occurs within a specific cultural environment. Therefore, the content of the curriculum is continually evaluated and adjusted to ensure that biblically defined transformation is applied in forms which are culturally relevant.

3. Provide a Faculty Composed of Successful Practitioners

The instruction provided in each course is based on principles of “modeling” and “mentoring.” As in other professional fields, such as law or medicine, pastors and transformational leaders need practicing “mentors” who can teach not only from a textbook, but also from a life of experience. Our instructors have proven track records in leading strong transformational organizations and, therefore, can teach from practical experience, rather than just theory.

4. Deliver through an Adult Learning System

We realize the necessary sacrifices and commitments required by adult leaders who choose to continue their education. The university's course delivery system is designed to take into consideration schedules of adults who must balance family commitments, career priorities, and the demands of continuing education. We realize the need to balance often-competing factors of limited time versus the need for some face-to-face contact with instructors and fellow students. Some courses are hybrid in format and incorporate a combination of onsite and online (virtual face-to-face) learning, to achieve a balance of individual study and classroom instruction led by a faculty member.

5. Instill in Students a Recognition of the Diversity of the Church

The student body of BGU represents a diverse group of leaders from a wide variety of streams of Christianity, as well as business students who may respect but not personally embrace Christian

beliefs. Student work settings vary from pastoral roles in local congregations, to non-profit, government or business leadership roles. Lively debate is encouraged in a classroom environment of mutual respect. Within BGU, the Bible will be used to ultimately evaluate all truth, but there exists a need for openness to the ideas and interpretations represented in many cultures and work roles if God's truth is to be discovered.

6. Provide Leadership Training to Build the Local Church

Because BGU was founded within a local Christian church, these roots still form many of the values upheld, especially in BGU's theology school. The university's educational philosophy focuses on the nature of the Church and the formation of a biblical self-identity for transformational leaders. There is no current or historical global organization as widespread and as local as the local Christian church. BGU believes these local entities are united by God as one church yet have diverse local expressions guided by local culture and needs. These local entities have a responsibility not just to care for their members, but also to share the transformational message and example of Jesus within all sectors of society.

7. Instill in Students the Reality of Globalization

Whether a leader is living and working in rural, suburban or urban contexts, transformational leaders must understand the impact of globalization, which is creating a rapidly growing urbanized world. As our planet undergoes phenomenal change, moving from a rural world to an urban world, leaders everywhere must understand how this impacts their particular context. Transformational leaders must deal with local global issues as they become spiritual healers and socially responsible leaders for the community they seek to serve. Leaders who believe in incarnational mission and transformational lifestyles must be able to discern the deepest social and spiritual issues within their own community, as well as the cultures of the world.

Personal Perspectives	Calling-Based Leadership – The leader seeks to understand God-given gifts, experiences and opportunities in understanding their unique role as a called instrument of Christ's transforming work in and above world cultures.
	Incarnational Leadership – The leader pursues shared experiences, shared plights, shared hopes, in addition to shared knowledge and tasks.
	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.
Work Perspectives	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.
	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).
	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.

World Perspectives	Contextual Leadership – The leader recognizes the previous work of God in other cultures and seeks to experience and build its unique gospel expression.
	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 merely a nationalized, denominational, or localized church.

*

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

In addition to these perspectives, BGU believes that transformational leadership causes positive and lasting changes in the person, their team, and their city. Transformation changes the whole person, the whole city, and the whole church through demonstrating the whole gospel. The lens through which BGU looks at Transformational Leadership is the Global City. The goal is to impact the city’s movement (trans) to a new reality (form), one that reflects the ever increasing shalom of God. The leader is a steward of power—acquiring it, giving it away, using it for God’s purposes, growing it in relationship vs. transaction, not hoarding or using it for selfish ends. Each of the following qualities/styles of leadership uniquely contributes to the transformation of the city. These eight perspectives shape the learning outcomes for every BGU course.

Appendix 6.

Educational Values & Philosophy of Engagement

The educational values and philosophy of BGU form the guidelines of how BGU will develop classes, form networks, select students, faculty, and staff, and pursue its unique approach to graduate education. BGU is a community formed around spiritual reflection, authentic relationships, and sacrificial mission. 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 to seek peace in their cities worldwide.

1. We Value the Whole Church

In response to Christ's command to seek the unity of the body, we celebrate and commit to collaborate with God's Church. Therefore, we will risk organizational, personal and worldview changes that are necessary to see successful partnership and transformation across geographic, ethnic, cultural, denominational, and organizational lines. We also believe that Christ's vision for the cities is bigger than any single denomination and will only be achieved through the wholeness of the Church.

2. We Value Cities

For the first time in human history the majority of the world's people live in cities, which are God's gift of refuge, hope and common grace for countless millions. In the Bible there are more than 1000 passages about cities, giving us clues as to how we should live as persons and behave as institutions. Biblically, we see it is essential to value both places and persons. Therefore, we seek both the spiritual transformation of persons and the social transformation of places, until our Lord comes or calls for us.

3. We Value the Vulnerable

The Gospel is for all people, which includes the rich, the successful and the powerful in our cities. However, in the Bible we especially notice God's awesome and unrelenting concern for the poor, widows, migrants, unemployed (and underemployed), sick persons, prisoners, aliens, victims, and refugees. BGU commits itself to working with the leadership of the city but always in partnership with the vulnerable, who are "equally sinful but most often sinned against."

4. We Value Justice

Ministry in Christ's Spirit and example celebrates the indwelling presence of God, who through His Holy Spirit delivers people from their personal bondage to sin and guilt, and also stimulates processes that lead to transformation of and liberation from oppressive and unjust laws and public structures. We call the powerful whom the Lord has raised up in every city to partnerships with the vulnerable so that the Gospel may be understood and the power of the Gospel may be demonstrated in the Church and in the world.

5. We Value Community

We believe God's Spirit calls and empowers us to community, and that this calling brings both relational and institutional tension. As a result of this tension, we believe that ongoing reconciliation is critically important. We therefore purpose to be a community of people

committed to vulnerability and common vision that deals with legitimate conflict in a creative and redemptive manner. For the sake of the Gospel, we value diversity and are committed to collaborating with those with whom we may not share total theological agreement.

6. We Value Doing Theology

We believe that theological reflection is powerful, relevant and transformational when done in response to injustice and human suffering. This requires bold vision, the ability to adapt to rapid global change and urgent collaborative action from individuals, churches, and mission agencies to bring the whole Gospel to these cities. BGU is committed to providing quality theological education that equips present and future urban leaders for transformational ministry/work around the world.

7. We Value the Local Church

We believe in churches and local ministries that are both signs and agents of God's Kingdom. BGU's goal is to see God glorified in a transformed city, where both storefront and cathedral, small outreach and large non-profit ministries, embody God's Kingdom purposes. BGU is not only committed to those leaders who develop new ministries but also to those who believe in and seek the renewal of historic churches and structures, some centuries old.

8. We Value Leadership

Global, urban realities require competent, compassionate leadership in society. Such leaders have been entrusted with much and need continual nourishment, appreciation, encouragement and accountability to grow and sustain their work. Jesus is the message, the model and the method. Leaders following Him must be servant leaders, giving away control by empowering and resourcing others doing Kingdom work to achieve their mission.

9. We Value Missional Education

Drawing from the strength of effective indigenous leaders, we believe that learning is best accomplished when theology is studied and applied in the context of mission. BGU is committed to providing quality education accessible to the historically under-represented leaders. The context of education is new urban realities.

10. We Value Partnerships

We commit to mutually transformational partnerships that reflect God as Father, Son and Holy Spirit. The primary life of God from eternity is community, reminding us that we are never more like God than when we are in community and relationships. The primary work of God is in partnership where each member of the Trinity has a primary calling as creator, redeemer and sustainer of the universe, but also each has a mutual investment in the work of the whole. The primary structure of God informs our concept of the family existing in unity, equality and mutual submission within a diversity of roles.

11. We Value Holistic Mission

We understand that the Trinity is on mission reconciling us to God, to ourselves, to each other and to our world. The Trinity reconciles individuals, relationships, organizations and cultures long before we arrive so that every person and place is holy ground. Thus, God's mission in the world delivers us from seeing only one kind of immediate evangelism as the sum of what the Trinity's mission is about. Mission flowing from the agendas of each person of the Trinity delivers us from the tyranny of pragmatics and particularistic views of our own role in mission.

12. We Value Work

We understand our purpose, made in the image of God, is to steward God's creation through our work in community with each other and in submission to God. All work, including work in business, government, churches, non-profit organizations and the family, is valued equally by God as the work reflects His gifts and purpose. In the image of God, we are created to make decisions on behalf of God, held accountable in both process and results by our community and by God.

13. We Value Business Education

We define business as the organization of God-given gifts in a God-honoring community to produce both process and results that steward God's creation. We recognize that local and global business has both a growing influence in our world and a growing crisis of purpose and ethics. BGU is committed to providing quality business education that provides essential and practical business skills from the perspective of its sacred purpose.

14. We Value Diversity

We believe that God created all peoples and that He has intentionally designed each of them to be unique in their differences. Diversity derives from the life-giving characteristics that God designed and therefore is according to His will. We recognize that these differences have historically caused division and polarization for the Church. It is BGU's goal to embrace those differences and build a culture that cherishes and respects those differences as evidence of the manifold grace of God (1 Peter 4:10). BGU is committed to the inclusion of members from diverse backgrounds at all levels of the organization and views this inclusion as being directly in line with God's will and purpose to display His glory in our humanity.

15. We Value Creation Care

We value individual responsibility, community action, organizational practices and advocacy that takes responsibility for protecting and sustaining the health of our environment. God created the earth and commissioned humans to steward it. Our role as citizens of God's kingdom is to authentically live out that original commission in this age. We are awed by creation and all its beauty and wonder. As we use our God-given gifts to utilize God's resources for the good of society, we recognize that those resources must be protected and replenished. Creation care is indeed 'a gospel issue within the lordship of Christ. We are faced with a crisis that is pressing, urgent, and that must be resolved in our generation.

Appendix 7.

BGU Core Values

Preamble - Passion

Our sovereign Lord, Jesus the Christ, has called us individually and collectively – above all else – to love our God and to love our neighbors as ourselves. To that end, we, the boards, faculty and staff of BGU, commit to pursue our work together with the passion that comes from recognizing we are called to our work and relationships at BGU by God for purposes beyond our own comfort, agendas, or understanding. We place our whole heart and feeling into our work with a holy discontent with things as they are. We commit to a long obedience in the same direction of pursuing new solutions and better ways. We commit to being the best stewards of this work that God has given to us recognizing that God will determine the outcome. While we have opinions about many things, we are going to the stake on the following four values that will determine the way we work together and with students, faculty, donors, partners, the public and every other stakeholder of BGU.

Celebrate

Recognizing that every good and perfect gift is from above, we are thankful. We take time to recognize and mark God's good gifts that come to us personally and in our work together. Because these gifts come to us in both success and failure, we reflect on our work and celebrate ALL that we are learning. We create a workplace that invites "dancing and singing" to the Lord – a place where releasing holy joy is welcome because we know the redemptive power of thankfulness and joy.

Respect

People in all their diversity are gifts made in God's image and therefore worthy of respect. We show respect by being accountable to one another, giving and receiving praise as well as constructive feedback, and dealing with conflict in a direct manner. We honor one another by listening and communicating in an open, patient and sensitive manner. We encourage and value each person's input, ideas and perspectives. We show consideration through clear communications and punctuality. We acknowledge our differences and work together to complement our strengths and weaknesses.

Integrity

We seek to be an honest reflection of God who became visible in Jesus Christ. The fundamental spirituality of Jesus is submission to the will of God. We listen intently for God's direction and commit without excuse to pursue that path. We pursue truth with grace, holiness with mercy, and justice with compassion. We strive to be authentic in our words, emotions and actions.

Community

Recognizing the triune God exists forever in community expressed in the church as body and family, we live into that calling. We commit to listen, pray, speak, work, study, suffer, struggle and do theology together, not solely in isolation. Our communion is local and global. It includes the saints of the past, "that great cloud of witnesses," our partners, our teams, our students and those they serve. We are fully present, accepting one another, giving each other the gift of who we are without imposing personal biases on others.

Appendix 8. Health & Security

1. Fire Safety

a. Fire Alarms

In the event of a fire emergency, a fire alarm will sound for the building.

b. Evacuation Routes and Plans

BGU shall have an emergency evacuation plan. All emergency exits shall conform to NFPA standards.

c. Emergency Evacuation Plan

BGU's offices meet all Texas Fire Department safety standards with regular inspections as required by law. In the event of a fire, the alarm system will sound. Whenever the alarm system sounds, except during announced testing, all employees must leave the building until it is determined safe to re-enter. Exit via the nearest stairwell (north or south end of the hallway) unless smoke or heat make it unsafe to do so.

Do not use elevators. Should the fire involve the control panel of the elevator or the electrical system of the building, power in the building may be cut and a person could be trapped between floors. Also, the elevator shaft can become a flue, lending itself to the passage and accumulation of hot gases and smoke generated by the fire. Emergency coordinators will be responsible for verifying personnel have evacuated from their assigned areas.

2. Fire Emergency Procedures

a. If a fire is found:

- Activate the nearest fire alarm.
- Notify the fire department by dialing 911. Give location, the nature of the fire, and name.
- Notify emergency coordinator and other occupants.

b. Fight the fire ONLY if

- The fire department has been notified of the fire, AND
- The fire is small and confined to its area of origin, AND
- There is a way out and the fire can be fought with one's back to the exit, AND
- A proper extinguisher is in good working order, AND someone knows how to use it.
- If not sure of the ability or the fire extinguisher's capacity to contain the fire, leave the area.

c. If a fire alarm is sounded:

- Evacuate the area. Close windows and doors upon exit.
- Leave the building and move away from exits and out of the way of emergency operations.
- Assemble in the designated area.
- Report to the monitor so he or she can determine that all personnel have evacuated your area.
- Remain outside until a competent authority states that it is safe to re-enter.

d. Evacuation Routes

- Learn at least two escape routes, and emergency exits from area.
- Never use an elevator as part of an escape route.
- Learn to activate a fire alarm.
- Learn to recognize alarm sounds.
- Take an active part in fire evacuation drills.

All employees will be instructed on fire emergency procedures, including the location of exits and fire extinguishers.

3. Fire Exits & Drills

Supervisors should instruct each new employee of the location of the two exits nearest his working place. In case of fire, WALK to your assigned exit. Do not shout or say anything that might lead to panic among fellow employees. A building can be emptied quickly if everybody keeps calm.

Fire drills are held a minimum of once a year to insure the prompt and safe exit of employees from the building in case of an actual fire. Prompt obedience to supervisor's and fire captains' instructions is required during these drills.

4. Personal Safety

The following are some reminders that can help ensure personal safety as a staff member while at BGU.

- Always let the appropriate person know plans;
- Practice self-defense. Carry keys in hand when walking to and from car;
- Always lock the car, and do not leave valuables in full view. Check the back seat and floors when approaching one's car;
- Hang up on obscene telephone calls. Repeated calls should be reported to the Director of Operations.
- Report unusual situations to the Director of Operations. Let him/her determine if it is necessary to investigate;
- Immediately report what is known to the Director of Operations if a witness to a crime or a victim of a crime.

Appendix 9.

Community Standards of Conduct

Statements of Community Standards

The following Statements of Community Standards are to be annually reaffirmed by all BGU directors, faculty, administrators, staff, and students. All references to *BGU workers* shall include all administrators, full-time staff, contractual staff, and directors. These are:

1. Statement on Academic Freedom

In the pursuit of truth before God, faculty members are free to express, in their writing, speaking, teaching and activities, their individual positions. Upon initial consideration for a faculty position at BGU, faculty members are required to state their agreement or concerns with the mission, vision, values, doctrine (Lausanne Covenant), and educational philosophy of BGU. While faculty are free to develop and express new academic positions, the unique task of the institution requires that the ultimate positions of faculty members not be at variance with the basic theology of the community as set forth in the Faculty Handbook and other official statements derived from it and approved by vote of the faculty and BGU's Board of Directors (hereinafter "the Board"). Faculty members serve under the authority of the BGU community and must recognize their positions within BGU are dependent upon their continued respect for these official statements and authorities of the university. BGU recognizes that as its faculty members pursue their respective disciplines, scholarship will sometimes create a healthy and dynamic tension that BGU must encourage.

Therefore:

- Faculty members are entitled to freedom in research and in the publication of the results within their fields of academic competence.
- Faculty members are entitled to freedom in their classrooms, addressing matters within the general subject area implied by the course title and description.
- Faculty members are free as individuals and as citizens to speak and write about matters, whether or not the matters are directly related to theology. While BGU will not limit individual expression in any respect, when expressing views that are at variance with the official views of BGU, faculty members should avoid the impression that they are speaking for BGU, and take the initiative to directly state they are speaking within their personal academic freedom and not representing BGU official positions.
- Students are required to respect the statements as found in BGU's Catalog and are free to take reasoned exception to the data or views offered in the BGU community. In their public expressions, students and student organizations should make clear that they speak only for themselves. Nevertheless, faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue influence which would interfere with the process of learning, taking dissenting student opinion seriously and

offering a forum for discussion. BGU faculty may not oppress students who have opposing views to their own. In such cases, faculty should assign grades based upon the biblically grounded and reasoned expressions of the student's views.

2. Statement on Academic Integrity

BGU is committed to intellectual and moral development, therefore, upholding the standard of academic integrity with its reliance on honesty as the collective responsibility of faculty, students and staff. Conduct regarded as violating academic integrity includes: *dishonesty in a course paper or contribution* - copying from the paper of another, allowing one's own paper to be copied, or the submission of the same work product in more than one course without the express permission of the instructor(s), and *plagiarism* - passing off another's ideas or writings as one's own. Plagiarism is failure to acknowledge material that is copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. Since the issue of plagiarism is one of integrity, students will be asked to state on every project submitted to BGU that the work is original work written by the student and that every effort has been made to properly cite all quoted material. The student is asked to insert on page 1 of their document: "I verify that the work contained in this project is my original work and that it has not been taken from another source, other than quoted materials that have been properly referenced."

The following is the policy with regard to how plagiarized work will be addressed:

1. If a professor identifies plagiarism in a student's work, the student will be allowed to explain the circumstances. The professor will consult with the Academic Dean and 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 Academic Dean 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 acts of 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.

3. Statement on Christian Conduct

Women and men of God are suited for Christian service by moral character, as well as by academic achievement and spiritual gifts. Among their qualifications should be compassion for individual persons, sensitivity to the needs of the communities of which they are a part, a commitment to justice, a burden that the whole of God's will be obeyed on earth, personal integrity, a desire for moral, spiritual and psychological growth and mutual accountability.

The above statement is consistent with BGU's mission and supports conduct that is founded within the context of a Christian worldview that affirms Christian Scriptures as the authority for personal and corporate behavior. "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Gal. 5:22-23a, NIV).

With the help of the Holy Spirit, BGU's staff, faculty, board members and students will seek to live lives that demonstrate the above attitudes and behaviors, thereby making them a blessing in their churches, communities, professions and families.

In like manner, the following Scripture delineates those behaviors that are injurious to the community and are therefore to be avoided. "The acts of the sinful nature are obvious: sexual immorality, impurity and debauchery, idolatry and witchcraft, hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions and envy, drunkenness, orgies, and the like" (Gal. 5:19-21a, NIV).

BGU's Christian character requirements are centered in the timeless truths of the God-inspired biblical text. These biblical principles take priority when there is a direct conflict with the cultural norms of any of the many diverse cultures that make up the BGU community. BGU recognizes the fact that Christians may have varied biblical interpretations regarding some of the behavioral standards listed above and will take that fact into consideration when investigating allegations of violations of the standard on Christian conduct.

4. Title IX

Title IX and federal regulations prohibits discrimination on the basis of sex. BGU is governed by Title IX and is covered by certain provisions of Title IX. Sex discrimination violates an individual's fundamental rights and personal dignity. BGU considers sex discrimination to be a serious offense. Title IX refers to all forms of sex discrimination, including, but not limited to sexual harassment, sexual assault, and sexual violence by employees, students, or third parties meeting applicable title IX definitions.

The Executive Director of Finance and Operations serves as BGU's Title IX Coordinator and oversees implementation of BGU's compliance. Inquiries and reports regarding this policy may be made to Title IX Coordinator, 8515 Greenville Ave., Suite S206, Dallas, TX 75243 (214) 329-4447.

5. Statement on Non-Discrimination

BGU affirms its commitment to promote the goal of nondiscrimination on the basis of race, color, gender, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship programs or any other school-administered program. As a university that teaches from a Christian perspective, it is expected that all students respect Christian faith and practice, as well as the Community Standards of Conduct.

6. Statement on Harassment

It is expected that staff, students and faculty will treat each other with respect for their dignity. Any form of harassment related to another's race, color, religion, sex, national origin, age, or physical or mental ability or other protected characteristic is a violation of this policy and will be subject to disciplinary action. Harassment is a barrier to learning in the classroom and to

productivity in the workplace. It includes but is not limited to ethnic jokes, racial slurs, derogatory name-calling or any other offensive conduct that severely impairs another's ability to perform the job. Faculty, administrators and supervisors have the responsibility for participation in the creation of a university environment free from all forms of harassment, an environment that bears joyful witness to the God-given worth of all persons.

According to the U.S. Supreme Court (Harris v. Forklift Systems, Inc., No. 92-1168, 1993):

When the workplace is permeated with “discriminatory intimidation, ridicule, and insult,” that is “sufficiently severe or pervasive to alter the conditions of the victim’s employment and create an abusive working environment,” Title VII is violated.

Definitions of Sexual Harassment

Sexual harassment is defined as systematic persecution by besetting with annoyances, threats or demands, unwelcome advances and other verbal or physical conduct, when such conduct has the purpose or effect of creating an intimidating, hostile or offensive academic and/or work environment; when such conduct interferes unreasonably with a person’s advancement; or when a person’s reaction to such conduct is used as the basis for academic/employment decisions affecting that person. This policy applies to students, faculty and staff.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. Submission to such conduct is made either explicitly or implicitly a condition of instruction, employment or participation in other institutional activity;
- b. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making any academic or personnel decision affecting that individual;
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or participation in instructional, employment-related or other institutional activity.

In determining whether the alleged conduct constitutes harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the context in which the alleged conduct occurred.

7. Statement on Sexual Standards

While Bakke Graduate University is a Christian ministry organization and celebrates human sexuality as a gift of God for enjoyment, worship and procreation. BGU holds that biblical sexual standards require abstinence outside of the marriage of one male to one female. Since BGU is preparing whole-person godly leaders, including their knowledge, character and skills, it is expected that BGU’s Board, faculty, staff, as well as students who profess Christian belief adhere to this character standard while engaged in BGU. It is expected that all students, even those who do not profess Christian faith respect this biblical perspective as congruent with BGU’s Christian mission and seek to apply biblical principles through their own faith perspective.

8. Statement on Respect for People & Property

As a community of Christians with a special commitment to treat one another in a loving manner, BGU expects the community to behave in a manner that demonstrates the highest standard of respect for people and property. The following represent some examples of behaviors that are not acceptable according to this Statement on Respect for People and Property. Where appropriate, violations may be reported to civil authorities for legal or other action.

- a. **Dishonesty.** Lying, misrepresentation or deception in representations an individual makes about self or others in any phase of university life, especially in formal statements.
- b. **Injurious or Offensive Action.** Physical assault and the spreading of malicious rumors are unacceptable. Persistent profane or obscene language that gives offense is subject to disciplinary action.
- c. **Disruption or Disorderly Conduct.** Acts by individuals or groups that substantially interfere with the rights of others or interfere with the normal activities of the university are unacceptable. Intentionally or recklessly interfering with normal university business or activities which annoy, disturb or otherwise prevent the orderly conduct of BGU events or activities.
- d. **Stealing or Destruction of Property.** Unauthorized possession, theft or damage to the property of another person or of BGU is unacceptable.
- e. **Purposeful Violation of Institutional Policies.** Purposeful violations include refusal to comply with contractual arrangements with BGU offices or services.
- f. **Disrespectful Behavior.** Failure to respect the rights and human dignity of others; creating an atmosphere of disrespect in meetings or in the classroom; or disrespecting those in authority.
- g. **Bullying.** Verbal, nonverbal, or written threats, abuse, hostility or harassment towards any community member, student, faculty or BGU official in the performance of their duties.

9. Statement on Substance Abuse

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, BGU is committed to maintaining a drug-free working environment, one conducive to the promotion of wellness and positive self-development of all members of its community. In keeping with this objective, BGU will seek to ensure that all of its workplaces are safe and free from the problems and risks associated with the unauthorized use and abuse of alcohol and the illegal use and abuse of drugs.

Therefore, the unlawful possession, use or distribution of illicit drugs by students and employees on BGU property or at other BGU activities is prohibited. Additionally, it is expected that BGU students and employees will exercise moderation and wisdom in the use of alcohol in all BGU functions.

Legal Sanctions

Pending the outcome of investigations, local, state, and federal laws establish severe penalties for the unlawful possession of illicit drugs and the distribution of alcohol to minors. These legal

sanctions, upon conviction, may range from the payment of a small fine and probation to imprisonment and fines up to \$1,000,000.

10. Statement on Fraud and Abuse

BGU is committed to maintaining an educational entity that is not involved in any form of fraud or abuse and 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 below in Section D.

11. Statement on Fraternization

BGU desires to maintain a workplace environment that is professional, appropriate, and based on mutual trust and respect. This policy is intended primarily to establish rules for the conduct of personal relationships between: i) an employee or contracted worker/faculty and a student, and ii) a supervisor and a subordinate. For purposes of this policy, a “personal relationship” shall mean a relationship between individuals who have a continuing relationship of a romantic or intimate nature. Unless otherwise consented to by BGU, any personal relationship between an employee or contracted worker or faculty member and a student is prohibited. Unless otherwise consented to by BGU, any personal relationship between a supervisor and subordinate is prohibited.

Violations of Community Standards of Conduct

In the application of the above statements of Community Standards of Conduct, the university encourages individuals to follow, where feasible, the steps of conflict resolution in Matthew 18:15-22. BGU staff, faculty, and students will support the honest pursuit of truth when violations of the Community Standards of Conduct are in question. BGU is committed to encouraging and recommending, when appropriate, education and counseling for those in its community struggling with difficult life and relationship situations. In the event of an alleged violation of these Community Standards of Conduct, the following will apply:

The Director of Student Services will interview involved parties to establish a course of action in consultation with the Personnel Director. If the Director of Student Services or one of the involved parties requests a formal investigation, the Director of Student Services or the Academic Dean will constitute a two- to three-person committee, including male and female representation, none of whom are implicated in the allegation(s). The committee shall investigate the allegation(s) and make a written report to the Director of Student Services or the Academic Dean, as appropriate. All employees and/or students are expected to cooperate with the investigation. Failure to do so may lead to discipline, including dismissal. Providing false information in the course of an investigation is grounds for discipline, including dismissal. The findings of such an official investigation shall inform the appropriate administrator as to the appropriate disciplinary action that should be taken, if any. The findings of such an official inquiry shall be confidential.

Disciplinary Sanctions

For verified violations of the Community Standards of Conduct, members of the community are subject to several kinds of penalties. The applicability and exact nature of each penalty varies for faculty, students, professional staff, employees and guests. In general, however, the penalties, depending upon the seriousness of the violation, include the following in ascending order of severity:

- a. **Warning:** A formal admonition that does not become part of an individual's permanent record but may be taken into account in judging the seriousness of any violation.
- b. **Disciplinary Probation:** A more serious admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension or, in especially serious cases, for dismissal from BGU.
- c. **Suspension for a Definite Period:** Removal from membership in, employment by, or registration as a student of BGU for a specified period of time.
- d. **Indefinite Suspension:** Removal from membership in, employment by, or registration as a student of BGU for at least the period of time specified by the suspension, with the suspension to continue until certain conditions stipulated by the appropriate body applying this sanction have been fulfilled. These conditions may include, but are not limited to, restitution of damages or formal apology.
- e. **Dismissal:** Permanent removal from membership in or employment by BGU without hope of re-admission to the community.

The recommendation and/or the requirement of completing an appropriate rehabilitation program may accompany any of the five disciplinary actions listed above. Incidents on the BGU campus or incidents involving members of the BGU community may have to be reported to civil authorities for legal action.

Offenders will:

1. Have the right to be informed of their options in the judicial process.
2. Have the right to have their situation reviewed and documented.
3. Have the right to appeal in writing in accordance with stated policy and procedure.
4. Have the right to have their information treated confidentially by BGU officials during the judicial process, as required by the Family Educational Rights and Privacy Act.
5. Have the right to be notified in writing of BGU's preliminary review of the situation.
6. Have the right to appeal the preliminary review meeting results to the President and/or legal counsel if they believe that the disciplinary procedures were not conducted in accordance with BGU's standards of conduct.

Federal, state and local authorities may be contacted and situations will be documented, as necessary.

Appendix 10. Complaint Procedure

Every effort is made to keep communication open between the student and BGU personnel to avoid serious problems. In the event of a grievance or problem that has not been handled to the student's satisfaction, the following procedure should be followed:

All grievances and appeals must be submitted in writing within ten (10) calendar days of the incident grieved or appealed. All grievances and appeals not filed within the ten (10) day period shall be considered waived. Appropriate steps will be taken to ensure confidential input from both the aggrieved student and any student witnesses to the actions giving rise to the complaint. Grievances should be submitted to:

Director of Student Services
8515 Greenville Ave., Suite S206
Dallas, TX 75243-7039
(214) 449-1409
complaint@bgu.edu

Process for handling a student complaint:

1. The first step is to complete the online student complaint form and uploading the required supporting documentation in Portable Document Format (PDF) (to download the form go to: <https://bgu.edu/students/student-resources/student-documents-to-download>). To access the online student complaint form, use the "Contact Us" link to submit an email. After submitting your email, wait a few moments for the online student complaint form to be automatically presented for your use.
2. Once a student has submitted a grievance to the Director of Student Services, an investigation into the allegations will be conducted. The complaint and all documentation will be maintained in the student's confidential file, which is located at BGU's home office in Dallas, Texas, in a secure, fireproof file cabinet or in a secure online file.
3. Grievances and appeals related to academic matters (grades, course procedures, tests and assignments), admission requirements, graduation-related matters, or grievances and appeals related to the conduct of fellow students or faculty members will first be addressed with the original instructor involved (if applicable). If the student is not satisfied with the results of this appeal, the appeal will be directed to both the Program Director and Academic Dean. If an agreement is not reached, the appeal will be directed to the Academic Cabinet.
4. If the grievance concerns the violation of a community standard of conduct, the Director of Student Services will interview the student to determine the seriousness and implications of the grievance. If the issue is a violation that has legal, financial, or moral implications, the appropriate university officer will be brought into consultation with the student to determine an appropriate pathway for resolution.
5. All grievances and appeals that are not resolved to the student's or BGU's satisfaction shall be subject to final and binding arbitration, both sides bearing their own expenses

and attorney's fees, if any, or the student may contact BGU's accreditation agency to seek a resolution:

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road, Forest, VA 24551
Phone: 434-525-9539; Fax: 434-525-9538
info@tracs.org; www.tracs.org

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. The 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.

After exhausting the institution's grievance/complaint process, current, former, and prospective students may initiate a complaint with THECB by submitting the required forms along with evidence of their completion of their institution's complaint procedures. Complaints may be submitted using one of the following three options:

Texas Higher Education Board Process

If the complaint is not resolved to the satisfaction of all parties, the complaint form should be submitted to the Texas Higher Education Coordinating Board as follows:

- Send the required [Student Complaint and Release Forms](#) and supporting documentation as PDF attachments by email to StudentComplaints@highered.texas.gov

or

- Mailing printed forms and documentation to:

Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788
Austin, Texas 78711-2788

Facsimile transmissions of student complaint forms are not accepted.

All submitted student complaint forms must include a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form and THECB Consent and Agreement Form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form.

The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within six months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

The first step in addressing a complaint is to follow BGU's institutional complaint procedures. If BGU is unable to resolve the matter after exhausting the complaint and appeal processes, a complaint may be filed with this Agency. Once the Agency receives a student complaint form, the Agency must notify the National Council for State Authorization Reciprocity Agreements (NC_SARA). <https://nc-sara.org/student-complaints> The Agency may refer the complaint to other agencies or entities as follows:

THECB may refer complaints alleging that an institution has violated state consumer protection laws to the Consumer Protection Division of the Office of the Attorney General of Texas for investigation and resolution, and may refer complaints pertaining to a component institution in a university system to the appropriate university system for investigation and resolution. E.g., complaints pertaining to an institution in the University of Texas System, Texas A&M University System, University of Houston System, University of North Texas System, Texas Tech University System, or Texas State University System can be referred to the appropriate university system for investigation and resolution.

Further, if THECB determines that a complaint is appropriate for investigation and resolution, by the institution's accrediting agency or an educational association such as ICUT (Independent Colleges & Universities of Texas, Inc.), the Agency may refer the complaint to the accrediting agency or educational association. THECB has the right to adopt any decision made by the accrediting agency or educational association, and may terminate the referral of the complaint to those entities at any time and proceed to investigate and adjudicate the complaint.

If a student complaint concerns compliance with the statutes and regulations that THECB administers and the complaint has not been referred to another entity, THECB will initiate an investigation. Prior to initiating an investigation, however, the student *must* exhaust all grievance/complaint and appeal procedures that the institution has established to address student complaints and provide documentation to THECB of such exhaustion.

As part of its investigation, THECB will request a response from the institution, and may also contact other persons or entities named in the student's complaint or in the institution's response, in order to ascertain all relevant facts. During its investigation, THECB will, in appropriate cases, attempt to facilitate an informal resolution to the complaint that is mutually satisfactory to the student and institution. In cases in which an informal resolution between the student and the institution is not feasible, THECB will evaluate the results of the investigation of the student complaint and recommend a course of action to the Commissioner. After receiving staff's recommendation, the Commissioner will consider the recommendation regarding the complaint and render a written determination either dismissing the complaint or requiring the institution to take specific actions to remedy the complaint. The Commissioner may also request the Board to review and decide issues that regard institutional integrity.

Appendix 11. Orientation Packet



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.

ORIENTATION PACKET

WELCOME

We look forward to serving you throughout your educational experience. We are here to provide a *superior* academic experience within a strong *faith-integrated* environment. Thank you for choosing Bakke Graduate University. May God richly bless you throughout your journey with us.

To Be Completed by All Students of Bakke Graduate University

SECTION A. INSTRUCTIONS

This orientation packet has been designed to acquaint all new students with Bakke Graduate University (BGU) staff, program directors, and the basics of BGU. We want to make sure that you are equipped for the road ahead. Therefore, we are asking that you watch every video (some are marked “optional”), after which there will be a few brief questions (a quiz) that can only be answered if the video has been watched. We have found that an ***equipped student is a successful student*** and we want *everyone* to succeed!

Some countries do not allow access to particular sites, etc., so if you are unable to open the quiz or any of the videos, please let us know so that we can determine a way for you to be able to obtain the materials.

BGU also provides numerous resources on its website. Click on:

<https://www.bgu.edu/students/student-resources/> (then hover your cursor over the word “Students” to see a dropdown box of the various resources accessible on BGU’s website).

SECTION B. ADMINISTRATION VIDEOS

1. Welcome from the Academic Dean

Link to Academic Dean’s video: ***awaiting response from Dr. Belete*** (Dr. Belete Mebratu)

2. Finances Videos

How to finance your degree: <https://youtu.be/mYgfUVWk91c>

How to make a payment: <https://youtu.be/nDizagltHsg>

How to apply for FAFSA and VA benefits: <https://youtu.be/kl7tJs75N4w>

3. Welcome from the Director of Student Development

Link to Director of Student Development's video: <https://youtu.be/cGv6OoNRJK4> Kafi Carrasco

4. Welcome from the Registrar

Link to the Registrar's video: <https://www.youtube.com/watch?v=HmZpDRcMDhY>

SECTION C. DIRECTOR VIDEOS

PhD Link: https://youtu.be/ykiEG_U1jj8

Dr. Martine Audéoud, PhD Director

DMin Link: <https://youtu.be/HlvKxxxECf0>

Dr. Bruce Jackson, DMin Director

DTL Link: <https://youtu.be/M3m5MiMwqMg>

Dr. Paulette Jordan, DTL Director

MATL Link: <https://youtu.be/HD8B4BmEdcQ>

Dr. Yvonne McKenzie, MATL Director

eMBA Link: <https://youtu.be/gMw0iQnLXEg>

Dr. Scholastica Olagunju, EMBA Director

SECTION D. INSTRUCTIONAL VIDEOS

How to use Populi: <https://youtu.be/-cvWjsxzOGE>

How to use BGU's online library in Populi: <https://youtu.be/EBV40sFaQ5U>

How to use Zoom: <https://vimeo.com/210803094> or <https://youtu.be/Zdd98KlxZqk>

How to use the Styles Menu: <https://youtu.be/RI3Bf15zN9Q>

How to create a PowerPoint (Dr. Larry Peabody): <https://www.youtube.com/watch?v=TBj6QWQOPGI>

How to set up an independent study: http://www.youtube.com/watch?v=elyqOhuch_g

How to use the Paper Template (APA): <https://youtu.be/FgF01RstoN4>

How to create tables and figures (APA7): <https://youtu.be/Z6CnN-ZfD5Q>

How to create table of contents (APA): <https://youtu.be/5RABuQq1Slw>

E. ACADEMIC WRITING

1. Writing Resources in Populi

Link to Student Handbook: <https://bgu.populiweb.com/library/resource.php?resourceID=14145068>

Link to BGU Templates: <https://bgu.populiweb.com/library/resource.php?resourceID=14145157>

(These templates include the Paper Template, Final Project Templates, and others)

Link to APA7 reference samples: <https://bgu.populiweb.com/library/resource.php?resourceID=13797644>

Link to APA7 Style Webinar: <https://bgu.populiweb.com/library/resource.php?resourceID=14009204>

2. Writing as Stewardship

Link to a video on Academic Writing: <http://www.youtube.com/watch?v=c359zhpDhVc> and http://www.youtube.com/watch?v=TISKVj6_NOs (part 2)

Link: <https://www.youtube.com/watch?v=NyYzd-XPZII>

(optional intro to a graduate-level writing certificate—no charge to BGU students)

Link to a video on Academic Online Discussions: <https://youtu.be/C8HdRLmRID8>

3. Dissertations/Final Projects

Dr. Bill Payne's Link: <https://youtu.be/ziaTMLxaT4Q>

Link re: Research: <http://www.youtube.com/watch?v=3YKuwO1jvQs>

4. Plagiarism

Please read these two documents Plagiarism Handout:

<https://www.wright.edu/sites/www.wright.edu/files/page/attachments/PlagiarismOverview.pdf> and What is Common Knowledge <https://integrity.mit.edu/handbook/citing-your-sources/what-common-knowledge>.

Watch this short video (<https://www.youtube.com/watch?v=ptHIA5bMnio>) to learn more about this topic and then take the quiz here: <https://academicintegrity.uoguelph.ca/plagiarism/quiz-plagiarism> .

5. Grading Rubrics

The grading rubrics are a wonderful guide for you and your professor. A copy of the Grading Rubrics can be found in the Populi online library and your individual Populi courses. Please review these documents carefully and consider the qualifications you'll need for obtaining an A grade in every class!

Link to Rubrics in the library - <https://bgu.populiweb.com/library/resource.php?resourceID=11175577>

F. COURSES

Theology of Work Link: <https://youtu.be/rik4z6CQXzw> (optional)

Dave Hataj's story of Theology of Work: https://youtu.be/RQfs4_AKPyI (optional)

Engaging City Leadership through Christ-Centered Civic Renewal Link: <https://www.youtube.com/watch?v=tOGwhZ4nBug> (optional)

Appendix 12.

Admission Standards

BGU's programs are offered in low residency, multi-modal format. BGU offers no correspondence courses and all courses include active and consistent faculty interaction. All courses include an online campus component, which includes nine-weeks of asynchronous and synchronous interaction between students, faculty, guest lecturers and online mentors. Online instruction includes video lectures, live video conferencing sessions, faculty guided small group peer-learning sessions, faculty-led individual mentoring as well as reading and writing assignments. In addition to these activities conducted through BGU's online campus, many courses also include a residential component, which may include:

1. Urban immersions located in global cities hosted by BGU faculty who are subject-matter experts providing access to best practice examples of the areas of specialization sought by BGU students
2. Individual mentoring is provided through faculty mentors
3. Personal Learning Community (PLC) sessions led by BGU faculty through conference calls. Each student is required to recruit and identify three to six individuals to act as their PLC as part of their admissions process and the PLC meets with the student four times each year. Under the direction of the student's degree program director, these PLCs help BGU in student retention, advisement and outcome assessment.
4. Expert Mentoring Group (EMG) meetings with students, especially in the dissertation phase of doctoral programs and cross-course projects of masters programs. These groups are composed of subject matter experts who are recruited to meet with the student on a consistent basis to assist faculty in guiding a student through their dissertation or capstone project.

Master's Degrees: All students applying for a master's degree must have a bachelor's degree or bachelor equivalent with a grade point average of not less than 2.50. Academic transcripts from non-US academic institutions may be evaluated by an outside firm. Any fees associated with that evaluation must be paid by the student before he/she is admitted to any BGU degree program. Students without a bachelor's degree may request BGU to evaluate their bachelor-level education, informal education and work experience to determine their eligibility for a bachelor equivalent. This evaluation will be conducted consistent with standard guidelines developed by the Council for Adult and Experiential Learning (CAEL) <http://www.cael.org>. Any fees associated with this evaluation must be paid by the student before he/she is admitted to any BGU degree program.

Doctoral Degrees: Doctoral applicants must have the appropriate master's degree with a grade point average of not less than 2.50 (3.0 for the PhD), or they must apply under special student status. United States accreditation does not allow any work experience or non-accredited graduate education to count toward a master's equivalency to qualify for the BGU doctoral degree.

Appendix 13. Student Classifications

1. Full-Time Status

To be classified as full-time for financial aid purposes or other programs, a graduate student must satisfy one of the following conditions after acceptance into the program:

- a. The student is enrolled for at least twelve (12) credit hours per academic year; or
- b. The student is enrolled for at least three (3) credit hours per semester for research and composition of a capstone or masters final project or at least eight (8) credit hours per semester for research and composition of a dissertation.

Doctoral-level students who are working on their 8-credit or 13-credit dissertation are considered full-time students for the first year and a half of their writing. However, once a student has passed one and one-half years, their status moves to *half time* status.

2. Part-Time Status

To be classified as part-time status, a student must be enrolled in at least three (3) semester credit hours per academic year if a master's student and four (4) semester credit hours per academic year if a doctoral student.

3. Inactive Status

An inactive status will result when a student fails to complete at least three (3) semester credit hours per academic year if a master's student or four (4) semester credit hours per academic year if a doctoral student without a formal Leave of Absence notification (see below). After twelve (12) months of inactive status, a student must apply for a Leave of Absence or will be issued a withdrawal notice.

4. Leave of Absence

Students may request a formal Leave of Absence for up to six months (renewable for up to one year total) from his or her degree program. This Leave of Absence will not affect the student's active status. A "Request for Leave of Absence" form (available on BGU website) must be sent to the Registrar's Office for the Academic Dean's approval, which shall be made in consultation with the Academic Cabinet. Leave of absence does not extend the total number of years allowed to complete the degree program.

5. Degree Status

A student is said to have degree status when they have been admitted to one of the master's or doctoral programs at BGU with all appropriate privileges and responsibilities. Specific admission requirements for each program are outlined elsewhere in this Catalog. Degree applicants must complete all application materials and procedures.

6. Regular Admission Status

Students who have met all the admission requirements for a specific degree are admitted to the university with all the rights and privileges associated with regular admission status. A formal letter from the Admissions Director confirms this status.

7. Two-Step Admissions Process

An applicant who is not accepted for admission into any of BGU's degree programs as a result of failing to meet the regular academic standards, i.e. having a grade point average of less than 2.50 or exhibiting an academic weakness, may, at the applicant's sole risk, utilize the following Two-Step Admissions Process.

- a. **Preliminary Period.** After completing the admissions process, any applicant may take up to two courses of at least three credits each during a Preliminary Period.² Applicants shall remain in "Application Pending" status and not as accepted into a degree program until:
 - i. Two courses of at least three (3) credits each have been completed within a maximum of one year from the date of the first class attended (prerequisites will not count toward this requirement); and
 - ii. An average grade of 3.0 or higher has been received in each of these courses.If an applicant is unsuccessful during the Preliminary Period, he or she will not be granted student status.
- b. **Conditional Status.** If during the Preliminary Period the applicant's work has been proven to be of graduate-level quality, the applicant may petition the Academic Dean, in consultation with the Academic Cabinet, for acceptance into a degree program under Conditional Status. Acceptance is not guaranteed. If the applicant is accepted, courses taken during the Preliminary Period will be applied to the student's degree program.

An applicant who is accepted after a Preliminary Period (during which their status is Application Pending) will retain Conditional Status for one year following official acceptance, during which time they are expected to:

- a. Take at least 6 credits for a master's degree or 8 credits for a doctoral degree;
- b. Continue to maintain an overall grade point average of 3.0 or above; and
- c. Fulfill degree-specific requirements as explained in each program description.

At the end of the year, if the above conditions have been met, the Registrar will notify the student that they have been changed to Regular Admissions Status. Failure to meet the above conditions will result in dismissal.

²All applicants (after completing the application process) are permitted to take up to two classes before acceptance into a degree program, regardless of the number of credits involved (see page 17). Applicants who seek to utilize these two classes as part of a Two-Step Admissions Process should make sure that each class is taken for at least three credits. All courses taken before a student is accepted into a degree program are taken at the student's own risk. Students are not guaranteed acceptance into a degree program.

At the discretion of the Academic Dean, under advisement from the Academic Cabinet, a student with a weak academic record but strong indications of future academic success may occasionally be admitted directly into Conditional Status, rather than passing through the Preliminary Period.

8. Probationary Status

A student may be placed on academic probation (“Probationary Status”) for failure to maintain an overall 3.0 grade point average. For more information, please see “Academic Probation” below.

9. Special Student Status (Right to Benefit)

BGU will consider applicants for graduate degrees who, although not meeting the standard admission requirements, exhibit sufficient academic ability and knowledge and can present evidence of other ministry or work experience demonstrating academic proficiency. Special Student Status is granted on an individual basis after thorough evaluation by the Academic Dean, in consultation with the Academic Cabinet. For more specific information, please refer to the Section under “Admission as Special Student.”

10. Non-Degree Status

Students may choose to take courses as non-degree seeking students. Non-degree students are those who wish to enroll in a specific course for credit but are not seeking a degree from BGU. The non-degree seeking student must demonstrate to the Registrar’s Office that they have the prerequisite educational experience to study at the level of the matriculating students by filling out a short form application and by providing an official transcript of their highest degree earned.

Non-degree seeking students enrolled in a course for credit are expected to complete the same course work required of degree status students. Non-degree status students are not considered to be admitted to any program and are subject to standard deadlines and fees. If the student wishes to transfer the credits earned for their classes at BGU to another institution, an official transcript must be requested using the “Request for Transcript” (which may be obtained from BGU’s website) and submitted to the Registrar upon successful completion of the required graduate-level work.

11. Audit Status

As space allows, a limited number of students, spouses of students, and alumni may audit courses where that registration option is available. For more information, please see “Audit Registration Policy” in Section II.I.

In most cases, the auditor may convert the audit status to “for credit” status by:

- a. Being accepted into a BGU degree program within one year of the start date of the course,³

³The opportunity to turn an audited class into “for credit” status is only available to accepted students. Applicants who wish to audit a class with the hope of being accepted into a BGU degree program within one year of the start date of the class do so at their own risk, with no guarantee of acceptance. Applicants must also fulfill the other conditions specified above within one year. Applicants who audit a class and allow more than one year to pass

- b. Attending all sessions and participating fully in the on-site portions of the class,
- c. Participating fully in the online portion of the class, including all activities and assignments (including all online assignments, or as specified by the professor of record),
- d. Paying full tuition when the course is converted from audit to credit, and
- e. Submitting the final project or assignments within one year of the start date of the course.

An auditor who fails to attend the on-site portion of the class and/or fails to participate in the online portion of the class automatically forfeits their opportunity to convert the class to credit at a later time, and must retake the class should they desire credit. No fees will be refunded.

12. Educational Experience

A person may wish to attend a BGU class without any further intention of obtaining credit at a future date. A limited number of participants may attend as an “educational experience,” as space allows. These participants are not required to fulfill all of the assignments for the class but will be asked to read selected books from the required reading list in the course syllabus. Full-paying students will always be granted preference in a wait-list situation up to six weeks prior to the course.

BGU occasionally holds classes that are sensitive in nature or that require a certain level of expertise. This may mean that participants attending as an educational experience will be requested not to ask questions or participate in classroom discussions.

before being accepted into a BGU degree program forfeit their option to convert said class to “for credit” status. Applicants who anticipate a problem should consider NDS status.

Appendix 14. Transfer Policy

The Academic Dean and Registrar will determine which course requirements or electives the transfer courses will satisfy based on the following criteria:

- An official transcript must be provided from the credit-granting institution.
- Courses being transferred must have been at graduate-level work.
- Courses being transferred in must be comparable to the BGU course that is being substituted.
- A minimum grade of B (3.0) is required for any transferred course credit.

Only credits that were not used/required for another degree program may be transferred to BGU. Undergraduate credit will not be accepted as graduate level transfer credit. No credit will be given for non-collegiate learning. The Academic Cabinet may ask applicants who wish to transfer credits from an international school to have their credentials evaluated by World Education Services (www.wes.org). Concurrent work taken at other institutions while a student is enrolled at BGU may be allowed as transfer credit only when permission is granted by the Academic Dean, in consultation with the Academic Cabinet.

The transferability of credits earned at BGU is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at BGU will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at BGU to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at (name of institution) will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned. In the event the student's credits are not accepted for transfer, the reason will be communicated in writing to the student along with the appeal process. At the current time, BGU has not entered into an articulation agreement with any other institution.

Appendix 15.

Admissions Process

Students who desire entrance to BGU should begin the process by submitting an online application via the university's website (www.bgu.edu). In addition to the online application form, the application link also describes and provides forms for most of the below-listed items:

1. **Online Application**
2. **Application Fee** non-refundable \$50
3. **Official Transcript** mailed directly from the school granting the highest degree earned (see below for details if an official transcript cannot be mailed from prior school)
4. **Two References** (BGU forms available on the website) for non-PhD applicants. PhD applicants will need to submit an additional academic reference.
5. **Applicant Essay:**
 - **Masters & Doctoral (non-PhD) Applicants:** In 450 to 500 words describe why a degree is being sought through BGU and how this step fits into one's faith and vocational journey. Include a description of ministry and/or business experience.
 - **PhD Applicants:** An academic writing sample as well as an essay featuring the anticipated research focus.
6. **Photograph**
7. **Photo Identification:**
 - **For all applicants:** A photocopy of a valid passport (photo page) or government-issued ID.
 - **For all applicants applying for a student loan/FAFSA:** Proof of US citizenship or US residency (must be a US Passport or US Birth Certificate and Driver's License or valid US residency/green card).
8. **Personal Learning Community** (a minimum of three signed agreements - see Appendix 16)
9. **TOEFL Score or Waiver Request** (if English is not native/first language)
10. **Interview:** Every applicant must be interviewed by the program director or their designee prior to application being presented to the Academic Cabinet.

All application materials and forms should be completed and returned to the BGU Office of Admissions. BGU has a rolling admissions process and complete application files are reviewed when the Academic Cabinet meets on the first Thursday of each month. If an applicant has submitted the online application, he/she enters Application Pending status. In that status, he/she has up to nine months to submit the additional required documentation to complete the application file. Any application that is not complete within nine months will expire and the applicant is moved to Prospect status. Applicants who have confirmed with the Registrar that

they intend to take classes as part of a Preliminary Period shall have one year to complete the required courses in order to continue with the Two-Step Application Process.

If the official transcript cannot be mailed directly from the applicant's prior school, the student may make a photocopy of their student copy of the official transcript and take to a government office or a notary public to have the copy certified true to the original. The applicant should then mail that certified copy to BGU. If the applicant does not have a student copy of their official transcript (just a copy) BGU will allow the 3-step admissions process.

1. Applicant may be allowed to take two classes.
2. If the applicant passes those two classes with a grade of B or above, they will be admitted conditionally.
3. If the student passes all four classes with a grade of B or above, they will be fully admitted.

If the applicant has no transcript and no diploma, they will need to fill out a BA equivalency worksheet, which will be presented to the Academic Cabinet for approval as a special student (see special student status details in Appendix 17).

If lower degrees are not listed on the official transcript, the applicant may be asked to provide unofficial transcripts for those degrees. Academic transcripts from non-US academic institutions may be evaluated by an outside firm like Evaluation World LLC (www.evaluationworld.com). Any fees associated with that evaluation must be paid by the student before he/she is admitted to any BGU degree program. The Academic Cabinet may ask an applicant from an international school to have their credentials evaluated by World Education Services (www.wes.org).

When the application has been approved by the Academic Dean (in consultation of the Academic Cabinet), a letter of acceptance will be emailed to the applicant. The applicant is then asked to sign a **Student Agreement** in which he/she formally accepts the offer to become a BGU student and agrees to pay tuition for all courses taken at BGU, etc. At this time the applicant also submits a signed **Student Statement**, affirming that he/she will respect BGU's doctrinal statement and Code of Conduct while a BGU student. All active students will also be asked annually to reaffirm agreement with BGU's doctrinal statement and code of conduct.

Applicants are permitted to take up to two classes (maximum 6 credits for master's applicants or 8 credits for doctoral applicants) before being admitted into a BGU degree program. Applicants must understand that they are taking these classes at their own risk, since there is no guarantee of admission into the desired program. Applicants must also understand they are taking these classes at their own expense. Only accepted students may apply for BGU discounts, which are not retroactive.

Appendix 16.

Personal Learning Community

The student's PLC is committed to read the project paper for each course, to pray regularly for the student, and to meet four times a year to provide encouragement and strategic direction. Some of these meetings may involve a BGU program director or faculty member facilitating the conversation. When it comes time for the student to write their Final Project (dissertation or thesis), the PLC should assist the student in effectively relating the project to the student's work or ministry context and providing networking opportunities relevant to the project. They often connect the student with valuable community resources and key personnel who may be essential for the success of the project. Regarding the final project, the PLC's responsibilities include:

- evaluating the student's work or ministry context to determine an appropriate Final Project that addresses a real need (doctoral students only),
- assisting in guiding the student in design, implementation, and evaluation of the Final Project (or Capstone); and
- reading the whole Final Project or Capstone and providing valuable input regarding its relevance and workability in addressing the stated problem or opportunity.

Since the PLC is committed to read the project papers for each of the student's courses throughout the BGU learning experience, they will be familiar with the development of the project and with items that have informed the Final Project during the student's course of study. Many will also be stakeholders of the Final Project. The student is encouraged to continue to involve the PLC throughout the entire Final Project process. At the conclusion of the student's program, the PLC members are also asked to fill out an evaluation of the student's progress and whether they feel the student has achieved the desired learning outcomes as stated for each degree. (These forms are found on BGU's website at <https://bgu.edu/students/student-resources/graduation-information>.)

Appendix 17.

Special Student Status Requirements

1. Master's Degrees

Applicants not holding a bachelor's degree or its equivalent (defined as the equivalent number of hours that would normally represent a baccalaureate degree taken in one or more United States Department of Education (USDE) recognized accredited programs, for which the student was not awarded the actual bachelor's degree) may apply to one of BGU's master's programs under Special Student Status (SSS), which is only granted in unusual circumstances and is limited to 15% of BGU's total student body.

The assessment to be conducted by the Academic Dean, in consultation with the Academic Cabinet, may determine additional required courses outside of the degree requirements as stated in BGU's Catalog and other documents. The criteria by which the Academic Dean will evaluate candidates for entrance into a master's degree program under SSS shall include:

- a. Academic knowledge, achievement, and competence, as evidenced by previous writing, speaking, research and project management either inside or outside of formal academic programs (a writing sample is required);
- b. A proven record of previous leadership experience;
- c. Two additional recommendations from the applicant's community indicating at a minimum rating of "good" to "excellent;"
- d. A minimum of five years of ministry or other professional experience; and
- e. An assessment conducted by a subcommittee of the Academic Cabinet in which a review of the documentation in the four areas of criteria listed above has been conducted and possibly a personal interview with the applicant and/or references, ministry colleagues, and members of the applicant's support system.
- f. The documents that the applicant will need to present for consideration include:
 - i. A one-page paper describing a good rationale accounting for the applicant not having had access to higher education, e.g., religion, culture, geographic, etc.;
 - ii. A total of four (4) references: one academic, one professional/work related, one character defining, and one ministry related;
 - iii. Writing samples (one or two) demonstrating graduate level scholarship (grammatical excellence, proficiency in the English language, clarity, synthesis, and objectivity), e.g., a project written for a course, etc.; and
 - iv. A filled-out equivalency worksheet.

2. Doctor of Ministry Degree

Applicants not holding a Master of Divinity (MDiv) degree or its equivalent (which is defined as at least 56 [semester] credit hours in a master's theology program in one or more USDE recognized accredited programs, which the student has taken and passed with a B or better, but for which the student was not awarded the actual MDiv degree), may apply to the Academic

Cabinet (AC) to be admitted if they have achieved a master's degree that demonstrates Bible/theology competency in the following manner:

1. The successful completion of 20 credits in Bible and theology, and
2. Completion of the 6-hour Bible/theology assessment course created by BGU (these six credits will be in addition to the core of BGU's 36-credit MATL degree or other non-theology master's degree).

3. Doctor of Transformational Leadership Degree

Applicants not holding a master's degree or its equivalent (which is defined as at least 36 [semester] credit hours in a master's theology program in one or more USDE recognized accredited programs, which the student has taken and passed with a B or better, but for which the student was not awarded the actual master's degree), but meeting and exceeding all other requirements, may be admitted into the Doctor of Transformational Leadership (DTL) degree simultaneously with the Master of Arts in Transformational Leadership (MATL) degree under "Advanced Standing." Normally the MATL degree is a 36-credit degree; however, if the applicant has master's credits to transfer in or has proven ministry leadership experience, the requirements would be reduced to 20 credits for the MATL. According to BGU's accreditation and the Department of Education (DOE), a doctoral degree may not be granted to anyone who has not completed at least 60 graduate-level credits.

The criteria by which the Academic Dean will evaluate candidates include:

- a. An earned bachelor's degree;
- b. Enough master's level course-work to transfer in half of the MATL degree or a minimum of ten (10) years of *documented* or proven ministry leadership experience;
- c. A minimum age of 35 years old;
- d. The documents required for consideration include:
 - i. A one-page paper describing a good rationale for the applicant not having had access to higher education, e.g., religion, culture, geographic, etc.;
 - ii. A total of two (2) references: one professional/work related and one character defining;
 - iii. Writing samples (one or two) demonstrating graduate level scholarship (grammatical excellence, proficiency in the English language, clarity, synthesis, and objectivity), e.g., a project written for a course, etc.; and
 - iv. An assessment conducted by a subcommittee of the Academic Cabinet that includes a review of the documentation in the seven areas of criteria listed above and possibly a personal interview with the applicant and/or references, ministry colleagues, and members of the applicant's support system.

Appendix 18. Tuition & Fees

1. Application Fees

Admission Application Fee	\$	50.00◇
Transcript Fee	\$	5.00

2. Tuition

PhD Degree Tuition (per credit hour)	\$	575.00+
DMin & DTL Tuition (per credit hour)	\$	550.00+
Master's Degree Tuition (per credit hour)	\$	525.00+
Audit Tuition (per credit hour; online classes only)	\$	100.00+★
Graduate Certificates (per credit hour)	\$	500.00+

3. Other Fees

Administrative Fee (minimum per course)	\$	60.00
Overture/Immersion onsite fee (per class)	\$	450.00
Retake Fee (\$400) plus Admin Fee (\$60)	\$	450.00
Course Extension Fee (per month)	\$	50.00
Resource Fee (each module)	\$	60.00
Graduation Fee-doctoral	\$	500.00◆
Graduation Fee-masters	\$	350.00◆
Late Fee (paying after due date)	\$	25.00
Doctoral cap, gown and hood (kept by graduate)	\$	200.00
Master's cap, gown and hood (kept by graduate)	\$	100.00
DMIN/DTL technical reader fee (up to 150 pages)	\$	300.00
EMBA/MATL technical reader fee (up to 75 pages)	\$	150.00
DMIN/DTL second reader fee	\$	200.00

4. Non-Student Fees

Educational Experience-Onsite classes only	\$	950.00
Partner school participants (per day)	\$	50.00+
Certificate of Professional Development	\$	varies

◇ Applicant will not be considered for admission into BGU until the Application Fee has been paid in full.

+ Plus Administrative Fee of \$60 assessed to every participant for each class taken.

★ Student should consult with their advisor to determine the number of credit hours to audit the class for.

◆ *Graduation Fee* includes direct costs related to graduation, e.g., diploma and diploma cover, final official transcripts (2), medallion, ceremony, program, reception, and other miscellaneous items. This fee is required *whether the student attends the ceremony or not*.

Other Expenses

The student is responsible for and should consider other additional expenses when budgeting for educational costs.

1. Required books for each course.
2. Lab and other fees for certain courses as indicated.
3. Transportation, housing and meal costs for courses requiring travel for the student.
4. Editing and second reader fees related to the final master's final project or dissertation.
5. Personal graduation expenses in addition to the graduation fee.

Appendix 19. Refund Policy

Fully Online Courses:

Tuition Refund*	Timeframe
100%	before course begins
100% less \$100 drop fee and \$50 Admin Fee	Within the first week of class
80% less \$50 Admin Fee	7-14 days after the course has begun
50% less \$50 Admin Fee	15-21 days after the course has begun
0%	After the 21 st day of the course start date

Courses with an Onsite Component:

Tuition Refund*	Timeframe
100% less Onsite and Online Admin Fees	2 weeks before the online portion of an onsite course
80% less Onsite and Online Admin Fee	1-14 days after the online portion of the course has begun unless onsite portion has begun (then no refund)
40% less Onsite and Online Admin Fee	15-21 days after the online portion of the course has begun unless onsite portion has begun (then no refund)
0%	After the onsite portion has begun

*This Refund Policy does **not** apply to Administrative Fees (Admin Fees), but to tuition only.

Admin Fees are due two weeks prior to all US courses and are 100% refundable up to the first day of the intensive portion of the class. Admin Fees for *international* courses, however, are due **six weeks** before the first day of the intensive portion of the class and are only 50% refundable up to two weeks before the first day of the intensive and non-refundable after that time. These fees are sent to the Site Coordinator who is handling the logistics for the class and are, therefore, not refundable. If the Admin Fee is not paid six weeks before the first day of the intensive, the participant risks losing their reservation for that course.

Student Participation: Any student who, at the end of week #1, has not participated in class discussions will be contacted by the professor of the class. During week #2, the eLearning Team will send a list of all non-participants to the Registrar's Office and the Registrar's Office will send an email to all of those students indicating that if they do not participate by week #3 they will be withdrawn from the class and financial penalties (see above refund policy) will apply.

Appendix 20. Financial Aid

1. BGU's Flexible Payment Plans

BGU offers flexible payment plans that are tailored to students' needs. Contact Accounting / Financial Aid Office for details regarding a partial or full payment plan options.

2. Scholarships

BGU does not currently offer any formal scholarship programs. However, the following link may provide information regarding outside scholarship opportunities: <http://www.fastweb.com/> (outside scholarship search)

3. Veteran's Benefits

Selected academic programs of study at BGU are approved by the Texas Higher Education Coordinating Board's State Approving Agency for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code, or U.S. veterans. Students who plan to apply for veteran's benefits are urged to inform the admission office well in advance of registration, so that the necessary arrangements may be made with the Veteran's Administration (VA). There are several factors that determine the amount of the benefits for which veterans are eligible.

4. Financial Aid Specific to Native Americans

Native American students seeking financial aid are encouraged to visit a website designed specifically for them at: www.finaid.org/otheraid/natamind.phtml.

5. Personal Financing

Many local banks have loan programs for educational endeavors. Students are encouraged to explore these options if other sources are unavailable to them.

6. Federal Student Loans

To begin, here are a few helpful links for internet access to Financial Aid Information. As the borrower, it is important for an applicant to know the regulations regarding borrowing and repayment of Federal funds, as well as interest that accrues. The first web link below provides that information.

- <http://studentaid.ed.gov/> (Federal Student Aid – U.S. Dept. of Education)
- <http://www.wiredscholar.com/> (general financial aid information and outside scholarship search)
- <http://www.finaid.org/> (general financial aid information)
- www.finaid.org/otheraid/natamind.phtml (Native American Financial Aid information)

BGU has been approved as an institution whose students are eligible for Title IV, Direct Federal Loans (DL) - unsubsidized, as well as DL Grad PLUS loans. This form of financial aid is based upon eligibility and the needs of the student.

The general eligibility requirements are:

- demonstrate *financial need* (for most programs);
- be a U.S. citizen or an *eligible noncitizen*;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be registered with [Selective Service](#), if student is a male they must register between the ages of 18 and 25;
- be enrolled or accepted for enrollment as a *regular student* in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for *Direct Loan* Program funds;
- maintain *satisfactory academic progress* in college or career school;
- sign the certification statement on the *Free Application for Federal Student Aid (FAFSA®)* stating that the applicant is not in *default* on a *federal student loan* and does not owe money on a federal student *grant* and
- the federal student aid will only be used for educational purposes; and
- demonstrate applicant is qualified to obtain a graduate degree.

Student need is determined based on the cost of attendance and the expected family contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA) system. Students who are interested in obtaining a loan through the Direct Loan should go to BGU's Virtual Financial Aid Office website at:

https://solutions.campusivy.com/Apps/Core/Account/StudentRegistration_Step2/31400?StudentInitiated=true

BGU contracts with a Federal Aid specialist to coordinate aid for our students.

- Student must log on/register on that site. *Please note:* Keep track of user name and password in order to return to this site in order to request future Federal Aid.
- Once logged in, complete the "Student Interview" (which takes about 5-10 minutes to complete), along with a FAFSA form and Master Promissory Note (MPN) links will be provided upon starting the student interview.
- Once the interview is submitted, it takes 10 days up to a month to process the federal request providing the interview is in order.

Full Time, Graduate level students are eligible for up to \$20,500 per academic year in Title IV Loan assistance. Students are encouraged to thoughtfully consider their financial needs and only borrow what is necessary to cover their educational needs.

Appendix 21.

Title IV

Return of Title IV Funds (R2T4) Policy

Federal statute requires BGU to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or module. The federal Title IV financial aid programs must be recalculated in these situations. Therefore, if a student leaves the institution prior to completing 60% of a payment period or module, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or module completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or module. (Any break of five days or more is not counted as part of the days in the module.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or module.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal. Refunds are allocated in the following order:

- ◆ Unsubsidized Federal Stafford Loan
- ◆ private and institutional aid
- ◆ the student

Default Policy

If a student does not make loan payments, he or she risks going into *default*. Defaulting on one's loan has serious consequences. The school, the financial institution that made or owns the loan, the loan guarantor, and the federal government all can take action to recover the money owed. Students must understand how missing a loan payment can be a problem, what default means and the consequences of default, and what the student needs to do if a loan is in default or if the student thinks the default on the loan is an error. Students who are currently in default of Title IV loans or owing Title IV money to any college, university, or seminary will not be eligible to

receive financial aid. Transcripts will not be released to any student who is found in default on Title IV federal loans. The defaulted loan may be turned over to a collection agency and/or the United States Department of Education (USDE) for collection. Once a student defaults on a federal student loan, no aid will be processed until the default is rectified. In order to verify that the default has been cleared, a defaulting student must submit to the Financial Aid Office, a copy of a letter from the agency that reported the default, verifying that the default has been cleared and the student is now eligible to receive federal Title IV aid.

Checks & Balances

BGU maintains a strict check-and-balance system between the Accounting Office and the Registrar's Office when handling the Title IV loans, as outlined in detail in the BGU Policies & Procedures Manual.

Appendix 22.

Verification of Identity

The Verification of Student Identity Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Compliance

Every applicant, student and faculty member of BGU is required to create a password in Populi, BGU's student information system (SIS). BGU's application process requires the applicant to provide a valid and legal photo ID prior to admittance and to upload a photo that matches the ID into the Populi database. During weekly Zoom meetings between the professor and the students, students are required to show their faces during the session. Populi is a secure portal into each student's records and into the online classroom, including distance learning. New students create a password and provide their birthdate and official transcripts to verify their identity. Students are responsible for providing their complete and accurate identity information in any identification verification process. It is against BGU policy for a user to give someone his or her password or to allow others to use his or her account.

BGU uses Populi as its learning management system, which integrates with secure student access to courses and other information. All users of Populi are responsible for maintaining the security of their login and password, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

In addition, Populi provides instructors access to class rosters that include student photos associated with their name and account. Populi also provides student photos associated with their account and this is visible in areas of the course including the discussions. Live audio and video of students interacting in the course is maintained in Zoom Rooms, which are all recorded and maintained securely in the Populi online classroom.

At this time there are no additional student fees associated with student verification. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.

BGU complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Zoom recordings will not be released to the public without the expressed permission of all parties involved in the recording.

Appendix 23.

Student Right to Know Act

BGU, acting in compliance with the Student Right to Know Act, is pleased to provide the following information on the graduation rates of our students who have received financial aid. The graduation rates show the graduation/completion status of students who enrolled for whom 150% of the normal time to complete a master or doctoral degree is within 7 years of enrollment. Things to keep in mind when viewing this information:

- Retention and graduation rates are for a select group of students.
- All graduation rates are based on 7 years of attendance which is equal to 150% of the normal completion time of BGU's longest academic program.
- Graduation rates do not include students who left school:
 - To serve in the armed forces
 - To take part in official church missions,
 - To help with a foreign aid service of the federal government
- Graduation rates do not include students who have died or become totally disabled.
- Students who withdrew for personal or medical reasons are included in the original headcount.

For the current graduation rates, please go to BGU's website:

<https://bgu.edu/StudentAchievement>

Completion Rates/Student Achievement

During the fall semester of 2018, 50 first-time, full-time, certificate or degree-seeking graduate students entered BGU. After 7 years (as of July 1, 2024), 20 (40%) of these students have graduated from our institution or completed their programs. Of those who did not graduate, 6 are still working to complete their degree and 24 withdrew for either financial, academic, or personal reasons. The ethnicity of those who graduated include Asian, Black, Hispanic, and White.

Year Admitted	Number Admitted	Graduated	Transferred	Withdrawn	Current	Retention %
2013	51	41	0	5	5	80%
2014	43	20	0	14	6	47%
2015	38	17	0	16	5	45%
2016	49	24	0	11	14	49%
2017	36	17	0	11	7	49%
2018	48	20	0	22	6	54%

Any questions regarding this report should be directed to Bunmi Morgan, Registrar at Bunmi.Morgan@bgu.edu

Appendix 24.

FERPA Policy

The Act affords students certain rights with respect to their education records such as the right to inspect and review education records within 45 days of receipt for access and the right to amend records the student believes are inaccurate or misleading. The U.S. Department of Education's summary of the FERPA regulations lists the following conditions under which student records can be disclosed without consent:

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies;
9. State and local authorities within a juvenile justice system, pursuant to state law;
10. Directory information.

FERPA permits the following to be designated as directory information: the student's name, address, and telephone listing; email address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (e.g. undergraduate or graduate, full or part-time); and most recent educational institution attended. The following are never designated as directory information: student's social security number; citizenship; gender; religious preference; grades; or GPA.

The Family Educational Rights and Privacy Act of 1974 (FERPA) also provides 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.

A total record of a student's academic progress, commonly referred to as the permanent record, is kept in the Office of the Registrar. These records include the student's grade sheets, degrees granted, official transcript, and a photocopy of the student's diploma. These files are retained in locked, fireproof cabinets. The student and faculty records that are maintained in the computer database are backed up on a regular basis. The Registrar's Office ensures that these records are kept private and accurate. Records shall be made available in a timely manner in accordance with state and federal laws and regulations.

Appendix 25.

Independent Studies

In an independent or directed study, strict procedures of control and accountability must be in place for the courses to fulfill the stated purposes and reach the desired outcomes of the degree program. The student must obtain the service of existing faculty for supervision or propose another qualified course supervisor from outside the institution. All such courses must be approved by the Academic Cabinet in advance. The standards and requirements for an independent or directed study are the same as the requirements and standards for *all* of BGU courses. There is no distinction made between the standards or requirements. BGU does not offer correspondence courses, which are courses completed by the student without weekly, direct interaction with the professor.

Independent or Directed Study courses are generally designed for four (4) credits each for doctoral-level courses and three (3) credits each for master-level courses. Reading and writing requirements match those of courses in BGU programs and include at a minimum one hour per week of face-to-face interaction between the student and professor. This interaction may be via telephone, Zoom, or any other technology and should be recorded. Reading and writing requirements should be calculated to reach the appropriate number of hours required for the degree and the number of credits being requested for the course. If the student is taking a Directed Study that includes attending a seminar or conference, the actual participation time spent during the conference may be counted toward the “seat time” and will count toward the total number of hours allotted to the course.

Students should request the Independent or Directed Study Contract and Policy from the Registrar or download the Independent Study Packet from the website (<https://bgu.edu/students/student-resources/student-documents-to-download>). The participant must submit the completed forms along with a proposed syllabus, supervisor information, and tuition payment to the Registrar for approval by the Academic Dean, in consultation with the Academic Cabinet. Tuition is calculated at the current rate of tuition per credit. If the study is not approved, any pre-paid tuition will be refunded.

Students must propose an Independent or Directed Study Supervisor who has an earned terminal (doctoral level) degree and who will evaluate the student’s work for BGU and assign a grade at the end of the course study. If a non-BGU faculty member is proposed, the supervisor must be approved by the Academic Dean. If a student is interested in including attendance at a conference or seminar as part of an independent study, the request may be presented to the Academic Dean, but will only be approved on a case-by-case basis, in consultation with the Academic Cabinet. Supplemental reading and reports will be required.

The time limit for completion of an Independent or Directed Study is 90 days (3 months) from the date of the Academic Cabinet meeting at which the course contract is approved by the Academic Dean. This means all coursework proposed in the syllabus must be submitted to the Supervisor at the 90-day due date. After the 90-day period, the student will be charged a \$50 per month extension fee with a maximum of three (3) extensions allowed, in accordance with BGU’s standard extension policy.

If the student has proposed a Directed Study (which is typically designed in tandem with a seminar or leadership conference) and the conference or seminar dates are such that completion

of the course work must be extended, no additional charge will be made to the student's account. 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.

- POR Requirements to lead an Independent Study:
 - Assist the student in constructing a proposed Independent Study course syllabus following the guidelines found in the Student Handbook pages 47-48 and calculate the required number of hours to be invested by the student using the calculations in the Student Handbook.
 - Interact weekly with the student through a Populi-based discussion.
 - Interact weekly with the student in a Zoom Room.
 - Guide the student to complete their final project.
 - Review and grade the completed coursework assignments from the student at the end of 90 days after approval or at the end of extensions granted.
 - Forward graded coursework and Grade Summary (last page of this packet) to the Registrar's Office for recording in student's record no later than two months after receipt of coursework.

Appendix 26.

Course Requirements

1. Attendance Policy

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.

Students are required in every BGU course to have substantial interaction with the faculty and peers throughout the full course. This involves requirements to post responses in the online campus to questions about the video lectures or reading in the first half of each week, and then respond to other student posts in the second half of each week. Additionally, a weekly video conference with professors and guest lecturers is required. In some courses, professors may require conferences with students and/or their Personal Learning Communities. In most courses, interaction with faculty, peers, and personal learning communities is a significant factor in the student's final grade for the course.

As a general rule, each course will be divided into the following supervised format (excluding pre- and post-course requirements):

Weeks 1 and 2: Student will participate in online discussions, video conference calls, exercises, and assignments as determined by the professor. The syllabus for each specific course should be consulted for further details.

Weeks 3 and/or 4 (for hybrid courses): Consists of three to ten days of in-person face-to-face class meetings, including lectures, guest speakers, student presentations and site visits.

Weeks 5 and 6: Continued participation in online discussions, exercises, and assignments as determined by the professor. This may include group exercises with other class members; connections assignments in the local community; specific assignments and conference calls with student, the professor and the Personal Learning Community (PLC).

Week 7: in some courses, students work with peers on group projects to present in Weeks 8 and 9.

Weeks 8 and 9: Often these weeks will involve online reporting on group projects attended by all class members using Zoom (Virtual Room). Students are encouraged to invite one of their PLC members to their group presentation. In most cases, final reading reports and the final project are due two (2) weeks after the end of class.

Please note: 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.

Course syllabi are in the Populi course information page approximately three months prior to the course starting date. Syllabi are also available via mail or e-mail upon request. To allow sufficient time for course reading assignments, the student should be admitted to the university

and register for courses at least sixty (60) days in advance. Students will only be admitted late into a class during the first week of the class. Once the second week has begun, no new students will be admitted.

Most courses require one written book review for each credit for which the student is taking the class, a journal of the course, and a research portion, which includes a project that integrates reading and class content with the student's current ministry work. The typical breakdown of requirements is as follows:

HOURS CALCULATION EXAMPLES				
3-credit Master	Activity (Minimum Requirement)	Time Calculation	Student's Activity	Activity Hours
	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

2. Reading Policies

Reading assignments are to be performed in accordance with guidelines as available on the university website or from the Registrar's Office. Half of the required reading must be completed by the first day of the class, although the book reports are not due until projects and/or journals are submitted to the university. In some cases, changes to courses or late postings of reading assignments may lead to a modification of this schedule. If a modification of schedule should occur, it will be posted on the BGU website and enrolled students will receive an e-mail notification. The standard book review requirement is one book review for each credit taken.

3. Course Assignments and Projects

Course projects for courses that include an onsite element are to be submitted to the professor of record for grading by the due date indicated in the course syllabus. All assignments will be turned in online using the Populi online classroom drop box; please refer to the syllabus for specific information regarding assignment submission. Every project submitted to BGU must be submitted using the paper template in APA7 format, as described in the Student Handbook, which is available on the website.

Professors will assign both project and final course grades, and then submit those grades to the Office of the Registrar for each student's permanent record within 60 days of receipt of the projects. Student will be able to access their official grade reports in the Populi online classroom. In all cases the student should carefully read the course syllabus to ensure proper submission of projects.

4. Extensions and Incompletes

a. Policy on Extensions and Incompletes

If a student does not submit his or her 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 to have his or her 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 (GPA). If a student has received an extension, he/she may not take another course until the requirements for the extension requested have been fulfilled.

b. Extension Request Process

A student may apply for a 1-month extension due to extenuating circumstances as long as 80% of the coursework has already been completed.

- The extension request must be signed by the Professor of Record (POR) and submitted to the Registrar's Office.
- If the student is unable to complete the work by the 1-month extension due date, the student may submit a *special* extension request for extenuating circumstances for up to two months from the original due date.
- If the student's special extension request is for medical reasons and the special extension is beyond the first month, a doctor's note will be required.
- Under special circumstances a special extension may be granted for longer than three months but not longer than six months.
- Extensions for non-medical reasons or death in the immediate family may incur a drop in the student's final grade by a half a grade (i.e. an A grade would be reduced to an A-).
- If the student fails to complete the work within the three months (for a maximum of six months), they will be required to retake the class at the retake fee of \$400 plus the \$50 Admin Fee.
- Whether or not the student has filed a request for extension, the student account will automatically be charged \$50 per month starting the second month of the extension taken.
- The student may not start another course until all work from courses with extensions have been completed.

c. Policy on Extensions for Dissertation/Final Projects

Students who enter into the dissertation/final project phase of their doctoral degree by registering for Dissertation (DIS701A) part 1 and fail to complete their dissertation within one year will be charged a \$100 per year extension fee and registration for the class will be moved to the next year.

5. Course Load

To maintain active enrollment students must register for and complete a minimum of four (4) credits per academic year for doctoral students and a minimum of three (3) credits per academic year for master's students. A student is considered full-time if he/she takes twelve (12) credits per academic year. Doctoral-level students who are working on their 8-credit Dissertations or Doctoral Final Project are considered full-time students for the first year and a half of their writing. However, once a student has passed one and one-half years, their status moves to half time status. A student may not take more than 16 credit hours in one academic year, unless special permission is granted by the Academic Dean, in consultation with the Cabinet. A student can only double a course's value of credits twice within a specific program, e.g. a 4-credit course may be converted to an 8-credit course or a 3-credit course to a 6-credit course, but this can only be done twice in the program.

Withdrawal from a Course

A student may withdraw from a course after he or she has registered by notifying the Office of the Registrar using the “Request-CourseWithdrawal” form that can be found on the BGU website at <https://bgu.edu/students/student-resources/student-documents-to-download> in the Populi online Library. The grading policies will apply in the case of withdrawals (*see also* Refund Policies in Chapter 3, Financial Information) when a notice of withdrawal has been submitted any time after the first day of the course. A grade of “W” will be filed on the student’s transcript.

Cancellation of a Course

The minimum number of students registered for a course shall be six (6). If the course minimum is not reached six (6) weeks prior to the course start date, the course *may* be canceled, and the registered students notified. Students should not confirm travel arrangements until the class is less than six weeks away. Students who wish to purchase airfare ahead of the six-week mark should contact the Academic Dean’s office for confirmation. An unexpected unavailability of a scheduled instructor or other circumstances not foreseen may also warrant cancellation of a course. In any event, students who registered prior to the six-week course registration deadline will then be permitted to transfer their registration deposit to another course or request a refund. In many cases, the student may choose to convert the course to an independent study course.

Doubling the Number of Credits of a Course

Students can petition the Academic Dean to double the number of credits earned for a course (while doubling the amount of student work) only twice in the course of a program. This policy is put in place in order to expose students to the richness of the BGU offering.

Appendix 27. Grading Scale & Criteria

GRADING SCALE				
Grade is based on whether the following elements were demonstrated:				
• integration of desired learning outcomes • critical thinking • contextual application within the global picture • relevance to the topic • quality of writing (graduate-level).				
Lt r	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

Scores between 1 and 5

5 = very good job, 4 = good, 3 = adequate, 2 = weak, and 1 = unsatisfactory

		Online Sharing	Book Reviews	Journa l	Group Project	Ind. Project
	Theological reflection					
	Critical thinking					
	Contextual application					
	Form (technical quality)					
D e s i r e d L e a	Spiritual Formation:					
	Perspective:					
	Knowledge:					
	Skills:					
	Application:					

r n i n g O u t c o m e s						
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Appendix 28. Grading Rubric

BGU has created grading rubrics for use by professors and students so that students will clearly understand their final grade. Students are invited to read through those rubrics so that they know exactly what is expected of them as BGU students. Most of the courses will list those rubrics under “Files,” but they can also be found in the BGU online library or viewed by the students in their course files:

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

Appendix 29.

Satisfactory Academic Progress Defined

BGU's satisfactory academic progress is evaluated in increments coinciding with payment periods. In order to ensure completion of the program within the maximum time frame, BGU requires program students to successfully complete the required course credits attempted in each payment period. All students must have completed the minimum required course credits attempted in order to graduate within the maximum time frame allowed for each degree program. Students who have not completed their program within the established maximum time frame will be terminated for not making satisfactory progress.

A student must achieve the above-mentioned minimum standards to be considered to be making satisfactory progress. Students who fail to maintain satisfactory progress will be placed on academic probation until the deficiencies are corrected or until the end of the next assessment period, whichever comes first. While on academic probation, the student remains eligible for all Title IV financial aid funds. Students who have been on probation and fail to correct the deficiencies by the end of the probationary period may be terminated.

A student who has been suspended may reapply to BGU after remaining out of school for one month. At that time, the student's academic records will be evaluated in order to determine if it is possible for a cumulative grade point to be achieved and for the program to be completed within the maximum time frame of 150%. If both standards can be achieved, the student will be readmitted and will be eligible for Title IV funds upon re-enrollment. If it is not possible for the student to meet both standards, the student will be allowed to enroll only if alternative financing can be arranged, as the student will no longer be eligible for any Title IV financial aid.

After being readmitted to BGU, any student not earning a 3.0 and completing 67% of the credits or hours attempted each month thereafter will be academically dismissed from BGU and will not be eligible for readmission as a Title IV eligible student.

Students may appeal a determination of probation or suspension or dismissal due to unsatisfactory progress or any other academic policy mentioned herein within 14 days from the date of determination. All appeals shall be submitted in writing, outlining the grounds for appeal to the Academic Dean through the office of the Registrar. All appeals will receive a written response that shall remain final.

Satisfactory progress requires that a student either raise the cumulative GPA to an acceptable level, or that the student makes progress towards earning the acceptable GPA during the probationary period, as detailed below. The student will be removed from probation and placed in good standing if a cumulative GPA of 3.0 or higher is achieved after completing the required 12 semester hours required during the probationary period. If the student does not raise the cumulative GPA to good standing, the student will be placed on suspension. Please refer to the Academic Suspension policy for details.

If the GPA for the probationary period is 3.5 or higher, but the student does not raise the cumulative GPA to the minimum 3.0 or higher, a secondary probation period may begin.

A doctoral student may be placed on academic probation due to violation of academic integrity or whenever their grade point average (GPA) falls below 3.0 on a 4.0 scale. The conditions of academic probation are specified to the student in writing by the Office of the Registrar. Once placed on academic probation, a doctoral student has six credit hours to raise their GPA to 3.0 or

higher. If a doctoral student does not achieve a GPA of 3.0 or higher, he/she is subject to academic dismissal from the program. The conditions of academic probation are submitted to the Program Director by the Academic Dean. The Program Director, with appropriate consultation with the Academic Cabinet, will determine the enrollment status of the student.

The Academic Dean, in consultation with the Academic Cabinet, will determine the length of time a student is required to stay on academic probation and the conditions that must be met to be removed from probation. If the conditions of academic probation are not met, the student will be suspended. If the conditions are met the student may be readmitted into regular student status. If a student receives a D or F in a course, that course must be retaken if the student wishes to receive course credit toward their degree. A student may re-enroll in courses under an academic probation status. If the student is suspended a second time, dismissal from the university shall be for a period of one year and the student may not re-apply until after that period.

Academic Suspension

Should the probationary student fail to demonstrate satisfactory progress, students will be academically suspended for a period no less than one module. A student may request reinstatement after the suspension period has expired. If a second suspension occurs, the student will be suspended for a period of at least six months before they are eligible to request reinstatement. If a third suspension occurs, the student must wait a minimum of one calendar year before requesting reinstatement.

Requests for reinstatement must be made to the Academic Dean no later than one month prior to the desired enrollment period. Reinstatement following academic suspension will be determined by the Academic Cabinet and is not automatic.

Students who enroll in other colleges or universities while on academic suspension from BGU will not be eligible for reinstatement to BGU until the cumulative grade point average from these other colleges and universities is 3.0 or higher.

Once reinstated, the student will return on probation for a period of 12 semester hours. The student is expected to demonstrate academic progress while on probation.

Academic Probation

A student may be automatically placed on academic probation ("Probationary Status") for failure to maintain an overall 3.0 grade point average. A student will remain on academic probation for 12 semester hours (four courses). While on academic probation, a student will have to demonstrate sustained satisfactory progress and develop an action plan for academic improvement, approved by their Program Director, which may include referral to the Academic Cabinet. Students may be limited to enrolling in one course at a time until a cumulative GPA of 3.0 is achieved. In addition, a student may be delayed from enrolling in the next course pending evaluation of academic progress.

Dismissal

BGU reserves the right to dismiss students whose academic progress is substandard. Factors considered will include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn courses, and the probability of achieving satisfactory

academic standing within a reasonable time frame. Students are subject to academic dismissal (without a probationary period) from the program for a full calendar year if their GPA falls below 2.0 or if they withdraw from the majority of courses within the last 12 semester hours. Appeal or reinstatement from academic dismissal shall be made to the Academic Dean through the Office of the Registrar. Inactive Status Students who do not submit any coursework within a 12-month period will be considered inactive and any tuition being held by BGU will be forfeited. Students desiring to return to their studies must be reevaluated and will be subject to any changed academic requirements, tuition increases, and policy changes in force at the time of re-enrollment.

Appendix 30.

BGU'S Social Media Policy & Disclaimer

Due to the public nature of social media pages, which are open to comment by other users, the views expressed by guest posters do not reflect that of the University or original author. Each person is individually responsible for their own content (including privacy settings) shared via the web and the university is not liable for such content. It is expected that participants will not upload copyrighted content without prior permission of copyright holders. A copyright holder who wishes any material to be removed from BGU's social media accounts should notify info@bgu.edu and we will promptly comply with Digital Millennium Copyright Act (DMCA) takedown requests.

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 Bakke Graduate University students, employees, guests or others. Bakke Graduate University 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.

Bakke Graduate University thanks in advance those who contribute to the university's social media pages, and for compliance and assistance in creating a safe and vibrant online community. Any questions or concerns should be emailed to info@bgu.edu.

Appendix 31.

Records Retention Policy

A total record of a student's academic progress, commonly referred to as the permanent record, is kept in the Office of the Registrar. These records include the student's grade sheets, degrees granted, official transcript, and a photocopy of the student's diploma. These files are retained in locked, fireproof cabinets. The student and faculty records that are maintained in the computer database are backed up on a regular basis. The Registrar's Office ensures that these records are kept private and accurate. Records shall be made available in a timely manner in accordance with state and federal laws and regulations.

Supporting documents for academic records, such as registration forms, curriculum guides, letters, and transcripts from other universities, are kept for a maximum period of five (5) years following the student's date of graduation or the last day of enrollment. After five years it is assumed that the student accepts the accuracy of their record. Discrepancies in any academic record should be reported to the Registrar immediately.

Once a degree has been certified by the Office of the Registrar, the student's record may not be altered except in cases where a procedural or clerical error has occurred. However, if the student or BGU discovers facts that were not known or would not have reasonably been known within the 5-year period, the academic record may be altered and/or the degree may be revoked.

Any student seeking readmission after the 5-year period has elapsed is issued a new student folder and is normally required to adopt a new academic program. In addition, the student might be required to resubmit transcripts from other universities. No credits are lost, but in certain programs a student may be required to audit courses or to validate prior learning through examination.

Document Imaging

Document imaging may be the most effective and efficient means for retaining certain types of records. However, any department that is contemplating replacing original financial documentation with images of those records must consult the Chief Financial Officer (CFO) prior to implementing such a system. The Leadership Team should review proposals for such systems with the Chief Financial Officer and specify areas of concern. Most permanent (archival) records must be scanned and saved on a permanent disc, which will be stored in a facility off-site from the BGU campus. Permanent records not sent off campus via document imaging must be maintained in a fireproof container and access must be limited to authorized personnel.

The following requirements must be met:

1. Electronic records must exhibit a high degree of legibility and readability;
2. Paper copies or computerized books and records must be transferred to electronic storage media in an accurate and complete manner;
3. Procedures must be developed to index, store, preserve, retrieve, and reproduce all electronically stored books and records;

4. Controls must be developed to ensure the integrity, accuracy, and reliability of the electronic records;
5. Controls must be developed to prevent and detect the unauthorized creation, alteration, addition, deletion, or deterioration of electronically stored books and records; and
6. An inspection and quality assurance program must be developed which must include regular evaluations of the system and periodic checks of storage books and records.

If imaging systems that meet the above requirements are implemented, original paper records only need to be retained through the active period as defined below.

Records Destruction Schedule

This records retention/destruction schedule is based on recommendations developed by the American Association of Collegiate Registrars and Admission Officers' (AACRAO) Retention of Records: Guide for Retention and Disposal of Student Records (2000). The BGU Registrar's Office is the official repository for BGU students' academic records. It has primary responsibility to maintain the official grades for all coursework undertaken at BGU as part of each student's academic record. This retention schedule provides instruction for how long those records must be maintained.

Because the Registrar's Office is the official repository of BGU student records, other units on campus are released from the responsibility to maintain student academic records for extended periods. Any record that is deemed no longer necessary for permanent retention must be shredded properly to protect the privacy of students, faculty, and staff.

Admissions for Applicants who do not Enroll		
Record	Retention-Official Copy	Retention-Copies
Acceptance Letter	1 year after application date	End of appl. date
Applications	2 years after application date	
Correspondence (all)	2 years after application date	
TOEFL Scores	2 years after application date	
References	2 years after application date	
Military Records	2 years after application date	
Transcripts	2 years after application date	
International Student Records	2 years after application date	

Registration & Attendance/Academic Progress		
Record	Retention-Official Copy	Retention-Copies
Academic Record	Permanent	Until admitted
Advising Notes	5 years after graduation or last attend	
Correspondence (all)	5 years after graduation or last attend	
Request for Candidacy Status	1 year after graduation	
Application for readmission	5 years after graduation or last attend	
Change of Course (drop/add)	5 years after graduation or last attend	
Change of Grade	Permanent	

Class Roster	Permanent	
Class Schedules	1 year after graduation or last attend	
Degree Audit	5 years after graduation or last attend	
Disciplinary Action Record	5 years after graduation or last attend	
FERPA Record	As long as relevant student records retained	
Foreign/INS Record (I-20)	5 years after graduation or last attend	
Grade Report	1 year after date submitted	
Graduation List	Permanent	
Graduation Authorization	5 years after graduation or last attend	
Military Record	5 years after graduation or last attend	
Name Change Authorization	5 years after graduation or last attend	
Pass/Fail Record	1 year after date submitted	
Personal Data Info Record	1 year after graduation or last attend	
Registration Record	1 year after date submitted	
Transcript Request	1 year after date submitted	
Transfer Credit Evaluation	5 years after graduation or last attend	
Withdrawal Authorization	2 years after graduation or last attend	
Working documents	5 years after graduation or last attend	

Publications/Statistical Data/Institutional Reports		
Record	Retention-Official Copy	Retention-Copies
Catalog	Permanent (2 copies to archives)	
Commencement Program	Permanent (2 copies to archives)	
Degree Statistics	Permanent (1 copy to archives)	
Enrollment Statistics	Permanent (1 copy to archives)	
Grade Statistics	Permanent (1 copy to archives)	
Race/Ethnicity Statistics	Permanent (1 copy to archives)	
Schedule of Classes	Permanent (1 copy to archives)	

Faculty Records		
Record	Retention-Official Copy	Retention-Copies
Grade Book	5 years after conclusion of class	
Student Exams/Papers	5 years after conclusion of class	

Appendix 32.

BGU's Unique Areas of Expertise

1. A Worldwide Global Network

Initially developed through more than 25 years of city-consultations in 250 of the world's largest cities, BGU's network opens doors for life-changing immersions in global cities led by insiders to those cities. In these courses, cities become the laboratories and practitioners become the professors. These leader-to-leader connections open up a wealth of lifetime resources for every BGU student.

2. Bible-Based Curriculum

With a high view of Scripture, the Bible is taught and applied in a narrative fashion rather than from a particular system or denominational perspective. Not only does this approach provide new insights, it prepares students to be cross-cultural in their teaching and practice of biblical principles.

3. Global Urban Studies

Starting with the traditional categories of relief, development, and advocacy, and moving into emerging areas of micro-enterprise, environmental sustainability, global media, and cultural movements, students learn from both the classic studies in this field, as well as the most recent innovations.

4. Theology of Work

People want to find meaning in their daily lives and make a difference through their work. This requires a holistic understanding of work, calling, life, relationships, community, influence, health, and the environment. BGU teaches the personal calling of work, ethics of work, spirituality of work, and personal/ organizational mission and work. Recognized as a global leader in these topics, BGU has taught theology of work to faculty and leaders in colleges, seminaries, and agencies in almost 40 countries. Applied to all aspects of business and city transformation, this provides a united underpinning within every BGU course.

5. Academic Quality and Breadth

BGU's faculty are world-class subject matter experts in their respective fields and regions of the world. Students learn from the best on the subjects of global research and theory and are equipped with the scholarship disciplines they need to be global thought and action leaders.

6. Practical Skills

In-the-action urban leaders demand immediate application. All of BGU's programs allow students to continue in their current work situations. Students write assignments to their own family and work teams (Personal Learning Communities) rather than professors. Students work on assignments that solve current problems they are facing in their work. Students work in geographically-dispersed teams that require application of global technologies and tools that will

immediately increase their skills at communicating in a globalized world. Many of BGU's top areas of expertise involve practical skills essential for effective community development, project management, leading teams and accessing resources.

7. Innovation and Entrepreneurship

Many in the BGU network serve in developing economies where new organizations and new solutions are essential. Culturally-diverse classrooms dictate that no single professor has all the answers. As a result, BGU has had to create learning experiences based on cross-cultural immersions, problem solving, intense dialogue and various tools to help students reflect constantly on the 'why', as well as the 'how', of what they are learning. This diversity of learning approaches gives students timeless and emerging principles they can build a lifetime of innovation upon. The relationships that are forged expand the student's vision and network to a global perspective.

Appendix 33.

MATL Desired Learning Outcomes

Required work for the Master of Arts in Transformational Leadership (MATL) degree will include a total of 36 semester credit hours. Students may take a minimum of two years and a maximum of seven years to complete their degree. Courses at BGU are offered in multiples of three or six credits. Here are the desired learning outcomes for the MATL program:

CRITERIA	MATL – MATL students will:
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Demonstrate growth in their understanding of how God is working in their lives and in their relationships with community. • Articulate the biblical foundations for their personal values and life principles, as well as those they use in their organizations and/or ministries.
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Explain how transformational leadership has deepened their understanding of God's calling on their lives and work. • Demonstrate that they have adopted the Kingdom of God perspective on the world while collaborating with local communities. • Propose incarnational leadership strategies that will engage urban communities and organizations.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Demonstrate growth in understanding how to steward their entrepreneurial, innovative, and initiative-taking leadership skills. • Demonstrate that they know how to enable and equip organizations and groups to make decisions based on a biblical worldview that fit specific contexts.
Skills – What hands-on skills will be taught, demonstrated and evaluated in this program?	• Create, carry out, and assess business or organizational plans. • Demonstrate that they practice ethical and managerial skills based on a biblical worldview. • Demonstrate their ability to reconcile differences between individuals and groups across diverse ethnic, economic, and cultural barriers within global contexts.
Application – How will the student apply the content of this program in their life and work during their studies and after they graduate?	• Analyze and address challenges in urban areas while building community. • Engage city leaders in cooperative and transformative endeavors. • Adopt and implement ethical practices in transformational leadership within their organizations.

Appendix 34. MATL Program Outline

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
Foundational Core Courses				
LDR 612	Transformational Leadership <i>or</i>			
PRM 606	Urban Immersion <i>or</i>		3	
MIS 605	International Immersion			
TOW 601	Theology of Work		3	
ASM 602	Personal Assessment & Calling		6	
Credit subtotal			12	
Option 1: Global Pastoral Leadership				
THE 630	Global Narrative Theology		3	
PST 601	Biblical Ministry		3	
PST 602	Holistic Education		3	
PST 603	Pastoral Care		3	
PST 604	Missional Preaching		3	
Credit subtotal			15	
Option 2: Global Urban Leadership				
USC 606	Relief, Development & Advocacy		3	
USC 608	Exegeting Your Community		3	
USC 607	Asset-Based Community Dev./Appreciative Inq.		3	
USC 612	Engaging City Leaders		3	
THE 630	Global Narrative Theology		3	
Credit subtotal			15	
Option 3: Global Organizational Leadership				
MSC 605	Social & Civic Entrepreneurship		3	
MSC 607	Toolkit 1: Vision, Values, Strategy & Measure.		3	
MSC 608	Toolkit 2: Marketing, Social Media, etc.		3	
MSC 609	Toolkit 3: Operations, Planning, Project Mgmt.		3	
MSC 612	Toolkit 4: Financial Resourcing & Partnerships		3	
Credit subtotal			15	
Option 4: Customized Mentored Transformational Leadership Study				
	Any BGU master's degree course			
	In this option, students are allowed to take the core classes			
	and then create their own specialization.			
Credit subtotal			15	
Electives and Conclusion				
Electives	Credits chosen from any master's degree course		6	
MFP 601	Master's Final Project		3	

Appendix 35.

EMBA Desired Learning Outcomes

Required work for the Executive Master of Business Administration (EMBA) degree will include a total of 36 semester credit hours. Students may take a minimum of two years and a maximum of seven years to complete their degree. Courses at BGU are offered in multiples of three or six credits. Here are the desired learning outcomes for the EMBA program:

CRITERIA	MBA Outcomes – EMBA <i>students will...</i>
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Incorporate ethics based on a biblical worldview as a fundamental guide to personal values. • Acknowledge their dependence on God in their leadership practices within their organization in response to God’s call on their lives, especially in the market place.
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Deepen their understanding of the global economic landscape while contextualizing their skills to meet the needs of today’s changing business environments. • Share in the experiences, goals and growth path of those in their business teams, using their knowledge and skills to achieve a common vision. • Recognize the need to empower, affirm, and support team members to become effective leaders.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Demonstrate understanding of and competence in the principles of transformational leadership. • Gain further competence in developing their organizations with emphasis on organizational vision and purpose, strategic thinking, marketing and planning, economic and legal best practices, principles of accounting, and analytical skills.
Skills – What hands-on skills will be taught, demonstrated and evaluated in this program?	• Demonstrate proficiency in global transformational leadership, including assessment of organizational culture, behavior, and performance. • Exhibit proficiency in transformational management (data management, people management, economics and financial management, process and systems optimization, change management, project management) while meeting relevant international standards in accounting and finance. • Create or contribute to creating a ‘Joy at Work’ environment where people are empowered to find

	purpose and meaning in their work while serving a common good.
Application – How will the student apply the content of this program in their life and work during their studies and after they graduate?	• At the individual course level: identify fissures in existing organizations, applying transformational management skills to develop solutions and evaluation strategies. • At the capstone level: demonstrate the ability to apply their learning to transform their existing organization or to create a new one.

Appendix 36. EMBA Program Outline

Here are the courses that are required to complete the 36-credit EMBA program:

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
Core Courses				
MBA 600	Work, Calling & Human Dignity		3	
MBA 621	Vision, Values, and Culture		3	
MBA 623	Ecology and Sustainability/EOM		3	
MBA 625	Global Economics and Wealth/EOM		3	
MBA 627	Leadership Systems		3	
MBA 629	Change Management		3	
MBA 631	HC: Leadership & People Development/EOM		3	
MBA 633	Law, Ethics, Giving Voice to Values		3	
MBA 635	Business and the City Ecosystems/EOM		3	
Credit subtotal			27	
Electives				
MBA 637	Measurement, Metrics, Data Analytics			
BUS 612	Organizational and Business Dispute Resolution			
BUS 614	Peace Building			
LDR 630	Transformational Communication			
Any other master's level class offered by BGU			3-6	
Finalization				
CAP 601	Capstone			
Credit subtotal			3-6	
			36	

Core Tenants of BGU's EMBA

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

Appendix 37.

DMin Desired Learning Outcomes

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

CRITERIA	DMin – <i>DMin students will</i>
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Demonstrate a strong theological, hermeneutical and exegetical basis for their life and work, especially in the context of authentic community. • Demonstrate strong personal spiritual growth that significantly increases right relationships with God, self, the communities they serve, and creation.
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Recognize and take advantage of the diversity in the Church, gathered and scattered, as a gift of God, ethnically, economically, culturally, theologically, and globally. • Embrace the eight perspectives of transformational leadership to advance God’s kingdom: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Equip urban Christian leaders through a cooperative exchange of theological and missional ideas, experiences, and knowledge, stewarded for and with vulnerable people and places. • Demonstrate a global perspective, with a Christian worldview, self- awareness, and knowledge of how to develop meaningful global partnerships.
Skills – What hands-on skills will be taught, demonstrated and evaluated in this program?	• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication, to address ministry or church-related leadership issues. • Evaluate global models of ministry to engage the global Church in addressing oppressive conditions in various cultures and contexts.
Application – How will the student apply the content of this program in	• Demonstrate transformational leadership in implementation of holistic ministries and

their life and work during their studies and after they graduate?

organizational approaches within the global Church context and local communities.

- Equip congregations to minister to, mentor, and disciple local and global communities to carry out the Great Commission and the Creational Mandate.

Appendix 38. DMin Program Outline

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

Appendix 39.

DTL Desired Learning Outcomes

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

CRITERIA	DTL – <i>DTL students will:</i>
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Demonstrate a biblical or theological basis for their life and work, especially in the context of authentic community. • Demonstrate personal spiritual growth that significantly increases right relationships with God, self, others, and creation.
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Demonstrate their recognition of diversity as a gift of God, ethnically, economically, culturally, and globally. • Demonstrate implementation of the eight perspectives of transformational leadership within their organizational contexts: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Be engaged in a cooperative exchange of ideas, experiences, and knowledge, stewarded for and with vulnerable people and places. • Demonstrate a global perspective, with a Christian worldview, self-awareness, knowledge of how systems work globally, and growing international relationships.
Skills – What hands-on skills will be taught, demonstrated and evaluated in this program?	• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication. • Demonstrate an entrepreneurial capacity to address oppressive conditions in various cultures and contexts through relief development or advocacy.
Application – How will the student apply the content of this program in their life and work during their studies and after they graduate?	• Demonstrate transformational leadership in implementation of holistic mission and organizational approaches within a global urban context. • Make a significant transformational impact in their local environments through contextualizing theories and best practices learned throughout the educational journey.

Appendix 40. DTL Program Outline

Course No.	Course Title	Date Taken	Credit Hrs.	Grade
Core Courses				
OVI 701	Overture 1 (offered in a variety of cities around the globe)		8	
RES 701	Dissertation Proposal Design*		4	
DIS 701	Dissertation (Parts A through D)		8	
Credit subtotal			20	
Option 1: City Transformation				
IUL 702	Int'l Urban Leadership		8	
MCC 710	Exegeting your Community (take first)		4	
MCC 712	Asset-Based Community Dev/Appreciative Inquiry (2nd)		4	
MCC 711	Identifying/Gathering City Leadership (3rd)		4	
Credit subtotal			20	
Option 2: Entrepreneurial Organizational Transformation				
ASM 701	Organizational Assessment		8	
Elective 1	To be determined upon the advice of your advisor		4	
Elective 2			4	
Elective 3			4	
Credit subtotal			20	
Option 3 – Cultural Transformation				
ASM 702	Personal Assessment		8	
Elective 1	Combination of mentored, independent, directed studies, traditional courses, and/or urban immersions.		4	
Elective 2			4	
Elective 3			4	
Credit subtotal			20	
Option 4 – Creative Transformation				
Elective 1	To be determined upon the advice of your advisor		8	
Elective 2			4	
Elective 3			4	
Elective 4			4	
Credit subtotal			20	

Specializations:

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

Option 1 Program:

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

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

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

Option 2 Program:

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

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

Option 3 Program:

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

(4) Creative Transformation: With this option, DTL students are encouraged to create a degree that specifically meets the needs of his/her work or ministry.

Option 4 Program:

- Overture 1: Held in various regional and international settings
- Specialization: (20 credits): combination of Mentored Studies, Independent Studies, Electives, Courses and/or Urban Immersions.
- RES 701: Dissertation Proposal Design
- DIS 701: Dissertation: Major project focused on Cultural Transformation

Appendix 41.

Degree Completion Requirements

DMin Degree Requirements

- 40 semester credits
- 3.0 overall grade point average (gpa) minimum
- No course grade below a B-
- Advanced to candidacy status once 32 credits completed and passed
- Must complete within two to seven years
- Complete an 8-credit dissertation and pass oral defense

DTL Degree Requirements

- 40 semester credits
- 3.0 overall grade point average (gpa) minimum
- No course grade below a B-
- Advanced to candidacy status once 32 credits completed and passed
- Must complete within two to seven years
- Complete an 8-credit dissertation and pass oral defense

MATL Degree Requirements

- 36 semester credits
- 3.0 overall grade point average (gpa) minimum
- No course grade below a B-
- Advanced to candidacy status once 30 credits completed and passed
- Must complete within two to seven years
- Complete a master's final project or capstone

EMBA Degree Requirements

- 36 semester credits
- 3.0 overall grade point average (gpa) minimum
- No course grade below a B-
- Advanced to candidacy status once 30 credits completed and passed
- Must complete within two to seven years
- Complete a capstone project

PhD Degree Requirements

- 60 semester credits
- 3.0 overall grade point average (gpa) minimum
- No course grade below a B
- Advanced to candidacy status once 50 credits completed and passed
- Must complete within two to seven years
- Complete a dissertation

Appendix 42. Academic Calendar

2026-27 ACADEMIC YEAR

Two Semesters/Two Modules per Semester

FIRST SEMESTER

2026 – Module 1

July 1 – September 30, 2026 (classes begin on 07/01/2026)

*Independence Day	July 4, 2026
*Labor Day	September 7, 2026
Constitution Day	September 17, 2026

2026 – Module 2

October 1, 2026 – December 31, 2026 (classes begin on 10/01/2026)

*Veteran's Day	November 11, 2026
*Thanksgiving Holiday	November 26-27, 2026
*Christmas Holiday	December 24-25, 2026
*New Year's Day	December 31, 2026 - January 1, 2027

BGU offices will be on a reduced schedule from December 26-30, 2024; therefore, response times may be longer than normal. Thank you for your understanding.

SPRING SEMESTER

2027 – Module 3

January 1, 2027 – March 31, 2027 (classes begin on 01/04/2027)

*Martin Luther King's Birthday	January 18, 2027
*President's Day	February 15, 2027

2027 – Module 4

April 1, 2027 – June 30, 2027 (classes begin on 04/01/2027)

*Good Friday	March 26, 2027
*Memorial Day	May 31, 2027

2027 Graduation & Commencement	June 05, 2025
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*BGU Administrative Holiday – Offices Closed

For an up-to-date listing of courses go to www.bgu.edu and click on the desired degree.

Appendix 43.

BGU Administrative Team

The following members have been assigned administrative duties, are salaried, and have been appointed by the Academic Dean, in consultation with the Academic Cabinet.

Bryan McCabe

BGU President

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MA, California State University, Fresno, CA 2005
- ◆ BS, Malone University, Canton, OH 1999

Professional Experience: Bryan McCabe serves as BGU President after serving for several years as BGU's Academic Dean and DTL Director. He is also a pastor at North Way Christian Community, a multi-site, nondenominational church located in Pittsburgh, Pennsylvania. He leads the North Way East End campus located in the heart of a diverse, urban neighborhood called East Liberty. He also leads a faith-based youth mentoring initiative called the Learning and Mentoring Partnership, or L.A.M.P., in the Homewood neighborhood of Pittsburgh. Bryan is passionate about multi-ethnic church, cross-cultural ministry, high risk youth, and incarnational leadership. He speaks frequently on those subjects locally in Pittsburgh, and he has also had the opportunity to teach and do research globally in India and Latin America. As a former public school teacher and administrator, he also enjoys mobilizing Christians to become engaged in education. Bryan lives out incarnational leadership in Homewood with his family.

Brad Smith

BGU Chancellor

- ◆ DMin in Transformational Leadership, Bakke Graduate University, Seattle, WA, 2008
- ◆ ThM in Systematic Theology, Dallas Theological Seminary, Dallas, TX 1988
- ◆ BA in Business Management, Texas A&M University, College Station, TX, 1981

Professional Experience: Brad Smith is the Chancellor of BGU after serving for 20 years as its President. He is also a board member of the World Evangelical Alliance, Leader Formation International, and board chairman of visionSynergy. He served as a legislative assistant to two U.S. Senators in areas of foreign relations and agriculture and was on the founding team of the Center for Christian Leadership at Dallas Seminary in 1986, where he spent seven years developing spiritual formation and leadership programs. President Smith also was the founding pastor of Kessler Community Church in Dallas, Texas. He also served as President of Leadership Network.

Belete Mebratu

Academic Dean

- ◆ PhD, State University of New York, Buffalo

- ◆ MBA, Graduate School of Business & Leadership, Medaille College, NY
- ◆ MA in Curriculum and Instruction, Addis Ababa University, Ethiopia
- ◆ BEd in Pedagogical Sciences, Addis Ababa University, Ethiopia

Professional Experience: Dr. Belete Mebratu is a Professor of Record at BGU. He has worked in the capacity of a Professor at Medaille College, New York, with his earlier experience as a lecturer at Addis Ababa University, Ethiopia. His educational backgrounds are MBA from Graduate School of Business and Leadership, Medaille, New York State, USA (2014); PhD from the State University of New York (SUNY), USA (2004); MA from Addis Ababa University (1996); and BA (Gold Medalist, 1989) from Addis Ababa University, Ethiopia. Dr. Mebratu's teaching and research areas include research, educational reforms, quality systems, institutional effectiveness, accreditations, and business administration. He is a Fulbright Senior Specialist Program Candidate.

Martine Audéoud

Academic Advisor to the President; Director of PhD Degree Program

- ◆ PhD in School Administration and Supervision, Berne University, PA
- ◆ DMin in Urban Leadership, Bakke Graduate University
- ◆ MPh in Missiology, New Covenant International, FL
- ◆ MA in Educational Leadership, The Open University, Great Britain

Professional Experience: Martine served for over 25 years in Africa and Haiti. She helped coordinate urban consultations with Ray Bakke and Glenn Smith in Abidjan and Haiti and eventually did her DMin with BGU. After having served for 8 years as associate director of the Masters and Doctoral Programs in Holistic Development and Transformational Leadership of the theological seminary of the Christian Alliance (FATEAC – now University of the Christian Alliance in Abidjan/UACA) in Abidjan, Côte d'Ivoire, she has relocated to France to serve as BGU's Academic Dean. She is also an associate member of Global Scholars, a Christian university professors' network. She has a variety of publications both in the field of Educational Management and of Transformational Leadership.

Merle Baldwin

Director of Administration & Finance

- ◆ ASc in Agriculture, Jamaica School of Agriculture
- ◆ BSc in Agronomy, University of the West Indies, St. Augustine
- ◆ MBA (course work only), Manchester School of Business

Professional Experience: Merle has performed a wide range of duties relating to general administration, financing and accounting; new product development; production efficiency, and, human and resources management for over twenty years in the print and food industries as the Director of Administration/Finance. She has written several successful business proposals for private companies funded by local banks and the European Union and, as part of a team,

produced agricultural proposals for the Government of Jamaica which were funded by international donor agencies including the World Bank. Notwithstanding, it is her love for the less fortunate that drives her life-long work in ministry. She has merged her love for the culinary arts with serving others, whether homeless persons, Sunday School young adults, or inner-city children. Merle has two adult Christian, married children, and one grand-baby girl.

Julia Burk

Executive Assistant to the President/Office Manager

Professional Experience: Julia began working at BGU in March of 2020 after working at Leadership Network for 20 years as Program Coordinator. She serves as the BGU office manager, associate registrar, and human resources representative.

Sarah Dhanaraj

HR Coordinator

- ◆ B.E., Madras University, India

Professional Experience: Sarah has served as a Missions mentor at SIM for 18 years having served in several departments over that span of time. Her love for people and her desire to see them walking in the will and purposes of God has been her driving force over those years. She is a qualified Prayer Companion. Drawing from past experiences in her own life and coupled with her training from the Trauma Healing Institute, she seeks to walk alongside those who carry heart wounds to help bring Bible-based healing into their lives.

Zachary Hamilton

Chief Operations Officer

- ◆ DTL, Bakke Graduate University, Dallas, TX (2019)
- ◆ MASCE Bakke Graduate University, Seattle, WA (2012)
- ◆ BSc in Biblical Studies, Baptist College of Florida, Graceville, FL (2009)

Professional Experience: Dr. Hamilton is a decorated United States Air Force (USAF) veteran. Zachary earned a Doctor of Transformational Leadership and an M.A. in Civic and Social Entrepreneurship from Bakke Graduate University. He also holds a B.S. in Biblical Studies from the Baptist College of Florida. As a capacity builder and transition management specialist, Zachary has led numerous social and professional organizations through intense, high-pressure situations. As a community organizer, Zachary has catalyzed peer-based personal and professional development programs in several prison systems throughout the U.S. These programs continue to impact hundreds of men each year. Zachary is also a trained coach through *CoachNet* (now *Fluxify*) and *QuickStep Coach Training*. Dr. Hamilton's areas of interest include asset-based community development, community organizing, design thinking, branding and marketing, narrative theology, organizational development, and leadership development.

Lester Hirst

PhD Academic Coordinator; Professor of Cross-Cultural Engagement and Change Management

- ◆ PhD, Trinity International University (1994)

- ◆ MDiv, Denver Seminar (1976)
- ◆ BA, Southwestern College (1973)

Professional Experience: Dr. Hirst has completed a PhD in Adult Education Studies (Trinity International University), an MDiv in Theology and Missions (Denver Seminary), and a BA Bible and Missions (Southwestern College). Dr. Hirst joins us from Tennessee where he is semi-retired after 42 years of cross-cultural ministry, creating church-based leadership development and discipleship programs in Latin America, Asia and the US. He served as Chair of the Department of Cross-cultural Studies and Spiritual Life Director at Arizona Bible College, and Chaplain of the Adult Continuing Education Division of Judson College. He has taught a wide range of courses, including Ethnic America, Cross-cultural communications (among many other missions courses), Gospel of John, Research, and Spanish. He brings to BGU extensive experience in church planting, executive leadership, change management, and program and project management. Dr. Hirst has a global ministry, having taught workshops and seminars on all six continents. Life-long learning is his passion and brings that passion to learners in every class.

Marcel Hutson

Caribbean DTL Student Advisor

- ◆ DTL, Bakke Graduate University, Dallas, TX
- ◆ MEd, University of Guyana
- ◆ BSc in Social Science, University of Guyana
- ◆ BA in Theology, Caribbean School of Theology

Professional Experience: Marcel Hutson has worked as an educator for over 33 years. He holds a DTL (Bakke Graduate University), a master's degree in Education Planning Management and Supervision (University of Guyana), a Post Graduate Diploma in Education Administration (University of Guyana), a Bachelor of Social Science-Sociology (University of Guyana), a BA in Theology (Caribbean School of Theology), and a Trained Class 1 Grade 1 Teachers' Certificate (Cyril Potter College of Education). Dr. Hutson has served in the Central Ministry of Education in Guyana as Assistant Chief Education Officer (Primary), Deputy Chief Education Officer (Development), and is currently the Chief Education Officer where he manages the delivery of Education nationally. Dr. Hutson is an ordained minister in the Assemblies of God Fellowship where he functions as an evangelist, Pastor, and Director of the Children's Ministries. He is also a director of the non-governmental organization, Generation Next, of his local church. Dr. Hutson takes a special interest in seeing young people in particular fulfill their God-given potential that resulted in the publication of his book *Born to Succeed*.

Paulette Jordan

Director of DTL Degree Program

- ◆ EdD, Liberty University
- ◆ DMin (candidate), Bakke Graduate University

- ◆ MA, Human Organizational Science, Villanova University
- ◆ MA, Religion, Liberty University Theological Seminary (2006)
- ◆ MBA, Liberty University (2010)
- ◆ MSc in Entrepreneurial Management, Stratford University (2016)
- ◆ BA in Secondary Education, University of Memphis

Professional Experience: Dr. Paulette Jordan is a retired Air Force Logistics Officer who has been teaching at the college level for over 30 years. As she traveled on active duty, she also sought opportunities with local universities in the U.S. and four countries overseas. After 24 years on active duty, she had taught and led faculty teams at seven universities and two community colleges. In her first fulltime position after retiring from the Air Force, she served in a tenure-track position for the Alamo District in San Antonio, Texas. She has also served as a Campus Director, Faculty Lead, Department Chair, a Dissertation Content Expert, a Visiting Professor, an Adjunct Professor and a Military Outreach Manager. She is currently serving at a private, Christian university as a site supervisor overseeing student teachers in their final semester. Outside of the classroom, Dr. Jordan has successfully owned and operated several small businesses and served on management teams and consulting groups with major corporations. Dr. Jordan believes that God is the source of all wisdom and that HE is in charge of her life and classrooms.

Nita Kotiuga

Director of Spiritual Formation

- ◆ DTL, Bakke Graduate University, Dallas, TX, 2017
- ◆ MTS, Concordia University, Montreal, Quebec, Canada,
- ◆ BA, Psychology, Concordia University, Montreal, Quebec, Canada.

Professional Experience: Nita Kotiuga started her ministry and training experience with her involvement with InterVarsity Christian Fellowship as a student and later as a staff worker. She worked at two Cegeps (junior colleges which most students attend for two years after grade 11) and Concordia University for about six years. At that point, her first daughter was born, the second daughter three years later. Her involvement in the Christian community became limited to heading up the Women's Ministries at her church. Her dissertation was based on spiritual formation at the workplace.

Yvonne McKenzie

Director of MATL Degree Program

- ◆ DTL, Bakke Graduate University, Dallas, TX, 2018
- ◆ MASCE, Bakke Graduate University. Dallas, TX 2016
- ◆ BA, University of the West Indies, Jamaica

Professional Experience: Yvonne is a graduate of the Doctor of Transformational Leadership (DTL) degree at Bakke Graduate University. She also graduated with a MASCE degree and is a graduate of the University of the West Indies. Her banking career spans over three decades working with major banking institutions in Jamaica. Her many and varied areas of expertise include the implementation and support of banking platforms and online banking systems, quality assurance, system testing and teaching. She served as Customer Service supervisor, as well as, trainer, and manager of the Implementation and Support and Quality Assurance and Testing Units of the bank's Information Technology Division. She now serves as the Director of the MATL degree as well as guiding teaching assistants and assisting with the eLearning Team.

Julie McCabe

Graduation Coordinator

- ◆ MATL, Bakke Graduate University, Seattle, WA (2024)
- ◆ BA in Business Administration, Malone University, Ohio

Professional Experience: A recent graduate of the BGU Master of Arts in Transformational Leadership (MATL) program, Julie McCabe has held roles in the professional world, within the church and parachurch ministries, and in the educational realm. She has a heart for urban ministry and has specifically served youth and families over the past two decades while prioritizing her goal to be a stay-at-home wife and mother. Married over 25 years, Julie and her husband, Bryan, have three children all in various levels of college. McCabe currently resides in Pittsburgh, Pennsylvania and serves as both a High School Volleyball Coach and as the Graduation Coordinator for BGU.

Nathalia Mighty

eLearning Director

- ◆ BSc in Information Technology

Professional Experience: Nathalia joined the BGU family in BGU in 2009. She has worked as an IT professional for almost 20 years in several industries including: finance, insurance and education. Nathalia lives in Jamaica, and in addition to serving at her local church, she volunteers with the Red Cross Society of Jamaica and other community development organisations. She is blessed to be part of a family that loves out loud and is the proud mother of a teenage daughter.

Bunmi Morgan

Registrar

- ◆ MBA, Thunderbird Graduate School of Global Management
- ◆ BSc, Barry University

Professional Experience: Bunmi's experience of living in Nigeria, Liberia, the Philippines, and the United States, sparked her interest in cross cultural communications and international business. She spent six years in college admissions, where she was passionate about working with international students. She also spent several years in pharmaceutical sales, interacting with physicians and pharmacists, before changing directions to home school her children. While

homeschooling she worked part time in educational sales and marketing, growing her assigned territory and training tutors and directors. Bunmi has two college aged children and resides in Maryland with her husband.

Scholastica Olagunju-Wilson

Director of the Executive MBA Degree Program

- ◆ DTL, Bakke Graduate University
- ◆ MBA, George Washington University
- ◆ MSc in Economics, University of Benin
- ◆ BSc in Economics, University of Benin

Professional Experience: Scholastica Olagunju is the Founder and President of Center for Leadership Development (CLD) and *GiveCare* project that uses entrepreneurship for leadership development through micro finance dedicated to low-income communities, especially through women empowerment and youth development. For 20 years she has assisted various organizations in the United States and Africa to meet set-up and strategy needs. Her goal is to create healthier and more productive communities through specialized funds management, sound and effective leadership, personal/organizational skills and dynamics for higher performance. She undertook the German Competency Based Economies through Formation of Entrepreneurs (CEFE) Program, which enables her to train trainers of entrepreneurs on startups. A certified mediator, Scholastica has served on several leadership think tanks, including United Nations Development Program. She also served as Mentor/Coach, Strategic Partners Initiative (2006), a capacity building program for non-profits and community-based organizations of the Office of Partnerships & Grants Development, Mayor's Office, Washington DC. Scholastica served on the board of a few organizations, including New Covenant Dominion Federal Credit Union, New York; Bowels of Mercy International and Computers for African Schools, Maryland. Her immediate past assignments include Executive Director, Community Programs, Christian Development Foundation (CDF); Director of Development, New Covenant Community Development Corporation (NCCDC), New York and Adjunct Professor, Ambassadors College of Ministries and Theological Seminary, New York. Scholastica and her husband Jide are ordained ministers of the gospel and have three beautiful children.

Krisztina Olah

Director of Marketing

- DTL, Bakke Graduate University, Dallas, Texas
- MA in Communication Mgmt, University of Miskolc
- MSc in Business Economics

Professional Experience: Krisztina has lived in Budapest, Hungary since 2004. She has two master's degrees, one in economics and one in business communication. In 2022, she finished her DTL dissertation, which focused on ethical business decisions among Hungarian Christian leaders. Krisztina has been working for Hungarian and international companies and organizations in different roles as marketing and communication professional in Hungary, Germany, and the U.S. In recent times, her professional work focuses on digital communication, where she creates and maintains websites, social media platforms, and email campaigns.

Kathy Pierburg

Director of Certificates

- ◆ PhD, Bakke Graduate University (in progress)
- ◆ MASCE, Bakke Graduate University
- ◆ BSc in Secondary Education, University of Illinois

Professional Experience: Kathy is currently completing her Ph.D. with BGU. Kathy's dissertation focus is on the leadership experience of women leaders in grassroots economic empowerment efforts in a decentralized mission organization. In addition to her ongoing academic studies, Kathy has served in both church and nonprofit leadership roles. Over the last several years, she has served her local church as the Director of Missions and Outreach. In this role, she fosters the relationship between local and global mission partners and the local church. Before that, she was part of the founding team of a cross-cultural nonprofit organization focused on business as mission and the empowerment of the local leaders in situations of material poverty in Guatemala. She is a wife and mother to two college-aged daughters and one high school-aged son.

William Payne

Director of Doctoral Final Projects

- ◇ ReID, Claremont School of Theology, California
- ◇ BA, Chapman College, California

Professional Experience: Dr. Payne is currently Final Project Director for BGU and independent grant writer for non-profit organizations. He worked on the leadership team that founded the Northwest Graduate School in 1990 (now BGU), serving as dean from 1992 to 2001 and then president until 2003. Payne was the Adult Education Pastor at Overlake Christian Church in Washington, 1986-1992, and previously served in other pastoral and school administration positions for several churches and schools in Oregon and California.

Jennifer Roman

Librarian

- ◆ MLS – University of the West Indies
- ◆ Postgraduate Diploma in Librarianship – Polytechnic of North London, England
- ◆ BA, University of Guyana

Professional Experience: In 2011, Jennifer Roman joined BGU as their Librarian. She has worked in the library field for some 30 years - in Guyana, Antigua and Barbuda, Barbados, and the USA.

Dotun Reju

Professor of Leadership and Theology of Work

- ◇ DMin, Bakke Graduate University, Seattle, WA
- ◇ MA, West Africa Theological Seminary, Ikeja, Lagos, Nigeria
- ◇ BA, University of Lagos, Lagos, Nigeria

Professional Experience: Oladotun Reju is founding Pastor of The Kingdom Citizens' Pavilion, Jos City Nigeria. He was trained as a banker and has been in ministry vocation for 19 years. "Dot" is the visionary of the Kingdom Citizens International School and Kingdom Citizens College, and serves as the Director of Patris Empowerment Initiative, a Social-Political Action group for the promotion of responsible Governance and citizenship in Nigeria. He holds a Bachelor of Science degree in Sociology from University of Lagos, a Master of Arts in Christian Leadership from The West African Theological Seminary, Lagos and a Doctor of Ministry in Transformational Leadership for the Global City from Bakke Graduate University, Seattle, WA. In addition to Pastoring the Kingdom Citizens Pavilion, he also serves as the Chief Resource Person of the Jos based Center for Transformational Leadership. Dr. Reju has been stewarding the *Theology of Work Grant Program* for the US-based Mustard Seed Foundation for about three years.

Allison Sherwin

Admissions Director

- ◆ MATL (in process) Bakke Graduate University
- ◆ BA, Pomona College, Pomona, CA

Professional Experience: Allison, her husband and son have lived in Cape Town, South Africa since 2012 working with a ministry focused on making disciples and training leaders to ignite church planting movements among the neglected peoples of the earth. She has a strong track record of working in cross-cultural ministry teams, mentoring individuals and shepherding groups through transformative Christian learning experiences that focus on inward and outward fruitfulness. She studied at the St. John's Leadership Academy from 2021-2023 in Cape Town and served on the staff team as the Administrator and Student Liaison. Their mission is to form pioneering, mission-shaped church leaders for their context. She loves the global church and working to build bridges across differences.

Godspower Ugboh

Africa DTL Student Advisor

- ◆ PhD, Bakke Graduate University
- ◆ DMin, Bakke Graduate University
- ◆ MA in Intercultural Studies, Asia Pacific Theological Seminary
- ◆ BA in Theology, West Africa Theological Seminary

Professional Experience: Dr. Godspower Ugboh is a dynamic Evangelical Orthodox theologian and innovative urban leadership professional with more than fourteen years of invaluable hands-on experience handling several theological education studies, pastoral leadership training / ministry, creative leadership design, concept creation, and Church growth techniques. He excels in developing theological education curriculum and models with innovative biblical skills to increase theological reflections, liturgical ministry, and theological academic research. His research interest includes Church digital innovativeness, diffusion of innovation, sustainable church development, scenario thinking, and strategic planning.

Appendix 44. Adjunct Faculty

The following Adjunct Faculty have been approved by the Academic Dean, in consultation with the Academic Cabinet, to teach courses, independent studies, dissertation/project supervision, and/or guest lecture for Bakke Graduate University.

Ransom Affram

Professor of Case Study Analysis

- ◆ PhD, Trinity Theological Seminary, Legon, Ghana
- ◆ DMin, Bakke Graduate University
- ◆ MA in Social Sciences, Azusa Pacific University
- ◆ BSc in Chemical Engineering, Kwame Nkrumah Univ. of Science and Technology

Professional Experience: Capacity and function development can generally describe Ransom Affram's conviction and passion. All of his university degree projects echo his design and research desires for building national assets, ministry leadership, missions financing, and missiological capital. Initial faculty roles and 36 years of ministry leadership experience reveal his teaching, research and development interests. His recent doctoral research themes emphasize executive gospel leadership which was contextualized with particular reference to organizational ecology and global city, respectively. He prioritizes personhood based on how people bear God's image so they are enabled to experience Christ's gift of eternal life for humankind.

Joel Aguilar-Ramirez

Global Christian History

- ◆ PhD, University of Pretoria, South Africa
- ◆ MAGUL, Bakke Graduate University
- ◆ BTh, Central American Theological Seminary, Guatemala

Professional Experience: Joel has PhD in Practical Theology granted by the University of Pretoria in South Africa, a master's degree in Global Urban Leadership from Bakke Graduate University in Dallas, Texas; master's Studies in Theology from Seminario Teológico Centroamericano, in Guatemala, and a bachelor's in theology from the same institution. Currently Joel is part of the Dean's office at CETI (Comunidad de Estudios Teológicos Interdisciplinarios) in Costa Rica. Joel has been involved in the non-for-profit sector for 13 years, serving marginalized communities and doing leadership development in communities marked by poverty and violence. Joel has designed courses at a higher education level for different master's programs at institutions like Central American Theological Seminary, CETI, and The Seattle School of Theology and Psychology, and Street Psalms. Joel has a passion to connect complex ideas in academic settings with the realities of the urban environment.

Ronke Akinnola

Professor of Research

- ◆ DMin, West Africa Theological Seminary
- ◆ MA in Christian Leadership, West Africa Theological Seminary

◇ Higher National Diploma, Auchi Polytechnic, Auchi

Professional Experience: Dr. Ronke Akinnola is a pastor with the House of Freedom, Lagos, Nigeria, a faith-based conglomerate comprising two educational institutions, an NGO, a leaders' network and eight church expressions. She has served as Chairman of the God Bless Nigeria Church organization, a platform for empowerment and transformation of the vulnerable and disadvantaged in the urban slums of Lagos metropolis. She is the National Coordinator and Director of the Freedom Pastors' Network and Academy—a non-denominational training network of serving grass-root pastors in Nigeria, and former Rector of The Bible Institute of the House of Freedom. Ronke began her career as a civil servant with the Federal Ministry of Education Lagos, and retired as Principal Technical Instructor before she went into full time Christian ministry in 1998. She is the CEO of Zaza Konzult, a training and consultancy platform for Leadership Development and Conflict Management, and also currently on the MA (Lead) faculty of Trinity Western University, BC, Canada. Ronke Akinnola, a mother and grandmother, is passionate about church leadership development and competence in ministry, toward building a kingdom-influenced society.

Deon Anderson

Statistical Analysis

- ◆ DTL, Bakke Graduate University
- ◆ MSc, Water & Wastewater Engineering, Cranfield University, UK
- ◇ BSc in Chemical Engineering, Universidad de Camaguey

Professional Experience: Deon Anderson graduated from BGU with a Doctor of Transformational Leadership degree. His dissertation was entitled “Making Work Meaningful Through Education and Training for Water Treatment Operators, Supervisors and Engineers at Guyana Water Inc.” He also graduated with distinction from Cranfield University in England with a Master of Science degree in water and wastewater engineering. In BGU's early stages, Deon provided technical support to our faculty and students as we advanced into the e-learning world. He currently works for Guyana Water Inc. in Guyana as the Head of Water Quality.

Lisa Anderson-Umaña

Cross-Cultural Studies; Qualitative Research

- ◇ Ph.D. Trinity Evangelical Divinity School, 2015
- ◆ M.A., Wheaton College Graduate School, 1993
- ◆ B.S., Penn State University, 1982

Professional Experience: Lisa Anderson-Umaña has served as a missionary with Latin America Mission (currently called United World Mission) for 36 years living in Mexico City, Honduras, El Salvador and Costa Rica and traveling throughout the cities of Latin America. She presently resides in Honduras with her husband, Alfredo Umaña, both children currently attend Duquesne University in Pittsburgh, PA. Her work in Christian Camping International has entailed developing teams of instructors in ten different countries of Latin America who are dedicated to

training camp and church leaders how to be counselors, program directors and Bible study curriculum writers. Currently, she is focused on forming a multicultural team of writers/editors to create new camping materials for the CCI members in Latin America.

Nina Balmaceda

Peace & Reconciliation

- ◆ PhD in Political Science, University of Notre Dame du Lac
- ◆ MA in Government & Int'l Studies, University of Notre Dame du Lac
- ◆ MA in Int'l Peace Studies, University of Notre Dame du Lac
- ◆ JD equivalent, Pontifical Catholic University of Peru
- ◆ Bachelor in Law, Pontifical Catholic University of Peru

Professional Experience: Born and raised in Lima, Peru, Dr. Balmaceda is a scholar-practitioner whose work focuses on education and civic leadership development for justice, peace, and reconciliation. She holds a law degree from the Pontifical Catholic University of Peru; master's degrees in International Peace Studies, and in Government; and a Ph.D. in Political Science from the University of Notre Dame du Lac. Nina serves as associate director of the Center for Reconciliation and associate teaching professor of the practice of reconciliation at Duke University's Divinity School. She also serves as President of Peace and Hope International (PHI), a Christian nonprofit organization dedicated to preventing and confronting violence and other forms of injustice in Latin America. Nina has been teaching for CETI Continental since 2016, and she served as CETI's graduate dean in 2019-2020.

Pieter Brinksma

Professor of Global Ministry Development

- ◆ DTL, Bakke Graduate University
- ◆ MAGUL, Bakke Graduate University
- ◆ BEng, Higher Technical College Groningen

Professional Experience: Piet and his wife Riek have pastored an urban church in Amsterdam for almost 30 years. He was trained in information technology and worked in the IT industry company in innovation management and product development until 2005, when he was asked to serve as a national leader for the Foursquare Netherlands church network. He served in the role as national leader for 11 years. The last 7 years Piet has been focusing on the mission of the Church for the city. He chairs an apostolic council of network leaders in Amsterdam, which serves to empower and mobilize faith leaders to impact their city. Amsterdam is his primary place of calling but he also mentors and trains leaders in other cities to for reaching and serving their community. To be more equipped for this he did a master and a doctoral program for global urban transformational leadership at BGU. He is the co-founder of Urban Life (NGO), a collective of urban pioneers associated with the global City Changers Movement. He served in several international settings in the business world as well as serving in the context of ministry in European and Global councils of the Foursquare International Church and traveled intensively internationally for teaching, training and missions' purposes.

Jerome Coleman

Professor of Theology

- ◆ DMin, Piedmont Int'l University, 2017
- ◆ MDiv, Luther Rice University, 2008

Professional Experience: Dr. Jerome Coleman was formerly a Parole Supervisor for the Pennsylvania Board of Probation and Parole. He retired from the Parole Board in March of 2007 to pursue full-time ministry. He became the Executive Minister of the Bethlehem Baptist Church under the direction of Pastor Charles W. Quann in April 2007. Dr. Coleman was called to pastor the First Baptist Church of Crestmont in Willow Grove, PA in January 2008. He received his Master of Divinity from the Luther Rice Seminary in May 2008. The grace of God has allowed First Baptist to significantly multiply, mature, and make a difference in the community, under his leadership. In November 2016, Dr. Coleman successfully defended his doctoral Project, “Small Group Ministry in the Life of the First Baptist Church of Crestmont” and received his Doctorate in Pastoral Leadership from Temple Baptist Seminary of Piedmont International University, Winston-Salem, NC. He is currently the Moderator of the Suburban Baptist Association; Eastern Regional Director of the National African American Fellowship; Board member of the Baptist Resource Network; and a former Board Member of the Human Relations Commission and the Montgomery County Correctional Facility, Montgomery County, PA.

Mark Cox

Professor of Global Christian History

- ◆ PhD, Carolina University
- ◆ MDiv, Liberty University
- ◆ MRE, Liberty University
- ◆ MA, Liberty University
- ◆ BS, Liberty University

Professional Experience: Mark Cox, PhD, is a multifaceted individual with deep roots in multiple areas. He is a husband to Krystal and father to Miranda and Mark II. His love for education has led him through five degrees including a PhD in leadership (nonprofit management), Master of Divinity, Master of Religious Education, Master of Arts, and a Bachelor of Science. Mark has led in ministry for three decades and has filled multiple roles including music minister, youth pastor, evangelism director, Sunday school teacher, spiritual coach/mentor, counselor, and senior pastor (13 years). He maintains dual licensure with the Southern Baptist Convention and the Open Bible Churches. He has served in over 15 different denominations and parachurch organizations. Mark's leadership studies have centered on the competencies needed to lead small nonprofit organizations. Theologically, he continues to focus his teaching and education on the proof of the resurrection, the historicity of Jesus, the Gospels, and the trustworthiness of the New Testament.

Kit Danley

Professor of Asset-Based Community Development and Appreciative Inquiry

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MA, Fuller Theological Seminary, Pasadena, CA
- ◆ BS, Northern Arizona University, Flagstaff, AZ

Professional Experience: Kit Danley is the founder and president of Phoenix, AZ based Neighborhood Ministries, Inc., a comprehensive, holistic outreach that combines evangelism and church planting with many forms of community development and social justice engagement. This 30-year work has been featured in magazines like “World,” “Christian Century,” and “Christianity Today.” Kit has a sociology degree from Northern Arizona University, continued her education with Fuller Theological Seminary and finished her DMIN with Bakke Graduate University. Kit and her husband Wayne have two awesome young adult children who married wonderful people, two grandchildren, who are amazing. They recently adopted two beautiful Mexican-American girls, ages 15 and 17.

Ruth Padilla DeBorst

Professor of Theology

- ◆ PhD, Boston University
- ◆ MA Interdisciplinary Studies, Wheaton College
- ◆ Bed TESL, Lenguas Vivas (Argentina)

Professional Experience: Ruth yearns to see peace and justice embrace in the beautiful and broken world we call home. A wife of one and mother of many, theologian, missiologist, educator, and storyteller, she has been involved in leadership development and theological education for integral mission in her native Latin America for several decades. She serves with Resonate Global Mission, working with the Comunidad de Estudios Teológicos Interdisciplinarios (ceticontinental.org), coordinating the Networking Team of INFEMIT (infemit.org), and furthering missional leadership formation processes with the Christian Reformed Church of North America. She serves on the board of the Oxford Centre for Mission Studies. She lives with her husband, James, in Costa Rica as a member of Casa Adobe, an intentional Christian Community with deep concern for right living in relation to the whole of creation (casaadobe.org). Her degrees include a bachelor’s degree in Education (Argentina), an MA in Interdisciplinary Studies (Wheaton College), and a PhD in Theology with emphasis on Missiology and Social Ethics (Boston University).

Mary Glenn

Theology of the City

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Fuller Theological Seminary, Pasadena, CA
- ◆ MCS, Regent College, Vancouver, BC
- ◆ BA, San Diego State University, San Diego, CA

Professional Experience: Mary is a bridge builder, chaplain and educator. As an urbanologist, she regularly leads Los Angeles urban immersions and Downtown LA city walks. Mary loves cities, in particular Los Angeles (L.A.), where she calls home. Mary is the Co-President of Cities Together (a faith based non-profit organization committed to theory-driven and practically rooted training, facilitation and coaching that undergirds leaders with the tools, resources and support needed to lead in their communities). Mary is an adjunct professor with Bakke Graduate University, Fuller Seminary and Azusa Pacific University. Several of Mary's articles have been published by the Fuller Youth Institute. Mary has served as a law enforcement chaplain since 2001 with two Los Angeles police agencies, is a police chaplain trainer and an ordained pastor (with over 20 years of pastoral experience). She previously worked as the Co-Director of City Net and served as a national board member with Christian Community Development Association (CCDA). She currently is a board member with Central City Community Outreach in Downtown LA/Skid Row.

Jeremy Graves

Professor of Business, Ministry and Leadership Development

- ◆ DMin, Bakke Graduate University
- ◆ MTS, Bakke Graduate University
- ◆ Leadership Development Certificate, Vineyard Leadership Institute, Ohio

Professional Experience: Jeremy has developed and trained leaders within various ministry settings, the church, and today's workforce locally, nationally, and internationally. He currently works as the Lead instructor and instructional designer for Boise State University's Center for Professional Development. Jeremy has taught classes and presented workshops on business, ministry, and leadership development in manufacturing, government, for profit and non-profit organizations. Jeremy has worked as a lead pastor, youth and young adult pastor, professor, nonprofit executive director, and organizational development strategist. He is certified as a behavioral, motivational, axiological analyst, as well as a certified millennial strategist with the millennial solutions team. He does executive coaching both within the business world and in various ministry circles. Jeremy specializes in working with high performing teams and emerging leaders. His dissertation explores team development and raising up leaders within multi-generational organizations. His book Legacy Makers is due to be released in February 2108 and looks at developing a leadership pipeline within your organization. Jeremy and wife Stephanie have been married for 22 years and they have two boys, Jordan who is 17 and Taylor who is 13. Jeremy is an avid hockey fan and will use just about any excuse to take in a hockey game.

Cheyenne Harvey

Professor of Business Leadership

- ◆ DBA, Grand Canyon University
- ◆ MA in Higher Education, University of the West Indies
- ◆ BE in Business Studies, University of the Bahamas

Professional Experience: Dr. Cheyanne Harvey has served in numerous capacities at a local university in the Bahamas including Human resources-related duties and is now currently serving as the Assistant Director in the Office of Recruitment and Admissions. In her professional role, Dr. Harvey oversees the recruitment and admissions process while ensuring that all applicants are given a fair chance for securing a better future by furthering their educational studies. Dr. Harvey's contribution to her community includes teaching as an adjunct faculty at a local institution. Additionally, the Lord has compelled Dr. Harvey to begin a feeding ministry for persons that are less fortunate in the community. Hence, Resurrection Feeding / Outreach Ministry was birth in 2020 during the pandemic which was a time when many had lost their jobs and many families were suffering due to limited resources. These persons are fed both natural and spiritual food. Dr. Harvey is also the owner of Harvey's Tech Bargains, a new company that started in May 2022, that sells electronics and offers repair services.

Claire Henry

Professor of Women's Leadership Studies

- ◆ PhD in Adult & Continuing Education, Michigan State University
- ◆ MA, Wheaton College Graduate School, Wheaton, IL
- ◆ BA, University of Guyana

Professional Experience: Dr. Henry has lived in three countries: Guyana, Jamaica and the United States, each of which she calls home because of the relationships God has afforded her. Her love of teaching at both the graduate and undergraduate levels for the past 30 years springs directly from the influence of Christian teachers who have impacted her life, especially while in high school and university. Upon graduation from Michigan State University she returned to Jamaica Theological Seminary to teach and expand the school to become a Christian liberal arts college. Her subsequent experiences working in Christian higher education as a professor and administrator have sharpened her appetite for service to and in the local church. Her life journey is summed up in Lamentations 3:22-24. Great is the faithfulness of our God!

Brian Jennings

Professor of Ethics & Philosophy

- ◆ PhD, University of Birmingham, Birmingham, UK
- ◆ MPhil, Open University, Milton Keynes
- ◆ BA in Philosophy, University of Nottingham

Professional Experience: Brian Jennings lives in Ghana and serves as a senior lecturer at Ghana Christian University College in Philosophy, Ethics, and Research. He has worked many years as the Institutional Quality Coordinator. He also serves as Research supervisor for the Oxford Center for Mission studies and for Mission College in the UK. He and his wife Comfort are heavily involved in community development projects in Ghana.

Sang Jak Joo

Professor of Research (Korean); Missions and Missional Entrepreneurship

- ◆ PhD in Intercultural Studies, Asbury Theological Seminary
- ◆ MDiv, Asbury Theological Seminary
- ◆ BA in Sociology, Korea University
- ◆ BA in Theology, Seoul Theological University

Professional Experience: Dr. Joo recently translated and published “Asbury Theological Seminary Office of Faith, Work, and Economics, The Social Entrepreneur: The Business of Changing the World. Seoul, South Korea: Planters, 2022” into Korean. He has also written several articles and books about (Missional) ‘Social Entrepreneurship.’ He believes that he is able to recommend the English version of work theology to Korean students and introduce the Korean version to students who are from many different countries as a cultural bridge builder.

Kwang Kun Kim

Professor of Transformational Leadership (Korean)

- ◆ PhD, Trinity Evangelical Divinity School
- ◆ MDiv, Trinity Evangelical Divinity School
- ◆ MS, George Washington University
- ◆ BS, Seoul National University

Professional Experience: Dr. Kwang Kim was born into a family of faith in Seoul, attending Sunday school in an evangelical environment. After majoring in engineering at Seoul National University and earning a master’s degree at George Washington University, he went to Trinity Evangelical Divinity School, obtaining the M.Div. and Ph.D. under the leadership of Drs. Paul Hiebert and Harold Netland. His major is intercultural studies, focused on Christian leadership developments. Returning back to Korea, through seminary education and ministry experience, he has been continuously trying to establish a Christian leadership paradigm that is mainly differentiated from general leadership in the Bible, and also did research about the practice and development of Christian leadership in cross-cultural situations. Currently, as a professor of liberal arts at Seoul Jangsin University, he is currently serving the kingdom of God through teaching, writing, and preaching.

Sunil Kim

Professor of Practical Theology

- ◆ PhD in Theology, Fuller Theological Seminary
- ◆ MDiv, Fuller Theological Seminary

Professional Experience: Dr. Kim was born into a Christian family and determined to go to a Christian university under the supervision of his parents. There he developed a vision to be a Christian apologist and then came to pursue his academic career. He stands by a firm evangelical faith and shares the tenets of the Lausanne Covenant as his personal conviction and vision. Now

he is working as a professor of practical theology in Korean while developing a vocation to serve and train the new leaders for the changing future. Since obtaining the PhD from Fuller, he returned to Korea to serve ministers in the church and on college campuses. He was appointed a professor of practical theology at Westminster Graduate School of Theology from September 2008 until the present. He has been teaching 12 years as a full-time professor. He has also had opportunities to teach in many different institutions including Fuller Seminary as well as in Korea.

Willy Kotiuga

Chair of Board of Regents; Professor of Metrics of Innovation

- ◆ PhD, University of Waterloo, Canada
- ◆ M.Eng, Concordia University, Canada
- ◆ B.Eng, Concordia University, Canada

Professional Experience: Willy has retired from his position as Senior Director of the Power Systems Consulting Group in one of the world's largest engineering firms. His team of twenty-five professionals worked on projects in over twenty-five countries on five continents. He is a registered Professional Engineer and has authored numerous technical papers. He speaks frequently at conferences in addition to advising Electric Utilities and Governments on the sustainable development of power network infrastructure. During his career, he has spent significant time in China, India, Guinea (Conakry), Ivory Coast and Senegal. As a project manager, he has over 20 years of experience in managing complex projects that involve multiple International Funding Institutions and numerous governments. Willy serves on the executive committees of several para-church organizations. He is actively involved in promoting faith-based dialogue in Workplace Ministries and has spoken extensively in small meetings, university courses, seminars, retreats, and conferences on the value of faith in a secular environment.

César Lopes

Professor of Holistic Education

- ◆ PhD, Trinity Evangelical Divinity School, Deerfield, IL
- ◆ MA in Practical Theology, Faculdade Teologica Sul Americana, Brazil
- ◆ BTh, Faculdade Teologica Sul Americana, Brazil

Professional Experience: Currently President of the Master of Arts in Interdisciplinary Theological Studies Program at Comunidad de Estudios Teologicos Interdisciplinarios (CETI), San José, Costa Rica (2020-present). From 2001 to 2006 he was a Full-time Professor at Faculdade Teologica Sul Americana, Londrina, Brazil, where he also performed functions such as Dean of Students; Chief of the Department of Practical Theology; Editor of the Journal Revista Praxis Evangelica; Final Research Paper Supervisor.

Matthew Mbanga

Professor of Ecology and Sustainability

- ◆ DTL, Bakke Graduate University, 2019

- ◆ MBA, Bakke Graduate University, 2017
- ◆ BA Communication, Angelo State University

Professional Experience: Matthew serves as the CEO/Chairman of Foundations for Farming and is the Pastor at Highlands Presbyterian Church, Harare. He is a faculty member of the Sustainability Challenge Foundation in The Netherlands and is passionate about marketplace ministry and the role that cultural transformation has in creating successful teams. He runs school and corporate team-building and leadership development camps and events throughout Zimbabwe. Matt and his wife, Lauren, returned to Harare four years ago having lived in a rural area of Zimbabwe for five years serving small-scale farmers and communities and teaching Zimbabweans to apply the gospel of Jesus Christ to their lives through training in leadership and conservation agriculture. The Mbangas have two daughters and a son and indulge their love of adventure and the outdoors through camps and retreats as they serve communities and equip and inspire people to take a leadership role in their own lives.

Minh Ha Nguyen

Professor of Statistics and Data Analytics

- ◆ DPhil, Southeastern Baptist Theological Seminary
- ◆ MTh, Southeastern Baptist Theological Seminary
- ◆ MDiv, Columbia International University
- ◆ Graduate Certificate in e-commerce, University of Maryland

Professional Experience: Minh Ha Nguyen is the co-founder and director of Radius Global Cities Network, a think tank devoted to advancing the faith-based engagement of cities through research, resources, and networking. He is also the current president of the Southern Baptist Research Fellowship and a member of various denominational and academic boards, including the V3 Movement, Convention Advancement Advisory Council, Vision 5:9, and Urban Shalom Society. Minh Ha is the creator of the Shalom City Index™ which seeks to serve the global church through monitoring and reporting on the progress of the gospel of the kingdom in global cities.

Richard Nongard

Professor of Transformational Communication and Social Media

- ◆ DTL, Bakke Graduate University, Seattle, WA
- ◆ MA, Liberty University, Lynchburg, VA
- ◆ BMin, Bethany Bible College, Dothan, AL

Professional Experience: Dr. Richard K. Nongard is a licensed marriage and family therapist, a business and leadership author, and the Executive Director of Peachtree Professional Education. He holds a Doctor of Transformational Leadership Degree from Bakke Graduate University, a Master of Arts in Counseling from Liberty University (1991), and a Master of Business Administration from California Coast University (2022). He founded one of the first companies to provide online continuing education to mental health professionals, and he has authored

numerous books on counseling, psychology, business, and leadership. He is a passionate speaker on practical digital marketing strategies for professionals and leaders.

Olajide “Jide” Olagunju

Professor of Conflict Resolution

- ◆ PhD in Anthropology, Selinus University
- ◆ MA in Anthropology, Brandels University
- ◆ MA in Coexistence & Conflict, Brandels University
- ◆ BL, Obafemi Awolowo University

Professional Experience: Dr. Olagunju is multilingual in English, French, and Yoruba. He is a lawyer, arbitrator, mediator, anthropologist and educationist, and has, for over twenty-six years, studied peace and conflict under various auspices and institutions including Harvard University Program on Negotiation (PON), Massachusetts Institute of Technology (MIT), Brandeis University, Tufts University, University of London, University of Bradford, ASPR-Stadtschlaining and the US State Department. He had earlier done undergraduate studies in Philosophy in Kinshasa. In 1995, Jide pioneered the professional practice of conflict mediation in Nigeria where his first book, *Commercial Mediation* (1998), was made a law school textbook in the year of publication. He established the Alternative Dispute Resolution (ADR) Studies Program at Salem University in 2010. His counsel as a federal Special Adviser (Labour and Conflict Management) to Nigeria’s Minister of State for electricity resolved the conflict preventing the privatization of electricity production and distribution in the country in 2012. Jide has also served as consultant to the country’s government under the auspices of Open Society Initiative of West Africa (OSIWA): he trained several beleaguered (‘herder-farmer’) community leaders in conflict resolution between 2019 and 2020. As consultant to the World Bank, he collaborated with the Consensus Building Institute Massachusetts to train Government of Lagos State’s lawyers in conflict mediation in 2007. He has provided the same training for several other government justice departments since 1999. Similarly, he has consulted for the United Nations to provide conflict resolution training in Monrovia for various Liberian justice sector stakeholders under the auspices of the United Nations Mission in Liberia (UNMIL).

Byung Kee “BK” Park

Professor of Theology, Leadership

- ◆ DTL, Bakke Graduate University
- ◆ MA in Intercultural Studies, Fuller Theological Seminary
- ◆ BA in Linguistics, University of California Los Angeles
- ◆ BEd in Pedagogical Sciences, Addis Ababa University, Ethiopia

Professional Experience: Byung Kee (BK) Park has been an adjunct professor of Future Education and Leadership major at Westminster Graduate School of Theology, Yongin, Korea, for four years. Before studying theology at Fuller Theological Seminary, Park studied linguistics at the University of California Los Angeles (UCLA) and worked as a reporter at the Korea Daily

Newspaper in the USA. He worked as an editor of a sports and entertainment magazine, *Internews*, and the *Christian Herald*. Park served as a chaplain in the U.S. Army and a pastor at Bethel Church, Irving, California. For five years he served for a community ministry, small group ministry, and discipleship ministry as a full-time pastor. Park studied at BGU and earned the DTL degree in x. He studied at BGU because he felt he needed to learn transformational leadership and theology of work perspectives for his future mission work. After spending 26 years in the US, he moved to Korea in 2016 where he became the President of Gugguro Media Institute, a non-rofit organization. Later he founded the eBPSS Micro-College system, a curriculum that was created to meet tomorrow's reality in education.

Dr. Rolando Pérez-Vela

Professor of Relief, Development & Advocacy

- ◆ PhD in sociology, Pontifical Catholic University of Peru
- ◆ MA in Mass Communication Research, University of Colorado at Boulder

Professional Experience: Dr. Pérez is an Associate Professor at Pontifical Catholic University of Peru (PUCP). His research focuses on media, religion, and social change. Born and raised in Peru, Rolando earned his Communication studies degree at the University of Lima. He has a Ph.D. degree in sociology from the Pontifical Catholic University of Peru. He got his master's degrees in Mass Communication Research focused on Media, Religion and Culture at the University of Colorado at Boulder, USA. He is a member of the Interdisciplinary Seminary of religious studies (SIER) of Pontifical Catholic University of Peru. He is also a member of the research group on "Religion, Spiritualities and Power" at the Latin American Council of Social Sciences (CLACSO). He is also a member of the Latin American Studies Association (LASA), the Latin American Theological Fellowship, and the World of Association for Christian Communication (WACC). He is also working with Peace and Hope Fraternity, a Christian human rights organization.

Maria Pompea

Professor of Women's Leadership Studies; The Arts

- ◆ DTL, Bakke Graduate University, Dallas, TX 2017
- ◆ MA, Regis University, Denver, CO
- ◆ BA, University of Colorado, Boulder, CO

Professional Experience: Dr. Pompea was trained in and learned to love the arts as a child. She began her ministry training as a Young Life leader in the Boulder, Colorado, school system. In 1997, she developed a dance and arts ministry for a large church that led to the establishment of an arts nonprofit dedicated to utilizing the arts for community transformation.

Michael Reading

Professor of Business & City Systems

- ◆ DTL, Bakke Graduate University
- ◆ MABS, Dallas Theological Seminary

- ◆ BABS, Ouachita Baptist University

Professional Experience: Dr. Michael Reading has over 12 years of experience in leadership, organizational, and cultural development in both the private and public sectors. He holds a Doctor of Transformational Leadership degree from BGU. Currently, he works for Walmart in Learning and Development—improving its people, programs, and processes. He also serves on the Advisory Board to Lucky Forks. He is passionate about emerging role business has been called to play in society and believes it is the world’s greatest hope for good.

Xavier Retnam

Professor of Statistics

- ◆ PhD in Mathematics, University of Tennessee
- ◆ MSc in Mathematics, Madurai University
- ◆ BSc in Mathematics, Madurai University

Professional Experience: After Dr. Retnam completed his master’s degree in mathematics, through a competitive process, he was selected to do research at the Indian Statistical Institute, New Delhi, India. He was a Junior Research Fellow at the Indian Statistical Institute, New Delhi, India. At the Institute, he met Dr. Balram Rajput from the University of Tennessee, Knoxville, TN. He came to the United States and completed his Ph.D. degree with Dr. Rajput in Probability Theory and Stochastic Processes. Two years after coming to USA, he accepted Jesus as his Lord and his Savior, and after graduation he served as a Professor of Mathematics in five Christian Universities/Colleges, for 22 years. Besides his research in Probability Theory, he has served as a statistical consultant to some studies, including my service as a statistical consultant to an Investment Company for a short time. His involvement in working with finances lead me to complete the required courses for the Certificate in Financial Planning, and he completed four actuarial exams. Five years ago, he received a master’s degree in Systems Engineering, from the University of Virginia. He has taught Mathematics, Statistics, and Engineering for undergraduate students, and he has taught MBA statistics courses. His heart is in Christian Education and Statistics. Currently, he lives in Lynchburg, VA, and he serves as the Chair of Mathematics at Central Virginia Community College, Lynchburg, VA.

Jo-Ann Rowland

Professor of Cause Collaboration and Partnerships

- ◆ DTL Bakke Graduate University
- ◆ Diplomas in Teaching and Advanced Psychology
- ◆ CIMA (L4) and MAAT
- ◆ Executive MBA (London)
- ◆ BSc (HONS) in Computer Science (London).

Professional Experience: Jo-Ann Rowland spent 25 years actively working as a Business Analyst and Designer, and Technical Consultant involved mainly in the Financial, Manufacturing and Retail sectors. Additionally, she trained computer users during this period. She has been an

entrepreneur from 1984 with businesses in computer software and people development. As Director and Founder of the Homeless Resource Centre (London) for 20 years, she helped to restore the confidence of homeless persons through counselling, training and practical support. She also is an Accounting Practitioner. As an accredited, registered counsellor, she has been providing counselling and counselling supervision for over 30 years. She is a qualified life coach. She has been in pastoral ministry from 1987 and worked as an international missionary to Africa including South Africa, Caribbean and Europe from 1989.

Lauren Speeth

Professor of Innovative Leadership and Advanced Statistical Analysis

- ◆ PhD in Innovative Urban Leadership, with honors, BGU, Dallas, TX
- ◆ DMin in Transformational Leadership (RJB Scholar), BGU, Seattle, WA
- ◆ DBA in Management, Golden Gate University, San Francisco, CA
- ◆ Executive MBA, Saint Mary's College of California, Moraga, CA
- ◆ BSc (First Class Hons), Middlesex University, London
- ◆ BA in Psychology, Mills College, Oakland, CA

Professional Experience: Dr. Lauren Speeth has a heart for education and enjoys making difficult subjects accessible. She has taught ministry internationally and has taught numerous graduate and undergraduate statistics, mathematics, and computer science courses at University of Phoenix campuses throughout the Bay Area. She has also lectured widely on social entrepreneurship and transformational leadership, including in Australia, China, Jordan, India, and Ukraine. Speeth draws from a lifetime of experience from the start-up to the Fortune 500 levels, having managed mission-critical technology projects. She holds a Stanford Advanced Computer Security Professional Certificate and a Lifetime California Community College Teaching Credential in three areas: Banking, Computers, and Management. She completed Stanford's Executive Program for Philanthropy Leaders as well as a Summer Intensive Clinical Pastoral Education (CPE) program at Stanford Hospital and Clinics. Dr. Speeth is President of Elfenworks Productions, a multimedia production company specializing in educational storytelling with a pro-social vision. She serves as Director of its NHM Ministrants division, offering Christian content including a Bible basics app and over 50 multilingual Lord's Prayer versions. She is also the Founding CEO and Trustee of The Elfenworks Foundation, focused on keeping hope alive through educational and environmental projects. She is a Life Member of the Carter Center Board of Councilors, a Regent Emeritus at St. Mary's College of California, a trained Climate Reality leader, and an External Advisor for Stanford's Center on Poverty and Inequality, where she was a website architect and co-orchestrated their launch. Further background is available on the Elfenworks Productions and Foundation websites.

Zsolt Szalai

Professor of Global Economics

- ◆ PhD Finance, Budapest University of Economics
- ◆ MSC in Economics, Budapest University of Economics

- ◆ BSc in Economics, Budapest University of Economics

Professional Experience: Following his studies on Hungarian and English universities and completion of a university doctor's degree in finance, Zsolt has spent the last three decades in mid and upper management roles in banking, private equity, not-for-profit organisations and Christian churches. Currently he is self-employed as business consultant. During his carrier Zsolt gained wide range of experience in corporate finance, capital markets, project finance, innovation management and business development areas. Zsolt is also adjunct professor at Károli Gáspár Reformed University, Pentecostal Theological College and Bakke Graduate University. Besides that, he is active speaker and lecturer on conferences and leadership courses and workshops. In addition, Zsolt also provides mentoring to Christian organisations and social enterprises in development of their activities. Zsolt is chairman of CBMC Hungary and head of the board elders of Szentendre Reformed Church. He is married with two adult daughters.

Osam Temple

Professor of Global and Social Change

- ◆ PhD Philosophy, University of Ibadan
- ◆ MDiv, Asian Center for Theo. Studies

Professional Experience: Dr. Osam Temple has been a Professor of Philosophy at the American University of Nigeria and a Visiting Professor at The University of New South Wales, Sydney, Australia. He received his Ph.D. in Philosophy from the University of Ibadan, Nigeria in 1990 and the Master of Divinity degree at the Asian Center for Theological Studies and Missions, Yangpyung, South Korea in 1994. He has served his country as Special Adviser on Strategic Planning to the Governor of Cross River State, Nigeria, and Technical Advisor to Nigeria's Minister of Niger Delta Affairs. He is currently the Chair of the Executive Committee of the Society of Christian Scholars and also serves Global Scholars as representative of the Anglophone Africa region.

Steve Thrall

Professor of the Arts

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ Bible Diploma, Elim Bible Institute
- ◆ BA in Biblical Studies, Gordon College

Professional Experience: Dr. Stephen Thrall (DMin from BGU) was an urban missionary in Paris, France for 30 years. He served in a pastoral capacity in three French churches. He has a heart for the arts and for artists. He helped to launch a Christian theatre company in Paris in 1998, which is still very active and was the director of a multi-purpose art space in downtown Paris for 10 years. In 2018 He and his wife moved to Normandy and opened an artist's retreat. He also serves as an adjunct professor of Intercultural Studies for Asbury University's Paris semester and as an adjunct professor of Practical Theology for Francophone seminary students in Montreal.

Terry Timm

Professor of Leadership Systems

- ◆ BS in Music Ed, 1980, Duquesne University
- ◆ MDiv, 1985 Pittsburgh Theological Seminary
- ◆ MS, Education, 1991, Duquesne University
- ◆ DMin, 1999, Northern Baptist Theological Seminary

Professional Experience: Terry Timm is the lead pastor of Christ Community Church of the South Hills, a missional community of faith in Pittsburgh, PA dedicated to helping people connect with God, one another and our world. His book, *A Movable Feast: Worship for the Other Six Days*, helps people reduce the Sunday-Monday gap. Terry is a leadership coach and his background in the fields of music, education, theology and leadership fuel his passion of seeing people become everything God intended, created, redeemed and gifted them to be. Terry is a City Network Leader for Made to Flourish: A Pastors Network for the Common Good. He serves on the board of the Pastors Discipleship Network, an organization committed to training and equipping African pastors and church leaders. Terry serves on the faculty for the Pittsburgh Leadership Foundation, an organization that helps leaders work together to transform their cities into places of truth, beauty, goodness, justice and human flourishing.

Ana Paula Togni

Professor of Mission and Vision, Values & Culture

- ◆ DTL, Bakke Graduate University
- ◆ MSc in Business Administration, University of Illinois
- ◆ BSc in Social Communication, PUC, Brazil

Professional Experience: Paula Togni has an MSc degree in Business Administration from the University of Illinois and a DTL degree from BGU. For the past twenty years, Paula has been working as a business consultant in her own company, working mostly in the health care and services sectors. For the past 10 years she has been the coordinator of Global Advance (GA) for Brazil. GA is a missions organization from Dallas, Texas that supports and equips leaders for the Great Commission. In 2010 she founded Rede Semente, a Christian Business Ministry to equip leaders in the marketplace. She is the founder and the president of “Rede Brilhe,” a nonprofit organization focused on equipping women. On 2021, she opened HOPE Brazil, a program and a house for transformation of women in economic and social vulnerability. Paula leads the income generation program inside HOPE teaching entrepreneurship and finance principles. She is also a speaker in calling and leadership. Paula is married to Carlo and has 2 daughters: Laura (19) and Giovana (15). Her passion is to ignite people to fulfill the calling of their lives.

Appendix 45. Resource Faculty

The following Resource Faculty have been approved by the Academic Dean, in consultation with the Academic Cabinet and are available on an as-needed basis for teaching, guest lecturers, independent studies, dissertation/final project supervision, consultation, or special projects, as requested by the Academic Dean.

Lorisa “Corrie” Acorda-De Boer

Global/Urban Transformation

- ◆ PhD, SE Asia Interdisciplinary Dev. Institute
- ◆ DMin, Eastern Baptist Theological Seminary
- ◆ MDiv, Asian Theological Seminary
- ◆ MS, Ateneo de Manila University

Professional Experience: Corrie De Boer received her PhD in Organizational Development and her DMin in the Renewal of the Church for Mission. Currently she is the President of Maharlikang Pinoy Manpower Agency. She is co-founder and founding General Secretary of the National Coalition for Urban Transformation, an ecumenical coalition of urban mission organizations. She serves as Chairperson of the Board of Mission Ministries Philippines, a grassroots faith-based organization training local churches how to establish holistic transformational ministries among the poorest of the poor. She and her husband, Stewart, are city networkers and entrepreneurs, creating employment opportunities for hundreds of urban poor families. She serves as Chairperson of the Training Commission of the Encarnacao Alliance, an international network of urban mission leaders advocating for equipping urban leaders to have transformational paradigms. She is Associate Professor at Asian Theological Seminary, Regent Emeritus at Bakke Graduate University and serves as coach and mentor with Reliv Company and Success Motivation International.

Manuel Adjei

Leadership

- ◆ DMin, Bakke Graduate University
- ◆ MA, Lincoln Christian College and Seminary, Lincoln, IL
- ◆ BA, Ghana Christian College and Seminary, Accra, Ghana

Professional Experience: Manuel Adjei serves at Ghana Christian University College, where he has been since 1984. He has held a wide variety of positions, including Dean of Men, Dean of Students, Acting Academic Dean, Acting President, and currently, President.

Jean de Dieu Athanga

Business

- ◆ Doctor of Leadership and Org. Governance, Université de l’Alliance Chrétienne d’Abidjan

- ◆ MA in Org. Leadership, California Baptist University
- ◆ BA in Financial Management, University of Goma

Professional Experience: Dr. Jean de Dieu Athanga is an experienced manager who seeks to actively engage communities in making sense of the issues which affect their lives, setting goals for improvement and responding to problems and needs through empowerment and active participation. Previously he worked as Program manager with a Congolese nonprofit organization where he was responsible for understanding the issues affecting deprived areas and assessing the situation and devising ways for counteracting the evident social decline. Before this role, he worked with communities through a microfinance institution as Branch manager in several cities in the Democratic Republic of Congo for around seven years. Dr. Athanga loves working within the community, interacting with the range of people who live there, building meaningful relationships and learning together.

Charles Barber

Business Operations

- ◆ DTL, Bakke Graduate University, Seattle, WA 2015
- ◆ MBA, Columbia Southern University, Orange Beach, AL 2013
- ◆ BA, Excelsior College, Albany, NY 2012

Professional Experience: Dr. Charles Barber is a proven Human Resources (HR) and business professional with over 18 years of experience from operational to strategic levels of support. He is a U.S. Army veteran and specializes in process improvement and transformational leadership. He has provided support to a number of Department of Defense agencies supporting process improvement and transformation efforts. He spearheaded the overhaul of the Army's record brief and talent management framework supporting the largest Army Human Resources (HR) transformations in the last 30 years. He currently supports the Defense Logistics Agency and is responsible for providing HR and process improvement expertise for all military services and components supporting Department of Defense (DoD) and the Defense Logistics Agency (DLA). Charles has in-depth experience in strategic planning, organizational leadership and is a well-known expert in DoD Human Resources and Business applications. Dr. Barber is a certified Human Capital Strategist and Lean Six Sigma Black Belt professional. During his tenure in the Army, Dr. Barber competed on the All Army Track and Field team in the 100 meters. He ran a personal best of 9.98 seconds which currently stands as one of the fastest times ever recorded at Fort Huachuca, AZ.

Grace Preedy Barnes

Servant Leadership

- ◆ PhD, Fuller Theological Seminary, Pasadena, CA
- ◆ MDiv, Azusa Pacific University, CA
- ◆ MA, Azusa Pacific University, CA
- ◆ BA, Wheaton College, IL

Professional Experience: Grace Barnes served as the Academic Dean for BGU for a little over two years, before which she worked for over 25 years at Azusa Pacific University as the overall administrator and developer of the Operation Impact (OI) Program. OI was the delivery system for the global version of the MA in Organizational Leadership. She initiated the creation of such programs as the Leadership Minor, the Forum for International and Intercultural Programs (FIIP), the Current Issues in Leadership Seminar Series (CILSS), the international Faculty-in-Residence Program (FIR), the Women in Leadership Development Program (W.I.L.D.), the OI Advisory Board, and the Leadership Advisory Council for the on-campus program.

Douglas Barnett

Economics

- ◆ PhD in Agricultural Economics, Purdue University, West Lafayette, IN, 1981
- ◆ MA, Ministry, Talbot Seminary, La Mirada, CA, 1988
- ◆ MSc, Agricultural Economics, Purdue University, West Lafayette, IN, 1979
- ◆ BS, University of California, Davis, CA, 1976

Professional Experience: Doug Barnett spent 1982-2003 in West and Central Africa, where he led Bible studies, launched an outreach to street children, and initiated unreached people research. Other activities over the years included a (failed) attempt to set up an NGO for shanty-towns around Abidjan, collaborating in the creation of Partnerships among churches; and Operation Christmas Child which allowed for the annual distribution of over 30,000 shoebox gifts from Samaritan's Purse. He helped organize and facilitate the first national pastors' conference for a West African country, and taught courses to pastoral students. From 2003-2013 he lived in North Africa, where he participated as a member of a transformational business network. He returned to the US in 2013 and now resides in South Carolina. He is now a member of an African network which seeks to promote entrepreneurship for transformational development and support to national churches. He manages a business and does some online teaching. Doug has a Ph.D. in Applied (Agricultural) Economics from Purdue, and a MA from Talbot School of Theology. Doug has been married for 21 years to Sharon, and they have 4 children.

Fr. Ben Beltran

Global/Urban Transformation

- ◆ SVD, Gregorian University
- ◆ STD, Gregorian University
- ◆ LST, Gregorian University

Professional Experience: Fr. Beltran received the 1997 Bob Pearce Award from World Vision in recognition of his contribution to community transformation in Tondo, one of the largest slum areas in Southeast Asia. A major force in the political movement for social justice in the Philippines, he serves as President of the National Coalition for Urban Transformation.

Sean Benesh

Urban Church Planting

- ◆ DMin, Bakke Graduate University
- ◆ MA, Simpson University, Redding, California
- ◆ BA, Grace University, Omaha, Nebraska

Professional Experience: Sean is married to his high school sweetheart, Katie, and they have 3 sons; Grant, Camden, and Seth. He is involved in urban ministry in the capacity of urban missiologist, adjunct professor, researcher, consultant, Director of the PDX Loft, and church planting. He is the author of *The Urbanity of the Bible: Rediscovering the Urban Nature of the Bible and What It Means for Today* (2014), *Vespas, Cafes, Singlespeed Bikes, and Urban Hipsters: Gentrification, Urban Mission, and Church Planting* (2014), *The Bikeable Church: A Bicyclist's Guide to Church Planting* (2012), *The Multi-Nucleated Church: Towards a Theoretical Framework for Church Planting in High-Density Cities* (2012), *View From the Urban Loft: Developing a Theological Framework for Understanding the City* (2011), and *Metrospiritual: The Geography of Church Planting* (2011).

Adèle Booyesen

Globalization and Cross-Cultural Engagement

- ◆ DMin, Bakke Graduate University
- ◆ MA, Azusa Pacific University, Azusa, CA
- ◆ BA, University of Pretoria, Gauteng, South Africa

Professional Experience: Originally from South Africa, Adèle Booyesen has lived in Asia for much of the past two decades, working as a magazine editor, an English teacher and now, overseeing Compassion International's Leadership Development Program in the Asia region. Adèle's doctoral research focused on *Serious Play: Life and Work as Worship*, and as such, she believes that any career can be a calling to serve God, and that all of life—including work—is an act of worship and is meant to be enjoyed. Dr. Booyesen currently calls Chiang Mai, Thailand, home, but she has also lived in Taiwan, Indonesia, the USA and Kenya.

Charles Christian

Business Ethics

- ◇ PhD, (Systematic and Moral Theology), University of South Africa
- ◇ MDiv, Southwestern Baptist Theological Seminary
- ◇ BBA, Southern Methodist University

Professional Experience: Charles Christian is the senior pastor of the North Seattle Church of the Nazarene, where he has ministered since 2004. Due to his strong interest in ethics and theology, he completed a PhD through the University of South Africa, studying with renowned theologian and social ethicist Dr. Adrio König. Since 1997, Dr. Christian has taught at various colleges and seminaries (including George Fox University, Northwest Nazarene University, Seattle Pacific University, Fuller Theological Seminary and the European Nazarene College in Moscow, Russia) in the areas of ethics, theology, practical ministry, and biblical studies. He has also pastored churches in the Church of the Nazarene in Texas, Oregon and now Washington. Charles

currently serves on the boards of several non-profit organizations and is a member of the Ethics Committee of Stevens Hospital in Edmonds, Washington, and the Society for Christian Ethics. Charles brings to BGU a long-time interest in business and social ethics, and a history of interaction with both for-profit and non-profit communities.

Steve Coe

Project Management and Theology of Work

- ◆ DMin in Transformational Leadership, Bakke Graduate University
- ◆ MBA in Entrepreneurial Leadership, University of Washington
- ◆ MDiv (60 credits), Bethel Theological Seminary, St. Paul, MN
- ◆ BS Ed in Electronics, University of Idaho, Moscow, ID

Professional Experience: Steve Coe retired from The Boeing Company in 2007, where he worked as a manufacturing engineer, engineering manager and project manager for nearly 33 years. His final assignment was Corporate Program Manager of the Boeing Technical Fellowship. Steve also served as an industry advisor to the Arizona State University International Corporate Leaders Program and Chair of the University of Washington Mechanical Engineering Department Visiting Committee. Since retiring he has continued as an active member of the Society of Manufacturing Engineers (SME) where he serves as a member of the SME Accreditation committee. Steve also continues to be active with ABET, Inc, where he serves as the alternate member of the ABET Board of Directors for SME. He now serves as the Director of South/Southeast Asia Relations for BGU.

Melissa Cox

Research and Rural Health Care

- DPhil, University of Alabama
- MA, University of Alabama
- BSc, University of Alabama

Professional Experience: Melissa is an experienced educator and researcher with 17 years of experience working with communities in Alabama. Her efforts focus on increasing awareness of health care careers through small group activities. She has a strong commitment to working with students interested in health care and enjoys teaching a diverse group of Rural Medical Scholars while also overseeing student research on health-related topics. Areas of research emphasis have been on physical activity, communities, adolescents, health care, and medical education.

Jason Davila

Pastoral Leadership Development

- ◆ Doctor of Educational Ministry, The Southern Baptist Theological Seminary; Louisville, KY
- ◆ Master of Arts, George Fox Evangelical Seminary; Portland, OR
- ◆ Bachelor of Music, Texas Tech University; Lubbock, TX

Professional Experience: Jason is committed to championing the work of pastors and Kingdom leaders. He has served in the local church as an executive pastor and, most recently, was the Director of Strategic Projects for Leadership Network.

Danny Davis

Biblical Studies

- ◆ DEd, Concordia University
- ◆ MA in Intercultural Studies, Assembly of God Theological Seminary
- ◆ BSc in Biblical Studies, Indiana Wesleyan University

Professional Experience: Danny Davis is a visionary Christian leader with a strong passion for teaching and preaching that impacts the local and global Body of Christ. Blending his decades of pastoral and missionary experience, Davis prepares students to live out their God-given calling. Davis earned a Ed.D. in Transformational Leadership from Concordia University in Portland, Oregon, and a Master of Arts in Intercultural Studies from Assembly of God Theological Seminary. Davis is married and has two adult sons.

Matthew Davis

Evangelism, Missions, Discipleship, Counseling, Leadership, Cultural Diversity

- ◆ DTL, Bakke Graduate University
- ◆ MA in Christian Education, Houston Graduate School of Theology
- ◆ BA in Theological Studies, Oikodome Biblical Institute

Professional Experience: Matthew A. Davis has served as the Pastor of New Beginning Church in Houston, Texas since September 7, 2004. He graduated from Mississippi Delta College and San Jacinto College with Associate of Applied Science Degrees in Electronics and Instrumentation. He obtained his certification in Biblical Teaching from the College of Biblical Studies. Pastor Davis was also awarded an Honorary Doctor of Divinity Degree from the Encourager College and Seminary of India. In May of 2009, he received his Master of Arts Degree (Education) from Houston Graduate School of Theology. In the Fall of 2021, he completed his Doctorate of Transformational Leadership from Bakke Graduate University. His studies are consecrated on Spiritual Enrichment, Community Development, and Economic Empowerment.

Stephan de Beer

Leadership, African Studies

- ◆ DD, University of Pretoria
- ◆ BD, University of Pretoria
- ◆ BA (Hon) Greek, University of Pretoria
- ◆ BA (Theol), University of Pretoria

Professional Experience: In 1998, Stephan completed his doctorate in practical theology on the role of the church in urban transformation, with specific reference to the church and housing. Stephan is the Managing Director of the Tshwane Leadership Foundation, an ecumenical community organization in the inner city of Pretoria, South Africa. Since 1993 this Foundation has become an incubator for innovative urban development and ministry programs, among these a social housing company, programs with women and girls at-risk, homeless communities and inner-city children, as well as a community festival and arts program. Stephan was one of the founders of the Institute for Urban Ministry, an institute for urban theological education, offering accredited urban training programs and hosting a biennial urban ministry consultation. His research interests focus on the urban church in its public engagement, and he is currently completing a research thesis on spirituality and space.

Martin De Wit

Theology of Work

- ◆ DCom, University of Pretoria, South Africa 2001
- ◆ MSc, Rijks University Groningen, Groningen, The Netherlands 1995
- ◆ MATS, Regent College, Vancouver, BC 2016
- ◆ BCom, Stellenbosch University, South Africa 1994

Professional Experience: Martin De Wit has worked for 15 years as an environmental economist in South Africa, before a period of deeper theological reflection on modern economic culture's relation to God's creation. He plans to re-settle in South Africa with his family again before the end of 2016.

Taylor Denyer

Advanced Research

- ◆ DTh in Missiology, University of South Africa
- ◆ MDiv, Wesley Theological Seminary, Washington DC
- ◆ MA International Development, American University, Washington DC
- ◆ BA International Studies, American University, Washington DC

Professional Experience: Taylor Walters Denyer is a missiologist, pastor and global nomad who is passionate about naming and addressing the toxic beliefs and unhealed traumas that undermine the development of healthy communities and missional partnerships. She currently lives in Slovenia with her husband (a foreign service officer) and daughter. She is an elder in The United Methodist Church's North Katanga Conference and has lived and worked in Algeria, Djibouti, Zambia, DR Congo, Chile, and the USA. Taylor wears multiple hats, serving as the President of Friendly Planet Missiology (FPM), the Rev. Dr. Bishop Mande Muyombo's Executive Assistant for Strategic Partnership and Engagement for the North Katanga-Tanganyika-Tanzania Episcopal Area of The United Methodist Church, and the Program Coordinator of the Central and Eastern European Association of Mission Studies' Doctoral Colloquium. She has taught mission courses at Wesley Theological Seminary and the Methodist Theological School in Ohio. Currently, she is also on loan to The Church of England and leads its congregation in Ljubljana,

Slovenia. Taylor coaches church leaders locally and globally. She is available for consultations and happily accepts invitations to lead seminars and retreats on rethinking our approaches to helping and serving others.

Gwendolyn J. Dewey

Theology of Work

- ◆ DMin in Transformational Leadership, Palmer Theo. Seminary, 2001
- ◆ EdD in Policy, Governance & Administration, Univ. of Washington, 1984
- ◆ Med in Education Psychology & Counseling, Univ. of Washington, 1973
- ◆ BS in Psychology, University of Washington, Seattle, WA, 1968

Professional Experience: Gwendolyn Dewey has served in the past as President (then NWGS) and Academic Dean for BGU, was the Senior Associate for Academic Affairs at IUA, administering the Trans Pacific Alliance DMin in Transformational Leadership for Ministry in the Global City. Dr. Dewey teaches Theology of Work, networks with and recruiting students in ministries and seminaries around the world. Her previous experience includes serving as Director of Community Ministry for her local church, public school educator and administrator, professor of courses for school administrators and principals and educational consulting.

James Dorrell

Urban Mission

- ◆ DMin, Eastern Baptist Theological Seminary, PA
- ◆ MDiv, SW Baptist Theological Seminary
- ◆ MA Environmental Studies, Baylor University
- ◆ BA in Religion, Baylor University

Professional Experience: James Dorrell is currently the Executive Director of Mission Waco, a Christian non-profit organization that works among the poor. He is also the Pastor of Church Under the Bridge in Waco, Texas. Dr. Dorrell is an Adjunct Professor at George W. Truett Seminary (Baylor University) and Adjunct Professor at BGU.

Kathy Dudley

Leadership and Community Development with Emphasis in African Studies

- ◆ DMin, Bakke Graduate University

Professional Experience: Kathy H. Dudley is a partner with Dudley & Associates, an international executive search firm specializing in commercial real estate. She is also President of Imani Bridges, a ministry which focuses on teaching, training, mentoring, and the building of partnerships with leaders in Africa. Kathy has founded several urban ministries, including the Dallas Leadership Foundation, where she currently serves as President Emeritus, and the Voice of Hope Ministries of Dallas, which she has since turned over to local leadership. In 1992 Kathy was selected as one of five Point of Light speakers at the Republican National Convention

because of her inner-city work in Dallas. She has also been featured in the book “Fire in the Heart” by Harvard Professor Mark Warren.

Michelle Dunlap

Educational Leadership

- ◆ DTL, Bakke Graduate University
- ◆ MA in Public Administration, Western Michigan University
- ◆ Bachelor of Business Administration, Western Michigan University

Professional Experience: Michelle Dunlap is a missionary, author, entrepreneur, ordained minister, and dimensional strategist. She is the Founder, Senior Strategist and CEO of G.A.C. Consulting Services, LLC; VALIC; and Joint-Heir Ministries (JHM). The dimensional strategist has more than 30 years of corporate, government, urban ministry, and executive leadership experience. Michelle enjoys developing the capacity of people, enterprises, and nations to maximize their potential and demonstrate dominion. She also serves as a transformational thought leader who executes inter-cultural innovation strategies at the levels of personal, organizational, community, and economic development, globally.

Maria Fee

Arts

- ◆ PhD in Theology & Culture, Fuller Theological Seminary
- ◆ MA in Theological Studies, New Brunswick Theological Seminary
- ◆ MA in Fine Arts, Queens College, City University of New York
- ◆ BA in Fine Arts, Queens College, City University of New York

Professional Experience: Maria Eugenia Fee is an artist, theologian, and educator. Her visual art explores ideas of fragmentation, *metizaje* (cultural mixing), alienation, and hospitality. These notions also drive her theological investigations that honor the sacred through the quotidian, ritual practices, and liturgical strategies. Her roles as curator, program director, professor, and mentor affirm tangible expressions of Christian formation and search for more embodied practices concerning leadership development. Born in Brooklyn, New York, Maria Fee completed her Bachelor of Fine Arts degree and a Master of Fine Arts in Painting from Queens College, C.U.N.Y. She earned a Master of Arts in Theological Studies at New Brunswick Theological Seminary. In 2019, Dr. Fee was awarded a Doctor of Philosophy in Theology and Culture from Fuller Seminary.

Terry Gatfield

Marketing Management

- ◆ PhD (Marketing), Griffith University, Queensland, Australia
- ◆ MPhil (Marketing), Griffith University, Queensland, Australia
- ◆ B.Econ. (Economics), University of Queensland, Australia

Professional Experience: Terry Gatfield is currently the Senior Lecturer and Deputy Head of Department of Griffith Business School, Griffith University, Australia. His research expertise includes International Marketing, Services Marketing, Marketing Higher Education and Not-for-profit Marketing within a Christian context. In his teaching capacity at Griffith University he is frequently engaged in teaching in Asia including the institutions of the Chinese University of Hong Kong and Shenyang University of Technology. He has published over 100 journal articles, conference papers, and newspaper and magazine articles and has authored a number of books.

Segun Peter Gbolagun

Theology of Work

- ◆ DTL, Bakke Graduate University
- ◆ MA in Education, National Open University of Nigeria
- ◆ BA of Agriculture, Federal University of Agriculture

Professional Experience: Dr. Gbolagun is vastly experienced and a skillful Learning and Development Trainer with brilliant relational abilities and strong aptitudes in planning, steering and executing training and educational programs. He possesses curriculum crafting skills and in-depth understanding of Learning Management Systems. Peter is recognized as an influential leader who can direct large teams and manage stakeholder expectations. He is a skillful Agile and Prince2 Project Manager with a proven track record in delivering initiatives within the IT sector. He holds an MA in Educational Administration and Planning, Certifications in Project Management, HR, and Curriculum Development.

Gea Gort-Bakker

Urban Missions

- ◆ DMin, Bakke Graduate University, WA
- ◆ BC, Journalism, Fontys Hogescholen, Tilburg

Professional Experience: Dr. Gort-Bakker lives in Rotterdam, Holland, and is an author, journalist, and director of GIDSnetwerk Rotterdam. Gea aims to make the Church aware of what God is doing regarding urban mission; local and global. She does so by telling stories of people involved, and by reflecting on (theological) ways of thinking. She combined stories and reflection in *God in the City; A Missional Way of Life in an Urban Context* (2012). She also initiated the book & awareness campaign in the Netherlands *God ain't White* (2013), about how the Dutch slavery past is still affecting relationships today. Locally Gea connects Christian leaders, active in church, politics and business. International she is well connected through her past with relief organization Mercy Ships. She graduated at BGU for her Doctor of Ministry in 2012. Presently she is researching Business as Mission (BAM) from and within the Western-European Context for a Book & Go Project.

Mark Gosney

Business Management

- ◆ DTL, Bakke Graduate University, Seattle, WA

- ◆ EMBA, University of Memphis, Memphis, TN
- ◆ BA in Psychology, University of Memphis, Memphis, TN
- ◆ BS in Mechanical Engineering, University of Memphis, Memphis, TN

Professional Experience: Mark had a 27-year career with an orthopaedic device manufacturer in Product and Technology Development, Marketing, Regulatory and Clinical Affairs, Intellectual Property, and Product Testing. He worked primarily in the U.S. with responsibilities in UK, China, and Europe. Mark considers his “hobbies” to be disciple making, strategic and business planning, leadership development, and organizational management. Mark and his wife, Valerie, are involved in inner city ministries, disciple making, and international missions, which has taken Mark to 46 countries including Romania, Afghanistan, China, South Sudan, and Ethiopia. He is an adjunct instructor in business at Arkansas State University Mid-South. He is also a project manager for Advance Memphis, transforming an abandoned, 24,000 square foot warehouse into a multi-use jobs center.

Jeremy Gwee

Business

- ◆ DMin, Bakke Graduate University
- ◆ MBA, Henley Management College
- ◆ BA, University of Singapore

Professional Experience: Jeremy is an experienced global business leader with a heart to teach and demonstrate how God’s principles for work build trust in the world of global finance. Prior to his current role, Jeremy was Chief Operating Officer for HSBC Asia Pacific Finance and Head of Capital Management and Financial Compliance in HSBC Asia Pacific finance. He has been in financial services since graduating from the University of Singapore in 1980. Prior to joining HSBC Jeremy worked with IBM, Ernst and Young, Deutsche Bank and Malayan Banking. Jeremy has worked in various areas in banking namely treasury, finance, compliance, regulatory reporting, operations and technology. In the course of his work, Jeremy also worked in New York, London, Frankfurt, Amsterdam, South Asia, ASEAN and Hong Kong.

Zach Hamilton

Community Leadership and Transformation

- ◆ DTL, Bakke Graduate University
- ◆ MASCE, Bakke Graduate University
- ◆ BSc in Biblical Studies, Baptist College of Florida

Professional Experience: Dr. Hamilton is a decorated United States Air Force (USAF) veteran. Zachary earned a Doctor of Transformational Leadership and a M.A. in Civic and Social Entrepreneurship from Bakke Graduate University. He also holds a B.S. in Biblical Studies from the Baptist College of Florida. As a capacity builder and transition management specialist, Zachary has led numerous social and professional organizations through intense, high pressure situations. As a community organizer, Zachary has catalyzed peer-based personal and

professional development programs in several prison systems throughout the U.S. These programs continue to impact hundreds of men each year. Zachary is also a trained coach through CoachNet (now Fluxify) and QuickStep Coach Training. Dr. Hamilton's areas of interest include asset-based community development, community organizing, design thinking, branding and marketing, narrative theology, organizational development, and leadership development.

David Hataj

Theology of Work

- ◆ DTL, Bakke Graduate University
- ◆ MCS, Regent College, Vancouver, BC
- ◆ BA, University of California, Irvine, CA

Professional Experience: Dave is President of Edgerton Gear, which is based in Wisconsin. He received his master's degree from Regent College and is also a recent graduate (June 2014) of BGU with a Doctor of Transformational Leadership (DTL) degree. The title of his dissertation was "Developing Craftspeople with Character for Secondary Students through Theological Reflection, Praxis, and Qualitative Research." BGU is also pleased that Dave has accepted a position on the Board of Directors for the university.

James Hayford

Global Mission

- ◆ DMin, Asian Theological Seminary/Bakke Graduate University (joint degree)
- ◆ Masters studies, Fuller Theological Seminary and University of California
- ◆ BTh, Life Pacific College

Professional Experience: Jim Hayford has been in full-time ministry for 40 years. Most recently, he served as the Senior Pastor of Eastside Foursquare Church in Bothell, Washington, and the District Supervisor for the Seattle District of Foursquare Churches. His publications include *Contending for the Authentic*, *The Church Planter's Handbook*, and *The Action Album for Youth Leaders*.

Dave Hillis

Transformational Leadership, Spiritual Formation

- ◆ DMin, Bakke Graduate University
- ◆ MDiv, Fuller Theological Seminary
- ◆ BA, Western Washington University

Professional Experience: From 1988 to 1994 Dave Hillis was Associate Regional and Training Director for Young Life, Inc., responsible for the development of all urban work for Young Life in the Northwest cities of Seattle, Tacoma and Portland. He served as the Executive Director for the Northwest Leadership Foundation (NLF) since 1995, overseeing a variety of urban programs that range from tutoring for inner-city youth to an adult urban theological initiative to an urban youth outreach initiative. Dave Hillis assumed the position of President of the Leadership

Foundations of America (LFA) on October 1, 2008. Teaching experience includes being an adjunct professor at Fuller Seminary in their Youth and Family Department and at Trinity Lutheran College in their Urban Studies Department.

Marlene Hines

Library Research

- ◆ DTL, Bakke Graduate University
- ◆ Med, University of the West Indies, Jamaica
- ◆ BA in Library and Information Studies, University of the West Indies, Jamaica

Professional Experience: Dr. Marlene Hines is a retired Civil Servant of the Government of Jamaica. She has served her government in the capacities of Director and Project Manager for 19 years in the field of Records and Information Management at the Ministry of Education, Youth and Information. Dr. Hines has also taught at three levels of the education system, primary, secondary and tertiary and has a range of experience in teacher training. She has a Doctor of Transformational Leadership, BGU and a MA in Educational Administration, University of the West Indies, Jamaica. Dr. Hines also has international certification in Project Management and education policy development. She has served on government committees such as the World Bank and UNESCO. She serves presently as the Librarian with The Society of Global Scholars.

Leroy Hurt

Project and Operations Management

- ◆ PhD Candidate, North Central University, Prescott Valley, AZ
- ◆ DTL, Bakke Graduate University, Seattle, WA
- ◆ MS, California University of PA, California, PA
- ◆ MBA, Regis University, Denver, CO
- ◆ MA, University of Washington, Seattle, WA

Professional Experience: Leroy Hurt is a management consultant with Booz Allen Hamilton and advises organizational leaders in a number of business areas, including project and operations management, organizational development, global business, and strategic communications. Leroy's experience includes a career as an officer in the United States Army, as well as information technology, telecommunications, and banking, and education positions. The author of *Your Unfinished Business: Find God in Your Circumstances, Serve Others in Theirs*, Leroy draws on his management and experience in the public and private sectors, as well as his teaching experience at West Point and the University of Phoenix, to promote servanthood as the key to integrating faith and daily living for individual growth and organizational leadership.

Keum Ju (Jewel) Hyun

Theology of Work; Women's Ministry

- ◆ DMin, Gordon Conwell Theological Seminary, South Hamilton, MA

- ◆ MA, Gordon Conwell Theological Seminary, South Hamilton, MA
- ◆ MS, Yonsei University, Seoul, South Korea
- ◆ BS, Yonsei University, Seoul, South Korea

Professional Experience: Keum Ju (Jewel) Hyun is founder and president of Matthew 28 Ministries, Inc, a non-profit organization that focuses on developing and equipping women in Africa with theological and biblical training that will enable them to become effective disciple-makers for Christ. Jewel serves as a board member for Christians for Biblical Equality. She has worked in partnership with a variety of schools and ministries in Kenya. From 1978 to 1995, she worked at Fidelity Investments in positions that included Director of Information Technology of Fidelity Life Insurance Company, as well as Internal Consulting and Information Technology positions. Jewel has taught all over the world.

Wesley Johnson

Spiritual Formation

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ ThM, Dallas Theological Seminary
- ◆ BA, Seattle Pacific University

Professional Experience: Wes has served as a pastor in the Baptist General Conference since 1984 and as pastor of Bethel Baptist Church in Everett, Washington since 1993. He has taught the principles of spiritual formation to lay and pastoral leaders in Focusing Leaders Networks, the Columbia Center for Leadership Formation, the Cascade Lead Team, the Columbia Baptist Conference Contemplative Prayer Retreat and at the Summit School of Ministry in Bellingham, Washington.

Virginia “Jeng” Juan

Microfinance

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MSc, Wye College Univ. of London, Wye, Kent
- ◆ BS, Central Luzon State University, Munoz, Nueva Ecija

Professional Experience: Dr. Virginia “Jeng” Juan is the President and CEO of APPEND, one of the first and largest networks of micro and social entrepreneurs in the Philippines. She earned her DMin from BGU and MSc in Agricultural Economics from University of London, UK. Her education and exposure to microfinance, enterprise development and socio-economics research and development for more than two decades has shaped her expertise in microfinance, transformational leadership, socio-economics research and development, and establishment and management of social solidarity economy enterprises. Dr. Juan is the founder and board member of numerous organizations involved in helping poor communities create wealth with dignity. In 2009, she has been part of FSSI’s Board of Trustees and in various committees and now serves as board auditor.

Samuel Kargbo*Pastoral and Educational Leadership*

- ◆ PhD, (in progress) Bakke Graduate University
- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MA, Njala University, Freetown, Sierra Leone
- ◆ Med, Njala University, Freetown, Sierra Leone
- ◆ BTh, Evangelical College of Theology, Freetown, Sierra Leone

Professional Experience: Dr. Samuel Kargbo is an innovator in providing education and services to at-risk children and youth in Sierra Leone. He is the founder and principal of the Agape Elementary and High School, and the Evangelical College of Theology in Jui, near Freetown in Western Sierra Leone. He is also the Executive Director of the New Era Evangelism and Development Programme, and Pastor of the Faith Baptist Church in Wellington. Dr. Kargbo's BGU doctoral dissertation is titled, An Assessment of Theology of Work as a Paradigm for Workplace Attitudinal and Behavioral Transformation in the City of Freetown. Dr. Kargbo has partnerships with churches in the US and beyond that provide sponsorship for kinship and foster care for several hundred orphans in Sierra Leone. Samuel and his wife Emma have four children.

Gregg Keen*Leadership*

- ◆ DTL, Bakke Graduate University, Seattle, WA
- ◆ MA, University of Wisconsin, Madison, WI
- ◆ MBA, Eastern University, St. Davids, PA
- ◆ BA, Seattle Pacific University, Seattle, WA

Professional Experience: Gregg Keen has spent his entire career working through international Christian non-governmental organizations to improve the lives of people in impoverished and war-torn communities. He has built and led teams while living in South Korea, Somalia, Cambodia and Uganda, and has provided guidance and direction to programs and leaders in over 50 countries. He is comfortable across cultures and is passionate about holistic approaches to community transformation. Dr. Keen believes he can best serve and fulfill his calling by investing his time and energy in equipping, enabling and empowering others who feel called to a similar purpose.

Hans Kok*Higher Education Leadership*

- ◆ PhD in Biology, Radboud University, Netherlands
- ◆ MSc in Biology, Radboud University, Netherlands

Professional Experience: Hans (CJ) Kok obtained a master's degree and Ph.D. in biology. He worked as researcher and academic manager at Wageningen University (Netherlands). From

there, he co-founded a spin-off company and was involved in developing the business plan of this company. Later he functioned as director R&D, IP manager and business developer in this spin-off. After that, He was founding member and faculty of the European Leadership Academy in Amsterdam. Presently he is dean at the International Business School The Hague, responsible for program development, accreditation and quality assurance. He is also visiting professor at the Redeemer's University, Ede, Nigeria, faculty of Management Studies.

Clifford Kuyokwa

Community Leadership and Transformation

- ◆ DTL, Bakke Graduate University
- ◆ MA in Christian Leadership, African Bible College, Malawi
- ◆ BA in Christian Education, African Bible College, Malawi

Professional Experience: Clifford Kuyokwa holds a BA in Education, MA in Christian Leadership and a doctorate degree from Bakke Graduate University, Doctor of Transformational Leadership. Currently he is the Country Director of an international NGO based in Central Africa, Malawi. He has passion for education, management and leadership, especially transformational leadership. For the past eight years, he has been teaching and also involved in senior management and leadership. He is principled and believes that good transformational leadership brings long lasting solutions to the world challenges. Leaders with leadership are agents for transformation globally.

Jim Laub

Organizational Leadership

- ◆ EdD, Atlantic University, Boca Raton, FL
- ◆ MA, Azusa Pacific University, Azusa, CA
- ◆ BA, Miami Christian University, Miami, FL

Professional Experience: Dr. Jim Laub is a facilitator, trainer, speaker and tool-maker for organizational effectiveness. He currently serves as the Dean of the MacArthur School of Leadership at Palm Beach Atlantic University and as Professor of Leadership Studies. Previously, Jim developed a unique degree program (Minor and 2nd Major) in Leadership on the undergraduate level at Indiana Wesleyan University and was the first faculty for the Doctorate in Organizational Leadership at IWU. Jim is the president of the OLAGroup and is the creator of the Organizational Leadership Assessment (OLA) and other related tools, which measure organizational health from a servant leadership perspective, assess employee and leadership performance, and train students in effective leadership awareness and skills. Dr. Laub has provided training both nationally and internationally, and has worked in the inner city of Miami and in the rural areas of West Virginia. His dissertation and ongoing research has focused on servant leadership and organizational tools.

Paul Lee

Intercultural Studies, Missions, Korean and Global Leadership

- ◆ DPhil, Oxford University

- ◆ MA, Sungkyul Theological Seminary
- ◆ BA, Master's Divinity School

Professional Experience: For over thirty years, Dr. Paul Sungro Lee has taught students, formally and informally, from across Africa and Asia. He has served in pastoral leadership and church planting, as a professor, as an intercultural trainer, as an international director of a training organization, and as a radio broadcast speaker. He has authored *Doing Missions in Difficult Contexts*, *Disciples of the Nations: Multiplying Disciples and Churches in Global Contexts*, and *Missionary Candidate Training* which has been translated into Spanish, French, Portuguese, and Amharic. He gave academic presentations at the Lausanne Global Diaspora Network consultations, at the general assemblies of Christian and Missionary Alliance, and at the American Society of Missiology.

John Lewis

Old and New Testament Theology

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Fuller Theological Seminary, Pasadena, CA
- ◆ BA, Pacific Lutheran University

Professional Experience: John is currently serving with Northwest Leadership Foundations in Tacoma, WA, overseeing the City as Parish Initiative. He also liaisons between Leadership Foundations (the umbrella organization to which Northwest Leadership Foundations belongs) and BGU's educational programs. Previous to this, John and his family spent two years in Beijing, serving both emerging young leaders and an organization working with migrant children. John has also served two years at University Place Presbyterian Church as Discipleship Pastor, and twelve years as Director of Tacoma College Ministry at the University of Puget Sound.

Fohle Lygunda Li-M

Scholar Leader, Contextualization of Theology, Cross-cultural Leadership

- ◆ PhD in Missiology, North-West University, South Africa
- ◆ DMin in Missional Leadership, Asbury Theological Seminary
- ◆ MTh Faculté de Théologie Evangelique de Bangui
- ◆ BTh, Institut Supérieur de Théologie Evangélique Goyongo, DR Congo

Professional Experience: Dr. Fohle Lygunda li-M (DMin Asbury Theological Seminary and a PhD in missiology, North-West University, South Africa). He serves as a missionary with his family in Burundi, at International Leadership University, he alternately served as head of the missiology department, dean of theology, academic secretary, and interim rector. Since 2014, he has been an extraordinary researcher in missiology at North-West University (NWU), Potchefstroom, South Africa, where he supervises graduate works (Master's and PhD). He also serves as a postgraduate thesis examiner at University of South Africa (UNISA), and South African Theological Seminary (SATS). He directs Africa Center for Interdisciplinary Studies

(ACIS), Kinshasa, DRC, which he founded in 2017. He is also a member of the editorial board of Dictionary of African Christian Biography (www.dacb.org). His areas of research include missiology, contextual theology, leadership and education. Author of several books, including Transforming Missiology (Langham, 2018).

Kah Hooi Lim

Entrepreneurship, Management and Strategic Marketing

- ◆ DTL, Bakke Graduate University, Dallas, TX
- ◆ MSc in Industrial Management, University of Birmingham, UK
- ◆ BSc, University of Birmingham, Birmingham, UK

Professional Experience: Dr. Lim recently received a Doctorate in Transformational Leadership from BGU. As a Malaysian, he has 20-years senior executive experience as Hewlett-Packard Product Line Manager and Managing Director for Dastek in Malaysia and is a pioneer in executive coaching in Kuala Lumpur. He operates a successful entrepreneurship incubator, The Encubator, “Transforming the Marketplace through Multiplying Biblical Entrepreneurs” in KL, and has personally logged more than 10,000 hours of one-to-one coaching of CEOs and business owners. While skilled in Organizational and Personal Transformation, Performance Improvement and Strategic Planning, he has a strong engineering and management background and is the National Director of FCCI (Fellowship of Companies for Christ International) Malaysia. He was formerly a Master Mentor Chair for Vistage Malaysia Sdn Bhd, as well as Resident Chair, conducting Chair Development and Mentorship Programs for Chief Executives and Key Executive Groups.

Pat Loughery

Spiritual Formation, Transformational Leadership

- ◆ DMin, Bakke Graduate University
- ◆ Cert. of Completion, Vineyard Leadership Institute
- ◆ BS, Gonzaga University

Professional Experience: Dr. Pat Loughery is the founder and community architect for Way of Life : Online, a social network for intentional Christian spirituality in a mobile and socially networked world. He served as associate pastor at Mountain Vineyard Christian Fellowship beginning in 2001, focusing on small group ministry, leadership development and healing prayer. He planted Mt. Si Vineyard Church Community in 2004. Since 1989, he has worked in software engineering, project management and social network consulting. He is a graduate of Gonzaga University, Spokane, WA (BS in Computer Science); and Bakke Graduate University in Seattle, WA (DMin in Transformational Leadership for the Global City). Pat is ordained through the non-denominational Ohana Project Church and is a member of the Celtic Community of Aidan and Hilda.

Mel Luna

Cultural Anthropology, Disaster Relief

- ◆ PhD, University of the Philippines

- ◆ MA, University of the Philippines
- ◆ BS, Cum Laude, University of the Philippines

Professional Experience: Emmanuel M. Luna, PhD in Urban and Regional Planning, is a professor of Community Development at the College of Social Work and Community Development, University of the Philippines. In the last three decades, Dr. Luna has been involved in training Christian development workers and pastors in holistic and transformational development, community organizing and research in church ministry. He has extensive practice in community organizing, action research, participatory monitoring and evaluation, and social environmental impact studies. Specializing in community-based disaster risk management, he has published several papers in national and international journals. He is a life-time member of The Honor Society of Phi Kappa and the Pi Gamma Mu Honor Society.

Robert Lupton

Urban/Global Leadership

- ◆ PhD, University of Georgia
- ◆ MEd, Georgia State University
- ◆ BA, God's Bible College, Cincinnati, OH

Professional Experience: Robert Lupton is a Christian community developer, an entrepreneur who brings together communities of resource with communities of need. Through FCS Urban Ministries, a non-profit organization which he founded, he has developed three mixed-income subdivisions, organized two multi-racial congregations, started a number of businesses, created housing for hundreds of families and initiated a wide range of human services in his community. Publications include: *Theirs is the Kingdom*, *Return Flight*, *Renewing the City*, *Compassion, Justice and the Christian Life*, and *Urban Perspectives*.

Rose Madrid-Swetman

Missional Church

- ◆ DMin, Bakke Graduate University, Seattle

Professional Experience: Rose Madrid-Swetman is a missional pastor who co-pastors Vineyard Community Church in Shoreline, WA, with her husband, Rich. She is the Executive Director of Turning Point, a missional group which partners with local agencies to serve low-income families in the greater Seattle area. She is an Area Pastoral Care Leader in the Northwest Region of Vineyard USA.

Zenet Maramara

Management

- ◆ DMin, Bakke Graduate University, Seattle
- ◆ MBA, Biblical Stewardship & Christian Mgmt, Asian Theo. Seminary
- ◆ MA in Journalism, Regent University

- ◆ MDiv in Christian Education, Asian Theological Seminary
- ◆ BA in Communication, University of the Philippines

Professional Experience: Zenet has a Doctor of Ministry in Transformational Leadership in the Global City Bakke University as well as multiple master's degrees in Journalism, Divinity, Biblical Stewardship, and Christian Management at other institutions. Alongside these qualifications, Zenet brings her expertise in transformational leadership and management, governance and financial stewardship, resource mobilization, and creation care (environmental stewardship). Zenet is a board member of OM Philippines and was a speaker for the FD|24 training. She worships at Sovereign Grace Church in Quezon City, Philippines. Zenet Maramara recently retired from full-time work as a professor of biblical stewardship at Asian Theological Seminary. She now serves as an adjunct faculty member after previously directing their MBA program and Strategic Leader Development Centre. She is also a co-founder of *Christians in Conservation*, a creation care NGO, as well as serves on the founding board of the *Christian Council for Transparency and Accountability*.

Michael Mata

Community Development, Practical Urban Theology

- ◆ PhD, University of Southern California, Los Angeles
- ◆ Master of City Planning, University of California, Berkeley
- ◆ MDiv, Nazarene Theological Seminary, Kansas City, MO
- ◆ Master of Arts, Point Loma Nazarene University, San Diego
- ◆ BA, Point Loma Nazarene University, San Diego

Professional Experience: Michael Mata serves as the Associate Pastor for Community Affairs at Los Angeles First Church of the Nazarene, and is the former Coordinator for World Vision's church-based community and congregational development efforts in Los Angeles. He was involved in the rebuilding after the 1992 Los Angeles riots, helping to organize African-American, Latino and Korean evangelical leadership. Michael serves on the boards and advisory councils of many Southern California community-based ecumenical and non-profit development organizations and has gained recognition in the community as a consummate crafter of coalitions.

Mark Miller

Research

- ◆ DMin, Bakke Graduate University, Seattle
- ◆ MA, Fuller Theological Seminary, Pasadena, California
- ◆ BS, United States Naval Academy, Annapolis, Maryland

Professional Experience: Mark Miller founded Mountain Creek Christian Fellowship in Issaquah, Washington in 1993 and continues to serve as Pastor. He is also the founder of Compassion House, a 501(c)3 corporation providing transitional housing to families in need.

Formerly, he was the Product Manager for Ioline Corporation, the Vice President/General Manager of Technoarts Corporation, and a Corporate Officer for Telematic Products. He was commissioned as an officer in the United States Marine Corps in 1976, served on Active Duty until 1981, served in active reserves until 1987, and finished as a Captain.

Nancy Murphy

Domestic Violence & Abuse

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MA, City University, Seattle
- ◆ BS, Seattle Pacific University, Seattle, WA

Professional Experience: Nancy is a licensed mental health counselor and the Director of Northwest Family Life, a ministry that serves victims of domestic violence in the Seattle area. Nancy is nationally known for her work with victims and perpetrators in the area of domestic violence.

Jonathan Nambu

Combating Human (Sexual) Trafficking

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Northern Baptist Seminary, Chicago, IL
- ◆ BS, University of Illinois, Urbana-Champaign, IL

Professional Experience: Jonathan Nambu is the Executive Director of Samaritana Transformation Ministries, Inc., in Manila, Philippines. Samaritana is a non-profit, non-denominational organization committed to sharing and living out the Gospel among Filipino women caught in prostitution, and to doing so in partnership with other members of the Body of Christ.

Larry Peabody

Theology of Work

- ◇ DMin, Bakke Graduate University, Seattle, WA 2012
- ◇ BA, Wheaton College, Wheaton, IL, 1963

Professional Experience: Larry Peabody has served as a state employee, business owner, church planter, and senior pastor. He currently teaches theology of work courses for BGU. His first book, *Serving Christ in the Workplace* (originally *Secular Work is Full-Time Service*) was published by Christian Literature Crusade in 1974. *Job-Shadowing Daniel: Walking the Talk at Work* was published in the spring of 2010. Other books include *Curing Sunday Spectatoritis: Why? How?* published in 2016 and *God Loves Your Work*, published in 2022.

William Pezzutti

Law, Ethics, and Spirituality

- ◆ JD, University of Akron School of Law
- ◆ BA, Montclair State College, New Jersey

Professional Experience: William Pezzutti is Vice President of Client Services and Director of Risk Management for Harden, one of the Southeast's leading insurance, risk management and employee benefits firms. He is responsible for the operations of the Commercial Insurance Division and for providing risk, claims and litigation management support and advice, as well as advanced technical skills and knowledge of commercial insurance coverage, products and alternatives. During his 36 years of professional experience, Mr. Pezzutti has been involved with underwriting, claims management, workers compensation consulting and risk management information systems design and implementation. He has worked with some of the largest self-insured workers' compensation programs in the country in directing their cost containment programs and risk financing mechanisms. Further, he has exercised his legal background as a licensed attorney in litigation management, reserve analysis and actuarial reviews. He is a member of the Florida Bar Association, the Florida Bar Workers' Compensation Section, and the Jacksonville Bar. Mr. Pezzutti is currently the Board Chairman for the Williams/DuPont YMCA, and is on the Florida First Coast YMCA Wellness Committee.

Dale Pollard

Spiritual Formation

- ◇ DMin, Bakke Graduate University
- ◆ MTS, Regent College, Vancouver, BC
- ◇ BA, Western Washington University, Bellingham, WA

Professional Experience: Dale Pollard is currently serving as executive director of the Eighth Day Community/Institute, a ministry dedicated to leadership development through spiritual formation, incarnational presence, and transformational encounters with God's missional work in the world. He is ordained with the Northwest Ministry Network of the Assembly of God with over 30 years of pastoral experience.

Hubert Quiller

Transformational Leadership

- ◆ DTL, Bakke Graduate University
- ◆ MA in Leadership, Luther Rice University
- ◆ BA in Biblical Studies, Jacksonville Theological Seminary

Professional Experience: Hubert (Hue) Quiller DTL is the founding senior pastor of the Restoration Worship Center of Richmond Hill, GA. He currently serves as the Legal Redress Committee Chairperson of the Bryan County branch of the NAACP. He served the US Army passionately and unselfishly for over twenty years in positions of increasing responsibility, the most notable being First Sargent of HHC 4th Training Brigade, Fort Jackson, South Carolina. After retirement, he continued to serve the US Army as an Emergency Management Specialist and Operations Security Manager on Hunter Army Air Field near Savannah, GA. He completed his academic research and dissertation in the area of servant/transformational leadership at Bakke Graduate University, Dallas, Texas, with a Doctorate in Transformational Leadership (DTL). He is married to the former Johnnie Deloris Maddox of Tuscaloosa, Alabama. She is the Senior Environmental Health and Safety Specialist at BASF of Savannah, Georgia. Together they have four sons, Alfonso, Nicholas, Joshua, and Justus.

Steven W. Raulerson

Pastoral and Practical Theology

- ◇ DMin, The Graduate Theological Foundation, Notre Dame, IN
- ◇ MDiv, Seabury-Western Theological Seminary, Evanston, IL
- ◇ MA (abt), The University of Oklahoma, Norman, OK
- ◇ Independent Study, Harvard University, Cambridge, MA
- ◇ BA, The University of Oklahoma, Norman, OK

Professional Experience: Steven Raulerson has a doctorate from the Graduate theological Foundation in Ecumenics and Inter-Traditional Studies and an MDiv from Seabury-Western Theological Seminary with concentrations in Theology and Scripture. He is a Bethel-certified teacher trainer. His MA work was in Anthropological Jurisprudence and cross-cultural dynamics. He has substantial experience in higher education administration and has served as chief development officer, vice-president and, also, as interim chief executive officer. He authored the first Affirmative Action program for the University of Oklahoma and was later a special consultant to Oklahoma State University Board of Regents by gubernatorial appointment. He is a Regent for Logos Christian College and Graduate Schools. In the corporate world, he was an investment banking professional, specializing in municipal underwriting, financial consulting and industrial development revenue instruments. He is an active member of the Screen Actors Guild as Talent and is a consultant for documentary projects. He currently serves as Bishop for Chaplaincies and Federal Ministries, Christian Communion International, and is in his thirty-second year of ordained ministry. He is Secretary General, Society for the Life of the World.

Joshua Reichard

Scholar Leader, Global Missions

- ◆ PhD in Human & Social Studies, University of the Western Cape
- ◆ EdS in Educational Leadership, Liberty University
- ◆ DPhil, Social Research, Oxford Graduate School
- ◆ MLitt, Organizational Leadership, Oxford Graduate School
- ◆ BA in Christian Education & Admin, Logos Christian College

Professional Experience: Joshua D. Reichard, PhD, EdS, is a leader, scholar, and developer. Joshua has led extensive organizational change and expansion in a network of urban Christian schools, led online learning development, and institutional effectiveness. Joshua is an accomplished scholar in a wide variety of fields, including theology, philosophy, education, and the social sciences. Joshua has extensive international teaching and travel experience, having lived and served in the developing world. Joshua earned his PhD at the University of the Western Cape, the first anti-apartheid university in South Africa.

Jamie Ressler

Marketing

- ◇ DBA, Nova Southeastern University
- ◇ MBA, Palm Beach Atlantic University

- ◆ BS, Florida State University

Professional Experience: Jamie Ressler has been teaching marketing for more than ten years. Prior to teaching, she worked as a marketing director in the nonprofit and corporate sectors. She also acted as the faculty member for the Students in Free Enterprise team, which consistently won at regional competitions and placed well at the national competition. Jamie completed her dissertation in the area of reputation, specifically looking at reputational factors and how they impacted an incoming student's likelihood of enrolling. Jamie also enjoys studying branding, materialism and nonprofit management. She consults with nonprofits in the areas of strategic planning, marketing and social media.

Glenda Riley

Global Leadership

- ◆ PhD in Global Leadership, Indiana Institute of Technology, Fort Wayne, IN
- ◆ Graduate Certificate in Healthcare/Health Services, Park Univ., Parkville, MO
- ◆ MBA, Webster University, St. Louis, MO
- ◆ BA in Organizational Management, Philander Smith College, Little Rock, AR

Professional Experience: Glenda has been an online Adjunct faculty since 2004 for other universities. She graduated from Indiana Tech (Fort Wayne, IN) with a PhD in Global Leadership. Partial title of her dissertation was "Implementing a Culturally Relevant Pedagogy." Additionally, she received an MBA from Webster University. Her leadership skills began from teaching undergraduate leadership courses to currently serving as dissertation chair and dissertation committee reader in a university's leadership program. Her many and varied areas of expertise spans across globularity, cultural diversity, transformational leadership, and emotional intelligence, just to name a few. She currently serves in the position as Data Manager for a healthcare facility who serve individuals living with HIV/Aids

Kurt Risley

Mediation, Coaching, and Counseling

- ◆ DMin, Bakke Graduate University, Seattle
- ◆ MMin, Oklahoma Christian University, Oklahoma City, OK
- ◆ BS in Bible, Southwest Christian College, Oklahoma City, OK
- ◆ BS in Business Management, Oklahoma Christian College, Oklahoma City

Professional Experience: As a professional mediator, Dr. Risley brings over twenty years of experience involving mediation, counseling and coaching others with life's challenges and difficulties. Kurt's undergraduate degrees are in Business Management and Bible with a Minor in Music. After college he attended the Institute of Practical Ministry in Dallas, TX, worked on his Masters in Ministry and helped plant two churches. He has a DMin in Transformational Leadership from BGU and has been involved in executive management and the starting of several different companies. Kurt Risley leads several companies that focus on bringing peace to the world. We Create Peace LLC includes mediation services and training, outsourced HR

services, guardianships and conservatorships and daily money management for those in need. Kurt also serves as an elder in Acadia church which includes community-based fellowships focusing on worship, prayer, discipleship and community. Kurt grew up in a ranch town in Oklahoma, USA, the youngest of four children and a preacher's kid. Kurt loves teaching all things that involve interacting with people. Mentoring is a way of life for Kurt and his primary activity in growing his businesses. Dr. Risley has taught in both college and post-graduate environments. He has also spoken globally on leadership development, community programs and conflict resolution.

Kris Rocke

Urban Youth Leadership

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Eastern Baptist Seminary
- ◆ BA, Pacific Lutheran University

Professional Experience: Kris Rocke is the executive director of the Center for Transforming Mission (CTM), whose purpose is to develop communities of grassroots leaders to serve high-risk youth and families in hard places. He has over twenty-six years of urban ministry experience.

Mark Russell

Mission-Focused Entrepreneurship

- ◆ PhD, Asbury Theological Seminary
- ◆ MDiv, Trinity Evangelical Divinity School
- ◆ BS, Auburn University

Professional Experience: Mark L. Russell is the founder of Russell Media and a frequent public speaker, who has worked as a consultant for a diverse set of organizations. He has done extensive work in areas of poverty, empowering micro-entrepreneurs through microfinance and other economic development initiatives. Mark has lived and worked in Russia, Chile and Germany and has traveled to over 70 countries to carry out a variety of business, educational, humanitarian and religious projects. His PhD thesis was on the topic of Business as Mission and he has been published in over 70 academic and popular level publications and is the author of *The Missional Entrepreneur*, the coauthor of *Routes and Radishes and Other Things to Talk About at the Evangelical Crossroads* and editor and publisher of *Our Souls at Work: How Great Leaders Live Their Faith in the Global Marketplace*, a book with contributions from several Fortune 500 CEO's as well as a variety of emerging social entrepreneurs.

Ron Ruthruff

Poverty, Diversity and Social Justice

- ◆ DMin, Gordon-Conwell Theological Seminary, Boston
- ◆ MS, Pepperdine University, Malibu, CA

- ◆ BA, Human Services, Western Washington University

Professional Experience: For the past twenty-six years Ron Ruthruff has served homeless and street involved youth and families in Seattle, providing case management services, designing programs and educating the community on the issues that impact those who are labeled the least in our neighborhoods. Ron's call is to empower individuals to live lives of significance, to equip the church to love and serve their neighbors and to engage communities in cross cultural and global conversations. Ron lectures on the psycho-social issues that impact this population internationally. Ron's latest book is entitled *The Least of These: Lessons Learned from Kids on the Street*.

Yacouba Sanon

Theological Studies

- ◆ DPhil in Theological Studies, OT Emphasis, Trinity Evangelical Divinity School
- ◆ MTh, Faculté de Théologie Évangélique de l'Alliance Chrétienne (FATEAC)

Professional Experience: Yacouba Sanon is presently the Hebrew and OT scholar at the University of the Christian Alliance of Abidjan, Côte d' Ivoire. He is also the Area Director for Langham Publishing in Francophone Africa. He grew up in Burkina Faso and has many years of experience as a pastor as well as in community development. He has taught in and researched various areas of theology, including narrative theology.

Andrew Sears

Nonprofit Management, Higher Education Leadership

- ◆ DTL, Bakke Graduate University
- ◆ MSc in Electrical Engineering and Computer Science, MIT
- ◆ MSc in Technology and Policy, MIT

Professional Experience: Dr. Sears has served as President of City Vision University, which is focused on providing radically affordable higher education to enable others to make a living and a life. They launched a \$2,000 AA degree and a \$5,000 BA degree online that was featured in Forbes. He recently published a free MOOC on Disruptive Innovation in Higher Education on Udemy and iTunes U. City Vision currently provides degrees in Business Administration, Nonprofit Management, Addiction Studies and Missions as a Master's in Technology and Ministry. I serve as the Director of our Technology and Ministry Master's program, and teach Technology, Cross-Cultural Organizations and the Poor; Social Entrepreneurship; Technology, Life Balance and Addiction; History and Case Studies of Technology and the Church. I also oversee the following courses Theology of Technology, Organizations Systems, Theology of Work and Life Calling in the Stem Professions.

Bekele Shanko

Emerging Leaders

- ◆ DTL, Bakke Graduate University, Seattle, WA
- ◆ MA, Azusa Pacific University, Azusa, CA

- ◆ BA, Addis Ababa University, Addis Ababa

Professional Experience: Bekele Shanko was born and raised in Ethiopia. He has held diverse leadership positions in government as well as non-profit organizations. His significant professional contributions include the creation of the Emerging Leaders Initiative (ELI) of Africa, the launching of the Global Alliance for Church Multiplication (GACX), the development of the Global Church Movements (GCM) of Campus Crusade for Christ International, and the design of Ethiopia's 100-year strategic vision on national transformation.

Jill Shook

Social Justice

- ◆ DMin, Bakke Graduate University
- ◆ MA, Denver Seminary
- ◆ BS, Cal Poly, San Luis Obispo, CA

Professional Experience: Jill Shook works as a catalyst with Missions Door, networking local churches around issues that affect the most vulnerable, including housing, violence, improving public education and promotion of the Parent Project. Jill serves on numerous boards of housing organizations. Several past careers include: a college campus minister with Campus Ambassadors, serving in California and Oregon; Food for the Hungry International, creating work-teams from Berkeley to Harvard to serve in developing nations; founder and director of Students and Tutors Achieving Real Success (STARS), a ministry of Lake Avenue Church in Pasadena, California where over 125 volunteers weekly mentored and tutored at-risk youth.

Glenn Smith

Urban Studies for the French World; Christians and the Arts

- ◆ DMin, Northern Baptist Theo. Seminary, Chicago
- ◆ MA, University of Ottawa, Canada
- ◆ BA, University of Michigan

Professional Experience: Glenn Smith has been the Executive Director of Christian Direction in Montreal since 1983, a multi-faceted ministry committed to the spiritual transformation by Jesus Christ of all life in the cities of the Francophone world. He is professor of urban theology and missiology at the University of Montreal and lecturer at McGill University in Haiti, as well as the Academic Dean for ITF (Francophone Theological Institution) in Montréal. He has written several articles and government publications in addition to being the co-author of "Espoir pour la Ville" (*Hope for the City, God in the City*) with Dr. Ray Bakke and Andre Pownall, and writing the book *Following Jesus: God Invites us to Transformative Discipleship*. He also edited, *Towards the Transformation of Our City/Regions* in the LCWE Occasional Papers Series. His forthcoming book is entitled *City Air Makes You Free: To Transform the City Through a Fresh, Biblical Hermeneutic*.

Blen Solomon

Economics

- ◆ PhD in Economics, Western Michigan University
- ◆ MA in Economics, Western Michigan University
- ◆ BA in Economics, Lawrence University

Professional Experience: Blen Solomon grew up in Ethiopia and has a heart for international and development economics, as well as for labor economics. She has directed business programs and is now an Associate Professor of Economics in Florida. She is also a prolific writer and has presented at numerous professional conferences.

Paul Stevens

Theology of Work

- ◆ DD, McMaster University
- ◆ DMin, Fuller Theological Seminary
- ◆ BD, McMaster Divinity College
- ◆ BA, McMaster University

Professional Experience: Paul is adjunct professor at BGU, and Professor Emeritus, Marketplace Theology at Regent College, Vancouver, BC. He has worked in church leadership, business, student counselling and for over twenty years, the academic world, in North America and world-wide. He has authored many books, including *Marketplace Ministry Handbook*, *The Other Six Days: Vocation, Work, and Ministry in Biblical Perspective*, and *Doing God's Business: Meaning and Motivation for the Marketplace*.

Tim Svoboda

International Urban Issues

- ◆ DMin, Bakke Graduate University

Professional Experience: Timothy Svoboda is currently the International Urban Missions Director for Youth With A Mission and also serves as the City Coordinator for YWAM San Francisco. Tim, his wife and children served in India from 1983 to 2007. Tim was the National Director for YWAM India, the South Asia Urban Ministry Coordinator and the Chennai City Coordinator. YWAM Chennai (www.ywamchennai.org) has developed into a decentralized movement of 17 focused teams that are living incarnationally and reaching out to leprosy patients, slum dwellers, university students, urban middle class people, Muslims, and into other sectors of society. Tim also was one of the founders for Chennai Transformation Network (www.ctn.org.in), which is a movement that unites the Christians of the city for transformational ministry. Tim and his family currently live in San Francisco giving leadership to the ministry of YWAM there and around the world in cities.

Eric Swanson

Externally-Focused Church

- ◆ DMin, Bakke Graduate University

- ◆ BS, University of California at Berkeley

Professional Experience: Eric Swanson has written numerous published articles and co-authored four books: *The Externally Focused Church*, *Living a Life on Loan*, *The Externally Focused Quest*, and *To Transform a City*. He has worked as the Director of Charitable Investing at Tango, Director of Externally Focused Churches Leadership Communities, a Consultant at GoodCities, Campus Staff Regional Director at Campus Crusade for Christ, at National Key Man/Ambassador Training Team at Promise Keepers.

Andrew Thomas

Business and Industry

- ◆ PhD, Academia de Stude Economice, Bucharest
- ◆ MA, University of Akron
- ◆ BA, University of Akron

Professional Experience: Andrew R. Thomas, PhD is Associate Professor of International Business at the University of Akron and the bestselling author or editor of 23 books. He is founding editor-in-chief of the *Journal of Transportation Security*, contributing editor at Industry Week, and a regularly featured analyst for media outlets around the world. A successful global entrepreneur, he has traveled-to and done business in more than 120 countries on all 7 continents.

Leyland Thompson

Education

- ◆ PhD, Washington State University, 1988
- ◆ MEd, University of Alberta, Canada 1978
- ◆ BT, University of New Brunswick, Canada 1976
- ◆ Trained Teachers' Certificate, Government Training College, Guyana

Professional Experience: Leyland serves as a Senior Lecturer at the University of Guyana. He has developed and overseen several undergraduate and graduate programs at his university. Certified in Education, he has also conducted educational review efforts in Guyana. As an educational consultant, he was instrumental in furthering a variety of educational projects in business in the worlds of education and business.

Neil Tibbott

Church & Ministry Multiplication; Philosophy of Ministry

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Int'l. School of Theology, Fontana, CA
- ◆ BA, University of Washington, Seattle

Professional Experience: Neil Tibbott currently serves as a consultant with Church Resource Ministries in the Northwest region with church planting networks.

Fletcher Tink

Global Urban Studies, Latin America

- ◆ PhD, Fuller Theological Seminary
- ◆ MDiv, Nazarene Theological Seminary
- ◆ MTh, Luther (Northwestern) Seminary
- ◆ MLA, Harvard University
- ◆ MA, Fuller Theological Seminary

Professional Experience: Dr. Tink is the Executive Director of the Bresee Institute for Metro-Ministries and serves as Adjunct Professor of Urban Compassionate Ministries at Nazarene Theological Seminary in Kansas City, MO. He has taught for many institutions and in 34 nations in English, Spanish or Portuguese. He is the former Academic Dean of City Vision College, and has written or edited five books, including the most recent, *How to Sponsor and Nurture Ethnic Congregations Without Losing Your Mind*. Dr. Tink serves on the BGU Board of Regents, develops BGU coursework in Latin America, and serves as one of the master teachers of “Theology of Work” and “Ethics and Responsible Business Practice,” courses which he teaches around the world.

Wayne Weathers

Professor of Poverty, Diversity and Social Justice

- ◆ DMin, Lutheran Theological Seminary
- ◆ MDiv, Duke University Divinity School
- ◆ BSc, Virginia State University

Professional Experience: Wayne Weathers is an experienced pastor and teacher and has served in ministry for twenty-three years. He was born and raised in Chester, PA, and received his Bachelor of Science Degree in Hotel-Restaurant Management from Virginia State University, a Master’s of Divinity Degree from Duke University, and a Doctorate of Ministry Degree from Lutheran Theological Seminary. He has an extensive background in corporate and non-profit management serving as a manager, executive director, and board member in various companies and non-profit organizations. Wayne’s doctoral research focused on “The Evolution of Urban Ministries in an Urban Church.” In regard to pastoral experience, Wayne has pastored a church in Durham, North Carolina and a church in Philadelphia, Pennsylvania. In November 2014, he was blessed to be a church planter and launched Vision of Hope Baptist Church located in Philadelphia, PA. In addition to being a pastor, Wayne is an adjunct professor at Lancaster Bible College teaching undergraduate and graduate students. He has an extensive background in urban ministry serving in various leadership capacities seeking to bring about social change in various communities.

Randy White

Urban Studies

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MCS, New College Berkeley
- ◆ MA, Fresno Pacific University (IMAP)
- ◆ BA, Child Development, California State University, Sacramento, CA

Professional Experience: Randy White served as the National Coordinator for Urban Projects for InterVarsity Christian Fellowship in the US. Before that he was the Founder and Executive Director of InterVarsity's Fresno Institute for Urban Leadership. He served as the Director of Doctoral Degrees for BGU until 2012, when he was hired by Fresno Pacific University as the Executive Director of the Center for Community Transformation. His publications include *Journey to the Center of the City: Making a Difference in an Urban Neighborhood* and *Encounter God in the City: Onramps to Personal and Community Transformation*.

Michael Whyte

Scholar Leader, Cross-cultural Missions

- ◆ DPhil, University of Southern California, 1990
- ◆ MSc, University of Southern California, 1981
- ◆ BSc, US Air Force Academy, 1978

Professional Experience: Michael M. Whyte is the Provost Emeritus and a Professor at Azusa Pacific University. As Provost from 2002 to 2010, Michael led six schools, one college, and 400 full-time and 700 adjunct faculty. He supervised enrollment management, academic services, and seven regional campuses. Michael now teaches in APU's leadership department, the MBA program, and doctoral studies. With over 15 years of accreditation experience, he has also served as a Western Association of Schools and Colleges (WASC) Commissioner. He holds a B.S. in International Affairs/American Politics from the USAF Academy and an M.S. and Ph.D. in Education from the University of Southern California. Michael was a Senior Associate Professor at the USAF Academy, a National Defense Fellow and Visiting Professor at Howard University, and a Professor at Northern Arizona University.

Mike Wicker

Scholar Leader, Cross-cultural Missions

- ◆ PhD, University of New Mexico, New Mexico
- ◆ MCRP, University of New Mexico, NM
- ◆ BSc, University of Minnesota

Professional Experience: Based on his research on transformational leadership in the African context, Prof. Mike Wicker believes change happens from the inside out. Mike holds a Ph.D. in Educational and Organizational Leadership from the University of New Mexico, USA. Mike worked as a missionary civil engineer in southern Africa. With over 35 years as a missionary

with Cru - Campus Crusade for Christ International across the African continent, Dr. Wicker currently serves as an Associate Professor for the International Leadership University in Burundi, DRC, Kenya, Nigeria and Zimbabwe. In addition, he serves as the Director of Education and Communication for the International Leadership Foundation. Since his African name given to him is “Tsepo,” meaning “hope.” Mike’s calling is to bring hope and spiritual encouragement to those around him.

Christine Wood

Servant Leadership, Cause Collaboration

- ◆ DMin, Bakke Graduate University
- ◆ MA, Azusa Pacific University, California
- ◆ BA, Antioch University

Professional Experience: Christine Wood is an author, educator, social entrepreneur and leadership consultant. She is a former Bible Study Fellowship teaching leader and Founder of Life Design, an educational ministry. She is an adjunct professor for Azusa Pacific University, teaching internationally and on campus in their Master of Arts in Organizational Leadership Degree Program. Christine has authored many Bible studies and *Character Witness, How Our Lives Can Make a Difference in Evangelism*. She consults on leadership development with churches and ministries worldwide, using the principles of Servant, and Transformational Leadership. She serves as the Leadership Director for Reckoning, a global and missional foundation that focuses on personal and social transformation for at-risk populations.

Kevin Yoho

Christian History

- ◆ DMin Palmer/Eastern Baptist Theological Seminary
- ◆ MDiv Gordon-Conwell Theological Seminary
- ◆ BA Washington Bible College

Professional Experience: Dr. Kevin loves the city. As a kind of architect of spiritual networks and pastor, Kevin believes that faith communities can and must deliver measurable impact as neighbors and as followers of Jesus Christ. Kevin has taught youth, history, urban ministry, non-profit management, and social entrepreneurship at several undergraduate and graduate institutions. He earned a Master of Divinity from Gordon-Conwell and a Doctor of Ministry from Eastern Baptist Seminary. Kevin is a minister member of the Presbytery for Southern New Jersey (PCUSA) and has served on the denomination’s national board and as a regional presbyter. Currently, he is serving Cape May, New Jersey as the transformation pastor for Cold Spring Presbyterian Church. His book, *Crayons for the City: Reneighboring Communities of Faith to Rebuild Neighborhoods of Hope*, tells the story of collaborative community transformation in Philadelphia and across the country.

Noellie Yendountien Laré

ESL, Educational Leadership

- ◆ BA in English, University de Lomé, Togo, 1999

- ◆ MA in American Literature, University of Arkansas, 2011
- ◆ PhD in Contemporary American Literature, University of Arkansas, 2018

Professional Experience: Noellie Yendountien Laré is an ESL and FSL teacher at Commission Scolaire Marie-Victorin in Québec. Noellie has ten years teaching experience. Her love of languages has also led her to work both as an interpreter and a freelance translator (English to French).

Art Zylstra

Servant Leadership, Cause Collaboration

- ◆ DTL, Bakke Graduate University
- ◆ MBA, Bakke Graduate University
- ◆ BA, Dordt College, Sioux Center, IA

Professional Experience: Art Zylstra is an experienced CFO who is passionate about stewarding profits, people, places and partners for entrepreneurial, fast-paced organizations. He currently is a Partner with B2B CFO®. Art has over 30 years of diverse industry experience that includes manufacturing, wholesale and dealer distribution, retail home products, tele-communication, higher education, non-profit, and professional service companies. He has been a hands-on Accountant, Controller, CFO and COO of small to mid-sized privately held companies, operating with multiple locations. With his MBA and a Doctorate in Leadership, Art collaborates with key members of the executive team to develop and implement key strategies across the organization, providing leadership and coordination in the administrative, operation, business planning, accounting and budgeting efforts of the organization. Art is highly motivated by mission and operates with integrity, confidence, professionalism, and resourcefulness in a way that allows all stakeholders of the organization to flourish.

Appendix 46.

Board of Directors

Over the past several years, BGU has restructured and grown an active and strong Board of Directors to prepare a foundation for its expanded mission. The US Department of Education and TRACS vest the BGU Board of Directors with final authority in all matters pertaining to the governance of the University.

Bryan McCabe, BGU President

Bryan McCabe serves as BGU President after serving for several years as BGU's Academic Dean and DTL Director. He is also a pastor at North Way Christian Community, a multi-site, nondenominational church located in Pittsburgh, Pennsylvania. He leads the North Way East End campus located in the heart of a diverse, urban neighborhood called East Liberty. He also leads a faith-based youth mentoring initiative called the Learning and Mentoring Partnership, or L.A.M.P., in the Homewood neighborhood of Pittsburgh. Bryan is passionate about multi-ethnic church, cross-cultural ministry, high risk youth, and incarnational leadership. He speaks frequently on those subjects locally in Pittsburgh, and he has also had the opportunity to teach and do research globally in India and Latin America. As a former public school teacher and administrator, he also enjoys mobilizing Christians to become engaged in education. Bryan lives out incarnational leadership in Homewood with his family.

Kurt Risley

As a professional mediator, Dr. Risley brings over twenty years of experience involving mediation, counseling and coaching others with life's challenges and difficulties. Kurt's undergraduate degrees are in Business Management and Bible with a Minor in Music. After college he attended the Institute of Practical Ministry in Dallas, TX, worked on his Masters in Ministry and helped plant two churches. He has a Doctorate in Transformational Leadership from Bakke Graduate University and has been involved in executive management and the starting of several different companies. Kurt Risley leads several companies that focus on bringing peace to the world. We Create Peace LLC includes mediation services and training, outsourced HR services, guardianships and conservatorships and daily money management for those in need. Kurt also serves as an elder in Acadia church which includes community-based fellowships focusing on worship, prayer, discipleship and community. Kurt grew up in a ranch town in Oklahoma, USA, the youngest of four children and a preacher's kid. Kurt loves teaching all things that involve interacting with people. Mentoring is a way of life for Kurt and his primary activity in growing his businesses. Dr. Risley has taught in both college and post-graduate environments. He has also spoken globally on leadership development, community programs and conflict resolution. He and his wife, Julie, reside in Portland, Oregon.

Karen Schenk

Karen Schenk specializes in creating responsive media that results in transformed lives. As owner and CEO of Iconium Media, she leads a talented team to help clients further their bottom line by providing cutting edge media and marketing solutions. Iconium Media specializes in film, marketing and website development that harnesses today's technology to accelerate impact and results. "Our mission is to accelerate yours. We create media that elicits a response by creating film, design, websites, and marketing solutions that work." Karen specializes in equipping organizations to create and facilitate responsive media that brings about transformation. Previously, Karen has led a large creative and technical staff, mobilized a team of

over 1000 volunteers, learned how to create responsive media and led a team to develop a world-class system for online follow-up. She has her Masters of Business Administration from Bakke Graduate University, Dallas, TX and is currently serving on the Board of Directors of Bakke Graduate University, Noah Samuel Foundation, Strathcona County Chamber of Commerce, and Communities for Life. Karen is passionate about making a difference. She loves to create, design, innovate, and strategize. She is married to Cam, they have 2 married sons, a daughter, and 3 grandchildren.

Kimberly Thomas

Kimberly C. Thomas founded and currently serves as CEO of Global Advisors Development Group, a firm that advises non-profit and for-profit organizations regarding strategic business and organizational development. Kimberly has worked for a broad spectrum of privately held and public corporations, as well as non-profit organizations. She brings in-depth knowledge of organizational leadership focusing on operational stability and economic growth. Areas of emphasis are identifying collaboration and partnering opportunities; fostering relationship building between organizations and their respective clients, customers, and/or constituencies; and evaluating, analyzing, and implementing solutions to rectify systemic operational problems. Kimberly's career involves C-level positions as President for \$100 million dollar franchise operation with over 60 units in the United States, Puerto Rico and Mexico; as Chief Operating Officer for an international ministry servicing a network of 450 churches and ministers, a business network, a residential ministry college and a distance education school of theology; as Director of Operations for a specialty store retail real estate consulting firm, and managing pharmaceutical sales for hospitals in Saudi Arabia and wholesale food supply-chain distribution. Kimberly currently serves as CEO of LEADGlobal360, a global churchplace-workplace leadership equipping organization. She currently serves as a member of the Board of Directors and Advisory Council for various non-profit organizations: Bakke Graduate University; Christian International School of Theology, Baylor University TEI Program; The Bair Foundation; and she also serves as an advisor and professional coach to C-level leaders. Ms. Thomas studied pre-law and theology and holds a B.A. in Theological Studies, as well as an M.A. in Global Leadership from Dallas Baptist University. Kimberly is a featured lecturer and conference guest speaker, promoting the value of those called to ministry in the workplace. She and her husband reside in Dallas, Texas and they have two grown children.

Jack vanHartesvelt - Chair

Jack vanHartesvelt has had a distinguished career in hotel development and currently oversees Kennedy Associates Real Estate Counsel's hotel investment, development and asset management portfolio. A speaker at numerous hotel industry forums and a frequent college lecturer, Jack was voted Outstanding Alumnus in 1982 from Michigan State University's School of Hotel, Restaurant and Institutional Management from which he graduated in 1975. He has spearheaded a number of mission renovation projects, and the hallmark of all of them has been organization that utilizes volunteer workers in a way that enables skilled laborers to come in and complete their work in record time at a considerably reduced cost. In 2002, he led a team of 220 construction workers and church volunteers to Tijuana, Mexico to perform an extensive renovation to an orphanage. The scope of work was performed in 2 days. In 2004, Jack organized and coordinated the renovation of Madrona Presbyterian Church, a predominately African-American church in Seattle, Washington. The scope of work was performed in 4 days. Jack and his family are members of Mercer Island Presbyterian Church.

Ex Officio

Brad Smith — BGU Chancellor

Brad Smith is the Chancellor of BGU after serving for 20 years as its President. He is also a board member of the World Evangelical Alliance, Leader Formation International, and board chairman of visionSynergy. He served as a legislative assistant to two U.S. Senators in areas of foreign relations and agriculture and was on the founding team of the Center for Christian Leadership at Dallas Seminary in 1986, where he spent seven years developing spiritual formation and leadership programs. President Smith also was the founding pastor of Kessler Community Church in Dallas, Texas. He also served as President of Leadership Network.

Appendix 47.

Board of Regents

The Regent Board, as the academic advisory governance body of BGU, authentically represents the values, vision and programs of the institution while listening to and learning from the network of global urban leaders that it serves.

Funmilayo Adeyemi

- ◆ DTL, Bakke Graduate University, Dallas, TX
- ◆ MSc in Health Care, University of Texas at Arlington
- ◆ BA in Interdisciplinary Studies, University of Texas at Arlington

Professional Experience: Funmilayo is the Special Assistant to the Continental Overseer of the Redeemed Christian Church of God (RCCG) in the Americas (North Central and South). She is also the President of Hope for You Inc., a humanitarian organization that promotes Corporate Social Responsibilities (CSR) and Community Initiatives for over 1,000 RCCG churches in the Americas. She is an experienced international speaker, missionary, and community organizer and advocate.

Rolando Aguirre

- ◆ DTL, Bakke Graduate University, Dallas, TX
- ◆ MA in Human Relations, Liberty University, Virginia
- ◆ BA in Biblical Theological Studies, Baptist University of the Americas

Professional Experience: Dr. Rolando D. Aguirre, Associate Pastor of Teaching and Spanish Language Ministries at Park Cities Baptist Church, Dallas, Texas is deeply devoted to Christ and the expansion of His kingdom. Rolando's passion for ministry is focused on discipleship, teaching, preaching, leadership development, missionary work, and community development. His ministerial experience includes church planting, youth pastor, social work, mission coordinator, evangelistic efforts, leadership development throughout Texas and Latin America as he is originally from Colombia. Dr. Aguirre is the founder of Calvary en Español (Calvary Baptist Church, McAllen, Texas), a ministry that is currently reaching thousands of people along the Texas/Mexican Border.

Marimuthu Arumuganadar

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, GFA Seminary
- ◆ BTh in Education, Emmanuel Bible Institute

Professional Experience: Dr. Arumuganadar is the Director of Youth with a Mission (YWAM) Centre for Urban Mission in Mumbai, India. He is married to Kavitha and they have three children who are in school. Prior to his current work, they led the School of Evangelism and

pioneered the ministry of YWAM in Trichy City in South India. Marimuthu was the Area Director of YWAM South India for two years.

Jacob Bloemberg

- ◆ DTL, Bakke Graduate University, Dallas TX
- ◆ MA in Organizational Leadership, Regent University
- ◆ Diploma in Bible & Missions, Elim Bible Institute, Lima, NY

Professional Experience: Dr. Jacob Bloemberg has served on the Missional International Church Network (MICN) leadership team since 2005 and coordinates the conference and communications. He is lead pastor at the Hanoi International Fellowship in the capital city of Vietnam. He and his wife, Linda, have served in Hanoi since 1997, where they have raised three children. As a Dutch citizen with an American wife, they have learned to thrive in a third culture and aim to help others thrive as well. Jacob implements this missional vision with HIF through the Love Hanoi campaign. Jacob recently authored *Love Your City: 5 Steps to Citywide Movements*.

Pieter Brinksma

- ◆ DTL, Bakke Graduate University
- ◆ MAGUL, Bakke Graduate University
- ◆ BEng, Higher Technical College Groningen

Professional Experience: Piet and his wife Riek have pastored an urban church in Amsterdam for almost 30 years. He was trained in information technology and worked in the IT industry company in innovation management and product development until 2005, when he was asked to serve as a national leader for the Foursquare Netherlands church network. He served in the role as national leader for 11 years. The last 7 years Piet has been focusing on the mission of the Church for the city. He chairs an apostolic council of network leaders in Amsterdam, which serves to empower and mobilize faith leaders to impact their city. Amsterdam is his primary place of calling but he also mentors and trains leaders in other cities to for reaching and serving their community. To be more equipped for this he did a master and a doctoral program for global urban transformational leadership at BGU. He is the co-founder of Urban Life (NGO), a collective of urban pioneers associated with the global City Changers Movement. He served in several international settings in the business world as well as serving in the context of ministry in European and Global councils of the Foursquare International Church and traveled intensively internationally for teaching, training and missions' purposes.

Natalie Man-Se Chan

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MBA, Instead Institute of Business Administration

Professional Experience: Prof Natalie Man-Se Chan is the Director of Ray Bakke Centre for Urban Transformation (RBC) and a Professor in Urban Ministry as well as the Program Director for 2 doctoral programs at Bethel Bible Seminary (BBS) in Hong Kong. Natalie had worked in

finance for close to 20 years with the bulk of the time in Goldman Sachs prior to obtaining her Doctor of Ministry from Bakke Graduate University in 2010. RBC was established under BBS in 2012 to equip Christian leaders in Urban Ministry with a focus on Hong Kong, China, and Asia. It is committed to being a lifelong partner to these leaders, advancing and serving them with ongoing support like teaching, research, consultation, networking, and collaboration opportunities to carry out city transformation projects. Her research and teaching revolve around transformational leadership, integration of faith and work, and city movements. RBC hosted the Global Leadership Summit for Hong Kong 2014-17 and has been the Producer for Movement Day Hong Kong since 2018. RBC has collaborated with other organizations and its doctoral students to publish research that informs the Church on impacting our city, including some recent ones like “The Church and Dechurching,” “Extradition Bill Protest and the Church” and “Church Ministry and Online service during the Pandemic.” Natalie is an Executive Director of Movement Day, a Director of Institute of Marketplace Transformation, an Advisor to Faith and Global Engagement at University of Hong Kong as well as a member of the Executive Committee of Asia Academy of Practical Theology (Hong Kong).

Duky Charles

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MTh, North Haiti Christian University
- ◆ BA, North Haiti Christian University

Professional Experience: Duky serves as the Vice-Rector of Academic Affairs (provost) of North Haiti Christian University and is currently teaching Hermeneutics, Urban Theology and Leadership at NHCU. He has been coordinating the NHCU English department since 2001. Born in Limbe where he also grew up, Duky has contributed to the expansion of several activities such as a Music Camp held yearly, and has helped coordinate a spiritual movement for about 200 young people. He co-authored *Dialog of Cousins*, a book on Congo and Haiti.

Gwendolyn J. Dewey

- ◆ DMin in Transformational Leadership, Palmer Theo. Seminary
- ◆ EdD in Policy, Governance & Administration, Univ. of Washington
- ◆ Med in Education Psychology & Counseling, Univ. of Washington
- ◆ BS in Psychology, University of Washington, Seattle, WA

Professional Experience: Gwendolyn Dewey has served in the past as President (then NWGS) and Academic Dean for BGU, was the Senior Associate for Academic Affairs at IUA, administering the Trans Pacific Alliance DMin in Transformational Leadership for Ministry in the Global City. Dr. Dewey teaches Theology of Work, networks with and recruiting students in ministries and seminaries around the world. Her previous experience includes serving as Director of Community Ministry for her local church, public school educator and administrator, professor of courses for school administrators and principals and educational consulting.

Gea Gort-Bakker

Urban Mission

- ◆ DMin, Bakke Graduate University, WA
- ◆ BC, Journalism, Fontys Hogescholen, Tilburg

Professional Experience: Dr. Gort-Bakker lives in Rotterdam, Holland, and is an author, journalist, and director of GIDSnetwork Rotterdam. Gea aims to make the Church aware of what God is doing regarding urban mission; local and global. She does so by telling stories of people involved, and by reflecting on (theological) ways of thinking. She combined stories and reflection in *God in the City; A Missional Way of Life in an Urban Context* (2012). She also initiated the book & awareness campaign in the Netherlands *God ain't White* (2013), about how the Dutch slavery past is still affecting relationships today. Locally Gea connects Christian leaders, active in church, politics and business. International she is well connected through her past with relief organization Mercy Ships. She graduated at BGU for her Doctor of Ministry in 2012. Presently she is researching Business as Mission (BAM) from and within the Western-European Context for a Book & Go Project.

Rebecca Gray

- ◆ DMin, Bakke Graduate University, WA
- ◆ MA, Liberty University, VA
- ◆ BS, United States Air Force Academy, CO

Professional Experience: Dr. Gray is a native of Hermosa Beach, CA. Upon graduating as a three time All-American in springboard diving from the US Air Force Academy she received her active duty commission in 1994. Her military career includes a number of assignments overseeing base-wide food service, lodging, fitness, mortuary and recreation. Lieutenant Colonel Rebecca A. Gray is a Secretary of Defense Fortune 500 Corporate Fellow for the 2011 academic year. She is assigned to Southern Company, Atlanta, Georgia where she focuses on changes in information and related technologies and how they influence American society and business in ways that affect the culture and operation of the Department of Defense over the near and mid-term. In her civilian capacity, Rebecca served the past 14 years as Executive Director and co-CEO of FCS Urban Ministries, an Atlanta-based non-profit community development organization, which targets dangerous and neglected neighborhoods throughout the inner city with an emphasis on housing, youth and senior programs, educational and economic development. In 2007, Rebecca's BGU research culminated in opening a 600+ student charter school in the urban core, offering the International Baccalaureate Program taught in a single gender setting, with Mandarin Chinese as the second language. She is married to Christopher Gray (also a BGU grad) and both are proud parents of three daughters adopted from China.

Cosmas Ilechukwu

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MA, Christian Leadership, West Africa Theological Seminary, Lagos, Nigeria
- ◆ Post Graduate Diploma, Public Administration, Imo State University
- ◆ BSc, Microbiology, Obafemi Awolowo University

Professional Experience: Dr. Ilechukwu is from Owerri, Imo State, Nigeria where he is the General Overseer of the Charismatic Renewal Ministries Inc. & Chair of the Global Board of International Ministers' Fellowship. Charismatic Renewal Ministries has hundreds of branches across different nations of the world. He is the founder and chair of the African Center for Christian Leadership, which provides specialized training on transformational leadership in different spheres of human endeavor. He is the host and the chief lecturer of the Change We Need annual lecture that calls the attention of Nigeria's leaders to key societal issues. He is also the chair of the global board of International Ministers' Fellowship, a network of gospel ministers. Dr Ilechukwu is married to Adeola who is also a BGU graduate and they live in Owerri, Imo State, Nigeria.

Virginia “Jeng” Juan

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MSc, Wye College Univ. of London, Wye, Kent
- ◆ BS, Central Luzon State University, Munoz, Nueva Ecija

Professional Experience: Dr. Virginia `Jeng` Juan is the President and CEO of APPEND, one of the first and largest networks of micro and social entrepreneurs in the Philippines. She earned her doctorate degree from BGU and an MA in Agricultural Economics from University of London, UK. Her education and exposure to microfinance, enterprise development and socio-economics research and development for more than two decades has shaped her expertise in microfinance, transformational leadership, socio-economics research and development, and establishment and management of social solidarity economy enterprises. Dr. Juan is the founder and board member of numerous organizations involved in helping poor communities create wealth with dignity. In 2009, she has been part of FSSI's Board of Trustees and in various committees and now serves as board auditor.

Samuel Kargbo

- ◆ DMin, Bakke Graduate University, Seattle, WA 2012
- ◆ MA, Njala University, Freetown, Sierra Leone 2007
- ◆ Med, Njala University, Freetown, Sierra Leone 2005
- ◆ BTh, Evangelical College of Theology, Freetown, Sierra Leone 2004

Professional Experience: Dr. Samuel Kargbo is an innovator in providing education and services to at-risk children and youth in Sierra Leone. He is the founder and principal of the Agape Elementary and High School, and the Evangelical College of Theology in Jui, near Freetown in Western Sierra Leone. He is also the Executive Director of the New Era Evangelism and Development Programme, and Pastor of the Faith Baptist Church in Wellington. Dr. Kargbo's BGU doctoral dissertation is titled, An Assessment of Theology of Work as a Paradigm for Workplace Attitudinal and Behavioral Transformation in the City of Freetown. Dr. Kargbo has partnerships with churches in the US and beyond that provide sponsorship for kinship and foster care for several hundred orphans in Sierra Leone. Samuel and his wife Emma have four children.

Willy Kotiuga (Chair)

- ◆ PhD, University of Waterloo, Canada
- ◆ M.Eng, Concordia University, Canada
- ◆ B.Eng, Concordia University, Canada

Professional experience: Willy is Senior Director of Strategic Studies at one of the world's largest engineering firms. He is a registered Professional Engineer and has authored numerous technical papers. He frequently speaks at conferences in addition to advising Electric Utilities and Governments on the sustainable development of power network infrastructure and long-term strategic planning. During his career, he worked in over 25 countries and spent significant time overseas in China, India, Guinea (Conakry), Ivory Coast, Saudi Arabia and Senegal. As an infrastructure project director, he has over 30 years of experience in managing complex projects involving multiple stakeholders, including governments and International Funding Institutions such as the World Bank, Asian Development Band and African Development Bank. Willy serves on the executive committees of several para-church organizations and is also a member of the core team of the Lausanne Workplace Network. He actively promotes faith-based dialogue in workplace ministries and speaks extensively in small meetings, university courses, seminars, retreats, and conferences on the value of faith in a secular environment. Willy serves as the Chairperson of the BGU Board of Regents.

Emmanuel (Mel) Luna

- ◆ PhD, University of the Philippines
- ◆ MA, University of the Philippines
- ◆ BS, Cum Laude, University of the Philippines

Professional Experience: Emmanuel M. Luna, PhD in Urban and Regional Planning, is a professor of Community Development at the College of Social Work and Community Development, University of the Philippines. In the last three decades, Dr. Luna has been involved in training Christian development workers and pastors in holistic and transformational development, community organizing and research in church ministry. He has extensive practice in community organizing, action research, participatory monitoring and evaluation, and social environmental impact studies. Specializing in community-based disaster risk management, he has published several papers in national and international journals. He is a life-time member of The Honor Society of Phi Kappa and the Pi Gamma Mu Honor Society.

Zenet Maramara

- ◆ DMin, Bakke Graduate University, Seattle
- ◆ MBA, Biblical Stewardship & Christian Mgmt, Asian Theo. Seminary
- ◆ MA in Journalism, Regent University
- ◆ MDiv in Christian Education, Asian Theological Seminary
- ◆ BA in Communication, University of the Philippines

Professional Experience: Zenet has a Doctor of Ministry in Transformational Leadership in the Global City Bakke University as well as multiple master's degrees in Journalism, Divinity, Biblical Stewardship, and Christian Management at other institutions. Alongside these qualifications, Zenet brings her expertise in transformational leadership and management, governance and financial stewardship, resource mobilization, and creation care (environmental stewardship). Zenet is a board member of OM Philippines and was a speaker for the FD|24 training. She worships at Sovereign Grace Church in Quezon City, Philippines. Zenet Maramara recently retired from full-time work as a professor of biblical stewardship at Asian Theological Seminary. She now serves as an adjunct faculty member after previously directing their MBA program and Strategic Leader Development Centre. She is also a co-founder of *Christians in Conservation*, a creation care NGO, as well as serves on the founding board of the *Christian Council for Transparency and Accountability*.

Matthew Mbanga

- ◆ DTL, Bakke Graduate University, 2019
- ◆ MBA, Bakke Graduate University, 2017
- ◆ BA Communication, Angelo State University

Professional Experience: Matthew serves as the CEO/Chairman of Foundations for Farming and is the Pastor at Highlands Presbyterian Church, Harare. He is a faculty member of the Sustainability Challenge Foundation in The Netherlands and is passionate about marketplace ministry and the role that cultural transformation has in creating successful teams. He runs school and corporate team-building and leadership development camps and events throughout Zimbabwe. Matt and his wife, Lauren, returned to Harare four years ago having lived in a rural area of Zimbabwe for five years serving small-scale farmers and communities and teaching Zimbabweans to apply the gospel of Jesus Christ to their lives through training in leadership and conservation agriculture. The Mbangas have two daughters and a son and indulge their love of adventure and the outdoors through camps and retreats as they serve communities and equip and inspire people to take a leadership role in their own lives.

Minh Ha Nguyen

- ◆ DPhil, Southeastern Baptist Theological Seminary
- ◆ MTh, Southeastern Baptist Theological Seminary
- ◆ MDiv, Columbia International University
- ◆ Graduate Certificate in e-commerce, University of Maryland

Professional Experience: Minh Ha Nguyen is the co-founder and director of Radius Global Cities Network, a think tank devoted to advancing the faith-based engagement of cities through research, resources, and networking. He is also the current president of the Southern Baptist Research Fellowship and a member of various denominational and academic boards, including the V3 Movement, Convention Advancement Advisory Council, Vision 5:9, and Urban Shalom Society. Minh Ha is the creator of the Shalom City Index™ which seeks to serve the global church through monitoring and reporting on the progress of the gospel of the kingdom in global cities.

Kris Roche

- ◆ DMin, Bakke Graduate University, Seattle, WA
- ◆ MDiv, Eastern Baptist Seminary
- ◆ BA, Pacific Lutheran University

Professional Experience: Kris Roche is the executive director of the Center for Transforming Mission (CTM), whose purpose is to develop communities of grassroots leaders to serve high-risk youth and families in hard places. He has over twenty-six years of urban ministry experience.

Andrew Sears

- ◆ DTL, Bakke Graduate University
- ◆ MSc in Electrical Engineering and Computer Science, MIT
- ◆ MSc in Technology and Policy, MIT

Professional Experience: Dr. Sears has served as President of City Vision University, which is focused on providing radically affordable higher education to enable others to make a living and a life. They launched a \$2,000 AA degree and a \$5,000 BA degree online that was featured in Forbes. He recently published a free MOOC on Disruptive Innovation in Higher Education on Udemy and iTunes U. City Vision currently provides degrees in Business Administration, Nonprofit Management, Addiction Studies and Missions as a Master's in Technology and Ministry. I serve as the Director of our Technology and Ministry Master's program, and teach Technology, Cross-Cultural Organizations and the Poor; Social Entrepreneurship; Technology, Life Balance and Addiction; History and Case Studies of Technology and the Church. I also oversee the following courses Theology of Technology, Organizations Systems, Theology of Work and Life Calling in the Stem Professions.

Susan Spousta

- ◆ MAGUL, Bakke Graduate University, Seattle, WA
- ◆ BA, Life Pacific University (formerly Life Bible College)

Professional Experience: Susan Spousta has served in a number of church and denominational roles over the past thirty years. Most recently she developed “Affinity Networks” on behalf of the Foursquare National Church. The networks provide an opportunity to gather leaders passionate about social justice and urban concerns. Sue’s educational endeavors, along with the experience of an urban pastorate, prompted an “urban-change-of-heart” that has produced newfound compassion for the most vulnerable and a radical hope for cities. With a renewed sense of kingdom mission, she looks forward to a greater discovery of God’s present work in our world as a fulfillment of His future purpose. Sue, and her husband Larry, relocated from Portland, OR to Frederick, MD in late 2017. They have enjoyed their new city and its proximity to Washington D.C. and Baltimore. Access to some of the largest U.S. cities, such as New York and Boston, has added a new dimension of urban awareness and involvement. Sue is the author of *CITY. STORY. US.: A Journey of Resistance, Hope, and Surrender*.

Bill Tenney-Brittian

◇ DMin, Bakke Graduate University, Seattle, WA

Professional Experience: Bill Tenny-Brittian has been investing in church effectiveness, faithfulness, and sustainability for more years than he's willing to admit. His first call was to church planting and he planted churches from coast to coast for a decade. His next assignment was to church transformation and he's been involved in and with congregational turnaround ever since. For the past fifteen years, he's served in church leadership consulting, coaching, and training with The Effective Church Group and became the president of the corporation in 2019. In that role, he manages Net Results magazine – the oldest church growth and evangelism magazine in North America and oversees a group of consultants and coaches. Bill has written eleven books to date (available on Amazon.com and Exponential.org) and produces ChurchTalk.TV, a weekly church growth video show with his wife Kris (DMin: BGU, 2005). Bill is a BGU alum (DMin: 2004) and is active with the BGU Alumni Association. Kris and Bill make their home, along with several Old English Sheepdogs, in Columbia, Missouri.

Randy White

◆ DMin, Bakke Graduate University, Seattle, WA

◆ MCS, New College Berkeley

◆ MA, Fresno Pacific University (IMAP)

◆ BA, Child Development, California State University, Sacramento, CA

Professional Experience: Randy White served as the National Coordinator for Urban Projects for InterVarsity Christian Fellowship in the US. Before that he was the Founder and Executive Director of InterVarsity's Fresno Institute for Urban Leadership. He served as the Director of Doctoral Degrees for BGU until 2012, when he was hired by Fresno Pacific University as the Executive Director of the Center for Community Transformation. His publications include *Journey to the Center of the City: Making a Difference in an Urban Neighborhood* and *Encounter God in the City: Onramps to Personal and Community Transformation*.

Tabor Gebremedhin Wordofa

◆ DMin, Bakke Graduate University, Seattle, WA

◆ MA in Organizational Leadership, Azusa Pacific University

◆ Bed in Pedagogical Science, Bahirdar University

Professional Experience: Tabor was an instructor and Dean of Students at the Techer's Training Institute for six years. He was also a TV journalist and head of Radio and Television Department as well as General Manager for the Mass Media Agency in one of the Regional States in Ethiopia. He was also the Deputy General Manager for the Ethiopia Radio and Television Agency.

REGENT EMERITI

Lorisa “Corrie” Acorda-deBoer

- ◆ PhD, SE Asia Interdisciplinary Dev. Institute
- ◆ DMin, Eastern Baptist Theological Seminary
- ◆ MDiv, Asian Theological Seminary
- ◆ MS, Ateneo de Manila University

Professional Experience: Corrie De Boer received her PhD in Organizational Development and her DMin in the Renewal of the Church for Mission. Currently she is the President of Maharlikang Pinoy Manpower Agency. She is co-founder and founding General Secretary of the National Coalition for Urban Transformation, an ecumenical coalition of urban mission organizations. She serves as Chairperson of the Board of Mission Ministries Philippines, a grassroots faith-based organization training local churches how to establish holistic transformational ministries among the poorest of the poor. She and her husband, Stewart, are city networkers and entrepreneurs, creating employment opportunities for hundreds of urban poor families. She serves as Chairperson of the Training Commission of the Encarnacao Alliance, an international network of urban mission leaders advocating for equipping urban leaders to have transformational paradigms. She is Associate Professor at Asian Theological Seminary, Regent Emeritus at Bakke Graduate University and serves as coach and mentor with Reliv Company and Success Motivation International.

Robert Lupton

- ◆ PhD, University of Georgia
- ◆ MEd, Georgia State University
- ◆ BA, God’s Bible College

Professional Experience: Robert Lupton is a Christian community developer, an entrepreneur who brings together communities of resource with communities of need. Through FCS Urban Ministries, a non-profit organization which he founded, he has developed three mixed-income subdivisions, organized two multi-racial congregations, started a number of businesses, created housing for hundreds of families and initiated a wide range of human services in his community. Publications include: *Theirs is the Kingdom*, *Return Flight*, *Urban Perspectives* and most recently *Compassion, Justice and the Christian Life*.

Glenn Smith

Urban Studies for the French World; Christians and the Arts

- ◆ DMin, Northern Baptist Theo. Seminary, Chicago
- ◆ MA, University of Ottawa, Canada
- ◆ BA, University of Michigan

Professional Experience: Glenn Smith has been the Executive Director of Christian Direction in Montreal since 1983, a multi-faceted ministry committed to the spiritual transformation by Jesus Christ of all life in the cities of the Francophone world. He is professor of urban theology and

missiology at the University of Montreal and lecturer at McGill University in Haiti. He has written several articles and government publications in addition to being the co-author of “Espoir pour la Ville” (*Hope for the City, God in the City*) with Dr. Ray Bakke and Andre Pownall, and writing the book *Following Jesus: God Invites us to Transformative Discipleship*. He also edited, *Towards the Transformation of Our City/Regions* in the LCWE Occasional Papers Series. His forthcoming book is entitled *City Air Makes You Free: To Transform the City Through a Fresh, Biblical Hermeneutic*.

Paul Stevens

Theology of Work

- ◆ DD, McMaster University
- ◆ DMin, Fuller Theological Seminary
- ◆ BD, McMaster Divinity College
- ◆ BA, McMaster University

Professional Experience: Paul is adjunct professor at BGU, and Professor Emeritus, Marketplace Theology at Regent College, Vancouver, BC. He has worked in church leadership, business, student counselling and for over twenty years, the academic world, in North America and world-wide. He has authored many books, including *Marketplace Ministry Handbook*, *The Other Six Days: Vocation, Work, and Ministry in Biblical Perspective*, and *Doing God's Business: Meaning and Motivation for the Marketplace*.

BGU REGIONAL VICE PRESIDENTS

Asia: Jeremy Gwee

Africa: Dotun Reju

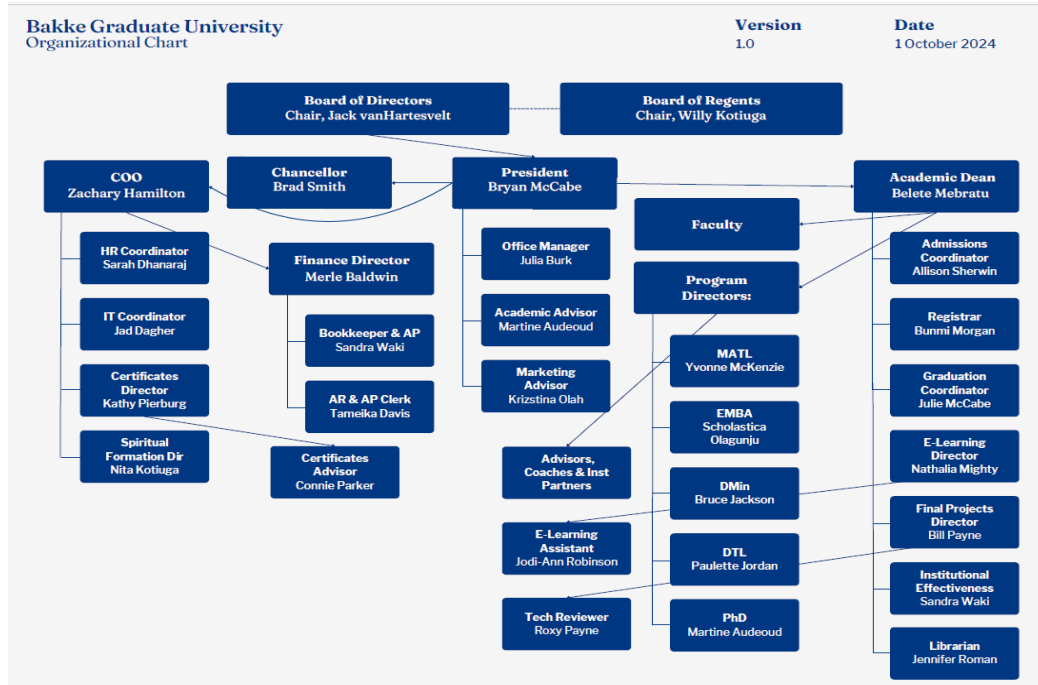
Appendix 48. BGU Staff

Martine Audéoud <i>PhD Director</i> Martine.Audeoud@bgu.edu (214) 329-4447 FAQ: PhD Degree	Merle Baldwin <i>Director of Administration & Finance</i> Merle.Baldwin@bgu.edu (214) 329-4447 FAQ: student payments
Julia Burk <i>Executive Assistant to the President; Office Manager</i> Julia.Burk@bgu.edu (214) 329-4447 ext. 120 FAQ: main office	Sarah Dhanaraj <i>Human Resources Coordinator</i> Sarah.Dhanaraj@bgu.edu (214) 329-4447 FAQ: personnel
	Zach Hamilton <i>Chief Operations Officer</i> Zachary.Hamilton@bgu.edu (214) 329-4447 FAQ: Operations
Les Hirst <i>PhD Academic Coordinator</i> Les.Hirst@bgu.edu (214) 329-4447 FAQ: PhD Academics	
Paulette Jordan <i>Director of DTL Degree Program</i> Paulette.Jordan@bgu.edu (214) 329-4447 ext. 114 FAQ: DTL degree	Nita Kotiuga <i>Director of Spiritual Formation</i> Nita.Kotiuga@bgu.edu (214) 329-4447 FAQ: Spiritual formation; spiritual direction
Bryan McCabe <i>President</i> Bryan.McCabe@bgu.edu 214-329-4447 FAQ: fundraising; donations	Julie McCabe <i>Graduation Coordinator</i> Julie.McCabe@bgu.edu FAQ: graduation, paper editing
Yvonne McKenzie <i>Director of MATL Program</i> Yvonne.Mckenzie@bgu.edu 206-264-9100 ext. 134 Skype: yvonne.mckenzie8 FAQ: Payment plans//program costs	Belete Mebratu <i>Academic Dean</i> Belete.Mebratu@bgu.edu 214-329-4447 FAQ: academics; accreditation
Nathalia Mighty <i>Director of eLearning</i> Nathalia.Mighty@bgu.edu (214) 329-4447 ext. 134 Skype: nathaliamight FAQ: Online classroom	
Bunmi Morgan <i>Registrar</i> Bunmi.Morgan@bgu.edu (214) 329-4447 FAQ: academics	Scholastica Olagunju <i>Director of EMBA</i> Scholastica.Olagunju@bgu.edu (214) 329-4447 FAQ: EMBA program

Krisztina Olah <i>Communications Coordinator</i> Krisztina.Olah@bgu.edu (214) 329-4447 FAQ: Social media	Bill Payne <i>Director of Final Projects</i> Bill.Payne@bgu.edu (214) 329-4447 ext. 137 Skype: Bill.Payne49 FAQ: Dissertations/final projects
Kathy Pierburg <i>Director of Certificates</i> Kathy.Pierburg@bgu.edu (214) 329-4447 FAQ: Certificates	Jennifer Roman <i>Librarian</i> Jennifer.Roman@bgu.edu (214) 329-4447 ext. 136 FAQ: Library, online books
Allison Sherwin <i>Director of Admissions</i> Allison.Sherwin@bgu.edu (214) 329-4447 FAQ: Admissions	Brad Smith <i>Chancellor</i> Brad.Smith@bgu.edu (214) 329-4447 ext. 131 Skype: bradsmith2 FAQ: Advancement & BGU Leadership

Appendix 49. Placeholder

Appendix 50. BGU's Organizational Chart



Appendix 51.

Ph.D. Innovative Urban Leadership Program Overview

Context and Purpose

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

Vision Statement

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

Program Description (Adapted from Vision Statement)

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

Proposed Program Goals

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

1. **Spiritual Formation:** To have students apply servant leadership approaches and practices to innovative urban leadership as they demonstrate growth in their spiritual formation.
2. **Perspective & Skill:** To have students engage with urban leaders as they participate in community building activities marked by innovation and collaboration.
3. **Knowledge:** To facilitate student acquisition of scholarship and research skills.
4. **Skill:** To provide opportunities for students to access and engage innovative leaders who will mentor them in their professional development.
5. **Application:** Students will demonstrate their acquisition of scholarship and research skills through the conduct of original research designed to add to the body of knowledge regarding innovative urban leadership.

Recommended Core Competencies of a Ph. D. in Innovative Urban Leadership, Objectives and Program Outcomes

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

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

Program Outcomes: Students will have developed proficiency in:

- a. conducting scholarly reviews of literature
- b. using scientific research methods and analytic data procedures
- c. understanding how scientific inquiry informs practice (and vice versa)
- d. implementing ethical research practice

Further Research Competencies:

- a. Recognizing God as the source and foundation of all knowledge, students will understand and apply scientific methods to explain and predict outcomes of behaviors, attitudes, and/or beliefs in context.
- b. Students will acquire knowledge of research skills that will enable them to test, apply, and measure the impact of any of BGU's eight perspectives on transformational leadership.
- c. Students will know, understand, recognize, and identify the fundamental concepts underlying the skill of research: constructing and measuring concepts, deriving, developing, and testing hypotheses from theories.
- d. Also, students will put to the test their awareness of the critical place of ethics in research as they develop their research projects.
- e. Students will apply their accumulated knowledge about research and leadership practices to develop a dissertation proposal that meets ethical and IRB standards.
- f. Students will apply their accumulated knowledge of literature that reflects original research, the development of research questions, and hypotheses to conduct quantitative, qualitative, or mixed methods research.

II. Students will be able to engage and facilitate urban leaders in innovation and transformation to harness a culture of innovation to transform urban institutions and organizations

Objectives: Through coursework and training experiences, the Ph.D. innovative urban leadership students will acquire the knowledge, skills, and values to collaborate with urban leaders in innovative projects aimed at transformation.

Program Outcomes: Students have developed

- a. proficiency in theories of urban leadership
- b. proficiency in theories of innovation and collaboration

- c. ability to engage in introspection and self-awareness of one's attitudes, beliefs, opinions, feelings, and personal history as they may influence collaboration with other leaders.
- d. skill to work with diverse populations in diverse settings.

Innovative and Transformational Leadership Research Competencies:

- a. Students will critically analyze empirical literature related to innovative and transformational leadership.
- b. Students will develop research questions and approaches to answering these questions based on the significance of the issue and identification of gaps in knowledge.
- c. Students will be able to critically and creatively determine the methodological approaches they anticipate grounding their research in (qualitative, quantitative, appreciative inquiry, and so forth).
- d. Students will design and conduct rigorous and ethically sound research in innovative and transformational leadership behavior following excellent standards and practices in the field.
- e. Students will select and interpret analytically, statistically, and contextually collected data given, demonstrating innovative leadership research and proposed solutions.
- f. Students will effectively communicate and disseminate research findings through refereed publication and presentations while developing context-relevant and valuable networking practices. Students will publish at least two papers in academic and scholarly peer-reviewed journals.
- g. Students will demonstrate their ability to develop actionable practices that emerge out of their systematic research.

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

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

Program Outcomes: Students have developed

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

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

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

Program Outcomes: Students will have

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

Student Learning Outcomes: Using BGU's Five CRITERIA

Ph.D. Innovative Urban Leadership—Student Learning Outcomes

Criteria	Ph.D. students will
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Demonstrate a biblical or theological basis for innovation in their life and work, especially in the context of authentic community. • Demonstrate personal spiritual growth that significantly demonstrates right relationships with God, self, others, and creation
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Engage and facilitate urban leaders in innovation and transformation to harness a culture of innovation • Facilitate transformation in urban institutions and organizations while embracing the eight perspectives of transformational leadership to advance God's kingdom: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Demonstrate that they have acquired knowledge, understanding, and value of how to conduct and apply research to the challenges and innovative contributions of urban living.
Skills – What hands-on skills will be taught, demonstrated, and evaluated in this program?	• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication. • Demonstrate the ability to lead organization, community and team innovation while using (a) proficiency in theories of organization and team innovation (b) knowledge of how leadership styles and organizational culture impact organizational innovation
Application – How will the student apply the content of this program in their life and work during their studies and after they graduate?	• Use and apply measures of innovation in a significant transformation while (a) identifying contextualized best practices of innovative leadership (b) articulating why leaders need innovation (c) identifying knowledge of the value of an innovative leadership model to an organization (d) helping urban leaders identify their

	organization's innovative profile
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Appendix 52. **PhD Program Outline**

Ph.D. Innovative Urban Leadership

PROGRAM REQUIREMENTS

Course No.	Course Title	Credit Hrs.	POR
CIM 800	Urban Immersion with a Focus on Research	4	Abi Coker
INN 800	Introducing Organizational Innovation: Launching a culture of innovation	4	P. Jordan

LDR 826	Strategic Innovation Toolkit for Leaders	4	L. Hirst
INN 802	Metrics of Innovation	4	W. Kotiuga
INN 804	Leading Innovation in Nonprofits	4	L. Speeth/?
INN 806	Community and Team Innovation	4	L. Hirst/G. Ugboh
LDR 800	Leading Global Social Change	4	O. Temple/K. Olah
Credit Subtotal		28	
Phase 2 – Research Courses			
RES 801a	Doctoral Seminar in Research Methods	3	B. Mebratu/ M. Audéoud
RES 801b	Dissertation Perspectives	4	M. Audéoud
RES 830	Statistical Analysis Level 1	3	X. Retnam
RES 831/RES 822	Statistical Analysis Level 2/ OR Research Ethics	3	M. H. Nguyen/ B. Jennings & O. Temple
Credit Subtotal		13	
Electives (Choose 6 credits)			
RES 808	Advanced Qualitative Research Methods	3	G. Ugboh
RES 810	Advanced Quantitative Research Methods	3	P. Jordan
RES 812	Using Quantitative Data Analysis software	1	X. Retnam
RES 814	Using Qualitative Data Analysis software	1	P. Jordan
RES 816	Survey Design	1	C. Henry
RES 818	Interview and Focus Group Techniques	1	C. Henry
RES 820	Case Study Design and Analysis	1	R. Affram
Credit Subtotal		6	
Phase 3 – Completion Courses			
DIS 802a	Dissertation (Part 1) – Dissertation Writing 1	3	
DIS 802b	Dissertation (Part 2) – Dissertation Writing 2	3	
DIS 802c	Dissertation (Part 3) – Dissertation Writing 3	3	
DIS 802d	Dissertation (Part 4) – Dissertation Writing 4 – completion	4	
Credit Subtotal		13	
Total Credits		60	

Appendix 53. BGU Certificates

Graduate Certificates

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

If, after taking the required courses for the certificate, the participant wishes to convert the courses to apply to a graduate-level degree from BGU, official transcripts of the highest degree earned will be proof of eligibility. Once the participant is accepted as a student and is admitted into a program, he/she will pay the remaining tuition (calculated according to the degree into

which the student has been admitted). Certificate credits may only be converted to doctoral or master's degree credits within one year from the date of the last course taken.

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

Graduate Certificate in Transformational Leadership for the Global City

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

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

Graduate Certificate to Teach Theology of Work

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

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

Graduate Certificate in Conflict Studies

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

- (i) scriptural and related secular principles, practice and procedures in conflict resolution and conflict transformation (including conflict mediation, arbitration and alternative dispute resolution (ADR) applicable at work, in business, at home and in the church;
- (ii) sustainable peace-building principles and strategies that prevent unmanageable conflicts and avoidable disputes; and
- (iii) institutionalization of the peace process, which is critical for mainstreaming conflict resolution, early warning, peacekeeping, peace-building and peace works generally, at

local, regional, and international levels; and incorporating the multi-track spectrum that ensures the buy-in of all sectors of society in the overarching holistic peace/shalom process.

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

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

BUS 714 Peace Building (4 certificate credits)

BUS 716 Conflict Resolution (4 certificate credits)

Appendix 54.

PhD Desired Learning Outcomes

Criteria	Ph.D. students will
Spiritual Formation – How will this program help students have increased trust in God while dynamically developing and stewarding their partnerships and networks?	• Demonstrate a biblical or theological basis for innovation in their life and work, especially in the context of authentic community. • Demonstrate personal spiritual growth that significantly demonstrates right relationships with God, self, others, and creation
Perspective – What shifts in worldview, mindset, new ways of seeing themselves, God, and others will result from this program? How are the BGU 8 perspectives addressed in this program?	• Engage and facilitate urban leaders in innovation and transformation to harness a culture of innovation • Facilitate transformation in urban institutions and organizations while embracing the eight perspectives of transformational leadership to advance God’s kingdom: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.
Knowledge – What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?	• Demonstrate that they have acquired knowledge, understanding, and value of how to conduct and apply research to the challenges and innovative contributions of urban living.
Skills – What hands-on skills will be taught, demonstrated, and evaluated in this program?	• Demonstrate the ability to conduct innovative, quality research, including a wide variety of research methodologies combined with excellent communication. • Demonstrate the ability to lead organization, community and team innovation while using (a) proficiency in theories of organization and team innovation; and (b) knowledge of how leadership styles and organizational culture impact organizational innovation
Application – How will the student apply the content of this program in their life and work during their studies and after they graduate?	• Use and apply measures of innovation in a significant transformation while



- (a) identifying contextualized best practices of innovative leadership
- (b) articulating why leaders need innovation
- (c) identifying knowledge of the value of an innovative leadership model to an organization
- (d) helping urban leaders identify their organization's innovative profile

Appendix 55. PhD Program Curriculum

PHD INNOVATIVE URBAN LEADERSHIP (PhD)

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

Please contact Dr. Martine Audéoud, or email her at martine.audeoud@bgu.edu to set up an appointment for assistance in planning out your classes for the next few years. Use this Program Plan as a worksheet.

Appendix 56.

Referrals for New Students

Current BGU students may earn credit towards tuition for referring new students to BGU. When a prospective student completes an application, they would need to indicate which current student referred them to BGU on the application form.

After the student is accepted, enrolled, completed their course with a “B” or above, *and* is up to date and in good standing with their tuition payments, the referring student will receive a credit equal to the amount of one tuition credit cost on their (the referring student’s) tuition plan. This credit is non-cash and cannot be converted to cash. It is a credit toward BGU tuition costs and expenses as charged through Populi only. Any overages of this credit cannot be converted to cash and it is non-transferable between students, even for families.

Quarterly (the month after classes begin and end) these credits will be reviewed by the referral team (Director of Admissions, Associate Dean, and eLearning Director) and then credited to the account by the Director of Operations / Accounting.

When the prospective student “tags” the referrer, an email from the Director of Admissions will go to the referring student to let them know that they have a potential credit and that because of confidentiality, no other information will be shared about status of the referral by BGU staff.

Appendix 57.

Transfer of Non-Accredited Credits

Introduction

Graduate programs are specialized based on the mission of the university, faculty teaching and research foci, needs of the community, and enrollment. It is quite common that coursework completed at a previous institution will not “fit” in a graduate program at a subsequent school. BGU’s graduate and post-graduate programs seek to “strengthen leaders who steward resources with and for vulnerable people and places, by means of contextual, Christian-based education innovatively delivered throughout the urban world.” Therefore, requests from applicants to transfer credits from non-accredited institutions need to be framed within BGU’s mission and in accordance with BGU’s accreditation agency requirements (www.tracs.org).

Policy

Bakke Graduate University may refuse to recognize credits from an institution that is not accredited. The determination of accreditation is determined by consulting the United States Department of Education’s (DOE) list of approved accrediting institutions and/or the country’s approved list of accredited schools (<https://www2.ed.gov/admins/finaid/accred/index.html>). If a university is not identified as being properly accredited, BGU may still consider the transfer of credits for approved core and/or major course equivalents that have been successfully passed with a B or above (or equivalent, if another grading system was used). Pass/fail grades will not be recognized. Credit may be given for courses equivalent to the core courses required of every Bakke Graduate University graduate.

Upon the recommendation of the BGU Academic Cabinet and the Program Director to the Registrar, a maximum of 12 credits from an unaccredited institution may be counted toward the sought degree. Additional transfer credit may be considered if the quality of the education is sufficiently comparable to BGU’s requirements of up to a maximum of 50% of the BGU degree. These credits count toward hours required for graduation but do not meet any specific degree requirements. The transferability of coursework must follow the same principles required for the transfer of credits from an accredited institution.

The course(s) for which the transfer of credit is sought must be listed and described in the catalog offerings or other official publications of the unaccredited institution. The content of the course(s) must satisfy the degree requirements at BGU. No grades from non-accredited institutions are averaged into the cumulative GPA. Courses taken more than five years before admission to the student’s current program will not be considered for transfer credit. Under no circumstance will conferred credits used in one graduate degree program be transferred to satisfy the requirements of another graduate degree, i.e. if the applicant has actually been granted a degree, those credits may not be transferred in to satisfy the requirements for a BGU degree.

Credit Review Process

When seeking to transfer credits from a non-accredited institution, the BGU Academic Cabinet (AC) and the Program Director will review the courses for which transfer of credit is sought and will make the final recommendation to the Registrar if the courses will transfer. Should a candidate wish to have their courses reviewed by the AC, the candidate must submit the following to the Office of the Registrar:

- A letter indicating the specific courses for which transfer of credits is sought.
- An official transcript from the institution.
- Course descriptions and syllabi for each course to be reviewed.
- A graded project for at least one of the courses being sought for transfer credit.

The Office of the Registrar will then forward the course information to the corresponding academic department for their review. After the Office of the Registrar has received the recommendations from the corresponding department(s), all of the information will be presented to the AC. At that time, the AC may request additional information from the applicant.

Upon approval by the AC, the decision on each course will be sent to the Office of the Registrar, who in-turn will notify the student and record the approved courses on the transfer portion of the student's transcript.

Appendix 58.

Dissertation Languages

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.

1. All dissertations must be written using APA7 (or higher) format.
2. A qualified technical reader must be hired and paid for by the student who can check the final submission against the requirements of APA7 as well as grammar, referencing, etc.
3. The dissertation supervisor must be conversant in both English and the native language as well as hold a terminal degree.
4. The dissertation supervisor must be conversant in the requirements outlined in the most current Dissertation Handbook(s) (either DMin, DTL or PhD).
5. The final dissertation must adhere to all requirements as explained in the Dissertation Handbook(s) (either DMin, DTL or PhD).
6. The abstract of the dissertation must be submitted in English for BGU's website.

To obtain approval to write a dissertation in the student's native language, the student must fill out the Request Foreign Language form, have it signed by the dissertation supervisor and submit it to the Academic Cabinet for approval.

Appendix 59.

BGU's Security Program

BGU's Security Program is designed to safeguard information as follows:

1. Ensure the security and confidentiality of student information;
2. Protect against any anticipated threats or hazards to the security or integrity of such information; and
3. Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any student (16 C.F.R. 314.3(b)).

The designated individual responsible for overseeing and implementing BGU's information security program and enforcing the program is the Academic Dean. The Academic Dean or his/her designee shall conduct a risk assessment to identify reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of student information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assess the sufficiency of any safeguards in place to control those risks.

These minimum safeguards include the following:

1. All student files are maintained in a locked, fireproof cabinet;
2. All electronic student files are maintained in password-protected files; and
3. Only authorized staff members will have access to the financial information of the student.

On an annual basis, the Academic Dean or his/her designee shall conduct a test and/or monitor the effectiveness of the safeguards BGU has put into place. The Policies and Procedures Manual includes specific information about the security of student information and the safeguards that are in place. All new staff will be trained in proper procedures and safeguards for the security of student information. On an annual basis, the Academic Dean or his/her designee shall reinforce the policies at its annual staff meeting.

If BGU moves its student information system (SIS) from Populi, where student information is very secure, BGU will make every effort to ensure that the student information is held within the same level of protection. BGU may seek a computer program that encrypts customer information while in transit outside its system.

Appendix 60. BGU's Teach Out Policy

In the event that BGU is forced to close its doors or must 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. BGU currently has an agreement with several TRACS-accredited schools who would be willing to transfer in all credits toward completion of a degree. BGU will attempt to align the student with a school that has a comparable program to ensure a smooth transition. The other option is through a teach-out agreement with a partner school. Here are the differences.

Teach Out vs. Transfer

Teach out agreements entered into by BGU for its current students typically include protections that exceed what non-partnering institutions typically provide. These benefits include the following:

- automatic admission of current BGU students in good academic standing
- guarantee of 100% successful completion of credits at BGU
- guarantee same time to degree completion
- comparable net tuition (students with discounts would receive the same discount)

Many institutions accept applications for transfer students, but the process may not be as seamless or have the same guarantees as with transitioning to a partnering teach-out institution.

	Teach Out	Transfer
Admission	Automatic admission of current BGU students in good standing; no application fee	Student must apply for admission; acceptance is not guaranteed. Application fee may be required
Credit Transfer	Guaranteed acceptance of all credits successfully completed	Transfer institution must approve which credits will be accepted
Time to Degree	Guaranteed same time to degree completion as calculated at BGU	Time to degree may vary depending on how many credits are accepted and differences in academic program requirements
Cost	Guaranteed comparable	Student would need to apply for financial aid, etc.

Appendix 61. Mission Statement Defined

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.

Leaders: Every person is created with a role to steward their own gifts and opportunities, the earth's resources, and their relationships in their family, work, and community.

Steward: The awareness that we are created for the purpose of taking care of what we do not own – our gifts, opportunities, relationships, community, and lives. We are responsible to our Creator to take care of creation. We view the universal human experience of aspiring to what is greater than their reality through the Christian understanding of the 'fall of humanity.' Therefore stewardship involves redemption of the original purposes for our lives and for creation. We are to be focused on rebuilding all four of the primary relationships destroyed by the fall of humanity: (1) the relationship between God and individuals; (2) the relationship between individuals and ourselves, (3) the relationship between individuals and each other, and (4) the relationship between individuals and our environment. Redemptive activities engage the spiritual, psychological, sociological, economic, ecological and political realms. Stewardship involves both a personal example of renewed dependence upon God for our purpose and power, and increased focus on our role as 'caretaker' in our spheres of influence.

Resources: The people, gifts, circumstances, communities, insights, power, wealth, time, environment and challenges in our lives.

Vulnerable people and places: Those who experience fewer opportunities and greater needs than ourselves. Our task is not only to give to those in need, but to empower them to meet their own needs. We understand that need is exhibited not just in individuals, but in whole geographic-bound systems. We serve alongside, not over, those in need and in process, we learn of our own hidden needs and gain increased redemptive power in our own lives.

Contextual: Shaped by and in submission to the culture we are serving rather than the culture with which we are most familiar.

Christian-based education: Founded in the principles of Christianity as evidenced in the Bible, Christian history and tradition, and current expressions of the church that are consistent with these.

Innovatively delivered: Utilizing experiences, cultural immersions, diverse geographic locations and faculty, technology and advanced teaching methods. The emphasis is on education where the student not only hears about the concepts being taught, but also experiences the concepts first-hand through travel, peer-learning, modeling or application assignments. The goal of the experience is learning that inspires vision, impacts emotions, and affects the will as well as informs the mind. It is education that is delivered in a way that does not uproot students from on-going ministry effectiveness; it is affordable, and allows for a variety of learning styles and needs.

Urban world: In the largest cities of the world, involving the whole environment of the city from inner city to inner-ring and suburban neighborhoods, including the diverse and intersecting sectors of government, business, education, church, and non-profit. The urban world also includes ‘urbanization’ which is defined as the lifestyle of the city in any location.

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