



BAKKE
GRADUATE
UNIVERSITY

2023-24

ASSESSMENT PLAN

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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ASSESSMENT FOR INSTITUTIONAL EFFECTIVENESS

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

Who is BGU?

HISTORY

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

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

MISSION STATEMENT

BGU's mission statement is as follows:

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

ACCREDITATION

Bakke Graduate University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) having been awarded Reaffirmed Status as a Category III and IV Institution by the TRACS Accreditation Commission on April 21, 2020; this status is effective for a period

of ten years (Licensed until April 2030). TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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

GOVERNMENT AGENCY APPROVALS

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

FAITH STATEMENT

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

VISION

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

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

INSTITUTIONAL OBJECTIVES

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

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

OVERALL OBJECTIVES

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

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

EDUCATIONAL VALUES & PHILOSOPHY OF ENGAGEMENT

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

CORE VALUES

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

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

MINISTRY & EDUCATIONAL PHILOSOPHY

Practical Ministry Philosophy Based on Mentoring

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

Academic Program Based on Biblical Foundations

The educational philosophy of BGU emphasizes the equipping of individuals for effective ministry as well as providing a sound biblical framework within which all service must take place. *All courses are taught from a biblical perspective and are Christ-centered.* The Bible is recognized as the primary and authoritative Christian text for all Christian faith and practice. Therefore, the various forms of ministry taught at BGU are defined and evaluated according to biblical descriptions. It is also recognized that all Christian service occurs within a specific cultural environment. Therefore, the content of the curricula is continually evaluated and adjusted to ensure that biblically-defined leadership principles are applied in forms which are culturally relevant to society.

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

HEALTH & SECURITY

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

COMMUNITY STANDARDS OF CONDUCT

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

1. Statement on Academic Freedom
2. Statement on Academic Integrity
3. Statement on Christian Conduct
4. Title IX

5. Statement on Non-Discrimination
6. Statement on Harassment
7. Statement on Sexual Standards
8. Statement on Respect for People and Property
9. Statement on Substance Abuse
10. Statement on Fraud and Abuse
11. Statement on Fraternalization

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

COMPLAINT PROCEDURES

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

FRAUD, ABUSE, & ACCURATE REPRESENTATION

BGU is committed to maintaining an educational entity that is not involved in any form of fraud or abuse and will not support practices or procedures that are designed to deceive students or falsify information to students. BGU proactively investigates and resolves all complaints and other reports or findings that raise suspicion of fraud and/or abuse. Such cases and findings are reported to external regulatory and law enforcement agencies as required by law and contract. Following receipt of the complaint/fraud and abuse referral, the process for dealing with complaints is explained in BGU Core Appendices-*Appendix 10*. BGU is committed to accurately representing itself to the public in all of its publications, its website, its classrooms, and any communications with others.

ACADEMIC SERVICES

BGU Website

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

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

Orientation

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

Writing Assistance

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

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

Library/Learning Resources

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

BGU’s main online library of over 6,000 volumes is made available to every student regardless of location in an online format. This library contains a rich collection of research guides and resources, and eBooks for social sciences, business, and theology. The Online Library is overseen by a MLS Librarian, Jennifer Roman (Jennifer.Roman@bgu.edu) who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and paper formatting, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. Students also have off-campus access to the ProQuest® databases, which include ProQuest Religion, the ProQuest Business Research Library and the ProQuest Newsstand of national newspapers including the Christian Science Monitor. The ProQuest Databases can be found in the Research Guide section of the Online Library. Furthermore, BGU has subscribed to the EBSCO SOCindex. And for a nominal fee, students can register with the Society of Christian Scholars (www.scshub.net) and have access to the EBSCO Humanities and Behavioral Sciences Collection, Religion and Philosophy Collection, Leadership and Management Source as well as the Education Source databases.

Online Mentoring

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

BGU Online Helpdesk

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

Office of the Registrar

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

Counseling and Advising Appointments

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

Doctoral Degree Students	
Prospective Students	Allison Sherwin (Allison.Sherwin@bgu.edu)
Admission Procedures	Allison Sherwin (Allison.Sherwin@bgu.edu)
General Academic Questions	Judi Melton (ext. 114; Judi.Melton@bgu.edu)
General Academic Advisor	Martine Audéoud (ext. 135; Martine.Audeoud@bgu.edu)
DMin/DTL Dissertations	Bill Payne (ext. 137; Bill.Payne@bgu.edu)
PhD Dissertations	Martine Audéoud (ext. 135; Martine.Audeoud@bgu.edu)
Master's Degree Students	
Prospective Students	Allison Sherwin (Allison.Sherwin@bgu.edu)
Admission Procedures	Allison Sherwin (Allison.Sherwin@bgu.edu)
General Academic Questions	Judi Melton (ext. 114; Judi.Melton@bgu.edu)
General Academic Advisor	Martine Audéoud (ext. 135; Martine.Audeoud@bgu.edu)
Master's Final Project	Yvonne McKenzie (ext. 134; Yvonne.McKenzie@bgu.edu)
Capstone Project (EMBA)	Scholastica Olagunju (Scholastica.Olagunju@bgu.edu)

ADMISSION POLICIES

Admissions Standards

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

Student Status Classifications

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. Only courses for which the applicant has received a B or better will be considered for transfer. For the complete process, please refer to BGU Core Appendices-*Appendix 14*.

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

Admission Requirements & Procedures

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

Personal Learning Community

BGU attributes much of its students' educational success to what is called the "Personal Learning Community" (or PLC). Students 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.

Minimum Technology Requirements

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

1. For email attachments: with dial-up connection a 1MB file can take 10 minutes to download.
2. For rich content web pages: dial up (54KB) will be able to load but it will take a while. If 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

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

Students under SSS who do not maintain Satisfactory Academic Progress (SAP) or who do not complete any courses for a period of one year or more will be automatically withdrawn. Students admitted under SSS will be required to take a minimum of two 4-credit (or 3-credit for MA) courses per year and maintain a 3.0 GPA. If students are unable to take two courses per year, they will be placed on a leave of absence and removed from SSS. If and when they return to active student status and there are no SSS slots available, students will be placed on a waiting list and will only be allowed to take courses once they are reinstated to SSS. Once students have successfully completed two courses, they will be removed from SSS. For more details, see BGU Core Appendices-*Appendix 17*.

Admission with a Degree-Completion Program

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

Special Needs Policy

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

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

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

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

FINANCIAL POLICIES

Tuition and Fees

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

- All students and auditors must pay the full tuition and fees prior to gaining access to the first day of class unless that student has made prior arrangements with the Director of Finance to make monthly payments or they have been approved for a FAFSA student loan.
- New applicants must also either pay all tuition and fees prior to the first day of class or at the very least make payments consistently while in class according to payment plans.
- All payment plan students must make their first payment prior to the first course in order to gain access to the course.

Course Registration

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

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

Refund Policy

Courses require considerable advance preparation and expense by the university based on student registrations and deposits. Therefore, the following refund policies are enforced, based upon when

a student withdraws from a course in relation to the course starting date. For the full refund policy, see BGU Core Appendices-*Appendix 19*.

Course Extensions

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

Financial Aid

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

Financial Appeals Process

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

ACADEMIC POLICIES

Identity Verification in Distance Learning

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

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

Student's Right to Know Act

The Student Right-to-Know Act, passed by Congress in 1990, requires for institutions eligible for Title IV funding, under the Higher Education Act of 1965, to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to current and prospective students. Since Bakke Graduate University (BGU) is an institution that participates in a Title IV program it is required to disclose graduation/completion rates of all students by race/ethnicity, gender and by sport (not applicable), and the average

completion or graduation rate for the four most recent years. To read more about the Student Right-to-Know Act, please visit the National Center for Education Statistics website at <http://nces.ed.gov> and see BGU Core Appendices-*Appendix 23* for the updated version of BGU's graduation rates, which are also available on BGU's website at: <https://bgu.edu/about/university-profile/student-right-to-know-act>.

Student Privacy (FERPA)

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

Security Program

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

Correspondence Courses

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

Online Courses/Distance Education

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

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

described in the syllabus for each course. Students and professors are required to be in direct and substantive communication on a weekly basis throughout the course.

Independent or Directed Studies

Students may include a 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. Independent and Directed Studies require the student and professor to meet weekly during the 3-month module in which the course is taken.

Changing Course Credits

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

Course Requirements

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

Grading Policies

Course grades are submitted by the instructor to the Registrar's Office approximately two to four weeks following the date the students submit their projects. Final grades are based upon the course syllabus. Any course grade below a 2.67 GPA or B- will not be considered passing. Students must maintain an overall minimum 3.00 GPA to graduate. Students receiving a low course grade may invoke a one-time opportunity to resubmit their assignments. The student must then re-submit the revised project or assignments within 30 days of receiving the final grade and pay an additional \$100 to have the work re-graded. After the re-submission, the grade may be changed at the discretion of the course instructor or Academic Dean if warranted by an improved project and/or assignment. Grade points are calculated by multiplying the grade numerical value by the number of credit hours for a class. Grade Point Average (GPA) is calculated by dividing the total grade points by the total accumulated credit hours. If a student's overall GPA drops below 3.00, that student will be placed on Academic Probation and has one year to bring their gpa up to 3.00 or above. If the student fails to bring the overall GPA to above 3.00 within the one-year period, he/she will be withdrawn from the school. (See 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. Rubrics are loaded into every course in Populi, BGU's LMS, under "Files." To see some of the rubrics in BGU's online library, go to: <https://bgu.populiweb.com/library/resource.php?resourceID=11175577>

Credit Hour Definition

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

Satisfactory Academic Progress (SAP)

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

Degree Program Duration and Time Limits

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

Withdrawal from the University

There are two ways in which students may be withdrawn:

1. *Request Withdrawal:* Students requesting a withdrawal should submit a “Request to Withdraw” (found on BGU’s website at <https://bgu.edu/students/student-resources/student-documents-to-download>) and submit to the Registrar’s Office (Registrar@bgu.edu). The Academic Dean or Registrar will seek to hold a face-to-face or Zoom exit interview with a withdrawing student or at a minimum ask the withdrawing student to fill out an Exit Interview form. If withdrawing is due to financial reasons, arrangements need to be made to pay any outstanding balance due BGU.
2. *Withdrawal due to lack of involvement:* Students will be withdrawn who a) fail to request extensions for coursework that is more than six months overdue, b) are inactive for more than 12 months and have not responded to any BGU communications, or c) maintaining an outstanding balance for over a year without contacting BGU to set up a payment plan. The Registrar’s Office will give the student a 30-day cautionary email (and copy the student’s advisor) before proceeding with the withdrawal.

Reinstatement of Withdrawn Students

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

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

Teach Out Policy

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

Degree Extension

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

Dissertation Advisory Team

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

Dissertation in Foreign Language

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

Graduation Policy

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

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

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

Audit Registration Policy

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

BGU's Social Media Policy & Disclaimer

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

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

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

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

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

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

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

Student Records

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

Transcripts

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

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

Institutional Review Board

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

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

1. Research involving interaction with children
2. Research involving prisoners
3. Research that involves deception or withholding of information from subjects

4. Research that involves intense physical exercise
5. Research that may cause emotional distress or discomfort greater than what would be expected in daily life

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

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

Referral Policy

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

ACADEMIC PROGRAMS: DESCRIPTION, REQUIREMENTS & OUTCOMES

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

Master of Arts in Transformational Leadership (MATL)

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

Executive Master of Business Administration (EMBA)

Bakke Graduate University offers an accredited, values-driven Executive Master of Business Administration (EMBA) degree for working adults that takes into account the worldwide marketplace trends and the need for organizations that are both socially responsible and profitable in today's global contexts. This degree is designed to provide students with the knowledge, perspective, models, mentors, relationships, and skills to address their work, their calling, and the whole of their life in an integrated manner. Leaders enrolled in this EMBA can be involved in for-profit, non-profit organizations (NGO) or governmental organizations. The EMBA is a hybrid program that includes both online and face-to-face courses and immersions into global best business practices. Students are exposed to cross-cultural, internationally-oriented faculty, case-studies, historic, and emerging trends in the various fields of substantive, advanced business study.

Students will also have opportunities to travel as part of their education to see first-hand the application of these skill sets and principles. The BGU EMBA is unique as every topic is taught from the perspective of social, spiritual, economic and environmental transformation of students' own lives, their organizations, cities and industry sectors. BGU's EMBA graduates are prepared to integrate their work, character and calling to make a positive difference in their career and impact. For the program outcomes, see BGU Core Appendices-*Appendix 35*, and for the program outline, see BGU Core Appendices-*Appendix 36*.

Doctor of Ministry (DMin)

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

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

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

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

Doctor of Transformational Leadership (DTL)

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

Doctor of Philosophy (PhD) in Innovative Urban Leadership

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

Degree Completion Requirements

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

High Honors

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

Academic Calendar

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

Role of the Board of Directors

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

Staff and Faculty

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

Academic Cabinet

The Chief Academic Officer is responsible for decisions affecting the academic integrity and effectiveness of the University and will delegate portions of this responsibility to the appropriate individual staff and faculty leaders. The Academic Cabinet serves as a standing advice process entity to support this effort. The Academic Cabinet advises regarding student acceptance and

scheduling of courses, appointing of faculty, maintenance of all BGU academic documents such as the catalog, handbooks, curriculum, and syllabi.

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

Office of the Registrar

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

CERTIFICATES

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*.

The Need for an Assessment Plan

Bakke Graduate University (BGU), in an effort to demonstrate its effectiveness to its constituents, and to evaluate and improve its degree programs has created a process whereby it can determine and demonstrate how well it is carrying out its mission.

DEFINITION OF ASSESSMENT TO DEMONSTRATE INSTITUTIONAL EFFECTIVENESS

Assessment to Demonstrate Institutional Effectiveness (ADIE) is the result of the implementation of an activity or event that has significance for the health of the institution.

PURPOSE OF ASSESSMENT TO DEMONSTRATE INSTITUTIONAL EFFECTIVENESS

There are three basic purposes of conducting an academic assessment to demonstrate institutional effectiveness of BGU:

1. To measure the effectiveness of the functioning of each program within the institution, which leads to measuring the effectiveness of BGU as a whole; and
2. To identify changes and improvements that are needed in the functioning of programs of the institution and to take appropriate action to make changes or improvements.
3. To ensure a coherent and productive dynamic between the programs in order to achieve BGU's mission

CHARACTERISTICS OF ASSESSMENT TO DEMONSTRATE INSTITUTIONAL EFFECTIVENESS

The following characteristics are found in the ADIE process at BGU:

1. Evidence is produced that measures the effectiveness of each program within the institution;
2. Evidence is produced to show where changes and improvements are needed and how they are addressed;
3. Evidence is produced to show whether planned outcomes are realized, including student learning outcomes;
4. Faculty and staff are involved in the assessment and planning processes; and
5. The process is coherently linked with strategic planning and budgeting.

ADMINISTRATION OF ASSESSMENT PLAN TO DEMONSTRATE INSTITUTIONAL EFFECTIVENESS

Assessment is embedded in the BGU Strategic Plan to demonstrate overall institutional effectiveness. BGU has conducted improving levels of assessment in the following categories:

1. Yearly strategic goals and budget review and revisions (Board of Directors level),

2. Board self-assessment
3. President's review including evaluation of BGU yearly priorities
4. BGU Values evaluation (staff level)
5. Strategic Plan revision (staff level with Board report)
6. Annual Employee Reviews
7. BGU Academic programs evaluation (faculty, staff and student levels – also engages each student's personal learning community)
8. Faculty evaluation (students and dean levels)
9. Course evaluations
10. Student progress review (faculty and personal learning community levels)
11. Regular evaluation of course attendance, revenue and costs goals during weekly administrative meetings
12. Monthly comparison of year-to-date budget and academic goals to actual as well as comparison to prior year monthly actual ("Dashboard" meetings)
13. Formal and informal evaluation of programs, student admissions, syllabi, student tracking and other academic processes in regular meetings of the Academic Cabinet, the BGU full-time faculty and the Board of Regents (an advisory group of international alumni and other leaders who provide advice to the Dean, President and the official Board of Directors).

BGU has formalized a comprehensive assessment plan to reflect the interrelatedness of meaningful assessment processes. The goal of the plan is to provide links to BGU's mission, outcomes, strategic goals, direction, and the budgeting process. The strategic planning process at BGU drives program planning and assessment with a link to budgeting which reflects priorities, including improvements that surfaced through assessment efforts.

CHRONOLOGY OF ASSESSMENT AT BGU

Initial Efforts at Assessment to Demonstrate Institutional Effectiveness

Assessment had been ongoing at BGU in an informal manner. During the 1990s there were fragmented efforts to collect information and analyze results. However, those results were not always used effectively to bring about needed change. The process for assessing individual programs with direct links to institutional mission and goals became formalized in academic programs in 2003 when Dr. Brad Smith took over the presidency of NWGS. During the years between 2003-07, all administrative and support units formalized the process for assessment by developing more detailed plans and collecting more meaningful data to use in determining their effectiveness. In 2017, when Dr. Martine Audéoud was hired as Academic Dean, the assessment process was stepped up considerably and numerous program assessment meetings have been held.

Improvement and Enhancement of the Assessment Process

Training of BGU Constituents. Continued guidance and training have been provided for academic programs and administrative/support units at BGU. President Brad Smith had held Staff Meetings on a quarterly basis. Each staff member is assigned to specific tasks for these meetings and then reports back to him to develop meaningful assessment plans and to analyze results leading to improvement. The Annual Reports of BGU to the Board of Directors have been organized to include a section in which assessment objectives are identified and improvements in each program are summarized (see Appendix C for a sample of the Academic Dean’s Annual Report to the Board of Directors).

Establishment of an Assessment Committee. BGU’s Leadership Team (LT) meets on a bi-monthly basis to address institutional effectiveness. The LT is comprised of the President, the Academic Dean, the Registrar, the Associate Registrar, the Admissions Director, and the Director of Operations.

Assessing the Internal Environment

There are four general goal areas of BGU (and its functioning programs) that are the focus of assessment. They are identified as:

Assessing the Mission. BGU assesses whether the mission, broad-based goals, objectives and plans for improvement are successfully being accomplished by the institution and its functioning programs.

Assessing Student Learning Outcomes. BGU assesses student learning outcomes in each program and each course—focusing on congruence with BGU’s values and mission. (See Core Appendices 33 (MATL), 35 (EMBA), 37 (DMin), 39 (DTL), and 54 (PhD) for the desired learning outcomes for each program per 2017 assessment meetings.)

Assessing the Personal Development of Students. BGU assesses the personal development of students, including their attitudes, goal attainment and career paths.

Assessing the Effectiveness of Faculty. BGU assesses the effectiveness of professors and faculty in terms of achieving the goals and mission of the university.

BGU incorporates various groups of stakeholders, particularly the Board of Regents, which meets on a quarterly basis, to assess these different aspects of the internal environment.

ACADEMIC CABINET

The Academic Cabinet (AC) meets on a monthly basis to accept new students, review course syllabi, accept new faculty members, and make policy decisions affecting the academic integrity of BGU. The Vice President of Academic Affairs is responsible for decisions affecting the academic integrity and effectiveness of BGU 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 the Vice President of Academic Affairs to support academic programs. The academic administration groups include in various capacities the Registrar, Finance Director, Director of Student Services, Director of Admissions, Program Directors, Director of Final Projects, Final Project Supervisors (as needed), and special invitees. The Academic Cabinet accepts students and schedules courses, appoints and approves adjunct faculty, and BGU academic documents such as the catalog, handbooks, curriculum, and syllabi. BGU President has an open invitation to be part of any group at any time.

LEADERSHIP TEAM

The Leadership Team (LT) is an advisory group who meets with suggestions / recommendations / proposals for the overall improvement and implementation of BGU values and academic programs and institutional integrity.

PROGRAM ASSESSMENT TASK FORCES

The Program Assessment Task Forces include the Directors of each program (on a rotating annual basis). The representatives include administrators, current teaching faculty, a select number of alumni and current students. Special guests may be invited based upon their expertise to sit in. The Task Forces meet at least once every three years to evaluate the effectiveness of the program. BGU President has an open invitation to be part of these groups at any time. Issues that are addressed by the Task Forces include:

1. Demonstrate linkages to mission and goal statements of BGU with a focus on student outcomes.
2. Prepare assessment plans for each degree programs and concentrations.
3. Develop objectives to demonstrate institutional effectiveness in these areas:
 - a. Content mastery
 - b. Student placement/employment
 - c. Student satisfaction
4. Ensure that each desired learning outcome is appropriate, being taught, and achieved.
5. Demonstrate that program objectives are being accomplished.
6. Use the results of assessment to improve student learning.

Minutes are kept of all Task Force meetings.

PRESIDENT'S ADVISORY COMMITTEES

Each year the President has been holding quarterly "Extended Staff Meetings." These meetings focus on one or more of the following purposes:

1. Values development and assessment – building the internal culture of BGU;

2. Spiritual development and discernment;
3. Staff development and education;
4. Vision and Strategy – including evaluation of departmental goals: Administrative (President), Financial (DOO), Academic (Academic Dean), Institutional Effectiveness (Registrar), Enrollment Management (Registrar), Student Growth & Development (each Director), Spiritual Growth (Director of Spiritual Formation), Facilities & Safety (DOO) budget review and formation;
5. Budget development; and/or
6. Friendship, fun, and building of relationships.

While each of these six areas has some contribution to assessment, number (1) values, and number (4) vision and strategy are the most directly tied to the assessment plan. Each spring the all-staff meetings are used for each department to assess how well they attained their departmental goals from the previous year, develop goals for the next year, and to develop a budget that contributes to those goals. In the summer and fall, strategic planning is broken into cross-departmental “brainstorming” groups around the topics of (1) Quality; (2) Quantity, and (3) Sustainability.

In addition to these Staff Meetings, the overall mission and strategy of BGU is evaluated by:

1. *The Board of Directors* in an annual spring process that involves 360 interviews with the staff and a report and discussion by the full Board of Directors;
2. *The Board of Regents* (advisory board) which meets quarterly and reviews the academic program as well as the alignment of stated vision, values and mission to actual implementation as viewed by events that have occurred in their geographic location of the world; and
3. *The Leadership Team*, which serves as the nexus of communication and decision-making advice process for the operational directors as well as provides input to the President for key decisions. This team has met bi-monthly for the past several years, the minutes of which indicate a greater efficiency in communication and focus on improving the organization in all areas.

The following guidelines are used in assessing the effectiveness of various functions at BGU. BGU recognizes that administrative and educational support programs need to provide evidence that their operations support, directly or indirectly, implementation of the mission and goals by obtaining intended outcomes. The following components are part of this administrative support at BGU:

1. Reviews the current the current outcomes of each program. Indicate how those program outcomes support or link to the institution’s mission, goals, and outcomes.
2. Assess the alignment of institutional, program, and course outcomes with BGU’s mission and vision.
3. Develop three to five objectives to demonstrate institutional effectiveness in these areas:

- a. Clientele satisfaction or attitude;
 - b. Direct measures or counts of program operations; and
 - c. Use of external evaluators (benchmarking).
4. Develop two measures for each objective.
 5. Establish criteria for success for each measure.
 6. Demonstrate that objectives are being accomplished.
 7. Use the results of assessment to improve administrative or educational activities.

ASSESSMENT RESULTS

Every program director collects data for the objectives being measured in the degree and these data are analyzed. The director must then indicate whether objectives have been met. If not, plans are formulated for making changes to meet the objective during the next year. The Assessment Plan for the following year should embrace the changes to be made.

ASSESSING THE EXTERNAL ENVIRONMENT

Because there is an increasingly important impact of external market factors on policy development and service delivery in higher education and because the external environment is constantly changing, universities must make effective use of environmental scanning in which factors which are external to the institution are likely to affect the institution in some way.

The Board of Directors and the Board of Regents of BGU assume responsibility for scanning various elements in the external environment. This is accomplished through meetings held at a minimum quarterly. These meetings are attended by Brad Smith, President, and Bryan McCabe, Academic Dean. More specifically, the following groups focus on these areas of the external environment:

- Sociological changes: Board of Directors and Board of Regents
- Technological changes: Board of Directors and Board of Regents
- Economic changes: Board of Directors
- Political changes: Board of Directors and Board of Regents
- Education Industry changes: Board of Regents
- Competitor changes: Board of Regents

In addition to these boards, faculty, staff and students also contribute to the assessment of external factors that affect BGU.

BOARD OF DIRECTORS

The Board of Directors meets three times each year and includes three subcommittees that meet one to three times in between each board meeting:

- Audit Subcommittee: Oversees the annual audit process
- Nomination and Fundraising Subcommittee: Oversees the nomination of new board members and assists the President in fundraising
- Governance and Personnel Subcommittee: Oversees the board annual self-assessment; board internal structure or policy issues; and conducts the annual review of the President.

The purpose of the Board of Directors is as the legal governance board for BGU. It is responsible for the financial health, legal compliance, and the oversight of the President/CEO of BGU.

Accomplishments: Budget approval; Strategic plan approval; President evaluation; recruiting of new board members; fundraising;

Record of committee's effectiveness: Board annual self-assessment; Board minutes; Evaluation of the President and his previous years goals; Formation of the President's goals for 2023-24;

Recommendations for changes in committee functions: Increased communication through bi-monthly reports and telephone conference calls in-between board meetings; and

Plans for the following year: three meetings scheduled; President's goals are approved for evaluation.

Linkages among Institutional Strategic Planning, Assessment for Institutional Effectiveness, and Budgeting

BGU currently has a model for institutional effectiveness delineating the relationship between strategic planning, assessment for institutional effectiveness, and budgeting. This model includes overall institutional effectiveness (vision, mission, values & core strategy) within a July 1 – June 30 fiscal and academic year:

1. *February-April*: During regularly scheduled meetings, the President, DOO, and VPAA will assess departmental goals in light of last year's overall budget priorities, and draft priorities for the next fiscal year for discussion and revision. Next year's draft departmental goals and draft budgets are developed collaboratively with input from across the organization during Spring staff meetings. The President, DOO, and VPAA then utilize the advice and input gathered from staff members across departments to prepare draft departmental goals and a draft budget proposal for Board of Directors' review. Special meetings may be utilized for planning purposes.
2. *April-May*: Each employee receives an annual review which includes evaluation of prior year job goals and development of next year draft goals which are connected to draft departmental goals.
3. *May-June*: The President and Board of Directors finalize yearly overall goals and priorities which adjust and align departmental goals and finalize the budget. (*Note*: In each of steps 1-3, the President is responsible for restating the vision and mission of BGU, and developing a collaborative process for how each department sees its contribution to that vision and mission.)
4. *July-August*: The staff takes a break from traditional meeting rhythms during this time. The time may be utilized to reflect on the progress that BGU is making toward its stated goals.
5. *September-October*: During regular meeting rhythms, the staff evaluates where BGU has exhibited each of its core values with staff, faculty, students, donors, and other key stakeholders. The staff may also assess how the institution is doing with strategic planning during this time, where programs are evaluated and the mission, vision, values, and culture are reviewed. The President and Academic review any suggested changes with the Board of Regents for advice.
6. *November-December*: The Academic Dean's office holds an annual evaluation with each faculty member and consolidates the data collected.
7. *January*: The Board of Directors holds a full-day retreat to discuss the most critical area of new direction in the upcoming year.

Improvements are planned for the 2023-24 Academic Year in terms of assessment and strategic process, to ensure better linkage of institutional strategic planning, department assessment and reporting to TRACS. Improvements included:

1. The mission statement of BGU, which was developed in an all-staff process in August 2005, has not been changed since then. The Board of Directors voted in June of 2022 to maintain the current mission statement:

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

2. To date, the Leadership Team has met bi-weekly to communicate and address specific issues or problems that arise. It has also been engaged in advising the DOO, the Academic Dean, and President to align program director requests during the April stage of the budget process.
3. The President and the Academic Dean partner with the program directors to set goals and objectives, and to determine alignment with BGU's mission, vision, values, and strategic plan
4. The Director of the MATL program conducted a complete review of the MATL program and made recommendations accordingly.
5. The strategic plan for BGU has been revised each year since it was originally written in 2003, some years in minor ways and some years in extensive revisions to the goals section.

REVIEW OF THE ASSESSMENT PLAN

The Office of the Academic Dean has reviewed the Assessment Plan to keep it updated. The Office of the Academic Dean has made adjustments to the Assessment Plan and incorporated those changes as reflected in the assessment of the 2023-24 Academic Year.

ASSESSING THE EFFECTIVENESS OF THE ASSESSMENT PROCESS

The objectives for measuring the effectiveness of the assessment process at BGU are to ensure the linkage between the strategic plan, the budget, and the mission and values of the organization.

APPENDICES

APPENDIX A. BGU's Social Media Policy & Disclaimer

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

Bakke Graduate University reserves the right, but is not obligated, to remove comments or posts that are

- a. racist, sexist, abusive, profane, violent, obscene or spam
- b. advocate illegal activity, include falsehoods, contain commercial solicitations
- c. wildly off-topic, or cannot be translated to English using free online tools
- d. libel, incite, threaten or make ad hominem attacks on Bakke Graduate University students, employees, guests or others.

Bakke Graduate University also reserves the right to remove comments or posts that are deemed negative or offensive by the page's administrators. Violators will be banned from the page.

Bakke Graduate University thanks 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. Any questions or concerns should be emailed to info@bgu.edu.

APPENDIX B. BGU'S UNIQUE AREAS OF EXPERTISE

1. A Worldwide Global Network

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

2. Bible-Based Curriculum

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

3. Global Urban Studies

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

4. Theology of Work

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

5. Academic Quality and Breadth

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

6. Practical Skills

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

areas of expertise involve practical skills essential for effective community development, project management, leading teams and accessing resources.

7. Innovation and Entrepreneurship

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

Appendix C.
Academic Dean's Annual Report (2023)

REPORT TO THE BOARD OF DIRECTORS

June 2, 2023

Dr. Bryan McCabe, Vice President of Academic Affairs

Dr. Martine Audéoud, Associate Academic Dean

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I. INSTITUTIONAL ACADEMIC PERSPECTIVES

INTRODUCTION

Since the February 2023 Board Meeting, BGU’s academic team has worked on:

- Recruiting, i.e. getting students into classes, and retaining students for the April Module.
- Shaping the BGU presidential transition

A. STUDENT DATA - MARTINE AUDÉOUD, ASSOCIATE ACADEMIC DEAN AND JUDI MELTON, REGISTRAR.

As of April 24, 2023

	July 2021	Oct 2021	Jan 2022	Apr 2022	July 2022	Oct 2022	Jan 2023	Apr 2023
Total Students	207	219	229	228	232	234	242	238*
Fin & Reg Lock	28	27	21	23	-18**	-17	-6	-43
Leave of Absence	12	12	21	34	-26	-20	-26	-33
Able to be in Class	133	151	154	140	168	167	210	162
Students in Class	84	96	112	79	99	107	101	102
Payment Plan					1	0	2	36
Discounted	39	42	57	30	56	41	48	77
Full Pay	39	54	55	49	43	66	52	25
Balance less than \$1,000					29	45	36	38
# Credits	308	388	468	380	359	427	398	406
# credits/4=FTE	42	97	117	95	90	107	99.5	101.5
Auditors in class	2	3	1	3	5	2	10	8

*(27.2% incr. since Jul. 2020 (187 students in JUL 2022) – 25% incr. expected by 2024 – Goal reached!)

2023 Graduation

We have 33 graduates this year, comprised of 1 DMin, 18 DTL, 3 PhD, 4 EMBA, and 7 MATL students. Here are their names, degrees, dissertation/final project titles, and countries.

Last Name	First	Degree	Dissertation Title	Country
Afework	Yohannes	DTL	Adaptive challenges of faith based local CSOs in Ethiopia and their responses for sustainability	Ethiopia
Assanah	Winston	MATL	An Integration of Life, Ministry, And Mentorship	Guyana
Atukunda	Apophia	DTL	Fostering Unity and Care Among Local Church Leaders in Makindye West Constituency, in Makindye Division of Kampala City, Uganda	Uganda
Bedada Tulu	Bekele	PhD	The Impact of Christian Spirituality of African Christian Leaders: Innovative and Transformational Approaches to Produce Effective and Resilient Disciples of Jesus Christ in Their African Contexts	Ethiopia
Benjamin	Paul	DTL	An Investigation into Critical Areas of Parenting Skills Needed to Empower Young Single Parents in Their Role as Parents in "C" Field Sophia, Georgetown, Guyana	Guyana
Capps	Judy	MATL	Shalom Ideology: Facilitating Life-Affirming Community for permanent poverty alleviation for Single Mothers in Multigenerational Living in the United States and around the world	USA
Coker	Abi	PhD	Mobilizing and Equipping New Diaspora African Christians in Metro Dallas for a Sustainable City Transformation	USA
Cummings	Lunsford	EMBA	Greening of Guyana Power and Light Incorporation	Guyana
Exantus/Benjamin	Yvrose	MATL	Toolkit	Haiti
Grice	Korey	DMin	Strategies for Merging Congregations	USA
Harvey	Kim	DTL	An Analysis of the Training Requirements and Credentials for the Rural Community Chaplain as a Commissioned, Incarnational, Spiritual Leader	USA
Hawkins, III	Harry	MATL	Love in Action	USA

Hummel	JoAnn	DTL	Encouraging the Placement of Single Women in Top-Level Leadership Roles in Evangelical Churches and Parachurch Organizations	USA
Jeyakaran	Kavitha	DTL	Exploring Proactive Solutions to Culturally Sanctioned Violence and Discrimination Against Women and Girls in Tamil Nādu, India	India
Jumba	Gilbert	DTL	The Missio-Dei in Montreal, Quebec: Doing Contextual Missional Discipleship in A Post-Christian Culture	Kenya
Kelly	Ghia	DTL	Exploring the Advancement of Racial Justice as a Strategy for Racial Reconciliation in the U.S. Protestant Church	USA
Lewis	John	DTL	An Analysis of Christian Ministry Burnout Among Pastors in Grenada and Strategies to Help Achieve Longevity in Ministry	St. Vincent Grenadines
Lyte	Mark	DTL	Boys' Achievement: Factors Contributing to Boys' Achievement in Guyanese Schools	Guyana
Mallett	Page	DTL	Hearing Her Well: Centering Marginalized Women's Leadership	USA
Masimira	Kudzai	EMBA	Catalysing Profitable Solutions To Africa's Developmental Challenges	Zimbabwe
Paruag	Celicia	DTL	The process of immigration: Exploring this Phenomenon Among English-Speaking Caribbean Women in Jamaica, Queens New York	Guyana
Reading	Michael	EMBA	Regenerative Leadership	USA
Rogers	Desmond	DTL	The Local Church, Community Engagement and Social Change Towards Community Transformation: A Case Study of the South Road Full Gospel Assembly	Guyana
Simango	Gorden	DTL	Nurturing Employee Talents Through Constructive Workplace Dissent	Zimbabwe
Swaby-Samuels	Maureen	DTL	Women and Entrepreneurship: Determining the Impact of Culture and Christianity on a Jamaican Woman's Entrepreneurial Motivation	Jamaica
Thomas	Joan	EMBA	Human Capital Factors in Mitigating Sustainability Risks for Salvation Army, Caribbean	Guyana

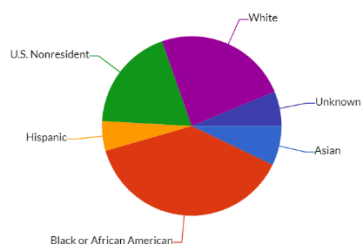
Todd	Matthew	PhD	Empowering Chinese Canadian Parents in Ethno-Religious Communities Who Have Been Impacted by Generational Assimilation	Canada
Veler	Jody	DTL	An Analysis of the Effects of the Glass Cliff Leadership Phenomenon on Women of Color	USA
Vital-Herne	Valery	MATL		Haiti
Warman	Steve	MATL	Life Abundant: A Philosophy of Life and Ministry	USA
Williams	Chris	MATL	A Tree by Its Fruit	USA
Yeo	Siew Yam	DTL	A Holistic Missional Culture Transformational Model for a Bible Presbyterian Church in Singapore	Singapore
Yip	Debbie	DTL	A Shalom-Based Approach to Poverty Alleviation: The Role of Aesthetics in Reducing the Relative Sense of Deprivation	Singapore

B. COURSE DATA

There are 30 courses offered by 15 instructors this April Module.

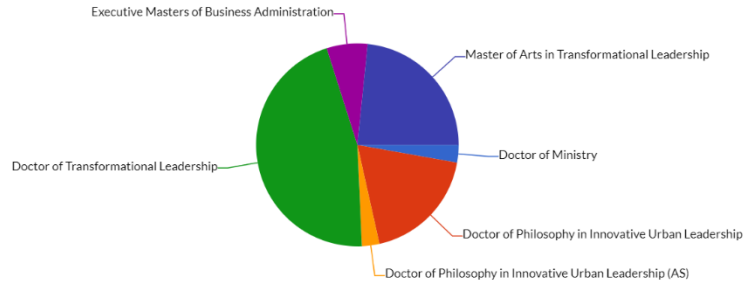
Students by Race:

Students By Race



Race	Apr-Jun 2023 Module-4 2022-2023
Asian	8
Black or African American	43
Hispanic	6
U.S. Nonresident	21
White	27
Unknown	7

Students By Degree



Degree	Apr-Jun 2023	Module-4 2022-2023
Doctor of Ministry		3
Doctor of Philosophy in Innovative Urban Leadership		20
Doctor of Philosophy in Innovative Urban Leadership (AS)		3
Doctor of Transformational Leadership		49
Executive Masters of Business Administration		7
Master of Arts in Transformational Leadership		25

FTPEs

The following numbers are discussed quarterly in the Dashboard meeting. As you can see, our numbers have slowly increased, though our full-time paid equivalency (FTPE) numbers are not increasing as expected.

PROGRAM	Apr 2021	Jul 2021	Oct 2021	Jan 2022	Apr 2022	Jul 2022	Oct 2022	Jan 2023	Apr 2023
DMIN	1	2.8	1.5	1.5	2.5	2	0	1.35	.50
DTL	42.1	31.85	42.75	45.2	30.1	34.6	38.9	37.1	36.10
EMBA	6.05	4.25	2.35	5.15	4.25	5.7	4.9	3.6	5.40
MATL/CETI	15.55	16.5	18	14.3	13.6	22.3	16.9	15	12.25
PhD	13.5	8.5	13.5	16.5	10	13	21	18	22
Total FTPE	76	63.9	77.19	82.65	66.3	77.6	81.7	75.05	76.25

II. DEGREE-SPECIFIC PERSPECTIVES

A. EMBA – DR. SCHOLASTICA OLAGUNJU (JANUARY-MAY 2023)

EMBA	Jul 2021	Oct 2021	Jan 2022	Apr 2022	Jul 2022	Oct 2022	Jan 2023	Apr 2023
Total Students (35 St. Exp. By 2024)	7	9	9	8	12	11	9	12
Students in class	4	7	6	6	8	6	5	7
Students NOT in class	3	4	3	2	4	5	4	3
FTPE	4.25	5.95	5.15	4.25	5.7	4.9	3.6	5.40
2023 Grad					5	3		4

EMBA Recruitment/Advising (Jan – May 2023):

- The number of EMBA students grew from 5 to 13.
- 3 new students were fully admitted into the EMBA program.
- 10 prospective students are being followed up for admission into the program.

EMBA Advisory Council:

- In February 2023, we established the EMBA Advisory Council to support the office of the Director of the Executive MBA program. We had our first meeting on February 20th and have met monthly since then.

Professor Engagement and New Course Development:

- The EMBA program established a quarterly meeting of EMBA professors. The first one was held on April 15th 2023.
- The next EMBA professors meeting will be held in August/September 2023.

The EMBA program has begun to:

- Strongly encourage professors to increase the use of experts as guest professors to enrich learning in the classroom.
- Develop a glossary of words to standardize and elevate the use of business language in communicating course content in the classroom by translating Christian language into the language of the marketplace so that students are fully equipped to collaborate effectively “in the world” those values that are not “of the world”.
- Explore the development of three new courses for inclusion in the EMBA program:
 - 1) The Business of Philanthropy
 - 2) Principles of Entrepreneurship
 - 3) Business as missions.

EMBA Institutional Partnerships:

This quarter we initiated institutional partnerships, which are being cultivated:

1. Append Inc: Alliance of Philippine Partners in Enterprise Development Inc. a non-stock, non-profit, charitable, educational, social welfare development and civic service corporation under the laws of the Republic of the Philippines. [Append Inc – Append Inc](#)
2. Europartners: a Christian business ministry that has also a special focus on young professionals. (<https://europartners.org/>)
3. Global Advance. Among others, Global Advance has Marketplace Missions Initiatives, which focus on equipping Christian Entrepreneurs and business professionals around the world with vision and acumen to become catalysts for fulfilling the great commission. ([Igniting Changemakers Worldwide \(globaladvance.org\)](#))
4. Work Matters: walking with Christians in every corner of the marketplace as they close the gap between their faith and work. (workmatters.org)

EMBA Executive Coaching Program:

The EMBA Program is launching an Executive Coaching Program (ECP). The ECP is a network of trained & certified coaches. Trained by globally certified coaches to deploy executive coaching & advising locally and internationally at BGU locations.

The Executive Coaching program will:

- Provide value added for BGU EMBA students by enhancing their Leadership through personalized coaching
- Help students leverage their degree for business expansion and career advancement
- Help students go through the EMBA program faster and seamlessly.
- Implement a support system of trained coaches and advisors consistent with BGU values as BGU grows its global campuses across the regions.
- Position BGU as a practice/impact oriented Executive MBA Program and College of Business
- Increase student retention, student recruitment and Alumni network through the power of testimony.
- ***We are hopeful that a pilot Training of Trainers program will commence in July 2023.**

Bakke Business Network (EMBA Marketing Strategy):

- We developed the Bakke Business Network concept. The Bakke Business Network will become a global melting pot of BGU EMBA student prospects, alumni, professors, entrepreneurs and professionals for the purpose of access to information, education, resource sharing, collaboration and networking.
- The platform will throw a spotlight on Institutional Partnerships: As a world class Christian University the value of church partnerships and Christian Business Networks cannot be underestimated in bringing awareness of BGU Christ Centered programs to their congregations and members.

Noteworthy:

- **Content is contributed by all members of the Network.**

- This network will be a used a **serious recruitment tool** for new students to the EMBA program.
- **The vision of the BGU EMBA program** will be clearly communicated for all to see within the network. **Premium content may be monetized** by the network to sustain the platforms
- **Things like publications and businesses** will be featured on the platform to draw attention to new content.
- **Webinars and other online events** will be hosted on the platform.
- **Collaborative research and development** will be encouraged on this network.
- **Some non-premium content** will be available to the general public to pique the interest in joining the network.
- **On-demand content** will be available to all members of the network.
- **Membership to the network is free** but verifiable signup is required.
- **Sales on the site will come with a commission** that will go towards sustaining the platform.

B. MATL– DR. YVONNE MCKENZIE

MATL	Jul 2021	Oct 2021	Jan 2022	Apr 2022	Jul 2022	Oct 2022	Jan 2023	Apr 2023
Total Students	54	60	55	53	60	52	50	48
Students in class	23	24	25	24	25	28	27	24
Students NOT in class	31	36	30	29	35	24	23	24
FTPE (combined)	16.5	13.64	14.3	13.6	19.8	16.9	15	12.25
2023 Grad					13	13		7

- Seven (7) MATL students will graduate this June.
- Efforts are afoot to add at least seven new students ahead of the January term.
- The MATL has inaugurated a 'Think Bank' comprising eight alumni and current students.
 - The members of this 'Think Bank' are spread over five continents.
 - The group aims to inform, inspire, mentor, and seek new growth opportunities in their regions.
 - We begin our activities by reviewing the Swot Analysis results of the MATL Accreditation Review completed earlier this year.
- I will meet with all current students this summer, tailoring their learning experiences to their specific learning needs.



Meet **Judy Capps**, a June 2023 Graduate and the cofounder of Hope

From a God dream in 2010 to a collaborative effort of amazing leaders around the nation and world, the vision of Hope began with a simple yes by one couple and has developed into a continuously growing duplicable model that is bringing city leaders both nationally and globally together in collaboration for life-giving solutions to the global issues of poverty that face many women and children

While at BGU, I have grown to appreciate my dependency on the Holy Spirit and others in my many collaborative communities. Leaning on others as they lead where I am weak will keep me transparent and humble as my appreciation for the giftedness and creativity of others grows daily. I acknowledge the impact of the BGU MATL program on the refinement of this model for the future success of the families and cities involved.

Read more about Hope here: <https://www.hopeministriesofnet.org/>

C. D.MIN – DR. BRUCE JACKSON

DMIN	Jul 2021	Oct 2021	Jan 2022	Apr 2022	Jul 2022	Oct 2022	Jan 2023	Apr 2023
Total Students	9	11	12	13	13	12	13	8
Students in class	5	3	3	4	3	0	2	2
Students NOT in class	4	8	9	9	10	12	11	6
FTPE	2.8	1.35	1.5	2.5	2	0	1.35	.50
2023 Grad					3	3		1

- Formation of DMin Advisory Group and completion of recommendations:
 1. Continue to develop focus of BGU DMin program: global, incarnational/practical, and transformational.
 2. Developing and guiding pastors into the skills, theology, and formation process for new expressions of the church
 3. Develop a robust certification training for pastors, church leaders, and community leaders.
- 4. Continued development of Missional Spiritual Formation program
- The first student who has completed the two year cohort on Missional Spiritual Direction is in the process of applying to DMin program.
- Submitted to TRACS a request for consideration of adjusting DMin requirement of MDiv degree.

D. DTL – DR. PAULETTE JORDAN

DTL	Jul 2021	Oct 2021	Jan 2022	Apr 2022	Jul 2022	Oct 2022	Jan 2023	Apr 2023
Total Students	121	131	160	131	130	132	129	130
Students in class	40	54	58	38	45	50	49	47
Students NOT in class	79	77	108	93	85	82	80	84
FTPE	31.85	42.75	45.2	30.1	34.6	38.9	37.1	36.10
Students Contacted	All?			most				
2023 Grad					44	37		19

- **Current Enrollments:** We have 47 DTL students in class. I remain concerned about the large number of DTL students who are not enrolled, or who continue to request additional extensions.
- **Projected Goals** - Over the past year, (from June 2022-May 2023), we admitted 21 new students to the DTL Program. Two of those students were admitted conditionally and two were on SSS.
- **DTL Advising:** We are adding additional academic advisors to assist with the recent increase in US students. I am currently advising 61 students while supervising 2 other regional advisors.
- **BGU Immersions** - DTL students are fully engaged in the Immersions. For the upcoming Honduras Immersion, 12 of 14 registered students are DTL students or DTL graduates.
- **New Concentration:** - We are continuing the development of the Educational Leadership track. A survey to check student interest for this concentration was given to 106 current and Alumni DTL students. It indicated that over 80% were interested in taking courses in this track.
- **BGU Graduation:** - For the June 2023 graduation class, 18 of 33 participating graduates are from the DTL Program.
- **Strategic Planning:** - Participated in the BGU Strategic Planning process setting growth goals and identifying ideas designed to better market the programs. Forecasted growth from 129 to 140 students over the next year and an increase in FTPEs from 37.1 to 4.0.
- **Future Projects:** I am working on two outreach projects: One is for a church denomination where ministers who hold master’s degrees are looking for doctoral programs. The other one is a recruitment effort for veterans who have VA Post 911 benefits that could be used to participate in the Seoul Immersion in 2024.

E. PH.D. – DR. MARTINE AUDÉOUD

- **Three (3) students graduated** with their PhD this quarter.

- We have had excellent **PhD Community Meetings!** The last one was featuring Dr. Belete's current research on *Intelligent Leadership Skillsets for the 21st University System*.
- **PhD Candidates and potential candidates are regularly coming in. We pray for the right students to come to BGU with adequate funding!**



Bekele Bedada Tulu (Ethiopia) defended his PhD research face-to-face with me in Abidjan, Côte d'Ivoire, last February. It was such a blessing to experience a face-to-face defense! His research aimed at transforming the discipleship process of the pan-African organization that he is responsible for. He developed and started to implement successfully a strong process that is yielding fruit and impacting church and ministry leaders all over Africa!

F. DISSERTATION SUPERVISION DIRECTOR – DR. BILL PAYNE

Regular Monthly Work

1. Led the DTL/DMin Dissertation Advisory Team and Institutional Review Board Team
2. Provided oversight and consultations for dissertation technical reviews and oral reviews.
3. Assisted students in selection of dissertation supervisors and second readers.

Continuing Completion of Previously Set Goals

1. Continue to bring in guest speakers for the Dissertation Proposal Design class to motivate the class in three specific areas by providing the following: a) examples of transformational strategies developed by previous BGU graduates, b) descriptions of the concept of seeing research as an integral part of the *mission Dei*, c) examples of using analytical software to analyze and draw conclusions from the students' research.
2. Mentored four new adjunct faculty members over the past academic term who are now serving as dissertation supervisors or second readers.
3. Completed revision of the *2023-24 DTL/DMin Dissertation Handbook*

Future Goals

1. Mentor a BGU faculty person for the role of working with me as a co-professor of the Dissertation Proposal Design course.
2. Continue to explore creative dissertation research approaches that are relevant to the specific cultures of students and result in even greater levels of practical applications in the form of transformational strategies.

Spotlighted Dissertation Work by Two Candidates for June 2023 Graduation



Dr. Debbie Yip has done her dissertation on the topic “A Shalom-Based Approach to Poverty Alleviation: The Role of Aesthetics in Reducing the Relative Sense of Deprivation.” Through this dissertation work, Dr. Yip has begun a process of using art forms and other means to “beautify” areas in Singapore where poverty exists. Her research showed how this kind of beautification process is helping people in poverty to have a reduced sense of deprivation and a new sense of creativity leading to new ways to improve their situations.



Dr. Page Mallett has done her dissertation on the topic “Hearing Her Well: Centering Marginalized Women’s Leadership.” Her dissertation has the purpose “to help American women grow deeper in their understanding of Jesus’ style of leadership as they encourage women leaders in severely challenging nations one on one through regular online supportive listening.” She is part of a continuing process of matching American women with marginalized or persecuted women in the Global South who meet regularly online for mutual learning.

G. ADMISSIONS – ANDREA MORRIS

Admissions Report

Categories	2023			Q3	2023		
	Jan	Feb	Mar	Totals	Apr	May	Jun
New Inquiries	7	5	2	14	17		
New Leads	17	14	17	48	13		
Aps started (not cpt)	9	10	8	27	8		
Active Aps	197	103	103		113		
Aps completed	1	3	3	7	1		
Aps qualified (ac+\$)	7	6	6	19	3		
Aps in class	10	7	7	8	11		
Aps accepted by AC	0	6	6	12	6		

DMIN	2023			Q3			
New Leads	3	1	2	6	1		
Aps Started	3	0	0	3	1		
Aps ready for AC	0	0	0	0	0		
Aps accepted by AC	0	0	0	1	0		

DTL	2023			Q3			
New Leads	11	9	7	27	6		
Aps Started	3	6	5	14	3		
Aps ready for AC	3	3	4	10	3		
Aps accepted by AC	0	3	3	6	4		

MATL	2023			Q3			
New Leads	4	3	0	7	16*		
Aps Started	2	2	0	4	1		
Aps ready for AC	1	1	1	3	0		
Aps accepted by AC	0	1	1	2	1		

EMBA	2023			Q3			
New Leads	0	2	1	3	4		
Aps Started	0	2	1	3	3		
Aps ready for AC	1	2	0	3	1		
Aps accepted by AC	0	1	2	3	0		

PhD	2023			Q3			
New Leads	4	1	7	12	2		
Aps Started	0	0	2	2	1		
Aps ready for AC	2	0	1	3	0		
Aps accepted by AC	0	2	0	2	1		

Unsure	2023			Q3			
New Leads	3	1	1	5	1		
Aps Started							
Aps ready for AC							
Aps accepted by AC							
Other	1		1	2			
Partnership		1		1			
Transcript	1			1			
Certificate		1		1			

Admissions Comparison / Projection to June 2023

SY July 2020- June 2021	SY July 2021-June 2022	SY July 2022-May 2023 and June 2023 projection
	68 total by May 2022	53 total by May 2023
	8 were CETI	0 CETI (new cohort being worked on)
	7 were BGU K	0 BGU K
	53 non-partnership BGU by end of May 2022	53 nonpartnership BGU by the end of May
Total: 61 admissions	Total: 74 admissions (59 nonpartnership BGU)	Projections: 6-8 for June AC; 61-63 admitted students

Of note, we have younger students applying/admitted for the MATL, EMBA and even DTL (mostly at the MA level- ages 23-early 30s)

Student Services:

- Orientation
- Spring Webinars:
 - Understanding your Syllabus and Focusing on Research
 - Understanding the BGU Book Review
- Virtual Cafe:
 - Kingdom Hope for Christian Leaders in a Post Modern Post Christian Society- Dr. Piet Brinksema

H. SPIRITUAL FORMATION – *DR. NITA KOTIUGA*

The Ignatian Spiritual Formation groups developed well.

I also worked with a couple with students with special needs in addition to reaching out to new students from a spiritual formation perspective.

I. E-LEARNING - *MS. NATHALIA MIGHTY, E-LEARNING DIRECTOR*

- **Populi:**
 - We continue to support our students and faculty with Populi and are working on being more efficient and ensuring a team member is available to provide support within a few hours of requests and within an hour of emergencies.
- **Zoom**
 - We continue to partner with faculty, student services and the library to host and support Zoom Rooms and webinars for our students, faculty and alumni.
 - Zoom continues to add and improve features and also shore up its security features
- April 2023 quarter is in full swing and we are in preparation for the July module.
- Jodi-Ann Mighty continues to provide support on the weekends (and some weekdays)
- **CHAT GPT:** We have investigated the capabilities of Chat GPT and how it could be used positively in educational settings. Contributed to developing a BGU Policy on AI/Chat GPT.
- **New Orientation Course:** A new Populi-based Orientation course is being developed. New students will be invited to go through that course before getting into class the following Module. The Zoom orientation sessions will be to answer questions synchronously.

I. DIRECTORS OF CERTIFICATES – *MS. CONNIE PARKER AND MS. CAROLYN COCHRAN*

Current Certificate Projects:

- Certificate program for **Dave Hataj's Craftsmen with Character** program in progress. Finalize the LMS curriculum for a pilot group in September.
- **Bill Hendrick's giftedness course** is available, but not yet marketed to the public. Lynn Hendrick's and Krisztina are working on a marketing plan.
- **Connie Parker is working with Paul Stevens** and team to make major portions of his TOW curriculum available on our LMS.

- **Bruce Jackson completed his Missional Spiritual Formation** partnership certificate program with ReWire. One of his students is registering as DMin student.
- **Nita Kotiuga** and a team are leading a **Certificate of Achievement in Spiritual Formation**.
- **Connie** meets weekly with Paula Savage, our technical support for **ESP LMS**.
- Carolyn, Judi, and Connie are forming a Certificate team to approve certificate values and set pricing.
- Jide's Certificate of Achievement in Conflict Resolution and his Certified Mediator Certificate are released for use. No students yet.
- **Additional Certificates are in the development stage:**
 - Bob Slocum: 5D Discipleship Certificate
 - Jide Olagunju: Certified Arbitrator
 - Jo-Ann Rowland: Facilitation Skills
 - Kim Harvey: Chaplaincy certificate for rural pastors: (submitted for approval)
 - TOW Certificate of Achievement (multiple people)
 - Lauren Speeth – Certificate related to her Elfenworks organization

III. CONCLUSION

Our main goals for the upcoming months are to:

- Continue to equip professors with resources to improve online teaching and grading.
- Expand the Spanish and Korean programs at BGU.
- Manage the transition to BGU 4.0.

We would like to conclude by asking you to **pray** for:

- For dedicated staff and faculty that allow us to continue to equip high-impact leaders throughout the world.
- For significant increase in BGU revenue.
- For the Dallas Staff Development days after graduation.
- For continued impact of the students who have just graduated.
- For rest and discernment for Dr. Brad Smith during his sabbatical.
- For wisdom for the new BGU President, Dr. Bryan McCabe.
- For strength and creative time management skills for Dr. Martine Audéoud as she cumulates two sets of responsibilities in the upcoming months.

Respectfully submitted,

Drs. Martine Audéoud and Bryan McCabe