



BAKKE  
GRADUATE  
UNIVERSITY

2021-22

# STUDENT HANDBOOK

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

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The information contained in pages 1 through 19 of this catalog is required by BGU's accreditation association, TRACS. The "Core Appendices" is a separate document that goes into much more detail about the topics lightly touched on in this first section about BGU, which can be found by going to BGU's online library in Populi or <https://www.bgu.edu/students/handbooks-catalogs/>.

## WHO IS BGU?

### History

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

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

### Mission Statement

BGU's mission statement is as follows:

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

### Accreditation

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

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

## Government Agency Approvals

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

## Faith Statement

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

## Vision

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

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

## Institutional Objectives

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

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

## Overall Objectives

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

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

## Educational Values & Philosophy of Engagement

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

## Core Values

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

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

## Ministry & Educational Philosophy

### Practical Ministry Philosophy Based on Mentoring

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

### Academic Program Based on Biblical Foundations

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

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

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

## **Health & Security**

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

## **Community Standards of Conduct**

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

1. Statement on Academic Freedom
2. Statement on Academic Integrity
3. Statement on Christian Conduct
4. Statement on Non-Discrimination
5. Statement on Harassment
6. Statement on Respect for People and Property
7. Statement on Substance Abuse

For a detailed description of these standards, please see BGU Core Appendices-*Appendix 9*.

## **Complaint Procedures**

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

## **Fraud, Abuse, & Accurate Representation**

BGU is committed to maintaining an educational entity that is not involved in any form of fraud or abuse, and will not support practices or procedures that are designed to deceive students or falsify information to students. BGU proactively investigates and resolves all complaints and other reports or findings that raise suspicion of fraud and/or abuse. Such cases and findings are reported to external regulatory and law enforcement agencies as required by law and contract. Following receipt of the complaint/fraud and abuse referral, the process for dealing with complaints is explained in BGU Core Appendices-*Appendix*

10. BGU is committed to accurately represent itself to the public in all of its publications, its website, its classrooms, and any communications with others.

## Academic Services

### BGU Website

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

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

### Orientation

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

### Writing Assistance

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

BGU also has created a free writing certificate “course” that can assist students in learning to write academically (especially important for students for whom English is a second language). To register for this free course, students can contact BGU's eLearning Team. Students are also provided with numerous writing resources through the Writing Center (as of July 1, 2020).

### Library/Learning Resources

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

BGU's main online library of over 5,000 volumes is made available to every student regardless of location in an online format. This library contains a rich collection of research guides and resources, and eBooks for social sciences, business, and theology. The Online Library is overseen by a MLS Librarian, Jennifer Roman ([Jennifer.roman@bgu.edu](mailto:Jennifer.roman@bgu.edu)) who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and paper formatting, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. Students also have off-campus access to the ProQuest® databases, which include ProQuest Religion, the ProQuest Business Research

Library and the ProQuest Newsstand of national newspapers including the Christian Science Monitor. The ProQuest Databases can be found in the Research Guide section of the Online Library. For a nominal fee, students can register with the Society of Christian Scholars ([www.scshub.net](http://www.scshub.net)) and have access to the EBSCO Religion and Social Sciences Library.

## Online Mentoring

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

## BGU Online Helpdesk

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

## Office of the Registrar

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

## Counseling and Advising Appointments

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

Doctoral Degree Students	
Prospective Students:	Kafi Carrasco (ext. 122; <a href="mailto:Kafi.Carrasco@bgu.edu">Kafi.Carrasco@bgu.edu</a> )
Admission Procedures:	Kafi Carrasco (ext. 122; <a href="mailto:Kafi.Carrasco@bgu.edu">Kafi.Carrasco@bgu.edu</a> )
General Academic Questions:	Martine Audeoud (ext. 135; <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
General Academic Advisor:	Martine Audeoud (ext. 135; <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
Doctoral Final Project:	Bill Payne (ext. 137; <a href="mailto:Bill.Payne@bgu.edu">Bill.Payne@bgu.edu</a> )
Master's Degree Students	
Prospective Students:	Kafi Carrasco (ext. 122; <a href="mailto:Kafi.Carrasco@bgu.edu">Kafi.Carrasco@bgu.edu</a> )
Admission Procedures:	Kafi Carrasco (ext. 122; <a href="mailto:Kafi.Carrasco@bgu.edu">Kafi.Carrasco@bgu.edu</a> )
General Academic Questions:	Martine Audeoud (ext. 135; <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
General Academic Advisor:	Martine Audeoud (ext. 135; <a href="mailto:Martine.Audeoud@bgu.edu">Martine.Audeoud@bgu.edu</a> )
Master's Final Project	Yvonne McKenzie (ext. 134; <a href="mailto:Yvonne.McKenzie@bgu.edu">Yvonne.McKenzie@bgu.edu</a> )
Capstone Project (EMBA)	Lynn Jackson ( <a href="mailto:Lynn.Jackson@bgu.edu">Lynn.Jackson@bgu.edu</a> )



## Admission Policies

### Admissions Standards

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

### Student Status Classifications

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

### Transfer Credit Policy

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

### Admission Requirements & Procedures

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

### Personal Learning Community

BGU attributes much of its students' educational success to what is called the "Personal Learning Community" (or PLC). Students create a PLC by identifying three to five individuals who agree to support the student during the course of his/her studies. The admissions process includes the requirement that a minimum of three PLC members must be identified, each of whom shall submit a completed PLC Agreement to BGU before an applicant will be considered for acceptance. The PLC can be close friends, co-workers, pastors, spouse, children, etc., each of whom will be asked to read assignments, provide periodic evaluations, and assist the student in staying accountable to completing their degree. For a description of the specific requirements of the PLC, see BGU Core Appendices-*Appendix 16*.

## English Language Proficiency

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

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

## Minimum Technology Requirements

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

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

## International Students

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

## Admission as Special Student

A special student is considered an applicant who does not meet the academic requirements of an individual degree. Persons who are interested in applying to a degree program as a Special Student are asked to complete the online application and to provide official or unofficial transcripts and a current CV or resume to the Admissions Office for preliminary review. The applicant is also asked to fill out an equivalency worksheet. This worksheet will assist the Academic Dean in determining whether the courses and work previously completed are of a sufficient quality and quantity to be considered for Special Student Status before the applicant is presented to the Academic Cabinet. The Academic Dean will recommend the path of either a degree completion program elsewhere or admission as a Special Student. The Academic Dean's recommendation of potential eligibility is required in order to be permitted to continue the Special Student Status application process.

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



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

## Admission with a Degree-Completion Program

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

## Special Needs Policy

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

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

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

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

## Financial Policies

### Tuition and Fees

BGU seeks to provide excellence in education, while keeping costs as reasonable as possible. Student tuition and fees cover only a portion of the total operating costs of the university. The charges listed are effective as of July 1, 2020, and are subject to change without notice. Tuition and fees will change periodically and students are *required to pay the rates in effect at the time each course is held*. It is incumbent upon the student to verify current rates. All amounts are quoted in US Dollars. Check BGU's website for Administrative Fee for specific classes, which varies for each course. For a list of all tuition and fees, see BGU Core Appendices-*Appendix 18*.

### Course Registration

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

immersion courses. The Onsite Administrative Fees for city immersion courses are due six weeks prior to the onsite portion of the course and are, for the most part, non-refundable.

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

## Refund Policy

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

## Course Extensions

A student may apply for 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 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 five more months (for a maximum of six months from the original due date). 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 past courses are completed.

## Financial Aid

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

## Financial Appeals Process

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

## Academic Policies

### Identity Verification in Distance Learning

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

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

## **Student's Right to Know Act**

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

## **Student Privacy (FERPA)**

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

## **Correspondence Courses**

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

## **Online Courses/Distance Education**

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

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

## Independent or Directed Studies

Students may include a maximum twelve credits of Independent or Directed Studies courses in their program. Any exception to this policy must be approved by the Academic Dean, in consultation with the Academic Cabinet. An Independent Study is defined as a course that the student designs with the assistance of a supervisor. A Directed Study generally includes the student's participation in a seminar or conference and regular scheduled interaction with the professor. See BGU Core Appendices-*Appendix 25* for details.

## Changing Course Credits

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

## Course Requirements

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

## Grading Policies

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

## Grading Rubrics

BGU has designed grading rubrics that shall be used by all professors in determining the grades for all student projects, online interaction, journals, etc. See BGU Core Appendices-*Appendix 28* for an example of one such rubric. Rubrics are also loaded into every course in Populi, BGU's LMS.

## Credit Hour Definition

The Federal definition of a credit hour is as follows: "A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of worked expected in a Carnegie unit: key phrases being 'institutionally established,' 'equivalency,' 'reasonable approximate,' and 'minimum amount.'" For graduate-level work, one credit hour for BGU students is defined by the academic work consisting of professor instructions, reading assignments, group projects, class presentations, and independent project work and is equivalent to a minimum of 45 hours of work. Each degree program defines how many credit hours are needed to earn the degree.

## Satisfactory Academic Progress (SAP)

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

## Degree Program Duration and Time Limits

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

## Withdrawal from the University

The following will result in a student being moved to withdrawn status: failing to request extensions for homework that is more than six months overdue, being inactive for more than 12 months and have not responded to any BGU communications, or requesting withdrawal. Students requesting a withdrawal should submit an Exit Interview to the Registrar's Office and the Academic Dean or the Registrar will seek to hold a face-to-face exit interview with that student. Maintaining an outstanding balance for over a year without contacting BGU to set up a payment plan will also result in the student's withdrawal. Prior to a withdrawal for financial reasons, at least three attempts to contact the student about the pending action will be made, over a period of at least two months.

## Reinstatement of Withdrawn Students

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

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

## Degree Extension

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

## Dissertation Advisory Team

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

## Graduation Policy

BGU academic curriculum and course calendar is designed for June Graduation, but, BGU students have the option of December Graduation (first Monday of December) or June Graduation (first Saturday of June). However, a joint commencement ceremony is only held once a year during the June Graduation. All graduating students (December or June Graduation) are encouraged to attend and to invite their friends and family to celebrate their accomplishment during the June commencement service. See further graduation and candidacy requirements listed under each degree program.

All charges assessed to the student's account, e.g., course tuition, graduation fees, library fees, Dissertation, Doctoral Final Project, or Master's Final Project fees, etc., must be paid in full before a degree will be issued. The deadline to submit all required course work, final projects, and payment of all dues for the December graduation is September 30 and the deadline to submit all required course work, final projects, and payment of all outstanding dues for the June graduation is April 15 (or before an oral review can be scheduled, whichever comes first).

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

## Audit Registration Policy

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

## BGU'S Social Media Policy & Disclaimer

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

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

## Student Records

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



## Transcripts

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

## Institutional Review Board

Bakke Graduate University (BGU) requires the conduct of ethical practices in relation to all research related to human subjects. BGU has adopted the guidelines outlined in the Code of Federal Regulations Title 45 (Public Welfare), Part 46 (Protection of Human Subjects). This document is available at <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html>

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

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

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

## Referral Policy

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

## Academic Programs: Description, Requirements & Outcomes

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

## Master of Arts in Transformational Leadership (MATL)

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

## Executive Master of Business Administration (EMBA)

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

## Doctor of Ministry (DMin)

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

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

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



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

## **Doctor of Transformational Leadership (DTL)**

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

## **Doctorate in Innovative Urban Leadership (PhD)**

The PhD in Innovative Urban Leadership is designed to equip scholar-practitioners and thought leaders to innovate in the urban context. Leaders will accomplish this goal as they build on demonstrated leadership practice and research skills to exemplify sustainable and regenerative leadership grounded in collaboration, community, and context. For the program outcomes, see BGU Core Appendices-*Appendix 51*. For the Program Outline, see BGU Core Appendices-*Appendix 52*.

## **Degree Completion Requirements**

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

## **High Honors**

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

## **Academic Calendar**

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

## **Staff and Faculty**

See the following appendices for a complete list of BGU's administrative staff (BGU Core Appendices-*Appendix 43*), adjunct faculty (BGU Core Appendices-*Appendix 44*), resource faculty (BGU Core Appendices-*Appendix 45*), Board of Directors (BGU Core Appendices-*Appendix 46*), Board of Regents (BGU Core Appendices-*Appendix 47*), and all staff (BGU Core Appendices-*Appendix 48*).

## **Academic Cabinet**

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

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

## Office of the Registrar

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

## Certificates

### Certificates of Achievement

BGU also provides Certificates of Achievement that allow students who lack the time, resources, or interest in a full graduate degree program to engage in a learning environment that reflects BGU's values and subject matter expertise.

### Intensive Certificates

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

## INTRODUCTION TO HANDBOOK

Welcome to BGU! We are so excited to have you in one of our graduate programs and our greatest desire is to see you succeed. We have, therefore, put together this handbook, which hopefully contains a plethora of aids to assist you to that end. If you can't find an answer to a question about something, please let us know and we will add the information to our next edition of this document (we realize it will be a "living" document that constantly changes and improves to meet your needs). An orientation video has also been created for you to become familiar with BGU and the Populi program, where you may access your grades, account information, and course information. Populi is also the learning management system (LMS) that BGU uses for the online portion of all of its courses. For instructions on Populi, please go to: <https://youtu.be/KZ62DZJKADU>

Every class will include a Paper Template in which all of the formatting standards are already set up. You must use this form for all papers you submit to BGU. This template can be found on the "Info" page in Populi under the "Files" section where you can also find the course syllabus. The template includes a chapter for each of the four requirements for each course (book reports, journal, project, and self-evaluation). It also includes the proper format for the title page, table of contents, and bibliography/references. Details for how to use each of these sections are contained in this handbook.

## CLASS FORMAT

Bakke Graduate University (BGU) is a non-residential school. In other words, we do not have a regular campus where students live and our classes are not held on a daily or even weekly basis. Graduate-level work at BGU means one semester hour is defined as approximately 45 clock hours of academic work and generally consists of professor instruction, reading assignments, online interaction, and independent project work (i.e. synchronous and asynchronous learning). BGU's courses are generally offered in 8, 6, 4, and 3-semester credit hour modules.

BGU courses that include an "onsite" portion are divided into four distinct sections, which are augmented by face-to-face intensives and an online and virtual classroom (Zoom Room) element. The online platform for all BGU courses includes the following elements: Announcement Board, Weekly Online Chapel, Virtual Faculty Office, Ask your Professor (daily communication with your professor if needed), and Weekly Assignment Checklists / Reminders. All *online* courses are also divided into four distinct sections. There will be faculty office hours and an orientation session in a Zoom Room during Week 1 to discuss the syllabus and course requirements in detail. Optional times will be provided; however, *all* students need to participate in the class at least once a week.

## Participation

Your participation in class, whether onsite or online, is critical if you hope to achieve an outstanding grade and successfully complete your degree. In the online setting, *ALL* students need to participate every single week from the very first week. It is not fair to the rest of your class to try to catch up with posts in prior weeks when they have already moved on to the next week. If you fail to participate in week one, the eLearning Team will alert the Registrar's Office of non-participation. An email will be sent out in Week Two to students who haven't participated, advising them that if they do not participate by Week Three, they will be withdrawn from the class and there will be financial penalties.

## Onsite Classes

When you register for an onsite class on the BGU Populi website, be sure you check the "Course Information Sheet," which is updated on a regular basis. This sheet is very helpful in providing information about the class, e.g. hotels, visas, clothing, packing, etc. for the onsite portion of the class. It is very important that you check this sheet before calling the BGU office for this kind of information. Since the onsite classes are generally only eight to ten days in length, students may not miss any days of the onsite portion of the class. If you know ahead of time that you will not be able to participate every day, it would be best to move to another onsite course.

## PLAGIARISM

**For an instructional video created by Richard Gallety in the UK on plagiarism,\*\***

**copy and paste this link into your web browser:**

<https://www.youtube.com/watch?v=SEeTSaxCEQg>

*\*\*You can ignore his comments on Harvard/APA if you are writing in Turabian.*

*Plagiarism* is passing off another's ideas or writings as one's own. Plagiarism is failure to acknowledge material which is copied from others or failure to acknowledge one's indebtedness to another for even the gist of important thoughts in a formal statement, written or oral. If you quote anything you must footnote the book or other resource from which you obtained the quote or idea. If you do not do this, it is plagiarism and grounds for expulsion. So, don't do it! If a paper is suspect, your professor will be alerting BGU's Academic Dean.

Often students are unaware that they have plagiarized. For example, they are browsing the internet and find an article with which they agree wholeheartedly. They block and paste large portions of the article but forget that they must give credit to the author(s). Let's look at some examples that I've seen come over my desk. Student A was writing a literature review of Larry Peabody's book, *Job-Shadowing Daniel*, and wrote:

The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise-making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.

Although the student had changed one or two words, this was a direct quote from a book review of Peabody's book without quotation marks and without a footnoted reference. If the student wanted to avoid plagiarizing, he/she should have written this (note that the quoted material appears in a block quote, thus no quotation marks are around the quote; however, if less than 5 lines had been quoted, quotation marks should have appeared around all quoted material):

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by saying,

The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual

significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise-making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.<sup>1</sup>

Notice that at the end of the blocked quote, there is a footnote which would reference the website where the book review appeared (for examples of how to reference a website, see page 26). Quotation marks should always appear around all words that have been taken from another source (except in a block quote — a quote of over 4 lines — where quotation marks are not necessary).

If you want to quote *parts* of an article or book while inserting your own words you can do so like this:

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by explaining that "the Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance."<sup>1</sup> Peabody's book helps the "working Christians [understand how it is possible not to lead] 'split-level' lives, unable to do their daily work wholeheartedly."<sup>2</sup>

The words in brackets indicate your own words and not the author's.

BGU recommends that all of its students use tools to assist them in recognizing quoted materials and also helping with grammar issues. A great program called Unicheck has been purchased by BGU for all students and faculty. When this program alerts you to materials that are quoted from elsewhere and you have not placed quotation marks and a reference, you will be plagiarizing. So be very careful to check all of your work before submitting to BGU. Your professors also have access to this program and any suspect materials will be run through Unicheck to check for plagiarism.

The review of plagiarized work will be addressed in the following manner:

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 Program Director 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 Program Director may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.
3. If a student's prior work is found to contain plagiarism, the grade for the course or work is subject to change.
4. If a degree has already been granted at the time the violation is discovered, the degree may be revoked.

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

## GRADING

As stated earlier, all projects should include four chapters or elements:

- a) Chapter 1: Book Reviews-It is very important that you follow the instructions contained in the syllabus!
- b) Chapter 2: Journal
- c) Chapter 3: Individual Project
- d) Chapter 4: Self-Evaluation

Attachment A is a rubric that explains in detail exactly what is expected and how you will be graded in each of these areas. All professors use this rubric, so if you have received a grade that is below what you believe you should have received, please ask your professor to identify where on this rubric your project appears.

## CRITICAL THINKING

In an article by Richard Paul and Linda Elder, the issue of critical thinking was addressed. As a graduate student, it is expected that you think critically in all of your work, i.e. analyze and evaluate. Unfortunately, this is not always easy. The following are some salient points from this article:

To analyze thinking, we focus on its parts. In other words, we focus on the purpose of thinking, the questions the thinking is pursuing, the information being used, the assumptions and inferences being made, the concepts and point of view guiding the thinking and the implications of the thinking.

To evaluate or assess thinking, we apply intellectual standards to the parts of thinking: standards such as clarity, accuracy, relevance, logic, precision, justifiability, significance, depth, and breadth. For example, we ask whether the purpose and question are clear, the information relevant and accurate, the inferences and implications logical, the assumptions and concepts justifiable, and the point of view relevant. (Paul & Elder, 2001)

If your professor has graded you down on critical thinking, we suggest that you obtain Richard Paul's book, *Critical Thinking: What every person needs to survive in a rapidly changing world* (Paul & Binker, 1990).

## PERSONAL LEARNING COMMUNITY

Graduate-level courses often require a great deal of time and effort to complete, especially for those of you who have a family and full-time jobs. Therefore, BGU asks all students to identify three to five individuals who would be willing to walk with you through this educational process, reading your materials, and holding you accountable for completion of your academic duties. We call this group your Personal Learning Community (PLC).

The "PLC Contract," should have been sent by you to the group you have identified during your application process. These can be peers, pastors, lay people, and even family members. Keep in mind that the PLC will be asked to read all of your papers and provide you with feedback and encouragement during the years you are in BGU.

Evaluation #2 would be sent by you when you graduate and Evaluation #3 would be sent out about three to five years after your graduation by BGU.

## TIPS

Here are some tips for *all* students that have been gathered over the years that could prove especially helpful. These include:

1. **Referencing Program:** Start using your referencing program from your very first course. You can insert the bibliographical data for each book just once and it will organize your references for the future work you do. Be sure to indicate that you want to use the APA format (if you have received special permission or are a DMin student, indicate Turabian format).

2. **Mark it Up:** When you are reading a book, highlight items that you want to remember, coding them according to their importance. For example, some people use a small underline for relatively important quotes, two underlines for more important quotes, and a star in the margin for something very important. Some people fold the pages down in varying degrees (the larger the fold, the more important the quote on that page). Some use post-it notes on pages with a key word written on the post-it for quick reference.

3. **Record Quotes:** Once you have finished the book, record the very important quotes in some manner. Some people like to keep a file on their computer that saves references by topic. Others prefer to keep note cards for each quote and file them by topic. Some write the quotes on a small yellow pad. At the top of the first page, write the bibliographic information and beside each quote (be sure to include the page number) write a key word in the margin. Staple the pages for each book and then alphabetize them by title or author of the book. This last suggestion is helpful because you don't have to write down the bibliography on each note card. Whichever way you decide to keep your quotes, at least do something.

4. **Book Reports:** *Always* write your book reports immediately after having read each book and before starting your next book. It is too easy to forget what you read if you start reading the next book.

5. **Notebooks:** Keep folders or notebooks for each of your courses.

6. **Books:** Keep your books alphabetized by subject matter, grouping subjects together with a larger post-it to indicate the subject on the first book in each section.

7. **Backing up:** BACK UP, save, BACK UP, save...and then BACK UP and save again your data (assignments, etc.) on your computer. You can't believe how many of our students have lost their entire project just as they were finishing because they didn't make a backup!!! You can also email it to yourself and save the email...

8. **Folder for each class:** Saving your work in separate folders on your computer for each class makes it a whole lot easier to find specific documents later.



# ACADEMIC WRITING

For an instructional video on how to understand academic writing, copy and paste these two links into your web browser:

<http://www.youtube.com/watch?v=c359zhpDhVc> and  
[http://www.youtube.com/watch?v=TISKVj6\\_NOs](http://www.youtube.com/watch?v=TISKVj6_NOs) (part 2)

As you enter into your graduate program at BGU, the automatic assumption is that you have come with *some* academic knowledge. However, very often we find that the end product is inconsistent with the content. By that we mean that the brilliant thoughts that you have tried to convey in your work become lost in the typographical or formatting errors in which the work is presented. This handbook is designed to assist you to at least identify some of the more common errors. If you feel that you need more help to produce work that is at graduate level, we recommend that you take BGU's academic writing certificate. Also, see page 7 of this handbook for information about the Unicheck program that BGU has purchased for you.



Academic writing is not the same as everyday writing, but it does follow the same basic rules for sentence structure, punctuation, spelling and capitalization. However, the language is definitely more formal, and there are some punctuation, capitalization, and formatting peculiarities. Completed course projects must be presented in APA format and include all of the following components: 1) title page; 2) contents; 3) book reviews; 4) journal; 5) assignment(s) if required; 6) project; 7) self-evaluation; and 8) references. All of these elements are provided in the Paper Template and this Student Handbook, both of which you may download from the Populi classrooms. If the project is not in the proper format, it will be returned to you with instructions to format correctly.

The BGU's Online library in Populi also has APA and Turabian writer's guides and tutorials, which can be found in Populi under the "Library" tab and then click on "Links." General writing assistance is available free of charge, as well as optional customized services at nominal rates. This can be accessed by logging Populi and clicking on the "Library" tab and then click the "Links" tab.

You might ask yourself why it is so important to write every paper in proper formatting. The most important reason is that at the end of your program you will be required to write a thesis, dissertation or capstone which, by the standards of every higher education institution, must be in an academic format. By requiring you to write all of your papers in this format from the very start, you are learning years ahead of time *how* to write and format properly. We hope that when it comes time for you to write your dissertation/ thesis, formatting will not be (as big of) an issue.

So, here we go! Your biggest question now is probably, "How do I get an 'A' paper?" The surest way to do so is to *follow directions*. Read your syllabus carefully and keep in mind the four elements that every paper should include: 1) your observations; 2) an analysis; 3) ministry application; and 4) personal reflection (see "Grading" below). Another thing you should *always* remember to do before turning in a paper: do a spell and grammar check and have your paper checked for plagiarism by Unicheck.

## COMMON WRITING MISTAKES

### Punctuation

*Quotation Marks:* Virtually all punctuation should appear *within* the quotation marks, including periods and commas.



- ❖ Yes, even if the period or comma is not a part of the original quote.
- ❖ Colons and semi-colons always go outside of quotations, e.g.:  
     The grass was always considered “green”:
- ❖ Question marks and exclamation points go outside of the quotes unless they are part of the quotation itself, e.g.:  
     Don’t you want any part of our “mess”?  
     “I’d be more than happy to join you!”

*Numbers:* Numbers from one to ten are spelled out in APA and the remainder numerically. Numbers from one through ninety-nine are spelled out in Turabian formatting. There are, as always, exceptions. Here are some of those peculiarities we mentioned:

- ❖ When writing a date, spell out the month and do not use ordinals (e.g. 4<sup>th</sup>) for example, July 4, 1776 *not* July 4<sup>th</sup>, 1776. Use numbers for a single year, e.g., 1968. When talking about a decade, do *not* use an apostrophe between the year and the “s” as in “the 1960s.”
- ❖ When citing percentages, for Turabian type “19 percent” and for APA type “19%.”
- ❖ Spell out round numbers (hundreds, thousands, hundred thousands, millions), e.g., one thousand.
- ❖ Spell out numbers that begin a sentence: “Ten thousand people visited the church.”
- ❖ Use numerals when expressing numbers of a million or more: “There are nearly 7 billion people on the planet.”

*Series Comma:* When using a series comma, use a comma after the first item, the second item, additional items, and a comma before the conjunction (and, but, et al.).

## Quotations/Citations

*Accuracy:* If you are going to use quotations they must always be accurate and should be quoted word-for-word. Do not correct the writer’s grammar, spelling, etc. If they write “17% of the Earth’s population,” (capitalizing the “E” in earth when it should not be) then quote it verbatim.

*Errors:* If the author has misspelled a word, write *sic* in brackets and italicized. For example: “The ship had verred [*sic*] off course by five miles.”

*Inserting words:* Any time you add a word to assist in the explanation of what you are quoting or to replace the word “it” or “that” so the meaning becomes clear, put that word or words in brackets. For example: “The Captain wanted the crew to understand [the rules].” Although if the explanatory words are at the end of the sentence, the same quote could be written: “The Captain wanted the crew to understand” the rules.

*Referencing Quotes:* Whenever you quote *anything*, you must use quotation marks and mark the citation in either a footnote (Turabian) or parenthetical reference (APA). For Turabian, all quotations of over one hundred words, four lines, or multiple paragraphs should be set off as a block quote, single-spaced, and indented .5”. For APA, quotes of more than 40 words must be set

off as a block quote, indented .5", and double-spaced. Do not use quotation marks in a block quote unless they are used in the quoted material itself. Any quote within a quote should be set off with a single quotation mark. For example, "Mary said, 'Yes,' but was still afraid of the consequences."

*Book Reports:* We previously allowed students to simply cite page numbers in parentheses within the book reports. However, we have realized that when you are using a referencing program it makes more sense to quote properly using a footnote so every book appears in your Bibliography (Turabian) or References (APA) without your having to manually add the books.

*Referencing:* Documenting your quotes gives proper credit to the original writer. The point of documenting your quotes is to make it easier for a reader to find the quotation in its original context. Nothing more, nothing less. Here are some general rules regarding footnotes in Turabian format:

- ❖ Full footnoted information is required only the first time reference material is cited. After that, use alternate citation formats such as *ibid.* (from *ibidem* "in the same place") or the author's last name, comma, and then page number. (See "Notation Samples.")
- ❖ In Word, footnotes are automatically inserted by clicking on Insert, Reference, and Footnote. If you use a referencing program, the reference for each book will be maintained in your library of resources and automatically inserted.

In academic writing, any comment that you make that is common knowledge does not require a footnote and reference. For example, "The first President of the United States was George Washington." Everyone knows that and it doesn't require a source. A good example of a reference that *does* require a footnote and source would be a statement like this: "Over half of the world's population now resides in urban centers. There are an estimated five hundred cities in the world with one million people or more." This information is not common knowledge, so the source of the information would need to be provided.

*Bibliography:* Bibliographies (Turabian) and References (APA) exist so that the reader can find the information about a reference work without having to search through your paper to find the notation with all the information. The works referenced in bibliographies are alphabetized by author. A Works Cited section is not needed in addition to the bibliography; the bibliography is sufficient.

## **i.e. or e.g.?**

In Turabian formatting, the *i.e.* and *e.g.* must be offset in parentheses. Here is a brief description of the different usages for these terms:

**i.e.** comes from Latin *id est*. It is equivalent in meaning to 'that is.' It is used to introduce a rephrasing of a previous point, a definition or a further clarification or explanation of a preceding point. Example: "The ability to learn language is innate (*i.e.* part of our inborn genetic makeup)." The phrase after '*i.e.*' defines 'innate.' Notice that it would be fine to write 'that is' in place of '*i.e.*'

**e.g.** comes from Latin *exempli gratia*. It is used to introduce an example of a previously-mentioned phenomenon. It is the equivalent of the English phrase 'for example.' Example: "Humans have several innate abilities (*e.g.*, language learning, walking, and recognizing faces)." The material after '*e.g.*' does not

define or explain 'innate abilities'; it merely lists several particular examples of such abilities. Notice that 'for example' is an appropriate substitute for 'e.g.,' but 'that is' is not.

## RESEARCH

For an instructional video on how to understand research,

copy and paste this link into your web browser:

<http://www.youtube.com/watch?v=3YKuwO1jyQs>

Research is the work you will do to answer a question you either do not already have an answer for or cannot prove the answer you think you have. There are two primary kinds of research. One involves using experimentation, gathering information quantitatively or qualitatively, postulating a hypothesis, testing a theory, and/or making conclusions based on the results of your research. These methods will be employed in the preparation of your dissertation and will be covered during the Research Bridge on-line course that is offered quarterly at BGU.

The other method of research utilizes consulting books, periodicals, lectures, etc. to support a thesis. You will use this method for your papers and final dissertation.

### How to find it after I've read it?

BGU students are very creative when it comes to finding something they read in one of the books for a course weeks after the class and it is time to write their project. Here are just a few examples that students have shared with me. What is important is that you find a method that works best for *you*:

- ❖ Mark your text, either by underlining, highlighting, making notes in the margins, post-it notes on pages with a few brief words to help you recall, or the “dog-ear” method (folding down the corners of pages, folding a bigger portion on pages where more important information can be found).
- ❖ Either immediately or shortly after reading the book, jot down the quotes that you know you will want to return to at a later time. Some people use 3 x 5 index cards, some simply stick with the post-it notes, some keep quotes in their computers, and some have a blank book or a notepad in which all of the quotes are listed. For example, a page for one book might look like this:

*The Quest for Celtic Christianity*

By Donald E. Meek

p. 2 author's goal-critical overview of the movement

p. 16 Charismatic Christians

p. 18 soul-friendship as a form of spiritual mentoring

p. 19 cultural reconstructionism

## Library Research

We live in an age of technology, so much of your library research can actually be done from the comfort of your own computer. However, there is something to be said for walking to a section of the stacks of books and simply perusing the shelves. There are, however, many online resources that you can research.

- ❖ BGU offers an Online Library through which BGU students worldwide may access a rich collection of research guides and resources. These resources are available for both business and theology students, wherever they may be located, including access to thousands of e-books. The Online Library is overseen by a full-time MLS Librarian, who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and guidelines, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. To access the Online Library, log into Populi and click the word “Library” in small white letters in the black strip just under the URL. Most of the following items can be found under the tab called “links.” Check the Orientation Packet for an instructional video from BGU’s librarian.
  
- ❖ Local Library Options: To find a variety of public, college, university, private, and school libraries in your area that are open to the public, search:  
<http://nces.ed.gov>. For international libraries: <http://lists.webjunction.org/libweb>.
  
- ❖ Many libraries participate in the interlibrary loan program if the book you are seeking is not in your local library. You can find which library has the book you want by accessing: <http://www.worldcatlibraries.org>.
  
- ❖ Periodicals (newspapers, magazines, journals, etc.) are indexed in a variety of databases, depending on the library. BGU’s online library contains a plethora of resources for your use.
  
- ❖ **ProQuest Religion™** - BGU has also purchased ProQuest Religion, a program that allows you to access literally thousands of journal articles and, in some cases, full texts of religious articles and books. This resource is also accessed through our online library.

## Online Research

There are literally billions of web pages, at least 200 billion of which are not indexed. Experts believe that search engines actually index less than 10 percent of the entire Internet (Google only indexes 4 percent and it’s the largest search engine to date!). Most of the Internet is stored in what are called databases and dynamic-websites. The 90 percent of the un-indexed Internet is called the Invisible Web. Also try going to Google Scholar (<https://scholar.google.com/>) and enter your topic to see other sources that may be helpful.

- ❖ Visible Internet: There are two main types of search engines for the visible web, search engines and subject directories.
- ❖ Invisible Internet: Start by searching on the visible Internet for the kind of database you need, and then search databases. Use directories that index databases.

## Online Research Resources

### ❖ Relevant Invisible Web Databases & Directories

<http://www.infomine.ucr.edu> (collection of scholarly links reflecting selected university-level subjects and disciplines)

<http://www.google.com/dirhp>

<http://www.lii.org> (librarians' index to the Internet-excellent source to many databases)

<http://www.findarticles.com> (free and for fee academic and consumer articles)

<http://www.highwire.stanford.edu> (largest repository of full-text, peer-reviewed articles)

<http://www.libraryspot.com> (collection of databases, online libraries, references)

<http://www.firstgov.gov> (all sorts of government databases)

<http://www.odci.gov/cia/publications/factbook/index.html> (searchable directory of flags of the world, reference maps, country profiles, etc.)

<http://www.uidaho.edu/special-collections/iil.htm> (contains links to manuscripts, archives, rare books, and more)

<http://www.academicinfo.net> (directory of academic databases)

<http://www.tren.com/search.cfm>? (database of thousands of theological dissertations, theses, and conference papers-many available as e-documents)

## Other useful Research Sites – Please check the BGU Online Library for Additional Links!

<http://www.thearda.com> (American Religion Data Archive-quantitative data from nationwide surveys)

<http://www.worldchristiandatabase.org/wed> (World Christian Database-statistical information on world religions, Christian denominations, and people groups)

<http://www.pollingreport.com> (Repository of polls from multiple sources)

<http://www.adherents.com> (repository of worldwide religious affiliation statistical data)

[http://www.gc.cuny.edu/faculty/research\\_briefs/aris/aris\\_index.htm](http://www.gc.cuny.edu/faculty/research_briefs/aris/aris_index.htm) (American Religious Identification Survey)

[http://hrr.hartsem.edu/sociology/sociology\\_research\\_resources.html](http://hrr.hartsem.edu/sociology/sociology_research_resources.html) (Harford Religious Research Resources-directory of numerous databases)

<http://www.ellisonresearch.com/PastorStudy.htm> (Ellison Research: Protestant Clergy and Laity Research)

<http://www.valpo.edu/geomet/geo/courses/geo200/religion.html> (map gallery of religion in the US from Glenmary Research Center)

[www.athensams.net/myathens](http://www.athensams.net/myathens) (great research database)

<http://www.ralphdwinterlibrary.org/aboutrdwl/newnevents23.htm> (an online library)

[www.globethics.net](http://www.globethics.net) (Social sciences and theology libraries online – free)

[www.scshub.net](http://www.scshub.net) (Society of Christian Scholars – Access to EBSCO Database for a nominal fee.)

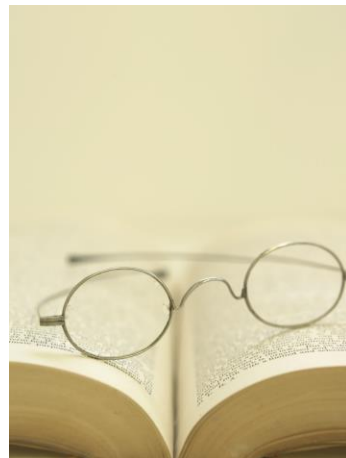
## COURSE PROJECTS

For an instructional video on how to understand the paper template  
copy and paste this link into your web browser:

<https://youtu.be/FgF01RstoN4>

Every course you take at BGU will require a final project. Most professors will require that each project contain four distinct sections: 1) book reviews; 2) a journal; 3) an individual project; and 4) a self-evaluation (there are a few exceptions). The following is a brief overview of the basics of those four parts. It is very important that you remember to read the “Desired Learning Outcomes” in the syllabus, since 20% of your grade will be based on whether you demonstrated to your professor in the individual project that you have actually learned these outcomes!

Your final project should be uploaded to the online classroom by the due date indicated on the course syllabus. If you must turn in work after the course due date, an Extension Request should be submitted directly to your professor. The extension fee of \$100 per month will be charged to your account. (See above section regarding extensions.) Professors will assign both project and final course grades and register those grades in Populi. Students may access those final grades via Populi.



### Book Reviews

Book reviews should be written in the more “formal” academic language (not casual language) and should *not* be a restatement of the book. It is important that you *always* read your syllabus carefully because, although the course requirements are similar for *most* courses, professors will occasionally change those requirements, including the requirements for book reports. Make sure you are following your directions. Be sure you have referred to or quoted from *all* of the books in the project portion of your paper.

Every book review should contain three elements:

**First** paragraph: State the author’s intent for writing the book, which includes the main thesis (100 words max).

**Middle** paragraph: Interact with the author’s message. For example: Did you agree or disagree with a specific idea? Why? How does the message of the book fit in with issues you had been struggling to understand before reading it? What points did the author make that were completely new to you—and why are they significant to what you do? What ideas left you wanting to explore them further, and what were your unanswered questions (300 words max.)

**Final** paragraph: Explain how something you read in the book will change the way you do your own work. Be specific providing concrete action steps. Phrases such as, “I will...” or “I plan to...” are appropriate here. Avoid vague generalizations (100 words max).

*The maximum number of pages for book reviews is TWO PAGES, DOUBLE-SPACED PER BOOK.* The total number of book reviews will be determined by how many credits you are taking the class for. If you are taking the class for three credits, you will write three book reviews. If you are taking the class for eight credits, you will write eight book reviews, etc. Regarding the number of pages to read, if you were required to read 2,000 pages for the class and the total number of pages listed under the required reading texts only totals 1,450, you will read however many of the recommended texts are necessary to bring the total number of pages to 2,000. If you begin reading one of the books from the *recommended* list (this doesn't apply to required books) and find that you simply are not interested in what it is saying, you may list in the first page of the book report section in the table that you only read 50 pages of the book and then write in the one-page report the reasons that you felt the book was not applicable to your ministry or professional setting, or was not assisting you in your educational endeavor. Those 50 pages *do* count toward your total number as long as you have written something about it. Remember, less is more. Learn to be succinct and write only the main points.

If you are aware of a book that really fits into the subject of the course and would like to read it as part of your book reviews, please obtain permission from your course Professor of Record.

## Journal

One of the eight perspectives of Transformational Leadership is that of the reflective leader. Journaling is a great way to begin to learn how to reflect. Therefore, we recommend that you begin journaling on your very first day of class or even a few days before. Take a few minutes each evening to jot down as many of the highlights of the day (or week in the case of an online class) as you can, since all too often you will forget things you thought you would never forget! Once back home, type your journal notes into the Paper Template referring to your classroom notes, evening notes, and conversations with fellow classmates and professor(s).



If this is an onsite course, you will only journal during the onsite portion of the class. For a 9-week online course, your journal would be written each week (i.e. 2 pages per week for Weeks 1 through 7).

Include in your journal the “take aways” for each day or week. You might want to reflect on something you read in the required texts before you came that became clearer to you during a conversation with another student or a site visit or a professorial comment. You should also record all of your “aha” moments, especially when you realize that what you just learned could be applied to your ministry setting.

At the *conclusion* of the journal, in the space of about two to three pages, address these issues in summary:

- a) Summarize your classroom experience;
- b) Analyze and interpret what you've learned; and
- c) Apply what you learned to life, work and ministry in your own context.

The journal should be concise, comprehensive and use “I” language. It can be more casual than the reading reports and/or the final project. This document will incorporate your observation of each session and your experiences, an analysis of what you have seen and heard, the ways in which you plan to incorporate what you've learned to your ministry setting, and finish by reflecting on how each day has impacted your life personally.



## Individual Project

The project chapter should always be formal, academic language (do not use “I” or “you” language except when you are dealing with an aspect of personal application). Most course projects will be an application of the course content directly related to your ministry or work. The project will involve the analysis and reflection upon ministry/work and/or a related component of Christian service. The project will involve the analysis of an issue with attention given to the correlation and connection with the course topic. The project should include the analysis and discussion of relevant theological, ethical and contextual issues.

## Group Projects

**For an instructional video on how to create a great PowerPoint**

**copy and paste this link into your web browser:**

<https://www.youtube.com/watch?v=TBj6QWQOPGI>

Many of our online courses are now requiring students to meet in a group of three or four students and create a PowerPoint presentation to the rest of the class in a live Zoom Room (virtual classroom). One of our BGU professors has created a great YouTube video entitled “How to Create No-Doze PowerPoint Presentations Tutorial.” It is a great guide for this portion of your course!

## Self-Evaluation

Your self-evaluation is another “I” language document and will appear in your paper as Chapter 4 and should be an evaluation of you as you worked through this particular course. How do you think you did in the class? Were you engaged in discussions? Did you apply your reading to those discussions? How did you meet the course suggested outcomes? What grade would you give yourself? This is only a short 2-3 page section, but it is important to evaluate!

## Bibliography/References

This section should be no problem to do if you have added all of your reading using a referencing program. The reference page will include all of your readings as well as any books or articles you might have referenced (footnoted). Remove all of the books that are listed as samples in the template and insert your own list. In the Appendices you will find a sample bibliography. Be sure to note how you are to handle two books by the same author and other distinguishing changes between the book references in the footnote as opposed to the bibliography.



## Table of Contents

For an instructional video on how to understand Tables of Contents, copy and paste this link into your web browser:

<http://www.youtube.com/watch?v=TTGjGWPncas> for Word **2003**

and <https://youtu.be/5RABuQq1Slw> for Word **2007**

After you have completely finished writing your paper, you will need to re-generate the table of contents and re-format according to either APA or Turabian requirements. The APA table of contents is one of BGU's "special" formats and follow these formatting instructions. Here are the steps you will take for **Word 2003**:

- ❖ Put your cursor in the Table of Contents that currently exists there.
  - a. Go to "Insert" in your tool bar
  - b. Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Table of Contents"
  - e. Click on "Show Outlining Toolbar"
  - f. Click "Okay"
  
- ❖ This should generate a new updated Table of Contents but you have lost all of your formatting and the number in front of each Chapter heading. Your next steps are:
  - a. Block the entire Table of Contents
  - b. With the table blocked, click the **B** (bold) twice so everything is un-bolded; click the *I* (italicize) twice so everything is un-italicized; and the U (underline) to un-underline everything.
  - c. With the table still blocked, click on Format
  - d. Click on Tabs
  - e. In the blank type ".5"
  - f. Click the dot in front of "left"
  - g. Click on "Set"
  - h. Now right before the word "Book reports" type a number 1 and hit tab
  - i. In front of each of your book titles insert a tab to line them up with the title of your chapter
  - j. Do the same for each of your chapters and subheadings
  - k. If you have second or third level subheadings, you will need to add another tab position for each, i.e. set one at 1.0" and 1.5" for two more levels of subheadings if you have them.

- ❖ If you want to know how to format the table of contents from scratch (oh, you brave souls), position your cursor where you want the Table of Contents to appear and from the tool bar:
  - a. Click on “Insert”
  - b. Then Click on “reference”
  - c. Click on “Indexes and Tables”
  - d. Click on the tab that says “Table of Contents”
  - e. On the bottom left where it says “Format” click the down arrow and choose “Classic”
  - f. Make sure there are 3 levels
  - g. Show page numbers
  - h. Dot leader
  - i. Right align page numbers
  - j. Click on “Show Outlining Toolbar”
  - k. Click “Okay”
  
- ❖ Now that you have clicked on “Show Outlining Toolbar” you will see at the top of your screen one of the boxes that probably says “Body text.” If you want to add a title to your table:
  - a. Place the cursor on that line and hit the drop-down box next to Body text
  - b. Choose the level you want the text to appear in and click on it
  - c. Now if you regenerate your table you will see that line added to your list of items. Unfortunately, in the new 2007 version of Microsoft Word that box does not appear. However, if you go to the “Reference” tab you will see a place to change the level of your items OR (and this is important if say a whole paragraph appears in your table of contents that should not be there) change the paragraph or item you don’t want in the table to “Body text” or “Paragraph.”

To create a table of contents in Word 2007, follow these instructions:

- ❖ Click on the “References” tab at the top
  - If a table of contents already exists (as in the Paper Template) simply click on “Update Table”
  - If a table does not exist click on “Table of Contents” and at the bottom click “insert table of contents” then be sure you click on “modify” and then click on each level individually to change the formatting.
  
- ❖ TOC level 1 should be:
  - Double-spaced (single-spaced for Turabian)
  - 12-pt after (only for Turabian)
  - Left align **0**
  - Right align 4 (this brings in the title so a long heading won’t interfere with the page numbers)

- Set tab at 6.00" right aligned and dot leader
- ❖ TOC level 2 should be:
  - Double-spaced (single-spaced for Turabian)
  - 12-pt after (only for Turabian)
  - Left align **3**
  - Right align 4
  - Set tab at 6.00" right aligned and dot leader
- ❖ TOC level 3 should be:
  - Double-spaced (single-spaced for Turabian)
  - 12-pt after
  - Left align **6**
  - Right align 4
  - Set tab at 6.00" right aligned and dot leader

## Indexes

- ❖ For Indexes, go to the last page of your paper and type "Index" at the top of the page, hit two hard returns, then follow these instructions for **Word 2003**:
  - a. Click on "Insert"
  - b. Then Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Index"
  - e. Click in the box that says "right align page numbers"
  - f. Click Okay
- ❖ You are probably getting the message "**Error! No index entries found.**" This is probably because you have not marked any words. Go to a word or phrase that you want to appear in your index and highlight it.
  - a. Click on "Insert"
  - b. Then Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Index"
  - e. Click on "Mark entry"

- f. Indicate the main entry (sometimes people put “A” “B” etc. and in the second level they put the word)
- g. You don’t have to put anything in the secondary entry if you are using the word as the main entry
- h. Click Okay and then go back and re-generate the index and your word or phrase should appear.

❖ For **Word 2007** follow these instructions:

- a. Go to the “References” tab
- b. Click on the words “Insert Index”
- c. You may modify the formatting of your index in this area
- d. Click “okay”
- e. Now go into your document and find a word you want to index
- f. Go back into the “References” tab and click on the word “Mark Entry”
- g. You may have one or two levels of your entries (as noted above, some people use the first entry for letters of the alphabet under which corresponding words appear but you would only use this option if you had a very large index)
- h. Go back down to your index and click “Update Index” under the “References” tab

Always save your papers using your last name first, the course number, and course name (shortened or abbreviated is fine). For example, if Joe Smith took the Overture II in China, he could save the document as “**Smith OV2 China.doc**.” If Sally Green took History, she would save the document as “**Green HST601 History.doc**.”

## Tables & Figures

For an instructional video on how to create tables and figures in APA7

copy and paste this link into your web browser:

<https://youtu.be/Z6CnN-ZfD5Q>

Although primarily used by those who are writing a dissertation or thesis, knowing how to format and index your tables and figures gives your document a more professional look. If you have tables or figures, create an “Illustrations” page immediately following your table of contents.

- ❖ To set up the page
  - Entitle the page “**ILLUSTRATIONS**” and mark as heading 1 (if you just have figures or just have tables, entitle the page either “FIGURES” or “TABLES” with no sub-heading).
  - To the far left type the word “Figures” and/or “Tables”
  - Position your cursor two spaces below
  - Go to the References tab and click on “Insert Table of Figures”
  - Now click on “Modify” and change the formatting to:
    - Single-spaced
    - 12 pts after
    - Hanging indent .25”
    - Left margin .25”
    - Tab to 6.00”, right aligned with dot leader
  
- ❖ To mark a table or figure:
  - Insert the table or figure in your document
  - For a table place your cursor above and for a figure it goes below
  - Click on the References tab
  - Click on “Insert Caption”
  - Where it says “Label” choose whether this is a table or figure
  - After the word “Figure” and the number (or “Table” and the number) insert a period, space and the title of the table or figure, capitalizing only the first word of the title (unless it’s a proper name)
  - Click “Okay”
  - Go into your styles menu (see instructions below) and change the formatting for “caption” to:
    - Single-spaced
    - 10 pts

- Bold
- 10 pts after

Formatting Issues	Turabian	APA
Citation of sources	Footnotes	Parenthetical only
Content footnotes	Acceptable	Acceptable
Use of block quotes	Five or more lines	Over 40 words
Line spacing of block quotes	Single-spaced, indented	Double-spaced, indented .5"
List items	Single space items with line of space between each item	Double space all items
Listing of sources	Bibliography	Reference List
Spacing in source lists	Single space each entry and double space between entries	Double space all entries
Capitalization in source lists	Title case (capitalize first letters of all words except articles and prepositions)	Capitalize only first letter in titles of books, dissertations, reports, as well as articles from journals, newspapers, and the internet; capitalize all proper nouns; use title case for journal and newspaper titles)
Tables (see examples below)	Table title is single-spaced, all in one line, bold, 10-pt., sentence case font, and appears above table.	Table title is double-spaced, appears above the table; with " <b>Table #</b> " in non-italic, 10-pt. font and title text is <i>italicized</i> , not bold and on 2 <sup>nd</sup> line.
Figures (see examples below)	See examples below	See examples below.

### Samples of Tables

**Table 1.**

*APA7 Style Title of Table*


*Note:* Provide information that may be needed to clarify the contents.

**Table 2.**

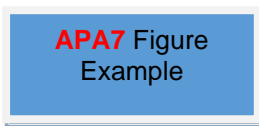
*APA6 Style Title of Table*


**Table 3. Example of Turabian style title of table**

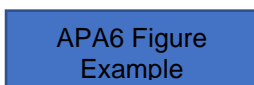

**Samples of Figures**

**Figure 1.**

*APA7 Style Title of Figure*



*Note:* Provide information that may be needed to clarify the contents.



*Figure 2.* Provide a full caption for the APA figure with source indicated.



Figure 3. An example of a Turabian figure

## Using the Styles Menu

For an instructional video on how to use the Styles Menu in Word

copy and paste this link into your web browser:

<https://youtu.be/RI3Bf15zN9Q>

In order to really format your paper properly, you need to know how to use the Styles Menu in Word. This is a very helpful tool that will streamline your writing if you can learn to use it well.

- ❖ Let's start with a first-level heading
  - Place your cursor on the title that you want to appear as heading 1
  - Click on the "Home" tab
  - To the right of your toolbar above the word "Styles" you should see several white boxes with various styles in them. In between those boxes and the far right where the words "Change Styles" appears, click on the very bottom down arrow.
  - Now click on "apply styles"
  - This should open a box to the left of your screen
  - With your cursor still on the title you want as heading 1 type "Heading 1" into the box under "Style Name"
  - Now you need to click on "Modify" to be sure that heading 1 is formatted correctly:
    - First check to be sure that the font is Times New Roman and font size is 12 pt
    - Make sure it is bold
    - Make sure it is centered
    - Now click on "Format" and then "paragraph" and change to double-spaced, 18pt before and 18pt after
  
- ❖ Now let's format a second-level heading
  - Place your cursor on the title that you want to appear as heading 2
  - Click on the "Home" tab
  - With your cursor still on the title you want as heading 2 type "Heading 2" into the box under "Style Name"
  - Now you click on "Modify" to be sure that heading 2 is formatted correctly:
    - First check to be sure that the font is Times New Roman and font size is 12 pt

- Make sure it is bold
- Make sure it is centered
- Now click on “Format” and then “paragraph” and change to single-spaced, 18pt before and 18pt after and say “okay”

For level 3 headings use the same procedure but the format is left aligned, single-spaced with 12pts after, bold and italicized. You can use this procedure with all of the different styles. A warning, however. If you change the “Normal” style to the way that all paragraphs in Turabian and APA should appear (double-spaced, left justify only, indented .5” for the first line, and no spaces before or after) it changes *everything* in your paper. Instead, I usually create a style called “paragraph” that is formatted correctly.

## Formatting Lists

Using the Styles Menu you can also format your lists (style is called “List Paragraph”). Here is an example of a list in Turabian (APA is all double-spaced but indents are the same):

1. Times New Roman
2. 12 pt font
3. Double-spaced (single-spaced for Turabian)
4. Spacing 12 pts after (only for Turabian)
5. Hanging indent at .25”
6. Left margin at .25” (then to show you how the text should wrap I will continue to type nonsense so that you can see ☺)...

## Formatting Block Quotes

Using the styles menu again you can format blocked quotes. Remember that only block a quote that is longer than 4 lines. In Turabian the blocked quote is single-spaced, left margin is indented .5" and 12 pts should follow. Do not ever justify both sides of your text.

For APA, the blocked quote is still indented on the left .5" but is double-spaced like the rest of the text.

## REFERENCES

For an instructional video on how to understand how to reference  
copy and paste this link into your web browser:  
(APA7 using Zotero)

### APA Documentation Samples

The following samples show APA7 formatting for parenthetical referencing and reference lists.

#### **Anonymous Book:**

Environmental resource handbook. (2001). Grey House.

**Parenthetical citation:** (Environmental Resource Handbook, 2001)

**Narrative citation:** Environmental Resource Handbook (2001)

#### **Authored Book:**

Bakke, R. (1997). *A theology as big as the city* (1st ed.). InterVarsity Press.

**Parenthetical citation:** (Bakke, 1997).

**Narrative citation:** Bakke (1997)

#### **Blog post:**

Klymkowsky, M. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed*.

<https://blogs.plos.org/scied/2018/09/15/can-23-talk-scientifically-about-free-will/>

**Parenthetical citation:** (Klymkowsky, 2018).

**Narrative citation:** Klymkowsky (2018)

**Book with two authors:**

Michaels, P. J., & Balling, R. C., Jr. (2000). *The satanic gases: Clearing the air about global warming*. Cato Institute.

**Parenthetical citation:** (Michaels & Balling, 2000)

**Narrative citation:** Michaels and Balling (2000)

**Chapter in an edited book:**

Balsam, K. F., Martel, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2<sup>nd</sup> ed., pp. 287-314). American Psychological Association.

<https://doi.org/10.1037/0000119-012>

**Parenthetical citation:** (Balsam et al., 2019)

**Narrative citation:** Balsam et al. (2019)

**Dictionary:**

Merriam-Webster. (n.d.). Self-report. In *Merriam-Webster.com dictionary*. Retrieved May 5, 2019,<sup>1</sup> from <https://merriam-webster.com/dictionary/self-report>

**Parenthetical citation:** (Merriam-Webster, n.d.)

**Narrative citation:** Merriam-Webster (n.d.)

**Dissertation:**

Krull, D. M. (2011). *Informing mission strategies through a Theology of Work* (Doctoral dissertation, Bakke Graduate University). Retrieved on July 1, 2019 from <https://www.bgu.edu/dissertations/informing-mission-strategies-theology-work/>

**Parenthetical citation:** (Krull, 2011)

**Narrative citation:** Krull (2011)

**Edited book:**

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). Guilford Press.

**Parenthetical citation:** (Haybron, 2008)

**Narrative citation:** Haybron (2008)

**Encyclopedia:**

Graham, G. (2019), Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2019 ed.). Stanford University.  
<https://plato.stanford.edu/archives/sum2019/entries/behaviorism/>

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<sup>1</sup> Retrieval dates are not required. However, if a site is updated often, it is helpful to your readers to have a retrieval date.

**Parenthetical citation:** (Graham, 2019)

**Narrative citation:** Graham (2019)

**Facebook post:**

Smithsonian's National Zoo and Conservation Biology Institute. (n.d.). *Home*. [Facebook page].

Facebook. Retrieved from <https://www.facebook.com/nationalzoo>

**Parenthetical citation:** (Smithsonian's National Zoo and Conservation Biology Institute, n.d.)

**Narrative citation:** Smithsonian's National Zoo and Conservation Biology Institute (n.d.)

**Government report:**

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

**Parenthetical citation:** (National Cancer Institute, 2019)

**Narrative citation:** National Cancer Institute (2019)

**Journal article (if online be sure to add the URL):**

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207-217.

<https://doi.org/10.1037/ppm0000185>

**Parenthetical citation:** (Grady et al., 2019)

**Narrative citation:** Grady et al. (2019)

**Magazine article:**

Schaefer, N. K., & Shapiro, B. (2019, September 6). New middle chapter in the story of human evolution. *Science*, 365(6457), 981–982. <https://doi.org/10.1126/science.aau7988>

**Parenthetical citation:** (Schaefer & Shapiro, 2019)

**Narrative citation:** Schaefer and Shapiro (2019)

**Multiple authors:**

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). [Kindle edition]. *The craft of research*. The University of Chicago Press.

**Parenthetical citation:** (Booth et al., 2016)

**Narrative citation:** Booth et al. (2016)

**Newspaper article:**

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York Times*.

<https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html>

**Parenthetical citation:** (Carey, 2019)

**Narrative citation:** Carey (2019)

**Online scholarly project:**

Peabody, L. (2013, January). *Weaving Theology of Work into church life* [Scholarly project]. In [www.calledintowork.com](http://www.calledintowork.com). Retrieved November, 2016, from [www.calledintowork.com](http://www.calledintowork.com)

**Parenthetical citation:** (Peabody, 2013)



**Narrative citation:** Peabody (2013)

**TED talks:**

Giertz, S. (2018, April). *Why you should make useless things* [Video]. TED Conferences.

[https://www.ted.com/talks/simone\\_giertz\\_why\\_you\\_should\\_make\\_useless\\_things](https://www.ted.com/talks/simone_giertz_why_you_should_make_useless_things)

TED. (2012, March 16). Brene Brown: Listening to shame [Video]. YouTube.

<https://www.youtube.com/watch?v=psN1DORYYV0>

**Parenthetical citation:** (Giertz, 2018; TED, 2012)

**Narrative citation:** Karia (2015) and TED (2012)

**Tweet:**

Gates, B. [@BillGates]. (2019, September 7). *Today, it's difficult for researchers to diagnose #Alzheimers patients early enough to intervene. A reliable, easy and accurate diagnostic would* [Thumbnail with link attached] [Tweet]. Twitter.

<https://twitter.com/BillGates/status/1170305718425137152>

**Parenthetical citation:** (Gates, 2019)

**Narrative citation:** Gates (2019)

**Website with no author:**

Nazret. (2018). *Pentecostalism in Ethiopia*. Retrieved July 9, 2019, from

<https://www.nazret.com/2018/11/25/pentecostalism-in-ethiopia/>

**Parenthetical citation:** (Nazret, 2018)

**Narrative citation:** Nazret (2018)

## **YouTube video:**

Harvard University. (2019, August 28). *Soft robotic gripper for jellyfish* [Video]. YouTube.

<https://www.youtube.com/watch?v=guRoWTYfxMs>

**Parenthetical citation:** (Harvard University, 2019)

**Narrative citation:** Harvard University (2019)

## **Turabian Documentation Samples**

The following samples show Turabian formatting for footnotes, bibliography, and works cited in the Turabian style.

Book<sup>2</sup>

Website<sup>3</sup>

Second occurrence of a book when source appears<sup>4</sup>

Third occurrence of the same book that was just referenced.<sup>5</sup>

One source quoted in another.<sup>6</sup>

Thesis or Dissertation<sup>7</sup>

Lecture<sup>8</sup>

The following represent samples of how those same references should appear in your *Works Cited*:

Bakke, Raymond J. *A Theology as Big as the City*. Downers Grove, IL: InterVarsity Press, 1997.

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<sup>2</sup> (Bakke, 1997)

<sup>3</sup> (George Fox Evangelical Seminary)

<sup>4</sup> (Bakke, 1997, p. 42)

<sup>5</sup> (Bakke, 1997, p. 43)

<sup>6</sup> Walter Brueggemann, *An Introduction to the Old Testament: The Canon and Christian Imagination*, 1st ed. (Louisville, KY: Westminster John Knox Press, 2003). Quoted in Winn Griffin, *God's Epic Adventure: Changing Our Culture by the Story We Live and Tell* (Woodinville, WA: Harmon Press, 2007). 155.

<sup>7</sup> (Melton, 2006)

<sup>8</sup> (Barnes, June 10, 2008)

Barnes, Grace, "Introduction to Transformational Leadership," (Lecture: Bakke Graduate University, Overture I, Seattle, WA.

Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. 1st ed. Louisville, KY: Westminster John Knox Press, 2003.

George Fox Evangelical Seminary. "Spiritual Formation?" George Fox University <http://www.georgefox.edu/seminary/about/formation.html> (accessed October 28, 2008).

Griffin, Winn. *God's EPIC Adventure: Changing Our Culture by the Story We Live and Tell*. Woodinville, WA: Harmon Press, 2007.

Melton, Judi. "Philosophy of Ministry." Bakke Graduate University, 2006.

Quoting Amazon's Kindle: On the Kindle (sometimes at the bottom), there is a location locator that will usually read something like: Locations 335-49. This location number goes in the footnote but not in the bibliography. For example, in a footnote:

1. Phyllis Trible, *God and the Rhetoric of Sexuality* (Philadelphia: Fortress, 1978), Kindle Electronic Edition: Chapter 4, Location 288-90.

In the bibliography, the format is as follows:

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress, 1978. Kindle Electronic Edition.

## QUICK REFERENCE FOR APA

**Formatting** - the APA style requires that you follow these basic requirements:

Your paper should be typed and printed on standard 8.5" x 11" paper.

*Margins:* Set all margins at one inch (top, bottom, and sides) except when the project is to be bound, in which case the left margin should be 1.5".

*Alignment:* Align text to the left.

*Indentation:* Indent the first line of all paragraphs one half inch.

*Line Spacing:* Double space the entire document

*Font Type:* Use the Times New Roman font.

*Font Size:* Set at 12 point.

*Paper Sections:* Your paper must have four main components – **Title Page, Abstract, Body of the Paper**, and a list of **References**.

*Page Header:* Set a page header beginning on the title page one half inch down from the top margin and align the text to the left with the page number set flush right. The title page header reads 'Running head: TITLE OF THE PAPER'. All subsequent pages carry the TITLE OF THE PAPER as the page header but not the words 'Running head:'.

*Page Numbering:* Start with page 1 on the title page and number all the following pages consecutively. While maintaining the numbering, start the list of References on a new page and also each Appendix on a new page.

*Citing within the text:* Use the author-date citation system, for example (Warner, 2008)

*References:* All citations must be listed in a list of References. The page(s) of References follow the main body of text and start on a new page. See the section below on references for more guidelines.

For a **sample of a paper** in APA Style formatting, click on the link below: -

<http://bcs.bedfordstmartins.com/resdoc5e/pdf/Hacker-Mira-APA-2010.pdf>

For a **tutorial** on the basics of the APA writing style, please click on the link below: -

<http://flash1r.apa.org/apastyle/basics/index.htm>

## **References** – the basics of APA Style

It is extremely important that every work or author cited in the text is cited in a listed on the page(s) of references in the section following the body of text. Your reference section fully acknowledges the work of the sources cited in your paper and should contain **only** references cited in your paper.

*Margins:* Set all margins at one inch (top, bottom, and sides).

*Heading:* The page heading is 'References' and must be centered.

*Author Order:* Use the alphabetical order (A – Z) by the author's surname. Only the author's surname is spelt out with initials used for first and middle names (e.g. Swindler, M. L.)

*Indentation:* Use the hanging indent style, that is, the first line of each reference is aligned flush with the left margin but the second line is indented one half inch.

*Line Spacing:* Double space the entire list of references

*Numerals:* Spell out numerals for references beginning with numerals

The web site links below also provide additional APA citation guidelines. Consult the manual for in-depth and complete details on citations.

**APA** - FAQ's - <http://www.apastyle.org/learn/faqs/index.aspx>

Click on the links below to see examples of formatting of references –

<http://www.calstatela.edu/library/guides/3apa.pdf>

<http://www.indiana.edu/~citing/APA.pdf>

## QUICK REFERENCE FOR TURABIAN

Although all papers should be submitted in APA format, those who have received special permission to use Turabian or are “grandfathered” in may need the following, which are some of the primary Turabian rules that absolutely must be followed in any BGU dissertation, most of which have been mentioned in this handbook but are more easily referenced here:

1. Margins: 1-1/2” on the left, 1” margin on top, right, and bottom.
2. Double space all text except block quotes, which are single spaced.
3. Indent first line of paragraphs either .25” or .5” and block quotes and footnotes indented at the same point
4. Number all lists (no bullets), locating the number at .25 and the body at .5.
5. First line of footnotes also indented identical to paragraphs indentions in the body.
6. Font sizes: body text is 12 pt. (not 14 pt. for headings) and footnotes 10 pt.
7. Common capitalization errors (these are the correct ways):
  - a. Bible
  - b. biblical
  - c. Scripture (if referring to the Bible); scripture if not
  - d. scriptural
  - e. When referencing God: he, him, his (it is recommended that you do not capitalize, but students do have the option to capitalize if important in your ministry context to do so)
  - f. The Church (if used in reference to the whole Church) and church (if referencing something like, “the neighborhood church...”)
8. Do not put an extra space between paragraphs except just before a new heading.
9. One-sentence paragraphs are not acceptable.
10. Use block quotes (single-space and block indented) when quote is more than four lines.
11. Do not use quotation marks around a block quote.
12. When quoting Scripture, punctuate & reference as follows:

“...everlasting life” (Jn 3:16).
13. When referencing Scripture, use two or three letters only and whether you use a period or not, be consistent, i.e. Jn or Jn. are acceptable but *all* biblical references should be the same throughout your document.
14. Footnotes begin at 1 with each new chapter.
15. In bibliography:
  - a. all states are abbreviated with the two-letter abbreviation, e.g. CA for California;
  - b. indent second line 5 spaces with first line at the margin;
  - c. all book titles are italicized (as well as throughout the document).
16. Font should always be Times New Roman
17. In a string of words, a comma appears before the “and,” e.g. “The animals were red, green, blue, and yellow.”

18. When referencing a year, should you write it like this: 1960s, not like this: 1960's
19. Percentages should be written like this: 9 percent; not like this: 9%



## INDEPENDENT AND DIRECTED STUDIES

**For an instructional video on how to understand independent studies**

**copy and paste this link into your web browser:**

[http://www.youtube.com/watch?v=elyqOhuch\\_g](http://www.youtube.com/watch?v=elyqOhuch_g)

You may include a total of two courses (or maximum 8 credits) of Independent or Directed Study courses in your program. Any exception to this policy must be approved by the Academic Cabinet. An Independent Study is defined as a course that you design with the assistance of an advisor. A Directed Study generally includes your participation in a seminar or conference.

Strict procedures of control and accountability must be in place for the programs to fulfill your stated purposes and reach your desired outcomes. You must obtain the service of existing faculty for supervision or propose another qualified course advisor from outside the institution. All such programs must be approved by the Academic Cabinet in advance.

Independent or Directed Study courses are generally designed for four (4) credits each (3 credits for master's level classes). Reading and writing requirements match those of courses in BGU programs. Reading requirements and project paper requirements have been outlined above and relate specifically to your degree and the number of credits desired. You may negotiate the number of pages read and project paper length as long as you have contributed an appropriate balanced minimum of 45 hours of academic work per credit into the course. If you are taking a Directed Study that involves a seminar or conference, the actual participation time spent during the conference may be counted toward the total number of hours allotted to the course.

You can request the Independent or Directed Study Contract and Policy from the Registrar. You must submit the completed forms along with proposed syllabus, advisor information, and tuition payment to the Registrar for approval by the Academic Cabinet. Tuition is calculated at the current rate of tuition per credit. If the study is not approved, the tuition will be refunded.

You must propose an Independent or Directed Study advisor who has a doctoral-level degree and who will evaluate your work for BGU and assign a grade at the end of the course study. If a non-BGU advisor is proposed, the advisor will need to be approved by the Academic Cabinet, which can take place at the time the study is being approved. The advisor must provide a current vita with the independent study proposal.

If you are interested in obtaining credit from a conference or seminar not offered by BGU, a request can be presented to the Academic Cabinet and approved on a case-by-case basis. Supplemental reading and reports may be required depending on your involvement in the conference or seminar.

The time limit for completion of an Independent or Directed Study is 90 days (3 months) from the time the course contract is approved. This means all coursework proposed in the syllabus must be submitted to your advisor at the 90-day due date. After the 90-day period, you will be charged a \$100 per month extension fee with a maximum of three (3) extensions allowed. If you have 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 your account.

### **Independent Studies**

When you open up the Independent Study Packet you will find five separate documents:

- a) The first is an agreement that you sign agreeing to the procedures of an independent study.
- b) The second is the proposal for an independent study, which needs to be filled out and agreed upon by you and your advisor.
- c) The third is the contract that needs to be signed by your advisor.
- d) The fourth is a W9 form, which must be signed and filled out by your advisor if the advisor pays US taxes.
- e) The fifth is a blank syllabus, which you can use as a form to fill in all of the specific information about your proposed course.

Please read over these documents carefully so you understand the requirements of an independent study.

If your advisor is one of BGU's approved faculty, adjunct faculty, or advisors as listed in the BGU catalog, you do not need to submit a vita for your chosen advisor. If, however, the advisor is not listed, you must provide a vita of the advisor along with the contract and the W9 form. The independent study packet in its entirety should be submitted to the Registrar, who will submit the item for approval. The independent study packet can be found in the online library in Populi.

## POPULI

**For an instructional video on how to log into Populi and register for a class, copy and paste this link into your web browser: [tba](#)**

### Logging In

All of your online interaction will take place in a program called Populi (pronounced Pop-U-Lee). You will receive an invitation from the Registrar's Office (sent via Populi) inviting you to create a password. The URL to enter Populi is <https://bgu.populiweb.com>. This URL will take you to the login screen. It will be important that you remember your user name and password, but if you forget, please email the Registrar's Office to have your password reset.

Once you log in, you are immediately taken to your Dashboard. Any alerts from your professors, etc. will appear on that screen.

Click on the words "My Profile" to find your student information. This tab allows you to see anything on your bulletin board, basic information about yourself, student information, registering for a class, and your finances.

When you click on the "Info" tab, you will see your basic information. Here is where you can change your address, email, phone number, and other information about yourself. This is also where you can change your photo.

Let's register for a class. Click on the "Registration" tab. The **first** thing you want to check is the term in which you want to take a class (the default is the upcoming module). If you click the button to the right, a dropdown screen appears, allowing you to choose the semester you are interested in.

**Second**, scroll down to find the class you want and then click the green + under the column entitled "Enroll" to register. **Third**, hit "Save" (or your registration will not be saved). The Registrar's Office must confirm your registration before the tuition and fees will appear on your finance tab, but let's review how to find that information, too.

## HOW TO ZOOM!

**For an instructional video on how to use Zoom, copy and paste this link into your web browser:**  
<https://vimeo.com/210803094>

All of your face-to-face interaction with your professor in online classes will be held in the program called Zoom. Before your first Zoom session, please download the program by going to <https://zoom.us> and click on "SIGN UP FREE" in the upper right corner.

Once you have inserted your email, Zoom will send you a confirmation email. You must go into that email to confirm your account before you can use the program. Once you have activated your Zoom account, go ahead and log in at least a few hours before your first class so that you can set up your account. Insert your basic information (you need to scroll down when you first go into Zoom for the first time. You can also insert your photo so that when you are in a meeting, your picture will be displayed if you block the video.

Once your professor has scheduled a Zoom meeting, he/she will add the link to your online classroom, which will contain the Meeting ID. Click on the "JOIN A MEETING" button to come to the screen where you can insert the link or the meeting ID. Remember, if you don't sign in *before* joining a meeting, your photo and name won't show up.

When you first log into a Zoom session, and if no one else is in the room or started their video, the screen will be white with a few icons. Be sure to remember to mute your microphone if you are not speaking.

The first thing to do is click in the upper right corner to exit "full screen" option, which then allows you to see others in the class and any chats, which will appear on the right side of the screen. The trick with the Zoom Room is hovering your cursor over the screen otherwise the bottom row of options in black disappears after just a few seconds.

Clicking the "Chat" button allows you to see what students may be saying and where you can write something.

Clicking the "Share Screen" button allows you to share your screen or a document. If you hover your cursor over your name, you can raise your hand.



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