



# FACULTY HANDBOOK 2014

International Office  
1211 South Glenstone Avenue  
Springfield, Missouri 65804 USA

(417) 862-9533  
FAX: (417) 865-7167

Website: <http://www.globaluniversity.edu>  
E-mail: [eval@globaluniversity.edu](mailto:eval@globaluniversity.edu)



# Table of Contents

<b>General</b> .....	<b>8</b>
Governance of Global University .....	8
Board of Directors .....	8
Board of Administration .....	9
National and Regional Directors .....	9
Academic Affairs Committee .....	9
Dean’s Advisory Committee .....	10
General Education Advisory Committee .....	10
Overview of Global University .....	11
Global University History.....	11
Programs of Study .....	13
School for Evangelism and Discipleship (SED) .....	13
Berean School of the Bible (BSB) .....	13
Undergraduate School of Bible and Theology (USBT).....	13
Graduate School of Theology (GST) .....	14
Goals of the Global University Programs.....	14
School for Evangelism and Discipleship .....	14
Berean School of the Bible, Ministerial Studies Diploma.....	14
General Undergraduate Program Goals .....	14
Undergraduate School of Bible and Theology.....	15
Graduate School of Theology .....	15
The Role of the International Office.....	15
The Role of Regional Offices.....	16
The Role of National Offices.....	16
Mission Statement.....	17
Vision .....	17
Value Statement .....	17
Doctrinal Statement.....	18
The Role of Faculty in Fulfilling Global University’s Mission.....	18
Espousing Biblical Values.....	18
Role Modeling Biblical Values .....	18
Committing to Excellence .....	19
Utilizing Diversity .....	19
<b>Faculty Policies and Procedures</b> .....	<b>20</b>
Faculty Appointments .....	20
Faculty Categories and Responsibilities.....	20
Resident Faculty.....	20
Adjunct Faculty.....	20
Special Faculty Functions.....	20
Contributing Faculty .....	20
Professors of Record .....	21
Mentors and Thesis Advisors.....	21
Facilitators.....	22
Teaching Assistants.....	22

Faculty Qualifications and Ranking .....	22
Faculty Rank Worksheet .....	23
Faculty Appointment/Ranking Criteria.....	25
Professional and Christian Code of Conduct .....	25
Honesty, Integrity, and Christian Character .....	25
Objectivity, Impartiality, and Fairness .....	25
Confidentiality .....	25
Sexual Harassment.....	26
Political Expression .....	27
Educational Associations (Between Faculty and Students and Among Faculty) .....	28
From Instructional Design to Instructional Delivery .....	28
Face-to-Face Contact .....	28
Professor of Record System.....	28
Professional Growth.....	28
Annual Evaluations.....	29
Conferences .....	29
Attendance at Conferences.....	29
Presentations of Papers .....	29
Decision to Attend.....	29
Academic Freedom and Responsibility.....	30
Due Process and Faculty Appeals .....	30
Appeal Process.....	31
First-Level Faculty Appeal: Department Head/Chair/Dean.....	31
Second-Level Faculty Appeal: Provost and Appeal Committee.....	31
Third-Level Faculty Appeal: President.....	31
<b>General Academic Policies and Procedures .....</b>	<b>33</b>
Record Keeping.....	33
Confidentiality of Student Records .....	33
Withdrawal from Class(es) and Refund Policy.....	33
Final Examinations and Assignments .....	33
Failed Courses/Retake Exams: Undergraduate Programs.....	34
Failed Courses/Revision and Resubmission of Work: Graduate Programs .....	34
Grade Changes .....	34
Time Limit for Completing a Course .....	35
Grading Philosophy and Policy.....	35
To Measure Progress .....	35
To Motivate Learning .....	35
To Maintain Standards.....	36
To Adapt Teaching .....	36
To Provide Adequate Records .....	36
Academic Assessment of BSB Work.....	37
Academic Assessment of Undergraduate Work.....	37
Undergraduate Writing Assignments (CRAs and Projects).....	38
Guidelines, Expectations, and Grading .....	38
Writing for Academic Quality and Other Issues .....	38
Grading.....	39
Academic Assessment of Graduate Work.....	40
Questioning a Grade: Graduate .....	41

Methods of Instructional Delivery .....	42
Courses in Print .....	42
Graduate Studies Groups .....	42
Internet .....	43
Courses .....	43
Faculty-Student Connection .....	43
Materials Use Agreements .....	43
Basic Standards of Academic Integrity .....	43
Code of Conduct .....	45
Due Process of Student Rights .....	45
Notification of Rights under FERPA .....	46
<b>Faculty Benefits .....</b>	<b>49</b>
Missionary Faculty Benefits .....	49
Tuition Waiver .....	49
Global University Materials .....	49
Nonmissionary Faculty Benefits .....	49
<b>APPENDIXES .....</b>	<b>51</b>
<b>A. Facilities and Resources Available to Faculty at the International Office</b>	<b>52</b>
The International Headquarters Facility .....	52
Global University Library Resources .....	52
Global University Learning Resources and Information Services .....	52
The Library Consortium .....	52
<b>B. The Organizational Structure of Global University .....</b>	<b>53</b>
Governance: Global University Officers .....	53
Accreditation and Endorsements .....	55
Certification .....	55
Memberships .....	55
Educational Benefits .....	55
Organization and Operation of the International Office .....	55
Academic Affairs .....	55
Academic Relations .....	55
Office of Standards Verification .....	56
Department of Student Services .....	56
Research and Evaluation Department .....	56
Global University Library .....	56
School for Evangelism and Discipleship .....	56
Berean School of the Bible .....	57
The Undergraduate School of Bible and Theology .....	57
The Graduate School of Theology .....	57
Adjunct Faculty .....	57
University Materials Development (UMD) .....	57
Enrollment Services Department .....	58
Global Operations .....	58
Information Technology and Media .....	59
Global Advancement .....	59

Finance.....	59
The Global Structure of the University.....	60
The Office of Director.....	60
Regional Director.....	60
National Director.....	60
Graduate Studies Group Director.....	61
Learning Center Directors.....	61
The Chain of Communication.....	62
Methods of Communication.....	62
<b>C. Insights into Global University.....</b>	<b>63</b>
The Foundations of Global University.....	63
Theoretical Foundations.....	63
Theological Foundations.....	63
Philosophical Foundations.....	63
Philosophies of Education.....	63
Educational Psychology.....	64
Trends in Education.....	64
Distance Education.....	64
Materials and Faculty.....	65
Educational Cooperation.....	65
Educational Assessment.....	65
Educational Inputs.....	65
Educational Outcomes.....	66
Guiding Principles.....	66
The Design of Global University.....	66
The Content and Scope.....	66
The Schools.....	66
The Languages.....	67
The Faculty.....	67
The Global University Library Resources.....	67
Instructional Design.....	67
Mastery Learning.....	67
Common Elements.....	68
Interaction.....	68
Educational Technology.....	68
Computer-based.....	68
Internet.....	69
The Delivery Network of Global University.....	69
Network of National Offices.....	69
Graduate Studies Groups (GSGs).....	69
<b>D. Faculty Forms.....</b>	<b>71</b>
<b>E. Academic Advising and Counseling.....</b>	<b>77</b>
Student Services.....	77
National and Regional Offices.....	77
Graduate Studies Groups (GSGs).....	78
Faculty.....	78

<b>F. Glossary of Terms and Acronyms .....</b>	<b>79</b>
Terms.....	79
Acronyms .....	82
<b>G. Cognitive and Affective Domain Verbs and Objectives .....</b>	<b>84</b>
Cognitive Domain Verbs Useful for Stating Objectives.....	84
Affective Domain Verbs Useful for Stating Objectives .....	84
Cognitive Domain: Bloom’s (1956) Taxonomy of Educational Objectives.....	85
Affective Domain: Krathwohl’s (1964) Taxonomy of Educational Objectives .....	87
Behavioral Terms and Objectives .....	90
Knowledge: Remembering Verbatim Information .....	90
Comprehension: Remembering Transformed Information.....	91
Application: Extrapolation .....	92
Application: Example Identification .....	93
Application: Example Production .....	94
Higher-Level Application: Analysis.....	95
Higher-Level Application: Comparison .....	96
Higher-Level Application: Synthesis and Evaluation .....	97

# General

## Governance of Global University

This section provides an overview of the governance of Global University (GU). See Appendix B for additional descriptions of GU governance.

### Board of Directors

General Superintendent (ex officio)	George O. Wood
AGWM Executive Director (ex officio)	Greg Mundis
Emeritus (Retired AGWM Executive Director)	L. John Bueno (Chair)
Director of International Ministries	JoAnn Butrin (Vice-Chair)
AGWM Northern Asia Regional Director	Ron Maddux
AGUS Missions Executive Director	Zollie Smith
President (ex officio)	Dr. Gary SeEVERS
Chancellor	Dr. George M. Flattery
President of Alliance for AG Higher Education	Marilyn Abplanalp
Executive Presbyters	John Maracle
District Officers	Gary J. Blanchard Eleazer Rodriquez
Pastors	Jerry Brooks Mark Lehmann Ivan Satyavrata Randy Valimont
Global Leaders	Edmund Teo
Laypersons	Betty Johnson Lowell Nystrom Scott Marcum Eugene Ver Steeg

Faculty representation begins with the Board of Directors' authorization and approval for resident faculty positions. Many of the resident faculty members are individuals who hold missions appointment with the Assemblies of God. This allows the missionary faculty to have direct access to the Board of Directors. Resident faculty members ultimately report to the GU Board of Directors.



### **Board of Administration**

Gary L. Seevers Jr., PhD	President
Keith Heermann, MA	Executive Vice President
John G. (Jack) Nill, Ph.	Provost
Robert Love, PhD	Provost Emeritus
Carl W. Chrisner, DMin	Dean, Graduate School of Theology
Willard D. Teague, DMin	Dean, Undergraduate School of Bible and Theology
D. Bradley Ausbury, MinDiv	Dean, Education and Director of Research and Evaluation
Randall J. Hedlun, DTh	Vice Provost
Tim Teague, MA	Dean, School for Evangelism and Discipleship
Joel W. Ellis, MA	Vice President, Global Operations
Wade Pettenger, MBA	Vice President, Information Technology and Media
Mark R. Perry, MBA	Vice President, Finance
Mark A. Barclift, EdD	Director, Outreach to Sensitive Countries
Nicole Vicari, MOL	Director, Donor and Alumni Relations

### **National and Regional Directors**

GU operates worldwide through a network of regional and national offices. National directors promote, supervise, and coordinate the work of GU within a designated geographical area. They, along with the national office staff, encourage students to pursue and achieve academic excellence. Designated directors and mentors provide similar services for graduate students at Graduate School of Theology (GST) Study Groups around the world or at the International Office.

Regional directors are responsible for several countries and assist national directors in carrying out their responsibilities and developing their offices. GU regional directors and the Board of Administration form the Global Leadership Council. This committee, with the assistance of the International Office staff, meets to review past achievements and develop procedures, goals, and strategies to promote the continued improvement and growth of GU.

### **Academic Affairs Committee**

The GU Academic Affairs Committee (AAC) is composed of the Provost, the Vice Provost, the Executive Vice President, the Vice President of Global Operations, the deans of the university's four schools, and directors of academic service areas.

The primary function of the AAC is the oversight of the educational standards and procedures that apply to the various GU curricular programs. The committee is responsible for

decisions that affect the curricula, faculty and faculty mentors, instructional methods and delivery, and graduation requirements.

Of special concern to the AAC is the recognition of GU's academic credits, diplomas, and degrees. The committee seeks to maintain this recognition by assuring that instructional materials and programs meet high-quality standards. To this end, the committee reviews and approves all educational materials prepared in print, audio, CD-ROM, video, and online delivery formats.

### **Dean's Advisory Committee**

The Dean's Advisory Committee (DAC) is comprised of the Dean of the Undergraduate School of Bible and Theology, the Dean of Education, undergraduate faculty members, the Director of Student Services, the Director of Library Services, and the Director of the University Materials Development department. The Provost is an ex officio member of the committee. Its purpose is to help GU students attain their educational and ministerial goals by making recommendations to the appropriate university entities. The committee's work often relates to these categories:

- New course development
- Revision of current courses
- Theological course content
- Guidelines for grading, assessment instruments, and student learning activities
- Issues related to student servicing
- Academic study areas

The committee functions as a faculty "senate" or think tank to respond to student needs. The awareness of student needs often comes from committee member observations and responsibilities. The committee works with the University Materials Development department to craft policy statements, course revisions, and student learning activities. The DAC forwards recommendations to the AAC for action.

### **General Education Advisory Committee**

The General Education Advisory Committee (DGEAC) is comprised of the Dean of Education/Director of Research and Evaluation, the Dean of the School of Bible and Theology, the Associate Dean of the Undergraduate School of Bible and Theology, Director of University Materials Development, Director of Library Services, and one professor of record from each of the four general education taxonomy areas (humanities and fine arts, language and communication arts, natural sciences and mathematics, and social and behavioral sciences). The Provost is an ex officio member of the committee.

The GEAC functions as an advisory committee that considers issues directly related to the General Education division of GU undergraduate programs. It meets monthly and reports to the AAC.

## Overview of Global University

Because of GU's close working relationship with Assemblies of God World Missions (AGWM) and the General Council of the Assemblies of God USA, GU's mission and goals are strongly church, ministry, and service related. From this mission stems Global's involvement in global, multilingual, and multicultural education. GU's desire is to help people from the nations of the world attain their educational goals.

As a distance education institution, GU provides education and training through distance learning methodologies. Global blends distance education and more traditional approaches in its educational programs (see Appendix C). GU takes the school to the students. Referring to GU's programs and materials, educators often remark, "The teacher is in the book."

While these instructional approaches have been innovative, they are fast becoming mainstream methods in today's educational environment. As a worldwide institution of higher education, GU works with the schools and programs of the Assemblies of God as well as other denominations around the world. Global is not a department of education but functions in some ways as a department would. For example, Global provides materials and services to other schools. This harmonizes well with the role and pattern of national universities in many countries.

GU is also a publisher, assisting churches, colleges, and other learning institutions by providing quality learning tools in print, audio, and video formats. Anyone of any religion, in any country, may purchase and use GU materials.

## Global University History

Global University of the Assemblies of God has a distinguished heritage spanning more than five decades. Its rich history is a blending of the achievements of two distance education universities. This dual foundation of experience adds academic strength to the new entity created by the merger of the International Correspondence Institute (ICI) and Berean Universities (BU).

Groundwork for Assemblies of God distance education was laid at the 1941 session of the General Council. The Council appointed J. Narver Gortner to head a committee to prepare a reading course for a three-year ministerial preparation program. Leaders of the fellowship encouraged ministerial candidates to take advantage of this opportunity to prepare for full-time ministry.

Students who were not able to attend a residential Bible school could now study at home, preparing mentally and spiritually for preaching the gospel. District councils participated by giving examinations based on the books in the recommended courses.

The ministerial studies program went a step further in 1948 when Frank M. Boyd officially established the General Council Correspondence School. By 1958 the school's curriculum consisted of 11 courses, and its name changed to Berean School of the Bible (BSB). In 1967 the Assemblies of God Board of Education suggested that the ministerial training program be officially assigned to BSB.

That same year, 1967, saw the launching of a second Assemblies of God distance education school, a missions organization designed to provide evangelism/discipleship courses and bachelor degrees to students all over the world. ICI was founded under the auspices of the Division of Foreign Missions. Dr. George M. Flattery, who made the proposal to establish the school, was appointed its president.

For its first five years, ICI operated its ministry out of a small office in Springfield, Missouri. To meet an expanding international constituency, ICI moved in 1972 to Brussels, Belgium, where rented facilities soon became too small for the institution. A five-story building, constructed in Rhode-Saint Genese, met the growing needs of ICI. The facility housed the ICI International Headquarters from 1975 until 1991.

In the face of a growing need for distance education in the United States, the Assemblies of God Board of Education, in August 1969, recommended three levels of study for those preparing for ministry. BSB then expanded its basic course studies for those preparing to become exhorters (called certified ministers today), licensed ministers, and ordained ministers.

In March 1973, a unified ministerial training program of 17 courses was approved as one phase of Berean's continued efforts to serve the fellowship's stateside needs for distance education in the Bible and Bible-related areas. Between 1973 and 1995, course requirements for the Ministerial Studies Diploma increased at intervals to what they are today: 27 courses. (Ministerial courses are available on both the institute and college levels.)

BSB became Berean College (BC) in 1985 when college-level curriculum was incorporated into the program. Another name change occurred in 1995. With graduate programs added, the school became Berean University of the Assemblies of God. However, BSB has always been retained as the name of the division of the institution having oversight of the institute-level ministerial training programs.

In 1993 ICI also experienced a name change after the school moved its International Office from Belgium to Irving, Texas. A building near the Dallas-Fort Worth International Airport was purchased for ICI's new headquarters. Through the move and name change, the school's mission remained the same: providing materials for evangelism, discipleship, and training. ICI University materials and services were designed for its own use as an educational institution as well as for use by other schools.

Several factors indicated ICI's need for a name change: (1) its growth, (2) its structure with its varied schools and centers, (3) the development of the School of Graduate Studies, and (4) the need for a name that would have a common meaning among educational institutions and government ministries of education around the world. For those reasons, ICI became ICI University.

Assemblies of God leadership had been anticipating a merger of the two institutions for several years. The advent of electronic delivery of learning materials and instruction via the Internet eliminated geographical barriers, accelerating the need to unite the two into one. In consultation with the Foreign Missions Board, General Superintendent Thomas Trask agreed to initiate the merger.

The move toward a unified operation came at an opportune time. Both universities were on the brink of significant advances in electronic delivery via the Internet and other advanced technologies. Rather than duplicating costly delivery systems, a united university resulted in better stewardship of both technology and human resources.

GU continues to write new chapters of history as it is impacting eternity: winning the lost and training the found—everywhere! This means using various media technologies through anointed courses, curricula, consultation, and cooperation, so as to equip people to be Christ's disciples with the help of God to His glory and the expansion of His kingdom.

## **Programs of Study**

GU produces its own learning materials, taking great care to ensure that a culturally diverse student body will understand the materials. The materials include printed study guides, compact disks (CDs), and digital video disks (DVDs). In many countries, GU learning groups have been established and are training numerous new students.

At GU a wide range of instructional levels is offered for people at various stages of their Christian development, from pre-Christians to local church and organizational leaders. In fulfilling its mission, the university has developed, and continues to refine, a seamless sequence of instruction that begins with nonacademic curricula and proceeds through several levels, culminating with quality postsecondary curricula in the areas of Christian ministry and service. It is at this last level that GU makes available academically appropriate higher learning through undergraduate and graduate degrees in a distance learning modality. The typical degree-seeking student of GU is a Christian who is preparing for effective ministry or service, in the Pentecostal tradition, to the world and the church.

In all of its programs, GU uses the mastery learning concept, which encourages the student to learn the current material adequately before attempting new material. To complement mastery learning at the graduate level, graduate programs incorporate structured research-based methodology. Also, recognizing that some groups of people have historically been systematically disadvantaged, GU's seamless curricular approach allows multiple entry points, enabling people to develop and extend their academic abilities. In this dimension, GU demonstrates its capacity and commitment to learning from, engaging, and serving its constituents through the seamless curriculum approach where learning experiences in each school anticipate student experiences in the next level in a "learning spiral" sense.

GU offers the following programs of study. Please contact GU or check the website (<http://www.globaluniversity.edu/>) for further information.

### ***School for Evangelism and Discipleship (SED)***

SED offers evangelism courses that present a basic understanding of the gospel for those seeking to know the saving truths of God's Word. These courses are available for both children and adults. The discipleship courses—the Christian Life series—help new converts explore foundational topics of Christian living, including prayer, Bible study, and worship. The training courses—the Christian Service series—provide an in-depth approach to Bible study and application through teaching, spiritual gifts, witnessing, discipleship, and other important topics. Both the discipleship and training levels are intended to be taken in a sequential order. These materials are the beginning point of GU's seamless curriculum.

### ***Berean School of the Bible (BSB)***

BSB offers institute-level programs of study. A select sequence of courses offered through BSB satisfies ministerial training study requirements (approved by the General Presbytery of the Assemblies of God) and provide enrichment learning for lay leaders.

### ***Undergraduate School of Bible and Theology (USBT)***

USBT programs are designed for ministers, ministerial students, and laypersons who are serious in their desire for a biblical education. The degree programs include Bible and Theology, Intercultural Studies, and Christian Education. They are open to all with a high school diploma or

its equivalent. For those with previous undergraduate training, advanced academic placement through transfer of credit is possible.

### ***Graduate School of Theology (GST)***

GST offers post-bachelor's degrees through an individually structured distance education format. This method utilizes mentors and printed and electronic materials to guide students in study and research. Graduate degree programs offered are Master of Divinity, Master of Arts in Biblical Studies, and Master of Arts in Ministerial Studies. Graduate studies certificates are offered in New Testament Studies, Education, Intercultural Studies, and Leadership.

## **Goals of the Global University Programs**

### ***School for Evangelism and Discipleship***

The goal of the GU evangelism series is to win people to Christ. Christian Life (CL) courses help disciple new converts so they have a biblical basis for their faith. Christian Service (CS) courses prepare believers for service in the local church. Both sets of curricula are divided into six areas of emphasis:

- *The Bible*: To lead students to an understanding of the Bible
- *Theology*: To teach students basic doctrinal truths
- *Spiritual Life*: To help students develop a rich personal experience with God
- *Christian Ethics*: To guide students in regard to problems, issues, and relationships
- *Service*: To prepare students to be effective servants of the Lord
- *The Church*: To train students for local church ministry

### ***Berean School of the Bible, Ministerial Studies Diploma***

Stated outcomes of this level of study include mastery of the following:

- Basic Bible content (Old and New Testaments)
- Theological principles
- Practical ministry skills for service in a church leadership position
- Specified Bible content
- Systematic theology
- Ministry skills
- Mastery of several of the more difficult books of the Bible
- Advanced theological concepts
- Administrative skills required for ministerial roles

Upon completion of the Level Three Ministerial Certificate, the student will have met the academic requirements to apply for Ordained Minister status in the US General Council of the Assemblies of God. Provisions as stated in the BSB catalog are made for those who are not members of the Assemblies of God.

### ***General Undergraduate Program Goals***

The general goal of the Bachelor of Arts degree program is to train leaders for various ministries of the church. The college degree courses have been written with the future ministries of the students in view. Students will be equipped to fulfill ministry roles such as pastors, evangelists, educators, and missionaries. A strong spiritual commitment is encouraged throughout these programs.

### ***Undergraduate School of Bible and Theology***

The overarching goals for the undergraduate degree programs include demonstrated achievement in the following areas. After successfully completing a degree program, the student will:

- Demonstrate a comprehensive knowledge of the Old and New Testaments.
- Demonstrate a comprehensive knowledge of the theological principles that serve as a foundation of Pentecostal Christian faith.
- Develop and demonstrate written and oral communication skills.
- Apply relevant biblical and theological principles in local ministry contexts.
- Exhibit an awareness and appreciation of the various areas of general education: humanities, fine arts, social, behavioral and natural sciences, mathematics, oral and written communication, and computer skills.
- Continue the appreciation and practice of lifelong learning.
- Participate effectively in Christian ministry.

### ***Graduate School of Theology***

The twofold mission of the GST is to accomplish the following overarching goals:

- *Train leaders* for the various ministries of the church by providing theologically sound graduate-level degree courses that furnish students with intellectually broad and deep learning activities and experiences that are responsive to their spiritual and intellectual needs.
- *Equip leaders* to minister, evangelize, and teach the Pentecostal message, using methods that are culturally relevant and designed to integrate faith and practice.

In the process of completing a graduate degree program with GU, the student is guided to (1) further develop skills to communicate the gospel message through various styles of written and oral dialogue; (2) grow personally, professionally, and spiritually as he or she becomes a more effective leader within the spheres of home, church, and society; (3) demonstrate awareness and understanding of his or her cultural heritage and that of others; and (4) interact with diverse cultures in a global context.

Graduate degree programs represent a distinct configuration of courses that enable a student to align his or her academic study closely with personal ministry goals and interests to achieve specific objectives. Students who desire to pursue further studies will find the Master of Arts and Master of Divinity degree programs to be foundational to both research and doctoral-level studies.

### **The Role of the International Office**

The International Office is intensely involved in meeting the goals of all GU programs. Some avenues employed to meet the goals include these:

- Continually writing, editing, and producing materials in print, DVD, CD, and electronic media
- Providing student services to GU's enrolled students
- Expanding GU's ministry to people throughout the world

Each person in the International Office is aware that this is not just an office job; his or her work affects lives in more than 170 countries around the world. Each person on the International Office staff makes a difference!

### **The Role of Regional Offices**

Each regional office is responsible for all the GU work in a particular region, normally encompassing several countries. A regional office does the following:

- Promotes the work of GU in the region.
- Assists national directors in establishing relationships with national churches, Bible schools, and other ministries.
- Maintains communications with the International Office.
- Maintains an inventory of GU instructional materials.
- Ensures all educational services for the School for Evangelism and Discipleship and the GU undergraduate and graduate programs in the region are performed properly.
- Advises national directors regarding all facets of the GU program.
- Trains newly appointed national directors and their staff.
- Works closely with national directors to identify translation needs and facilitate the process of translation.
- Services all college-level students who live in the region or in an area with no GU office or college-level national director to service them.
- Provides information about International Graduate School of Theology Study Groups to graduate-level students who live in the region but are not served by an authorized GU GST Study Group in the region.

### **The Role of National Offices**

Many services for GU students are performed through national offices in various countries of the world rather than from the International Office in Springfield, Missouri. The reasons for this include the following:

- Students can be served more quickly from an office in their own country.
- A person working in the same culture as the students can more effectively answer student questions involving cultural differences.
- Students' questions concerning local costs for study materials, academic fees, and the possibility of scholarships are more easily answered at the national level.
- Grading of course projects and interaction on subjective test items is more easily done locally, especially when students are studying in a language other than English.

In special cases where a GU office is unable to perform all of the necessary educational services for students, the next higher office (i.e., regional or international) will perform part or all of the functions.



## Mission Statement

GU, a Christian university in the Pentecostal tradition, integrates education and service through a worldwide network providing ministerial training, undergraduate and graduate education, curricular materials, and services to the Christian community through evangelism, discipleship, and leadership training through nonresidential distributed learning methods.

The university's mission is further delineated by nine intuitional objectives:

1. To provide general and theological education and training from a biblical worldview
2. To provide educational programs at the undergraduate and graduate levels leading to various diplomas and degrees
3. To provide nondegree service programs, including evangelism, discipleship, and leadership training
4. To work cooperatively with schools, churches, district councils, education offices, state and federal educational agencies, sponsoring churches, and fraternal denominations and fellowships to fulfill common purposes
5. To develop and provide educational curricula and technologies culturally sensitive in a cross-cultural context in cooperation with the Assemblies of God World Missions and autonomous national churches
6. To develop and provide educational curricula and technologies culturally sensitive in a cross-cultural context in cooperation with the General Council of the Assemblies of God in the United States
7. To research, adapt, and utilize appropriate methods of educational delivery employing available technologies
8. To serve as a specialized educational delivery resource for other educational institutions
9. To cooperate in the educational delivery efforts of The General Council of the Assemblies of God schools to increase efficiency, avoid duplication, and better utilize resources

The mission statement and its objectives describe a general purpose of worldwide, nonresidential distributed learning in the Christian Pentecostal tradition, at a wide range of academic levels, for people at various stages in their Christian development, from pre-Christians to church leaders.

## Vision

GU is a Pentecostal educational mission that impacts eternity by winning the lost and training the found—everywhere.

## Value Statement

GU's mission is based on the premise that values are not measured in terms of courses pursued. Rather, they are deeply held judgments of worth that affect character and behavior and that are developed through experience and reflection. Therefore, it is GU's desire that by pursuing a degree, the student's value system will be developed in the following three areas:

1. Spiritual values to include servanthood, missionary spirit, discipleship, and discipline
2. Biblical and theological values, which flow from correct biblical exegesis
3. Biblical leadership values as evidenced and exemplified in Christ's life

## Doctrinal Statement

The doctrinal position of GU is expressed in the following statement of faith.

### We believe:

- ... the Bible to be the inspired and only infallible and authoritative written Word of God.
- ... there is one God, eternally existent in three Persons: God the Father, God the Son, and God the Holy Spirit.
- ... in the deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal, future return to this earth in power and glory to rule over the nations.
- ... in the blessed hope—the rapture of the church at Christ’s coming.
- ... the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ.
- ... regeneration by the Holy Spirit is absolutely essential for personal salvation.
- ... in water baptism by immersion.
- ... the redemptive work of Christ on the cross provides healing of the human body in answer to believing prayer.
- ... the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.
- ... in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.
- ... in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

## The Role of Faculty in Fulfilling Global University’s Mission

The fulfillment of any worthwhile mission in life requires the participation of qualified, committed individuals. The mission of GU can be achieved when qualified faculty espouse biblical values, model biblical values, commit to excellence, and utilize their diversity.

### Espousing Biblical Values

At the heart of GU’s purpose for existence are biblical values (see also *Doctrinal Statement*). Because the GU mission is Bible-based, the fulfillment of the mission becomes more tangible when faculty espouse biblical core values. In front of a class lecturing or behind a desk writing, faculty who put into practice the biblical values they espouse make positive role models for students to emulate.

### Role Modeling Biblical Values

The apostle Paul compared all believers to written documents read by others (2 Corinthians 3:2). GU’s words and actions reflect the messages in the hearts of faculty and staff. GU believes that positive role modeling can dramatically impact the way its message is received. When educational content and faculty behavior are consistent, the message is believable and therefore more likely to be received. Faculty reinforce the mission of GU when

they put into practice the biblical core values they espouse. One biblical value germane to any educational organization is the commitment to excellence.

### **Committing to Excellence**

God's Word admonishes believers to do their best in whatever they do; that is, to strive for excellence (Colossians 3:23). GU believes in excellence. Excellence produces quality. Effective educational products—whether they are lectures, textbooks, or DVDs—reflect this trait. Only when faculty members strive for spiritual and professional excellence are quality outcomes realized.

Several positive outcomes emerge when faculty members commit to excellence. First, students view their educational experience with satisfaction. When students are satisfied, they communicate their satisfaction to others. Second, positive student testimony increases the potential for future enrollment. Increased enrollment expands the opportunity for faculty to evangelize and disciple the world. Third, students who apply themselves to their programs become quality graduates, offering employers quality service. Positive employer testimony strengthens the credibility of faculty and GU as a whole.

### **Utilizing Diversity**

Diversity is one of the salient characteristics of GU faculty. Most members of the current faculty have experience in missionary service, within more than 60 different countries working with more than 95 different people groups. The university recognizes cultural diversity and the importance of cultural awareness. Without diversity, educational products designed to reach the world potentially become theoretical rather than practical. Diversity offers the sensitivity required for effectiveness in a GU program.

# **Faculty Policies and Procedures**

## **Faculty Appointments**

Qualified faculty members are essential to the delivery of effective educational programs. The faculty members of GU play a key role in each step of the educational process, from the development of curricula to the evaluation of student performance. This section discusses the categories, functions, qualifications, and ranking of faculty. The venues of faculty may vary depending on appointment and role.

## **Faculty Categories and Responsibilities**

GU recognizes two major categories of faculty members: resident faculty and adjunct faculty. In addition, several special faculty functions complement these categories: contributors, professors of record (POR), mentors and thesis advisors, facilitators, and teaching assistants.

### ***Resident Faculty***

GU resident faculty are those academically qualified individuals serving on the staff of the International Office whose activities consist primarily of writing, developing, and facilitating GU courses. Faculty members of the GST also engage in formal mentoring of graduate-level students. Resident faculty are often involved in grading student papers as well.

### ***Adjunct Faculty***

Adjunct faculty are academically qualified individuals throughout the GU network who periodically facilitate and evaluate GU courses in field settings or serve as tutors or mentors for students studying independently with the university.

Most adjunct faculty hold doctorates in their fields, while all hold at least a master's degree. In addition, these adjunct faculty have years of practical experience as pastors, teachers, church leaders, or school administrators. They contribute their knowledge, experience, and expertise to the development of instructional programs that meet the needs of ministerial students.

GU is in the enviable position of being able to invite outstanding experts from many fields to serve on its faculty. These academically, spiritually, and experientially qualified faculty come to GU from institutions of higher learning and other places of ministry all over the world.

## **Special Faculty Functions**

### ***Contributing Faculty***

Contributing faculty are the authors of Global University courses. They are the subject matter experts (SME) who provide the specific expertise regarding the content of the course. Typically, contributing faculty members are on the faculty of a college or university, highly trained in their disciplines, and have substantial classroom teaching experience in the subject matter.

Contributing faculty members participate in the development of GU courses from the inception of a course. They are the featured members of a strategy session that precedes the writing of the Independent-Study Textbook (IST) or Study Guide (SG). When applicable, the contributing faculty select or recommend the textbook(s) on which the undergraduate or graduate

SG is based. In addition to the course content, they contribute significantly to the instructional development of the course and its evaluation system. Contributing faculty who have authored courses for GU often testify they are better classroom teachers as a result of their experience with GU.

### ***Professors of Record***

Professors of record (POR) have general oversight of instruction and evaluation for the courses to which they are assigned. The POR must qualify as an Assistant Professor or higher under GU standards.

The POR must also meet prescribed academic preparation requirements; namely, he or she must hold at least a master's degree (doctorate for POR of graduate-level courses) from an institution accredited by a recognized or regional accrediting agency. The POR shall have earned at least 18 graduate semester hours in the discipline being taught. In addition, the POR for a course will have demonstrated scholarly and experiential contributions in the specific course area. (See *Professor of Record System* in a later section of this handbook.)

The duties of the POR are as follows:

1. Contribute significantly to the evaluation of the course.
2. Contribute significantly to the development of projects and other elements of the course that are included in the final grade.
3. Receive and review item analysis data from the Department of Research and Evaluation.
4. Identify problems and suggest solutions in instruction and evaluation.
5. Grade both objective and subjective course evaluation items. Serve as "court of appeal" for questions regarding the evaluation of subjective elements.
6. Interact with students via various channels, including face-to-face communication, written correspondence, e-mail, fax, and telephone. Respond to students and maintain a working file of responses. Participate in informal student advisement.
7. Serve as a consultant in the process of course development or revision.
8. Oversee and encourage adjunct faculty who are involved with the course.
9. Participate in adjunct faculty recruitment.
10. Participate in faculty meetings.
11. Serve on special committees.
12. Remain current in the academic area of the course.
13. Provide updates on current research and pertinent information; serve as a "clearing house" for faculty in areas of expertise.

### ***Mentors and Thesis Advisors***

Each student in the graduate program is assigned a mentor for each course taken. The mentor's role is to facilitate student learning and evaluate assigned research and writing assignments. The mentor interacts with the student in person or by mail, telephone, e-mail, or fax.

For each of the specialized areas of graduate study, an individual will be selected to serve as a thesis advisor. The advisor helps the student construct appropriate applied research questions, develop ideas, compose a proposal, conduct research, compile and analyze results, and present results in a written thesis.

The advisor will also chair the student's thesis evaluation committee. The thesis committee is composed of three members, at least two of which are GU faculty with earned doctorates.

Every graduate mentor and thesis advisor must hold a doctoral degree in the area of his or her specialization or a terminal degree in the area of specialization plus extensive experience and scholarship. Further information regarding the responsibilities of mentors is available in the GST Mentor Handbook.

### ***Facilitators***

National and regional directors serve primarily as facilitators of the academic program in the many countries of the world where they are located. With the help of office staff, the directors provide the essential services that support learning at the undergraduate level. National or regional directors are responsible for registration and counseling (which may include informal advising). They encourage completion of studies, administer unit examinations, score unit examinations, and answer (or refer) questions.

Similar or analogous services are provided for graduate students at GST Study Groups around the world or at the International Office. GST Study Group directors and mentors provide these services. Mentors must be approved as GU faculty with a rank of Assistant Professor or higher and must hold a doctorate or other terminal degree. A GST Study Group director must have a master's degree from an accredited institution.

The national and regional directors may serve as faculty if they also qualify for faculty appointment. Whether they serve as faculty or as facilitators (e.g., enrollment officers), the national and regional directors play a key role in the instruction and student support. It is required that a national or regional director hold a bachelor's degree.

### ***Teaching Assistants***

Teaching assistants are individuals who grade papers according to preset standards, using keys and models GU makes available to them. Teaching assistants do not independently contribute to the content of a course or its evaluation instruments. Those who hold faculty rank of Instructor or higher may carry out the teaching assistant function.

## **Faculty Qualifications and Ranking**

Faculty appointment is made on the basis of qualifications and is independent of any other position held. The AAC and the Board of Administration approve these qualifications.

The Faculty Appointment/Ranking Criteria table (p. 26) outlines the requirements for faculty appointment. The criteria acknowledge the importance of experience in addition to academic preparation. The Faculty Rank Worksheet (pp. 24–25) gives an enumeration of experiential factors considered. Credit for ministry and academic experience is factored into consideration according to the criteria presented in the table. GU encourages faculty members to continue their academic preparation and thereby advance in faculty rank.

**Faculty Rank Worksheet**

Date Ranked: \_\_\_\_\_

**INTERNAL USE ONLY**

**GLOBAL UNIVERSITY**  
**Faculty Rank Worksheet**

Name \_\_\_\_\_ Country \_\_\_\_\_

Faculty Rank Recommended \_\_\_\_\_

A. EDUCATION	Institution	Date	Degree
Undergraduate	_____	_____	_____
Undergraduate	_____	_____	_____
Masters	_____	_____	_____
First Professional (MDiv, MTh, EdS, other)	_____	_____	_____
Earned Terminal (PhD, ThD, DMin, EdD)	_____	_____	_____

**B. POST-SECONDARY TEACHING**

Years of FTE teaching by distance education methods \_\_\_\_\_

Years of FTE classroom teaching \_\_\_\_\_

**C. EXPERIENCE IN DISTANCE EDUCATION**

1. Authorship of degree-level study guides
  - a. Text independent study guide (IST) (#\_\_ x 1.0) \_\_\_\_\_
  - b. Text dependent study guide (#\_\_ x 0.5) \_\_\_\_\_
2. Authorship of institute-level study guides (#\_\_ x 0.5) \_\_\_\_\_
3. Years FTE editing at senior editor level (#\_\_ x 0.5) \_\_\_\_\_
4. Years FTE instructional design (#\_\_ x 0.5) \_\_\_\_\_
5. Years FTE testing and measurement (#\_\_ x 0.5) \_\_\_\_\_
6. Years FTE in development of teaching aids for distance ed. (#\_\_ x 0.5) \_\_\_\_\_

**D. PROFESSIONAL WRITING AND RESEARCH (5 points max.)**

1. Refereed journal articles (#\_\_ x 0.25) \_\_\_\_\_
2. Nonrefereed journal articles (#\_\_ x 0.1) \_\_\_\_\_
3. Study guides (nondistance education) published (#\_\_ x 0.5) \_\_\_\_\_
4. Books published (#\_\_ x 1.0) \_\_\_\_\_
5. Academic conference presentations (#\_\_ x 0.1) \_\_\_\_\_
6. Major research projects (#\_\_ x 0.75) \_\_\_\_\_
7. Seminar and workshop presentations (#\_\_ x 0.25) \_\_\_\_\_

**E. ADMINISTRATION** (10 points max.)

- 1. FTE years of central administration (# x 0.5) \_\_\_\_\_  
(General University/College Governance)
- 2. FTE years of general academic administration (# x 0.75) \_\_\_\_\_  
(Dean and below, and teaching/training others in the area of distance education)

**F MINISTRY** (10 points max.)

- 1. Pastoral, evangelistic, missionary experience (# x 0.5) \_\_\_\_\_
- 2. FTE service at the District level (# x 0.5) \_\_\_\_\_
- 3. FTE service at the General Council level (# x 0.5) \_\_\_\_\_

**Total Years of Professional Experience** \_\_\_\_\_

Note: A person is not to be credited time in more than one area for the same experience, with the exception of Professional Writing and Research.



**Faculty Appointment/Ranking Criteria**

Professional Experience Range	<b>BSB only</b> BRE. BA BS BEEd	MA MS MEd	Two Masters or Masters + 30 Hours	ThM MDiv (First Professional Degree) MA + 60 Hours	PhD EdD ThD DMin/Miss (Earned Terminal Degree)
0	Instructor	Instructor	Instructor	Instructor	Asst. Prof.
1–3	Instructor	Instructor	Instructor	Instructor	Assoc. Prof.
4–6	Instructor	Instructor	Instructor	Asst. Prof.	Assoc. Prof.
7–11	Instructor	Instructor	Asst. Prof.	Asst. Prof.	Professor
12–16	Instructor	Asst. Prof.	Asst. Prof.	Assoc. Prof.	Professor
17–25	Instructor	Asst. Prof.	Assoc. Prof.	Assoc. Prof.	Professor
>25	Instructor	Assoc. Prof.	Assoc. Prof.	Professor	Professor

**Professional and Christian Code of Conduct**

Fairness, honesty, and respect are some of the key components of professional relations. All individuals associated with Global University—students, faculty, staff, administration, etc.—may expect to be treated fairly, honestly, and respectfully. Likewise, Global University expects faculty to treat students and colleagues in a similar manner, demonstrating professional and Christian conduct. Guidelines for professional and Christian conduct are presented.

**Honesty, Integrity, and Christian Character**

Global University faculty members are expected to display behavior that reflects honesty, integrity, and Christian character when performing any of the duties associated with their respective appointments. The faculty should expect the same of student conduct.

**Objectivity, Impartiality, and Fairness**

At the heart of professional relations is the responsibility to treat others fairly and impartially. Faculty are expected to relate to students and colleagues with impartiality and fairness. Evaluations such as exams must be made with objectivity and fairness, disallowing personal bias to influence the evaluation.

**Confidentiality**

Confidentiality of student records, and other information deemed confidential, must be maintained at all times. Student records (and exams) are kept in password-coded electronic files and locked file cabinets to ensure access by authorized individuals only.

## **Sexual Harassment**

GU expects faculty to display behavior that reflects mutual respect for others of the same or opposite gender. Obvious displays of sexual harassment or gender-related innuendoes that cross the boundaries of Christian character are destructive and will not be tolerated. This code of conduct applies to students as well as to faculty and other members of the GU organization.

### **Global University Statement on Marriage, Human Sexuality, and Gender Identity Global University's Position and Purpose**

Global University is a General Council of the Assemblies of God (USA) educational institution, and like our parent organization we are rooted in the evangelical and Pentecostal tradition. This includes our interpretation of Scripture and our doctrinal beliefs.

Global University exists to equip men and women to fulfill God's calling on their lives. Therefore a three-way partnership is expected between God, the university, and the student: God empowers the Christian student through the Holy Spirit; the student desires to grow in faith, to live in a way pleasing to the Lord Jesus Christ, and to work toward the realization of his or her educational goals; the university provides opportunities for the student to learn, grow in faith, and fulfill God's calling on his or her life.

### **Biblical Framework and Sexuality**

For this to happen, a recognition of scriptural authority is necessary, which includes a set of moral absolutes. The Global University community considers the Bible the authoritative revelation of God to His creation, the voice that guides humanity to find its true identity in Christ. Since Global University is guided by this concept, members of the university community are expected to live in conformity to the biblical teachings as our tradition interprets them.

The Scriptures tell us in Genesis 1:27 (1) that God created humanity after the divine image, (2) that He created two distinct sexes, male (man) and female (woman), sexually different but with equal personal dignity, and (3) that gender identity was established at creation and is unchanging. We regard a person's sex at birth as the identification of a person's biological sex, and we do not support attempts to alter one's birth sex in favor of an opposite physiological and/or psychological gender.

Because the divine image was expressed in two distinct sexes, male and female, an important demonstration of this image is the possibility of an intimate union of man and woman in the covenant of marriage. Genesis 1:27 and 2:22–25 show that the first marriage was between a man and a woman, and we understand this to be the biblical model for marriage. Heterosexuality is seen as God's design and intent, and male and female are necessary counterparts, differentiated partners, in a sexual relationship within the covenant of marriage. Global University therefore regards sexual activity and intimacy as intended by the Creator to be enjoyed solely within the lifelong, monogamous, heterosexual marital partnership between one man and one woman (Matthew 19:4–6). This is a way we honor God through the bodies and souls He gave us: through faithfulness within the marriage covenant, and chastity outside it (1 Corinthians 7:1–4; Ephesians 5:22–33).

Sexual relations outside of marriage or between persons of the same sex are spoken of in Scripture as contrary to the will of the Creator (Romans 1:26–27; 1 Corinthians 6:9–10; 1 Timothy 1:9–11). Therefore, Global University does not support or approve of any behavior in which sexual desire or satisfaction is elevated above purity and service to God. This includes

same-sex sexual activity and any sexual activity outside the marital relationship between a husband and wife.

### **Biblical Redemption and Healing from Brokenness**

No follower of Christ is perfect; all believers are in a process of growth and perfection, on a journey to become everything God created them to be. Along the journey we experience brokenness, internal conflicts, temptations, and other struggles common in an imperfect world. However, God redeems repentant people, including in areas of sexuality, and anyone struggling with sexual purity can trust God to help him or her become a whole person whose life will align with biblical teachings.

### **Community Commitment**

By holding employment, faculty, or volunteer status at Global University, each person signifies his or her willingness to abide by the principles in this Statement, and to respect and uphold these principles. Activism of any kind against these principles is a violation of that commitment, and behavior that violates any part of this Statement may result in disciplinary action up to and including loss of employment, and faculty or volunteer status with Global University.

### **Political Expression**

All workplace speech and actions—political or otherwise—must be respectful. During work hours staff members should be focused on GU’s mission, not on promoting any political party or candidate.

During nonworking time such as lunch and break time, it is certainly in order for staff members to discuss politics, along with any other topic. It is not GU’s intent to stifle free speech or expression but to balance the interest of free speech with maintaining order and productivity.

The Board of Administration requests that staff members refrain from placing political posters in their office or cubicle. Furthermore, GU’s e-mail system is to be used to support its work of education, evangelism, and discipleship. E-mails represent GU and should be treated like any other communication (phone, memos, letters, etc.). Therefore staff members should not use the e-mail system to send political messages, advertisements, or cartoons throughout the building. If a staff member receives an outside e-mail containing any political reference, he or she is to receive verbal permission from recipients before forwarding the e-mail to them.

Most of all, staff are encouraged to earnestly pray for God’s will in any upcoming election and to exercise the right (and privilege) to vote.

## **Educational Associations (Between Faculty and Students and Among Faculty)**

### **From Instructional Design to Instructional Delivery**

Educational association between the faculty and students begins with the instructional design of the course material and delivery system. The material and delivery systems are integrated, with primary consideration given to access by the student in his or her learning context.

The broadest and most stable means of access is through the distribution of print-based material. In GU's print materials, the goal of the instructional design is to stimulate interaction between the subject material and the student. This basic interaction is thinking. The materials are structured to lead a student to develop critical thinking abilities. This level of interaction is foundational and is possible even in developing countries where access is severely limited.

### **Face-to-Face Contact**

Approximately two-thirds of all GU students are studying at an agreement school. There they have many opportunities for interaction with others while having the benefit of GU's instructional design. Also, there are many learning groups where students meet together to study GU materials. Questions and responses are possible in face-to-face contact.

### **Professor of Record System**

One of the most important functions of the POR is to increase the educational association among faculty members. In addition to providing general oversight of instruction and evaluation for each course assigned, the POR participates in obtaining current research and information in the subject area and distributing it to adjunct faculty and mentors within this subject area. In this way, faculty members are provided with current research and are better equipped to keep up with some of the latest developments in their fields. The distribution of information is facilitated through the Departments of Student Services and Global Operations in the International Office.

## **Professional Growth**

Resident faculty members who also hold missionary status have a work account through the Assemblies of God World Missions. A missionary faculty member who wishes to pursue further academic work can fund the course work through his or her work account. All academic work funded in this manner requires approval by the President of GU. In addition, every fifth year each missionary attends a School of Missions in Springfield, Missouri, to keep current on developments within his or her area of professional service.

Resident faculty are encouraged to participate in field ministry for at least one month of each year. Resident faculty members travel to many parts of the world to resident schools and seminaries. Typically, they facilitate GU courses, minister in churches, assist in the development of curriculum and programs, and assist in faculty development.

All faculty members benefit professionally from the professor of record system. As indicated in the *Professor of Record System*, the POR participates in obtaining current research and information in the subject area and distributing it to adjunct faculty and mentors within this

subject area. In this way, faculty are provided with current research findings and developments in their fields.

GU encourages its faculty to grow through personal and academic study and research. Global believes that professional growth will not only produce satisfaction for the faculty but also facilitate the production of a quality educational program for students. GU is committed to working with faculty members and their schedules to encourage the pursuit of professional growth.

### **Annual Evaluations**

GU requires all active resident and adjunct faculty members to participate in the academic development evaluation program. This program consists of two parts: (1) At the beginning of the year, faculty will list projected professional advancement goals on the Faculty Development Targets sheet. (2) At the end of the year, faculty will list accomplished goals on the Faculty Annual Review form. All required undergraduate resident faculty will meet at the end of the year with either the Bible and Theology dean or the General Education dean. In this meeting the deans will help faculty review the progress they have made in professional development through the previous year and encourage the faculty to continue progress in specific areas. Appendix D contains samples of the Targets and Evaluation forms.

Adjunct faculty members are required to submit an Adjunct Faculty Renewal form by the end of January each year. This form asks the adjunct faculty to specify current status and professional development activities—teaching or facilitating activities with and independent from GU—and requires confirmation of continued active status as a GU undergraduate faculty member. A sample of this form is included in Appendix D.

### **Conferences**

#### ***Attendance at Conferences***

GU encourages its faculty to attend conferences in their respective fields. Professional, personal, and spiritual enrichments are common benefits of attending conferences. GU also encourages faculty to present papers when paper proposals are accepted. The Coordinator of Faculty Services posts conference information and schedules electronically on a weekly basis. In addition, the coordinator maintains a limited number of conference brochures and registration forms. Any faculty planning to attend a conference should inform the Coordinator of Faculty Services or the Provost.

#### ***Presentations of Papers***

Calls for papers are often issued several months prior to a particular conference, inviting interested faculty to submit one- to two-page paper proposals by a specific date. If the proposal is accepted, the faculty member may be asked to present the paper at the conference. To keep faculty records up to date, the faculty member should submit a copy of the proposal, a copy of the actual paper (if accepted), details of the conference, and his or her role in the conference to the Department of Academic Affairs.

#### ***Decision to Attend***

The following material is designed to assist faculty in deciding what conferences they will attend or participate in as a presenter. Factors to consider include the following:

1. Is there a schedule conflict with either the faculty member's calendar or GU's calendar?
2. Are the costs associated with attending the conference within the faculty member's budget? Costs to consider include registration, lodging (e.g., motel, hotel, dormitory etc.), meals, travel (air, automobile, other), and incidental expenses.
3. How will the conference benefit the faculty member and his or her role at GU? For example, how will it benefit spiritually, academically, institutionally?

## Academic Freedom and Responsibility

GU is committed to developing and maintaining a faculty that is highly qualified spiritually, educationally, professionally, and socially. These qualifications are considered essential for resident, adjunct, and contributing faculty.

To foster this development, the university appreciates and recognizes the academic freedom of the faculty. The right to think, investigate, and learn the truth about a subject without restraint is basic to the process of education for faculty and students. However, in an institution serving a particular constituency and preparing individuals for ministry vocations, it is expected that the sponsors have the right to define the context of academic freedom.

Thus, the faculty of GU may exercise freedom in research, instruction, and publication within their disciplines. It is understood that, in the exercise of this freedom, the faculty will contribute to the purposes of GU as published in the university catalog and will conform to the Statement of Fundamental Truths referenced in the Constitution of GU.

## Due Process and Faculty Appeals

A grievance may be described as a complaint that results from the misapplication or violation of policies, procedures, or practices of an organization and causes distress to the grievant (faculty member). Examples of grievances include mistreatment (abusive, unfair, etc.) of a faculty member by another individual associated with the university, reprisals, unreasonable performance reviews, and discriminatory actions.

However simple or complex the grievance may be, faculty should first attempt to resolve grievances between or among themselves through informal dialogue in a professional and mature manner. For example, if the grievance involves a colleague, the faculty member should dialogue with the individual and attempt to resolve the matter with tact, objectivity, and equity. In most cases, a personal attempt to resolve a grievance produces better results than might be expected.

If, however, a faculty member's attempt to resolve a grievance on his/her own proves unsuccessful, the faculty member should take the steps outlined in the appeal process (see *Appeal Process* below).

NOTE: Certain issues are not open to the grievance appeal process. The following represent a partial list of issues that may not be the subject of a grievance:

- The Professional and Christian Code of Conduct
- GU Statement of Fundamental Truths
- Contents of faculty policies and procedures
- The outcome of an appeal satisfactorily agreed to at the end of any three levels of appeal (see *Appeal Process*)

- The outcome of a third-level appeal (final step in the appeal process) that is deemed not satisfactory by the faculty member

Please note that suggestions and recommendations for improvement of the university's policies, procedures, and practices are sincerely welcomed and objectively considered. GU values and invites the opinions of its faculty.

### **Appeal Process**

Three levels of appeal exist within GU, to be engaged in only if informal resolution has proven unsuccessful.

#### ***First-Level Faculty Appeal: Department Head/Chair/Dean***

The faculty member must write his or her appeal, outlining the reason(s) for the appeal, citing specific facts relating to the grievance (e.g., people involved, violation of policy), and offering solutions to the grievance. This information must be sent to the department head/chair/dean. The department head/chair/dean will review the appeal and set up a meeting (e.g., teleconference, personal meeting, etc.) with all parties involved.

During the meeting, the department head/chair/dean serves as mediator and works with the involved parties to arrive at a solution acceptable to all parties. If an acceptable solution is agreed to, the appeal process ends at this level. Documentation of the appeal is placed in the files of those involved. If an acceptable solution is not achieved, the appeal may be taken to a second level.

#### ***Second-Level Faculty Appeal: Provost and Appeal Committee***

The faculty member must submit a written appeal to the Provost. The department head/chair/dean involved in the first-level faculty appeal must also submit written results of the first-level appeal. The Provost will select an Appeal Committee composed of at least two members plus himself/herself, with at least one member coming from faculty and one from administration. The Appeal Committee will review the faculty appeal to decide on a solution.

If the recommended solution is acceptable to the faculty member, the appeal process ends, and the solution is implemented. If the recommended solution is unacceptable to the faculty, the faculty member may appeal to a third (and final) level.

#### ***Third-Level Faculty Appeal: President***

Decisions made at third-level appeals are binding. The faculty member must present the grievance in writing. Results of the second-level faculty appeal will be forwarded to the President of GU. The President will review the faculty grievance, appeal results, and recommendations presented by the Provost and the Appeal Committee. The President may choose to consult any, all, or none of the individuals involved in the appeal process. He or she may choose to consult any individuals not involved in the appeal process in order to arrive at a sound decision.

The President will decide on the best solution for the faculty grievance. His or her decision will be the solution implemented. The decision of the President represents the end of the faculty appeal process in question.





# General Academic Policies and Procedures

## Record Keeping

Accurate, timely, and thorough record keeping is essential to the administrative function of any organization. Several record-keeping goals for GU are presented:

1. To minister effectively and efficiently to all students
2. To effectively manage the administrative, academic, and business functions of the university
3. To record student performance in order to provide accurate feedback and use the information to assess curricula effectiveness
4. To provide the required reports for international, regional, and national offices for managerial, promotional, and academic purposes
5. To satisfy the requirements of accrediting associations and, in some cases, government regulations

For more information on the process of student record keeping, please see the *Global Operations Manual*.

## Confidentiality of Student Records

To protect and respect the right to privacy of all students, student records and other forms of student performance are treated confidentially. For example, student papers are not to be placed out in the open where other students may intentionally or accidentally view them. Also, faculty must establish the identity of a student before discussing grade or other evaluative information over the phone. To help ensure confidentiality, records are kept in password-coded electronic files and locked file cabinets.

## Withdrawal from Class(es) and Refund Policy

Although changes in course load and matriculation are handled through the Department of Student Services, faculty should know the status of their students.

GU strives to develop instructional materials and programs that will be completely satisfactory to the students who enroll. However, if it is necessary for a student to discontinue studying a GU course, the student may be entitled to a partial refund. Please contact GU's Student Services department, consult GU's website, or consult the current catalog to obtain the current policy and procedures regarding withdrawals and refunds for Berean, undergraduate, and graduate students.

## Final Examinations and Assignments

Under no circumstances will the student be permitted to take a final examination without an official, assigned student number. Credit will not be given for a course without an official, assigned student number. The number and type of tests the student must take will vary for each course. Directions for preparing for, requesting, and taking the tests and final examinations are included in each Study Guide.

Examinations must be arranged between the GU director and the student, and must be completed in the presence of an approved examining supervisor. The student is encouraged to contact the director well in advance of the desired exam date.

It is important to note that graduate courses require a written, research-based final assignment in lieu of a final exam. Grades for most graduate courses are determined by subjective written assignments that are evaluated by a qualified faculty mentor. For graduate students, course objectives in the affective domain will be assessed through reflective papers, service learning requirements, practicums, and internships. Goals in the cognitive domain will be assessed through course papers, capstone papers, theology of ministry papers, and theses as applicable. Biblical language skills will be assessed by supervised objective and translation exams. Skill-oriented goals will be assessed through field studies or practicums.

### **Failed Courses/Retake Exams: Undergraduate Programs**

GU is committed to the goal of fostering a high level of success in learning on the part of each student. The course materials are designed to enhance the possibility of success for students who carefully follow the instructional sequences given and complete all learning exercises according to the instructions in the Study Guide. To qualify to retake a final exam, students must

1. have received a final grade for the course below 70 percent and scored less than 70 percent on the final exam.
2. contact the International Office in Springfield, Missouri, or their director to retake the examination. (A retake fee may apply.)

Before taking the second examination, students should carefully review the course materials and attempt to correct learning inadequacies. The score received on the retake examination, whether better or worse than the original exam score, is the final score. If students fail to earn a passing score through reexamination and they desire to take the exam a third time, they will be required to re-enroll in the course and pay the applicable fees to receive credit.

Exception: Retakes are not permitted in courses that have mid-course and end-of-course examinations.

### **Failed Courses/Revision and Resubmission of Work: Graduate Programs**

If a student fails to complete a course with a passing grade within the enrollment period for the course, he or she may be placed on academic probation. Graduate work may be revised and resubmitted according to the guidelines presented in *Academic Assessment of Graduate Work*.

### **Grade Changes**

If a student's grade needs to be changed, the grade change must be submitted in writing by the professor of record to the Department of Student Services and include the following information:

- The student's name, student number, name and number of the course
- The old grade and the changed grade
- The reason for the grade change
- The signature of the Professor of Record

The Department of Student Services will issue a revised Final Grade Report to the student and the national director.

## **Time Limit for Completing a Course**

The time limit for completing a GU undergraduate college course is six months. Students are encouraged to complete their studies within this prescribed period of time. Extensions are automatically granted upon a student's or director's written or verbal request. A fee will be charged for the first extension; if a second extension is granted, an additional payment of full tuition will be required.

Each graduate-level course must be completed within six months from the date of enrollment in the course. A time extension may be requested to extend the enrollment to one year from the date of the original enrollment. Students may contact the director of their respective Graduate School of Theology Study Group to determine the enrollment extension fee.

## **Grading Philosophy and Policy**

Grading is one of the most controversial subjects in the field of education. Some educators give excessive importance to grades; others would like to eliminate them completely. The value of grading depends on its purpose and the effectiveness of the grading system used.

The GU position is that grading is an important educational tool when used to achieve the following purposes:

- Measure progress.
- Motivate learning.
- Maintain standards.
- Adapt teaching.
- Provide adequate records.

### **To Measure Progress**

Grading is the evaluation of the student's progress toward educational objectives. GU objectives include development of the student in the areas of knowing, doing, and feeling. The grading system should take into account the student's progress in these areas and should not be limited to evaluation of knowledge alone.

Since the educational background of GU students varies greatly, graders are expected to exercise flexibility in deciding on the criteria for satisfactory progress. Greater flexibility will be exercised in the grading of evangelism courses. Greater rigor will be used in the grading of college program courses.

### **To Motivate Learning**

Responsible evaluation of the student's work usually encourages the student to continue his/her studies. Therefore, evaluation is especially important in a voluntary program of adult education. Discouraged students will drop the course or fail to enroll for additional courses. Therefore, the GU grading system is designed to encourage the student.

Students who learn enjoy a sense of achievement and are motivated to further effort. The self-testing and self-grading exercises in GU materials are intended to motivate the student to

learn. Grades from the school usually tend to strengthen motivation. Knowing the work will be graded, the student feels a greater responsibility.

Whether a student's work is good or poor, a few words of encouragement from the teacher on the student's paper will help him or her to do better. The student realizes someone appreciates his or her efforts and notices the progress. If the student's work is outstanding, a word of praise may encourage the student to maintain that quality.

Motivation of a student is achieved by using positive rather than negative terms for grades. A grader may indicate the need for improvement without using terms such as *poor*, *inferior*, *unsatisfactory*, or *failure*.

To further motivate learning, the national director's office staff should be aware of the need for a quick turnaround time for evaluating and grading student reports and unit progress evaluations (UPEs, if applicable). Forty-eight hours should be sufficient time to do this. Thus a high level of student interest will be maintained. Also, if the student is having difficulties, he or she can receive help before developing a poor learning pattern.

### **To Maintain Standards**

By maintaining definite standards of achievement for each course, GU is able to lead the student step-by-step toward the educational goals of the curriculum. Knowledge and experience gained in one course serve as a basis for the next course. By testing and grading, students and teachers can assess how these standards of achievement are being met.

The standards for each GU course should correspond to the objectives for that course in knowing, doing, and feeling. The subjective assessments typically reveal the student's progress in attitudes, practical experience, and knowledge.

### **To Adapt Teaching**

GU desires all students to complete each course successfully. Student errors in subjective assignments show the graders where help is needed. GU graders often correct mistakes, giving the right answer instead of merely marking the error, add explanations, or direct students to reread certain pages of the course materials. Graders may enlist the help of personnel who are geographically close to the student to tutor individual students who do not understand the procedures or who need other types of special help.

### **To Provide Adequate Records**

The student's grades, as summations of work done, should be retained for a permanent record. Accrediting agencies rightly require it. As GU's enrollment increases, it is of great advantage to the student that records of measured achievement be permanently retained in the archives of the institution.

## Academic Assessment of BSB Work

GU's adult continuing education (nondegree) courses are graded according to the following scale:

Percentage Grade	GPA	Description
A 90–100%	4.00	Superior
B 80–89%	3.00	Pass
C 70–79%	2.00	Marginal Pass
F 0–69%	0.00	Fail

The minimum passing score for any individual course is 70 percent.

## Academic Assessment of Undergraduate Work

GU undergraduate courses are graded according to the following scale:

A+	97–100	4.00	Superior
A	93–96		Excellent
A-	90–92	3.67	
B+	87–89	3.33	Satisfactory
B	83–86	3.00	
B-	80–82	2.67	Failing
C+	77–79	2.33	
C	73–76	2.00	Failing
C-	70–72	1.67	
D+	67–69	1.33	Failing
D	63–66	1.00	
D-	60–62	0.67	Failing
F	0–59	0.00	

The minimum passing score for any individual course is 60 percent. A cumulative grade point average (GPA) of all GU course work attempted will be maintained. A minimum cumulative GPA of 2.00 is required for graduation or to earn a diploma.

NOTE: A student who does not achieve a 2.00 GPA after completing 18 credits will be warned and required to read and sign a statement acknowledging that he or she must raise the GPA to 2.00 or become ineligible to receive a GU degree or diploma. This statement will release GU from any obligation to provide the degree or diploma apart from the complete fulfillment of GU's stated criteria. After 36 credits of course work, the student with a GPA below 2.00 may be

placed on restriction and will not be permitted to enroll in any new courses until he or she re-enrolls in and successfully completes courses previously failed.

## **Undergraduate Writing Assignments (CRAs and Projects)**

For undergraduate courses in which a student completes a collateral reading assignment (CRA) or other project, the following sets forth the expectations of written projects and provides the guidelines for grading undergraduate projects.

### **Guidelines, Expectations, and Grading**

Global University requires that projects and CRAs be written with cited references documented according to the *Global University Undergraduate Form and Style Guide*. The Form and Style Guide defines the form, style, and documentation system for completing GU writing assignments. Ten percent of the grade for the project and CRA will be based on proper style, grammar, spelling, and documentation. The manual can be downloaded free from [www.globaluniversity.edu/pdf/formandstyleguide.pdf](http://www.globaluniversity.edu/pdf/formandstyleguide.pdf). The manual is also available in both print and on CD-ROM for a fee and may be purchased through Enrollment Services by calling 1-800-443-1083, option #4.

#### ***Writing for Academic Quality and Other Issues***

- Follow instructions carefully. Failure to follow instructions will reduce the assignment grade.
- Develop thoughts logically.
- Do not merely repeat the author's position; rather, evaluate the author's position.
- You are encouraged to both agree and disagree with the authors of course materials. Explain why you agree or disagree.
- Avoid using Hebrew, Aramaic, and Greek for most undergraduate CRAs and projects.
- Write at a college level, using appropriate vocabulary, grammar, and spelling. Avoid using the second person (you). Avoid generalizations, idioms, and slang.
- Consult reference works, including theological and Bible dictionaries, to accurately define terms.
- Express concepts in your own words as much as possible. Document all quotations, paraphrases, and important ideas that are not your own, even if they are from course materials.
- Clearly identify CRAs and projects on a title page.
- Compile a reference list. See the *Undergraduate Form and Style Guide* for documenting sources correctly.

**Grading**

This grading rubric represents a transition in grading guidelines for all GU undergraduate writing assignments. **Note: Not all the following indicators may apply to a particular written assignment.**

Content and Organization	40% (40 points)
<i>Following instructions</i>	
<i>Organization of assignment and logical thought progression</i>	
<i>Subject matter content quality and accuracy</i>	
Critical Thinking Skills	30% (30 points)
<i>Accurate understanding and evaluation of author's position</i>	
<i>Statement of student's position with supporting rationale</i>	
Application and Research	20% (20 points)
<i>Appropriate plans for applying course concepts</i>	
<i>Contextualization of course concepts to the student's culture or setting</i>	
<i>Inclusion of research using a minimum of three references from the</i>	
<i>GU Library Course Guide or other academic sources/scholarly sources</i>	
Style, Grammar, Spelling, and Documentation	10% (10 points)
<i>Syntax (word choice and arrangement), spelling, and grammar</i>	
<i>Appropriate form and style, including source documentation</i>	
<b>TOTAL</b>	<b>100% (100 points)</b>

**Resubmitting Written Assignments**

If a student receives a score of 12–15 points out of the maximum 20 points, the student can request permission to resubmit and attempt to raise his or her score. (The maximum grade allowed on a resubmission is 16 points.)

If the student receives a score of 11 points or below, the student automatically has the option to resubmit the assignment, and the faculty grader should encourage the student to do so. However, the student is not required to resubmit the assignment.

In all cases, only one resubmission is permitted per assignment (project or CRA). The maximum grade that can be assigned to a resubmitted assignment is 16 points. The resubmission score, whether higher or lower than the original score, will be the final score.

Resubmissions must be submitted before the course expiration date. Resubmissions received after the six-month expiration date will not be scored unless the course has been extended. Resubmissions received after the one-year expiration date will not be scored. The student will need to pay the full tuition and re-enroll in the course for the resubmission to be scored.

## Academic Assessment of Graduate Work

The grading system for the GU MA program will have values assigned according to the following grading and academic probation system:

A+	97–100	4.00	Superior
A	93–96		Excellent
A-	90–92	3.67	
B+	87–89	3.33	Satisfactory
B	83–86	3.00	
B-	80–82	2.67	Satisfactory
C+	77–79	2.33	
C	73–76	2.00	Satisfactory
C-	70–72	1.67	
F	0–69	0.00	Failing

All projects, papers, or assignments submitted for evaluation will be marked with a numeric percentage according to the above grading scale based on the following criteria:

- **90–100%** Grades in this range are given for work that is excellent or of superior quality for the graduate level.

*Content of written assignments* shows evidence of independent thought, excellent critical awareness, wide and deep knowledge based on thorough research, clear articulation, solid and viable methodology, some originality in method and/or application of methods, completely viable conclusions, keen analysis/synthesis.

- **83–89%** Grades in this range are given for work that is acceptable and average for the graduate level.

*Content of written assignments* shows evidence of good awareness of and adequate critical engagements with issues; broad knowledge; viable, if somewhat sketchy, methodology; viable conclusions; average analysis/synthesis. This is the lowest acceptable grade range for a master's-level thesis.

- **73–82%** Grades in this range are given for work that is satisfactory and marginally acceptable for the graduate level.

*Content of written assignments* shows evidence of average awareness of issues, average general knowledge, average critical awareness, generally acceptable conclusions, no particularly creative development, and minimal analysis/synthesis. This is not an acceptable grade for a master's-level thesis.

- **69% or lower (equivalent to F or unacceptable)** This grade is given when work submitted for evaluation is not acceptable and does not indicate a level of understanding and/or work quality conducive to acceptable completion of a graduate-level course.



*Content of written assignments* will indicate evidence of minimal or no awareness of issues, minimal to major gaps in general knowledge, inadequate or no critical awareness, weak methodology, absence of creativity, little or no relationship between method and discussion, and no analysis/synthesis.

- **R (revise)\*** This grade will not appear on a transcript; it will appear only on individual assignments.

*Content of written assignments* may indicate evidence of minimal awareness of issues, gaps in general knowledge, inadequate critical analysis, weak methodology, absence of creativity, conclusions that do not follow easily from discussion.

\*When any course work submitted for evaluation receives a failing grade (below 70 percent), a student is required to revise and resubmit it for evaluation before proceeding with the course. A maximum of two revisions may be required (or allowed) for any one assignment. A student should not be given a grade above 86 percent (equivalent to B or 3.0) for work that has been revised and resubmitted.

The goal of requiring a student to revise a paper is to help the student improve his or her awareness of issues, critical thinking skills, methodology, and writing skills. At the discretion of the Graduate School of Theology Study Group through which a student is enrolled, there may be a resubmission fee for each revised assignment that is presented for evaluation.

Evaluation components for graduate-level courses will be assessed according to criteria published in the current edition of the Graduate School of Theology Catalog. Faculty mentors and other approved assessment specialists will be furnished with additional applicable evaluation guidelines and grading criteria as components are assigned to them for assessment.

## Questioning a Grade: Graduate

Mentors should assign all grades according to general guidelines and course-specific evaluation criteria established by the GU Graduate School of Theology. The mentor's agreement or disagreement with the ideas a student presents in an assignment should not affect the grade. Comments of a mentor to a student should state why a specific grade is assigned.

If a student feels the grade given by a mentor for an assignment does not reflect the grade deserved for the work submitted, the student may take the following steps to address and resolve the issue:

1. Contact the mentor who assigned the grade in question, either in person or by phone, fax, posted letter, or e-mail. State the reason the student feels the grade is unfair for the work submitted, and ask the mentor to reconsider the grade based on the reason stated. The student should ask the mentor for suggestions on how to resolve the issue. Communication should be confirmed in writing.
2. If a satisfactory resolution cannot be reached by direct communication between the student and mentor, the student may contact the director of the Graduate Studies Group through which course enrollment was processed. This contact should be in writing and should include copies of communication with the mentor about the grievance. (Note: A mentor may also contact the Director of the Graduate Studies Group if the mentor feels the student's request does not warrant a change in the grade.)
3. The Graduate Studies Group director should contact the mentor to gather information that may be pertinent to the assigned grade. The director should notify the student in writing of the decision reached by the director and the mentor. If the student does not

accept the decision of the director, the director should refer the issue to the Dean of the Graduate School of Theology.

4. The dean, in collaboration with the Graduate Committee (Graduate Academic Committee), and after reviewing documentation from the student, mentor, and director, will reach a decision and notify in writing all interested parties of the decision.
5. If either of the parties notified does not agree with the decision of the Graduate Committee, the issue may be referred to the Provost, who will review all documentation, make a decision, and notify in writing the student, mentor, director, and dean.
6. If either of the parties notified does not agree with the decision of the Provost, the issue may be referred to the President, who will review all documentation, make a decision, and notify in writing the student, mentor, director, dean, and Provost.

If a grade is questioned because of issues of academic integrity, policies and procedures stated for Due Process of Student Rights in the Graduate Catalog will apply.

NOTE: All communication with all parties relating to a grade that is questioned should be documented. Mentors are carefully screened and are people of integrity who desire to help students reach high standards of academic excellence. A decision to change a grade will be made only if sufficient evidence is presented to indicate that the grade assigned by a mentor does not reflect the quality of work submitted by a student.

## **Methods of Instructional Delivery**

### **Courses in Print**

GU has prepared Study Guides and Independent-Study Textbooks for all of its courses. These make possible what might be called “pure” distance education. The Study Guide is a “teaching book” that functions, to some extent, as a classroom teacher. The style is somewhat more formal, since it is in written rather than spoken language. However, a serious attempt has been made to communicate by the written word the type of experience the student would find in a college or university classroom.

Graduate courses include in-depth, applied research and written projects. The student is guided through this process by a mentor. Thus, at the graduate level, there is direct student-teacher interaction, albeit using distance education methods.

GU has demonstrated its ability to accomplish its goals through distance education. GU can and does provide superior education and training for independent-study students. A large proportion of GU graduates are active in the work for which they were trained. Many of the students who have received the GU Bachelor of Arts have gone on to receive graduate degrees at regionally accredited universities or seminaries.

### **Graduate Studies Groups**

Students outside the USA will enroll in GU graduate degree programs through the director of an authorized Graduate Studies Group (GSG). If a country does not have a GSG, students may enroll directly with the International Graduate Studies Center in Springfield, Missouri, USA. Some of the functions of the director of a GSG are to provide students and prospective students with information about GU graduate programs, collect tuition and fees, and make learning resources available to students.

## Internet

### *Courses*

GU offers several methods and levels of Internet study to meet students' needs. Independent study allows students to progress through a course at their own pace. All assignments, with the exception of the supervised final examination, may be submitted online.

In addition to degree-level study, many courses offered through the School for Evangelism and Discipleship are available online utilizing a variety of technologies including streaming audio and video. All graduate courses may be completed through Internet-based interaction with a graduate mentor. In the United States, students may also take online courses leading to certified or licensed minister's credentials through the Berean School of the Bible. These courses feature interactive study questions and online final examinations.

For further information about Internet options, you may visit GU online at <http://www.globaluniversity.edu>.

### *Faculty-Student Connection*

GU uses e-mail to enhance availability and motivation for students who are studying by distance education. A GU faculty member can be connected through e-mail to any number of students around the globe.

## Materials Use Agreements

In addition to directly educating and training students, GU makes its courses and study programs available to schools, colleges, and universities that wish to use them. Under the *materials use agreements*, GU's materials contribute entirely or in part to other institutions' academic credits for these subjects. Included among schools that use GU materials in this way are regionally accredited colleges, universities, and seminaries in the United States, and institutions of similarly recognized stature in other countries.

GU offers courses and programs in cooperation with a number of resident schools. Certain faculty members of these schools have adjunct faculty relationship with GU. They provide instruction, grade the subjective portions of examinations, and evaluate projects. GU is similar in many ways to a resident school. However, GU does not offer classes at the International Office.

## Basic Standards of Academic Integrity

Registration at GU requires adherence to the university's standards of academic integrity. Many of these standards may be intuitively understood and cannot, in any case, be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:

1. **Cheating:** (a) using unauthorized notes, aids, or information when taking an examination; (b) submitting work done by someone else as your own; (c) copying or paraphrasing someone else's essays, projects, or other work and submitting it as your own.
2. **Plagiarism:** submitting someone else's work and claiming it as your own or neglecting to give appropriate documentation when using any kind of reference materials. Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from the study guide, textbook, someone else's writing, or any

other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented according to the *Global University Form and Style Guide*.

3. **Fabrication:** falsifying or inventing information, data, or citation.
4. **Obtaining an Unfair Advantage:**
  - a. stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor or examination supervisor;
  - b. unauthorized collaborating on an academic assignment;
  - c. retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate they are to be returned to the examination supervisor or to the GU offices at the conclusion of the examination.

Disciplinary action for not maintaining basic standards of academic integrity may range from lowering a grade for a paper to dismissal from the program, depending on the severity of the offense. The policy below details the disciplinary action(s) which should be taken given the nature and level of a particular offense.

**Framework for plagiarism (copying from another student or extensive copying (or paraphrasing) from other sources without proper citation)**

- 1<sup>st</sup> offense – Explain plagiarism as defined by Global University, issue a warning, and have the student resubmit the assignment (without penalty).
- 2<sup>nd</sup> offense – Issue a warning and have the student resubmit the assignment (maximum resubmission grade of 80/100).
- 3<sup>rd</sup> offense – Assign a grade of zero for the *assignment*, with no resubmission allowed.
- 4<sup>rd</sup> offense – Assign a grade of zero for the *course*. The student would need to re-enroll in the course under a disciplinary status. Subsequent violations may result in dismissal as determined by the undergraduate dean.

**Framework for the following areas of infraction:**

- not following *GU Undergraduate Form & Style Guide*
  - not properly citing sources used
- 1<sup>st</sup> offense – Give a warning and direct student to the *Global University Undergraduate Form & Style Guide* and rubric requirements.
  - 2<sup>nd</sup> offense – Deduct points.
  - 3<sup>rd</sup> offense – Do not give a score, and have the student resubmit the assignment with a maximum resubmission score of 80/100.

**Framework for not using at least 3 academic references per written assignment**

- 1<sup>st</sup> offense – Give a warning and direct the student to the *Global University Undergraduate Form & Style Guide* and rubric requirements.
- 2<sup>nd</sup> offense – Deduct points.
- 3<sup>rd</sup> offense – Do not give score, and have the student resubmit the assignment with a maximum resubmission score of 80/100.

4<sup>th</sup> offense – Give a zero for the assignment, with no resubmission possible.  
The student would need to re-enroll in the course.

## Code of Conduct

GU is a Christian educational institution aiming to, among other things, equip men and women to fulfill God's calling on their lives. Christian conduct is therefore an expected norm. While GU reaches many cultures around the world, it is understood that some practices acceptable in one culture may not be acceptable in another.

Christians look to the Scripture to guide their conduct; therefore, students are expected to conduct themselves according to biblical principles of behavior. Examples of such principles are found in Romans 12:9–21; Galatians 5:22–23; and Ephesians 4:1–3, 25–32. The Code of Conduct also applies to verbal and written communication with GU representatives, faculty, staff, and students; furthermore, it extends to all electronic communication, including threaded discussions and e-mail with faculty and students.

Violation of the Code of Conduct may result in disciplinary action, including dismissal from a program.

## Due Process of Student Rights

In all cases involving academic dishonesty, the student suspected or charged shall, at a minimum, be accorded the following rights:

1. **Prompt investigation** of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. **Reasonable written notice of the facts and evidence** underlying the charge of academic dishonesty and of the principles of academic integrity said to have been violated.
3. **Reasonable written notice of the procedure** by which the accuracy of the charge will be determined.
4. **Reasonable time**, if requested, within which to prepare a response to the charge.
5. **A hearing or meeting** at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.
6. **Review of any adverse determination**, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. **Final review of an unsuccessful appeal**, if requested, by the President or an advisory committee designated by the President.

## Tracking and Addressing Student Complaints

Global University takes complaints and grievances seriously. The Department of Student Services, of GU's Academic Affairs office, maintains and monitors a complaint or grievance file.

The complaints received usually belong in two general categories: (1) the course content or (2) the course delivery and support system.

Complaints relating to course content are referred to the University Materials Development (UMD) department and to the Professor of Record (POR) for the course. A student representative will then contact the student with an answer to the student's question(s) or with a solution to the student's problem.

Complaints relating to the delivery and support system are handled through the Student Services department. A student representative will contact the student to resolve the difficulty. In some cases, this leads to the establishment of new policies or procedures to improve the delivery system for all students.

In more difficult or complex situations, especially those involving problems spanning more than one department, the complaint is referred to the Provost. As necessary, the Academic Affairs Committee will also become involved to resolve student complaints in a timely and satisfactory manner.

Should a student wish to file a grievance with Global University, he or she may choose any one of the following three contacts:

1. A student may contact a Global University faculty member or national office staff member by e-mail, phone, fax, post/mail, or in person. Often, problems are easily resolved at this level.
2. A student may contact the Student Services department of Global University by e-mail, phone, fax, post/mail, or in person. Student Services personnel are trained to resolve student concerns.
3. A student may contact any administrator of Global University by e-mail, phone, fax, post/mail, or in person. In these cases, the matter typically will require a period of investigation in order to be resolved.

Once a concern, complaint, or grievance is received, every effort will be made to resolve the issue personably and quickly. Should a student not be satisfied with the resolution, the student can appeal the decision to the International Office of Global University and directly to the Provost's Office. Should a student not be satisfied with the resolution, the student can contact the Provost's Office and request that the issue be addressed by the Global University Academic Affairs Committee. The decision of the Academic Affairs Committee will be deemed final.

## **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records:

1. The right to inspect and review the student's education records within 45 days of the day GU receives a request for access. Students should submit to the registrar written requests that identify the records they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. In lieu of inspecting the records, the student may request that they be copied and mailed to the student. In this case, the student will pay a per copy fee of 15 cents US per page in addition to postal costs.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student may ask the university to amend a record he or she believes is inaccurate or misleading. The student should write the registrar, clearly identify the part of the record he or she wants changed, and specify why

it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing in regard to the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The student has the right to file a complaint with the US Department of Education concerning alleged failures by GU to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920





## Faculty Benefits

GU offers two basic compensation plans for *International Office* resident faculty, one for missionary faculty and one for nonmissionary faculty. Specific details regarding the coverage are available through the AGWM for missionary faculty and the Human Resources Department of GU for nonmissionary faculty.

### Missionary Faculty Benefits

All Assemblies of God–appointed missionary faculty members are offered a benefits package through Assemblies of God World Missions (AGWM). Missionary faculty should consult the Missions Manual produced by AGWM for specific terms, coverage, and expenses. Questions regarding benefit compensation should be directed to AGWM at the following address:

The General Council of the Assemblies of God  
World Missions c/o Administrator  
1445 North Boonville Avenue  
Springfield, MO 65802-1894 USA  
Telephone: (417) 862-2781

### *Tuition Waiver*

GU missionary and nonmissionary faculty members are exempt from paying tuition for studies with GU while serving with the university. The faculty member will be responsible to pay for textbooks and study guides at a discounted price and for nontuition fees, including mentoring fees, if studying at the graduate level. Those interested may contact the Human Resources Department for more information.

### *Global University Materials*

Missionary faculty members receive a discount on GU materials. Please contact the Human Resources Department for details.

### Nonmissionary Faculty Benefits

For purposes of benefits, all nonmissionary faculty members are considered employees of GU. Nonmissionary faculty benefits are found in the current edition of the *GU Staff Handbook*.



# **APPENDIXES**

## **A. Facilities and Resources Available to Faculty at the International Office**

### **The International Headquarters Facility**

The International Headquarters of GU is housed in a five-story building on Glenstone Avenue in Springfield, Missouri, USA. It is approximately fifteen minutes by car from the Assemblies of God National Leadership and Resource Center, and ten minutes from Evangel University (EU).

### **Global University Library Resources**

#### **Global University Learning Resources and Information Services**

The GU Library is a collection of both print and electronic resources that support the curriculum of the programs offered by the university. The library, which may be utilized for general research, is comprised of more than 25,000 volumes, including books, reference materials, periodicals, maps, microfiche, audio and video materials, and vertical files. Five thousand of those volumes are housed in the library of EU, two miles from Global University. GU students and faculty have access to the entire EU collection of over 125,000 volumes. Upon presentation of GU identification, faculty and students may use the facilities of the EU Library and borrow materials.

The GU Library provides valuable online resources such as CREDO Reference, Encyclopedia Britannica Online Academic Edition, Academic Search Elite, and American Theological Association (ATLA) databases. These resources provide GU's undergraduate and graduate students access to thousands of peer-reviewed journals, as well as general reference resources.

Students may access these resources via the Global University Library website at [www.library.globaluniversity.edu](http://www.library.globaluniversity.edu). Online chat and e-mail "Ask-A-Librarian" features enable the student to direct research questions to a GU reference librarian. Through technology, GU is continually expanding its online information services to support and enhance the distance-learning experience for its students.

#### **The Library Consortium**

GU has solicited learning resources agreements with host libraries in other countries. Faculty may obtain a list of these host libraries from division deans. Many of the host libraries are located in schools that have educational agreements with GU.

A host library offers GU faculty and students the same access to its facilities that it provides for its own constituents. GU reciprocates by allowing the host school's faculty and students the use of its restricted access learning resources on its website. GU also assists the host library in book selection, materials acquisition, organization, and training for research on the Internet.

## **B. The Organizational Structure of Global University**

### **Governance: Global University Officers**

Global University oversees its day-to-day operations through its Board of Administration, which meets in the International Office in Springfield, Missouri. Its President and a Board of Directors govern GU.

The roles of the governing board, the administration, and the faculty are distinct, separate, and independent. This is implicit in the GU constitution and bylaws and is further clarified through position descriptions and procedural/operational manuals. The following paragraphs outline the composition and functions of the governing board and the administration.

**The Board of Directors** shall consist of such members as shall be nominated by the Executive Presbytery of The General Council of the Assemblies of God, and elected by the General Presbytery.

Members who serve by virtue of office shall include the general superintendent of the Assemblies of God, the president of Global University, the executive director of Assemblies of God World Missions (AGWM), the president of AG Alliance for Higher Education or designee, and the Director of the AGWM International Ministries. The remaining members shall be elected from the following constituencies: one member from the Executive Presbytery of the Assemblies of God, one member from US Missions, two members from the Assemblies of God district officers, two members who serve as Assemblies of God pastors, two members from Assembly of God fellowships outside the United States of America, a foreign missionary, and four laypersons in the public sector. Provision shall be made for a third representative from the AGWM division as deemed advisable and also an Emeritus position to be filled at the Board of Directors' discretion. The Chancellor of Global University may serve as a resource to the Board of Directors with vote.

**The President** of GU, its chief executive officer, is elected by the Board of Directors and ratified by the Executive Presbytery. The president reports to the Board of Directors, is the chairman of GU's Board of Administration, and is chief custodian of its properties. He is charged under GU's constitution and bylaws with the supervision of all personnel and the safeguarding of its academic standards.

The Office of the President includes the Vice President of Global Operations. The Executive Vice President is responsible to the President. The Provost and the Vice President of Global Advancement are responsible to the President.

**The Executive Vice President** of GU is responsible to assist the President in matters of the operation of GU and serves as chairman of the Board of Administration in the absence of the President.

**The Provost** has general administrative responsibility for diploma- and degree-level programs of GU. The Vice Provost as well as the Deans of the School for Evangelism and Discipleship, the Undergraduate School of Bible and Theology, and the Graduate School of Theology are all responsible to the Provost. Within the organization, faculty members are in association with the Provost and the Deans of their schools.

**The Dean of the School for Evangelism and Discipleship, the Dean of the Berean School of the Bible, the Dean of the Undergraduate School of Bible and Theology, and the Dean of the Graduate School of Theology** are responsible, under the leadership of the Vice Provost, for the academic leadership of their respective schools, including planning, implementation, and academic standards.

**The Dean of the School for Evangelism and Discipleship** is responsible for determining the need, planning, organizing, creating, delivering via various media, and assessing the effectiveness of programs and materials for evangelizing and discipling persons of determined contexts.

**The Dean of Education** is responsible for the content and development of the general education requirements of the Undergraduate School of Bible and Theology and consults with other levels regarding their general education requirements.

**The Director of University Materials Development (UMD)**, under the administration of the Provost, is responsible for the instructional design and editing of instructional materials for Berean School of the Bible, the Undergraduate School of Bible and Theology, and the Graduate School of Theology. The Director of UMD works cooperatively with the Dean of the School for Evangelism and Discipleship in the material development of that division. The Director of UMD also works cooperatively with the Vice President for Information Technology and Media concerning delivery of instruction over the Internet or through other technological methods.

**The Vice President for Global Operations** is responsible for the administration of the university's global network of national and regional offices.

**The Vice President for Global Advancement** oversees the fundraising activities for all of GU's general funds, special projects, and capital campaigns. The Vice President for Global Advancement also oversees public relations, new student recruitment, and alumni relations.

**The Vice President for Information Technology and Media** is responsible for the development, production, and implementation of all Internet, video, audio, CD, DVD, and other such products and services that employ electronic or digital media, as well as the design, implementation, and maintenance of the university's digital infrastructure.

**The Vice President for Ministry Networks** is responsible for developing and maintaining GU's working relationships with districts, ministries, schools, and churches in the United States.

**The Vice President for Finance and Chief Financial Officer** is responsible for directing, administering, and coordinating the university's financial affairs in accordance with policies, goals, and objectives established by the Board of Directors of the university and the President. The Vice President for Finance leads and directs the following functions or departments: accounting services, customer service, inventory control, warehousing, distribution, business services, and human resources.

**Regional and National Directors** oversee the global operation of GU from offices in more than 125 countries around the world. Regional directors conduct the work of GU in specific regions of the world and work with national directors within their regions. National directors are

responsible for GU programs in their nations. They work with learning center directors, with national churches, and with individual students in their respective countries.

## **Accreditation and Endorsements**

Global University is accredited by The Higher Learning Commission and is a member of the North Central Association. Contact information: The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; Telephone: 800.621.7440 and 312.263.0456; Fax: 312.263.7462; E-mail: info@hlcommission.org; Website: www.ncahigherlearningcommission.org

Global University is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC), a nationally recognized agency under the auspices of the US Department of Education. DETC is also a recognized member of the Council for Higher Education Accreditation (CHEA). Contact information: Accrediting Commission of the Distance Education and Training Council, 1601 18th Street, NW, Suite 2, Washington, DC 20009-2529; Telephone: 202.234.5100; Fax: 202.332.1386; E-mail: info@detc.org; Website: www.detc.org

## **Certification**

The university is incorporated in the State of Missouri and is certified to operate by the Missouri Coordinating Board for Higher Education.

## **Memberships**

Global University is a member of the Alliance for Assemblies of God Higher Education (AAGHE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Asia/Pacific Theological Association (APTA), and the Association for Pentecostal Theological Education in Africa (APTEA).

## **Educational Benefits**

The independent-study courses of Global University have been approved for educational benefit payments by the United States Veterans Administration and the United States DANTES (Defense Activity for Non-Traditional Education Support).

## **Organization and Operation of the International Office**

### **Academic Affairs**

#### ***Academic Relations***

Agreements and standards with institutions and organizations that use GU materials are developed and supervised by Academic Relations. The following are two common agreements:

- *Cooperative Articulation Agreement:* This agreement envisions a much closer working relationship and coordination of programs between GU and the cooperating school. It also implies a more mature level of academic development on the part of the school.
- *Transfer of Credit Articulation Agreement:* This agreement provides for the transfer of up to 80 undergraduate credits that are based on the use of GU study materials and evaluation system. Additional credits of 48 undergraduate credit hours may be earned from GU directly.

A third agreement is administered by the Division of Academic Affairs. A *Summative Evaluation and Materials Use Agreement (SEMA)* provides for a school to use GU study and evaluation materials as part of its own program.

### ***Office of Standards Verification***

The Office of Standards Verification must determine that the standards of GU and its accreditation associations are being met. (The tools developed for this task provide an excellent set of materials for planning and goal setting by GU directors.)

### ***Department of Student Services***

Student Services is responsible for the academic records of all students enrolled in GU degree-level courses. These are stored and maintained in confidential files at the GU International Office.

Specific functions for personnel in this department include the following: approving student applications, assigning student numbers, and enrolling students in courses. They supply and grade final examinations, maintain official student records, issue final grades, evaluate transcripts for advanced standing and experience-based credit, issue official GU transcripts, and verify that students have fulfilled the requirements for certificates, diplomas, and degrees at the undergraduate and graduate levels.

### ***Research and Evaluation Department***

The Research and Evaluation Department conducts field tests and evaluation studies of instructional materials and curriculum. Testing methods are periodically evaluated for effectiveness, and needed revisions are implemented. Studies and surveys of GU students are conducted to identify variables related to outcomes of BSB, undergraduate, and graduate study programs.

### ***Global University Library***

Research resources of more than 150,000 volumes include reference, theological, general education, and foreign language areas. The GU Library Resources website allows faculty and students access to databases for research, as well as to reference materials for biblical studies. See also “Global University Library Resources” under Appendix A above.

### ***School for Evangelism and Discipleship***

The School for Evangelism and Discipleship (SED) offers evangelism courses that present a basic understanding of the gospel for those seeking to know the saving truths of God’s Word. These courses are available for both children and adults. The discipleship courses—the Christian Life series—help new converts explore foundational topics of Christian living, including prayer, Bible study, and worship. The training courses—the Christian Service series—provide an in-depth approach to Bible study and application through teaching, spiritual gifts, witnessing, discipleship, and other important topics. Both the discipleship and training courses are intended to be taken in a sequential order. These materials are the beginning point of GU’s seamless curriculum.

SED personnel coordinate with national directors to enlist and train teachers for classes at evangelism or learning centers. The SED also offers seminars for churches, pastors, and Bible schools on the broad spectrum of GU tools for evangelism, discipleship, church planting, and leadership training.



***Berean School of the Bible***

The Berean School of the Bible (BSB) offers institute-level (CEU-level) programs of study leading to a diploma. A select course sequence offered through BSB satisfies the ministerial training study requirements of AG ministerial credentials for certified, licensed, specialized licensed, and ordained ministers (approved by the General Presbytery of the Assemblies of God) and provides enrichment learning for lay leaders.

***The Undergraduate School of Bible and Theology***

Personnel in the Undergraduate School of Bible and Theology develop and maintain GU academic standards in developing course materials and educational services designed for ministers, ministerial students, and laypersons who are serious in their desire for biblical education. The Undergraduate School of Bible and Theology is concerned with curriculum, faculty, teaching, grading, graduation requirements, certificates, and degrees. Academic standards are developed and maintained by an Academic Affairs Committee (AAC), with approval of the GU Board of Directors and the Distance Education and Training Council.

***The Graduate School of Theology***

The Graduate School of Theology offers curriculum for a 36-credit Master of Arts degree, a 90-credit Master of Divinity degree, and 18-credit Graduate Studies certificates. All academic standards and practices of the Graduate School of Theology are subject to approval of the AAC, the GU Board of Directors, and the Distance Education and Training Council.

Personnel of the Graduate School of Theology perform the following functions:

- Establish academic degree requirements for each program and concentration.
- Organize instructional design for courses, coordinate the writing of course materials, and secure copyright permissions as needed for supplemental readings and textbook reprints.
- Establish grading criteria for each course and revise and update course materials as needed.
- Work in conjunction with other departments to process all student course enrollments, assign mentors for all students enrolled, and provide students with research tools and resources.

***Adjunct Faculty***

Adjunct faculty members are recommended for appointment by the Vice Provost. GU currently has approximately five hundred adjunct faculty members worldwide.

***University Materials Development (UMD)***

This department works with course writers and GU contributing faculty to develop and edit instructional materials for all new degree-level courses, including Study Guides, Independent-Study Textbooks, supplemental readings, and testing components. It maintains course files and revision notes and periodically undertakes complete revisions of existing courses. It formats copy to the standard desktop publishing system and produces final electronic print files for GU study courses, catalogs, and manuals.

### ***Enrollment Services Department***

This department is the first line of communication with students in the United States. Enrollment representatives assist US students and study groups with enrolling in courses and obtaining course materials for every level of study in the university. This department also serves as the academic service department for the Berean School of the Bible, providing grading, transcribing, and academic assistance for that level.

### **Global Operations**

As the name implies, this division provides all the necessary services and the direct contact with those who make up the global structure of GU. The Network Services Division has five primary functions: director appointments, training, materials supply system (MSS), liaison, and agreements and standards.

**Director Appointments** and periodic evaluation are responsibilities of the Network Services Division. Obtaining the appropriate approvals for a national director, then training him or her, are two tasks in the appointment of a new GU director. Continued reappointment of a director depends on the satisfactory service he or she provides to the national people.

**Training** for directors and missionary personnel is provided through Office of Global Operations personnel who conduct seminars and provide materials for training. This office offers assistance with various types of systems for GU offices at all levels, participates in meetings with GU directors and missionaries, and coordinates GU goals with those of national churches and field fellowships.

**Materials Supply System (MSS)** has as an overall objective to supply students with study courses in a language they can understand. MSS personnel at the International Office assist GU directors by making materials available quickly and offering them in several languages. MSS works with GU directors in the field to arrange the translation of GU study materials and the registration of copyrights. GU is the proprietor of all GU copyrights worldwide.

MSS also functions as a databank, maintaining information concerning the availability of specific courses in specific languages and where they may be most readily obtained. MSS relies on input from directors regarding course materials translated on the field. This information often is vital to other directors who may need that translation in their countries. In addition, an increasing number of language groups in the USA are requesting such materials.

MSS maintains the GU archives as well. The archives contain samples of all courses from all areas of the world and provide a backup in case any materials are lost or destroyed. Masters of all original audio and video materials and their finished productions are retained in their respective areas in the GU International Office. MSS reports to the Chief Operations Officer.

**Liaison** between GU and the field is facilitated by Office of Global Operations personnel acting in the natural course of their duties to national churches, field fellowships, and the Assemblies of God World Missions. They use various means of communication such as face-to-face meetings, written letters and reports, telephone conversations, and e-mail to gather testimonies and reports from the field about the use of GU courses throughout the world.

**Agreements and Standards** for national directors and GU contact persons are developed in the Office of Global Operations. GU standards are designed to define and clarify the work of a national director and assist the staff.

## Information Technology and Media

The Information Technology and Media Division designs, develops, and delivers technological solutions and systems in support of GU's evangelism, discipleship, and educational ministries.

## Global Advancement

The Division of Global Advancement has the mission of developing and maintaining a donor base for the GU ministry. To accomplish this task, the department is extensively involved in numerous public service projects that promote the work of Christian missions and the use of educational and training materials on the mission field.

## Finance

The Chief Financial Officer (CFO) oversees the financial operations and the financial position of GU. The CFO's area of supervision includes the Finance Department as well as Business Services, Customer Services, the Distribution Center, Human Resources, Inventory Control, and Order Processing.

**Finance Department** is responsible for the financial accountability of GU and provides the financial and accounting services for the International Office. Department personnel manage the accounts of all customers and directors, providing invoices, statements, and follow-up services.

**Business Services** oversees the administration of GU buildings, grounds, vehicles, furnishings, and equipment as well as the administration of office and kitchen supplies.

**Customer Services** handles all questions or concerns about a customer's account or shipments.

**Distribution Center** comprises the warehousing and shipping functions for the International Office. This involves the receiving, repackaging, storage, and shipment of all inventory products carried by the International Office.

**Human Resources Department** coordinates and assists in all phases of personnel recruitment, processing, orientation, placement, and evaluation. Policies and procedures related to nonmissionary faculty and staff are developed, accepted with Board approval, then disseminated by Human Resources.

**Inventory Control/Print Production** secures printing contractors in various countries of the world to print the many study course materials prepared by the GU staff. The department always attempts to obtain the highest-quality printing at the most reasonable price.

**Order Processing** receives all orders from customers and directors, whether by telephone, fax, e-mail, or mail.

## The Global Structure of the University

### The Office of Director

The office of a GU director oversees and implements the GU program within an assigned geographic area. Ideally, the GU director is able to commit full-time to the position.

The nomination of a GU director may come from any one of several sources, including the following: the Assemblies of God World Missions (AGWM), the AGWM Field Director, the missionary field fellowship, the national church, or the departing GU director. The GU Board of Administration makes the official appointment, subject to ratification by the GU Board of Directors.

### *Regional Director*

The regional director is responsible for all of the GU work in his or her region. A region usually consists of several countries. The national directors work under his or her supervision. The duties of the regional director include the following:

- Promote, supervise, and coordinate the work of GU in the designated region.
- Establish, in consultation with the International Office and the national directors, legal relationships with government and governmental agencies for distance education.
- Assist national directors in establishing working relationships with national churches, Bible schools, and other ministries.
- Receive reports from the national directors in the region on the progress, problems, projections, special interests, or concerns in the areas served. The regional director also receives the statistical Quarterly Report from the national director.

### *National Director*

The national director is responsible for the GU programs and outreach in the country or countries where he or she serves. It would be impossible to compile a complete list of tasks for which national directors find themselves responsible. Mentioned here are some of the main tasks of a national director:

- Complete the GU Operations Training Course within 90 days of appointment.
- Develop and maintain a positive relationship with the International and regional offices, the elected officers of the national church, the Assemblies of God World Missions, missionaries, Bible schools, Teen Challenge, and other organizations.
- Provide educational services for students enrolled by the office.
- Translate, adapt, and produce GU materials in the language(s) of his or her country, in cooperation with the regional director.

An **Interim National Director** will be appointed to fill the position of a national director who has resigned or moved away. The approval process for an interim director will be identical to the approval process for a national director, including the successful completion of the training course for GU directors. An interim national director serves by agreement for a two-year period or until he or she is succeeded by a new director.

An **Assistant National Director** may be appointed by the national director and may perform all duties of the director under the director's supervision, whether the director is present or not.

***Graduate Studies Group Director***

The Graduate Studies Group director, approved by the regional director, the Dean of the Graduate School of Theology, and the Provost, is responsible for the GU graduate-level degree and certificate programs in his or her assigned country or region. This position may be filled by any of the other directors listed in this section if all other qualifications are met. Responsibilities of a Graduate Studies Group director include the following:

- Overseeing administrative and academic operations of the Graduate Studies Group in cooperation with the Graduate School of Theology
- Developing and maintaining a positive relationship with the International and regional offices, the elected officers of the national church, the Assemblies of God World Missions, missionaries, Bible schools, and other individuals and/or groups that may be specific to a particular country or culture
- Locating individuals who qualify for faculty status (appointments made by the Provost) and mentor status (appointments made by the Dean of the Graduate School of Theology)
- Helping students set academic goals and encouraging students in every aspect of their chosen programs

***Learning Center Directors***

A person appointed as director of a GU learning center has the following objectives:

- Work in cooperation with the GU national office to implement and maintain GU programs and policies.
- Administer and develop the GU program that is appropriate in the learning center.
- Attend the regular meetings of national office staff and directors.
- Select, supervise, and provide orientation and training for qualified and dedicated GU staff members.
- Provide for complete and efficient educational services.
- Serve as Chief Financial Officer for the learning center.
- Maintain sufficient supply and control of GU materials inventory.
- Develop and maintain an administrative structure for the learning center in consultation with the national director.
- Promote and publicize GU materials and services by representing GU in meetings, workshops, conventions, etc.
- Encourage student enrollments and re-enrollments throughout the program.
- Maintain communication and good relations with the departments of the local church and with their leaders.

### **The Chain of Communication**

A basic chain of communication has been established for GU's various levels of directors. In all essential matters, learning center directors consult directly with the national director who, in turn, consults with the regional director. When there is no national office, the learning center communicates directly with the regional office.

This chain of communication works both ways. The GU International Office works through the regional director, the regional director through the national directors, and the national directors through the learning center directors. This chain of communication helps everyone to work with maximum understanding.

### **Methods of Communication**

The International Office serves as a clearinghouse for GU news from the field. It makes an effort to relay news of GU activities to interested persons worldwide.

**International Newsletter**, *Intercom*, is published monthly to keep national and regional directors aware of one another's work and to exchange ideas and solutions to common problems. Articles from the Board of Administration report new decisions and policies.

**Regional Newsletters** enable regional offices to communicate with all the national directors in their respective regions. Regional directors are able to share information with national directors and make them aware of new GU developments. The Office of GU Outreach is available for advice on publications, promotions, translations, and copyrights or regarding the supply of GU materials.

**Field Feedback** from directors to the Office of Global Operations improves its ability to assist other directors by keeping them informed of their GU activities. Directors usually send in a fact sheet regarding special seminars, promotions, campaigns, and testimonies or conversions. When possible, they enclose related photographs. If a doubt or problem about a communication procedure arises, they consult their assigned director.

## C. Insights into Global University

This section offers insights into the major theoretical, philosophical, organizational, and operational underpinnings of GU. It represents excerpts from essays by Dr. George M. Flattery, EdD.

### The Foundations of Global University

#### Theoretical Foundations

The theoretical foundations of GU are similar to those of any other school that is denominationally related. Global has a strong commitment to specific theological and philosophical views but is open to the presentation of a wide variety of views. Nevertheless, GU's commitments provide the framework within which staff and faculty work.

#### Theological Foundations

GU's theological assumptions provide the basis and framework for its philosophical foundations. GU believes that:

- God exists, that He created and sustains the universe, and has revealed himself to humankind.
- Christ is the Son of God and the Savior of the human race and has commissioned His followers to take the Christian message to the ends of the earth.
- The Bible is the inspired Word of God, and it is the central text for GU.

#### Philosophical Foundations

The content of philosophy includes metaphysics, axiology, and epistemology. These disciplines deal respectively with the problems of reality, value, and truth. Each of these philosophical areas is dealt with within the framework of GU's theological assumptions. For further clarification, a summary statement concerning each of these topics is included:

1. In Global's metaphysical view, *ultimate reality* and *God* are synonymous. All things are created by God and are dependent on Him. Men and women are created in the image of God.
2. Ultimate values are those values that God holds. They are absolute values and are objective values for GU. Other values—such as social, political, and aesthetic values—are more subjective. Ethical systems arise out of these values.
3. GU believes that truth is an attribute of God and that God has revealed himself to humankind through His Son and the Bible. Other sources of knowledge include science, philosophy, and experience.

#### Philosophies of Education

When philosophy is applied to education, the result is the formation of philosophies of education. Philosophies of education include naturalism, idealism, realism, pragmatism, and essentialism. GU's philosophy of education is closer to essentialism than any other. Like GU's philosophical assumptions, GU's philosophy of education is rooted in the Bible and theology.

However, there is considerable overlap in educational practices derived from the differing philosophies. Therefore, a theologically based school can draw practices from different philosophies of education without necessarily adhering to the underlying philosophies. When this distinction is maintained, a wide variety of educational practices are possible. The practices may be evaluated apart from their philosophical presuppositions.

### **Educational Psychology**

Educational psychology has had an important role in GU's curriculum and course development. GU has extensively considered theories of learning in the development of its instructional programs.

Global's instructional strategies rely on a variety of learning theories, including those frequently categorized as connectionist and cognitive. These theories, as well as those not included in these categories, include association, task development, goal seeking, stimulus-response reinforcement, and problem solving. Some theories stress independent study while others emphasize the social context of learning.

GU's view is inclusive, but it is more than eclectic. For example, the connectionist and cognitive views are to some degree related as in concentric circles. Students learn through association but are not limited to it. They also learn through the discovery methods highlighted by the cognitive views. The cognitive views represent the larger and more inclusive circle.

As with philosophy of education, GU's theology impacts how learning theories are viewed and utilized. For instance, Global's views on the nature of people preclude that limitation to connectionist theories such as behaviorism. Men and women, created in the image of God, transcend the stimulus-response reinforcement paradigm. However, this is not to say that persons do not at times operate at this level of existence. Fortunately, people transcend this level as well.

### **Trends in Education**

Several trends are evident in the field of education. These trends include (1) distance education, (2) emphasis on materials as well as faculty, (3) cooperation between educational institutions and between educational institutions and businesses, and (4) the highlighting of outcomes in educational assessment.

#### ***Distance Education***

Distance education is defined in different ways. People generally think of distance education as taking place when students are not physically present with the teacher. Yet one might also use this term for education that occurs in a classroom physically distant from the credit-granting institution.

This form of education has many advantages. One is access with quality. Many students would not be able to access effective education without the methods of distance education. Another benefit is that the context can be stressed. Because the students are taught where they are, they can readily apply the training to their context.

Many methods are used in distance education, including well-designed audio, video, and printed materials; telephone, fax, and e-mail; audio-graphics and videoconferencing; radio, television, and classrooms. Interaction is possible through all of these methods. Technology, of course, is increasing the possibilities for interaction at a distance.



In the past a strong distinction existed between resident education and distance education and between traditional and nontraditional education. These educational divides are rapidly eroding. Before long, a school will be an institution functioning in all ways, by all methods, without these historic labels.

### ***Materials and Faculty***

Historically, education has had a strong emphasis on faculty. Indeed, one could say the very essence of education was thought of in terms of highly qualified faculty teaching the learners. Students who have been privileged to sit under outstanding teachers have benefited greatly. They long remember those who had a great impact on their lives.

Without minimizing faculty, a new emphasis is here. It is the emphasis on instructional design and well-developed materials, including independent-study materials, group study materials, and examinations. Highly qualified faculty members are chosen to write these materials and be presenters in audio and video formats.

Such materials provide great strengths to educational programs. The educational standard is constant. Even when the quality of faculty members is inconsistent, the objectives and content of the courses remain. Teachers have well-developed courses to use in their classrooms. Independent-study students have highly interactive material and the opportunity to reach the same goals as classroom students.

### ***Educational Cooperation***

A major trend today is for educational institutions to cooperate together in various ways. The cooperation may take the form of a highly structured consortium or something far less formal. For example, one institution may teach an occasional class on the campus of another institution. The cooperation exists between institutions in this country and between institutions here and abroad.

Another form of cooperation is between educational institutions and businesses. The growth of the American Council of Education's Program on Non-Collegiate Sponsored Instruction (ACE/PONSI) is evidence of the rapid expansion of this type of activity. The credit recommendations of ACE/PONSI are widely accepted by many educational institutions.

### ***Educational Assessment***

GU holds that it is crucial to assess the outcomes of its programs. GU exists to meet needs. Therefore, Global staff and faculty must analyze what needs exist, determine strategies to meet the needs, and evaluate how well the needs are being met. This process allows GU to determine ways to improve. Moreover, GU believes both inputs and outcomes are important in the assessment process. In a very real sense, however, the GU orientation is outcomes based.

### ***Educational Inputs***

Global recognizes the importance of educational inputs. It is important to have appropriate content, qualified and experienced leaders, qualified faculty, access to library resources, good business practices, and other resources. Learning occurs in many ways, but other things being equal, a school with better inputs should produce better outcomes.

### ***Educational Outcomes***

Global recognizes that educational inputs alone are insufficient. The desired educational outcomes should be stated and measured in order to assess the effectiveness of the training. Admittedly, measurement is not always easy, nor certain. Nevertheless, outcomes in the cognitive and skills domains can be measured with a good degree of success. Even in the affective domain, there are evaluative tools such as the opinions of friends and colleagues, or in other words, peer review.

### **Guiding Principles**

The American Council on Education and The Alliance: Association for Alternative Degree Programs for Adults (later named the Adult Higher Education Alliance [AHEA]) sponsored a National Task Force on the “Principles of Good Practice for Alternative and External Degree Programs for Adults,” with the results published in 1990. The twenty-five-member task force included participants such as Bruce Chaloux, Chair of the Distance Learning Committee of SACS; Patty Thrash of NCA; Michael Lambert, Executive Secretary of the Accrediting Commission of the Distance Education and Training Council; and Thomas Rocco, Co-Chair and Dean, SUNY Empire State College.

The principles developed by the National Task Force include an excellent discussion of educational inputs and outcomes and are helpful in guiding distance learning institutions. A strong emphasis is put on educational outcomes. Therefore, GU supports the principles developed by the National Task Force. The principles are available online at the following URL: <http://ahea.org/principles/>

### **The Design of Global University**

GU is a developer of educational materials and services, a user of the materials and services it develops, and a provider of materials and services to other institutions. Many schools use GU materials and services without being linked to GU in the offering of course credit. Others work in cooperation with GU in the offering of degree credit programs. Global’s materials and services are designed for GU’s own use as an educational institution, and then are made available to others.

### **The Content and Scope**

The content and scope of GU is evident from a consideration of several key aspects. These include the schools and their educational content, the languages into which Global is translating materials, the faculty members who work with GU, and Global’s provision of GU Library resources.

#### ***The Schools***

GU has two schools that offer courses for degree credit: (1) the Undergraduate School of Bible and Theology and (2) the Graduate School of Theology. Two additional schools, Berean School of the Bible (BSB) and the School for Evangelism and Discipleship (SED), offer nondegree courses and programs.

The Undergraduate School of Bible and Theology offers an Associate of Arts degree in Religious Studies, Bible and Theology, and Church Ministries; Diplomas in Ministry and in Theology; and Bachelor of Arts degrees in Bible and Theology, Intercultural Studies, and

Christian Education. Because GU is a global institution, some variations of these degrees, such as the Licenciatura in the Spanish language, are offered in different countries.

The Graduate School of Theology offers three degrees and four certificates. Degree options are a Master of Arts in Biblical Studies, with a concentration in New Testament or a Broad Field option; Master of Arts in Ministerial Studies, with concentrations in Education, Intercultural Studies, or Leadership, or a Broad Field option; and Master of Divinity degree. Content-specific certificates are offered in New Testament Studies, Christian Education, Intercultural Studies, and Christian Leadership.

### ***The Languages***

Global is in the process of translating its courses into other languages. Approximately 50 percent of the people in the world who can study at a university level are able to study in one of about a dozen languages. Putting GU's courses into these languages is an enormous task, but it is necessary to reach GU's objectives.

### ***The Faculty***

GU's faculty is comprised of three major categories: (1) resident faculty, (2) contributing faculty, and (3) adjunct faculty. In addition, the professor of record and the mentor represent two of several special faculty functions (see *Faculty Categories and Responsibilities* and *Special Faculty Functions*, pages 20–22).

### ***The Global University Library Resources***

The GU Library is a collection of resources supporting the curriculum of the programs offered by the institution. It offers general research in the form of books, journals, reference materials, and other resources. The GU Library provides valuable resources for pastors, youth pastors, church workers, and laypeople, as well as students enrolled in undergraduate and graduate courses. Online resources are also available through the university's website. GU is continually expanding its online information services to support and enhance the distant student through technology.

## **Instructional Design**

### ***Mastery Learning***

Meeting the educational needs of a global audience has motivated GU to construct instructional materials on the basis of a mastery learning approach. Benjamin Bloom stated, "It is the task of instruction to find the means which will enable our students to master the subject under consideration." John B. Carroll's view was that students with different levels of ability can still learn material to the same degree; however, it may take one person longer than another. Mastery learning leads to specified outcomes.

GU's materials consist of criterion-referenced instruction that begins with prescribed objectives and mastery requirements. Instruction is organized so that the greatest number of students will have the opportunity to attain mastery learning. The instructional system utilizes formative evaluation to decide whether students have attained mastery level. The major strengths of GU's instructional system are that students are informed of their mistakes and encouraged and helped to correct them before taking an examination; the students' learning attitudes and self-image are improved; and competition and comparisons are minimized.

GU has studied the instructional design recommended by Instructional Performance Systems, Inc. (IPSI), developed by Daniel E. Vogler. The basis for much of this method is drawn from the competency-based education theory espoused by Robert M. Gagné. The two approaches are very similar. This adds to GU's confidence in utilizing the mastery learning approach to instructional design.

### ***Common Elements***

Whatever delivery system GU uses—whether mail, e-mail, the World Wide Web, classrooms, print, audio, video, or others—the mastery learning approach provides the framework for GU's instructional materials. Therefore, common instructional design elements have been established and are present in each course. These design elements are necessary in order to reach the required outcomes.

These design elements include terminal objectives, enabling objectives, objective-referenced tests, modes of interaction, practice exercises, essays, theses, proctored finals, and assessments in the affective domain. The main objectives are to state what GU desires to teach, to ensure the subject matter is adequately presented, and to measure whether or not the material has been learned. Although affective objectives are more difficult to measure, GU has the same goal with regard to values.

The Graduate School of Theology courses have a similar design; however, they do not include as much “taught” material. The students are guided in research and writing and are expected to analyze, synthesize, and evaluate. They are expected to apply their research in the culture in which they live and/or where they desire to work.

### ***Interaction***

Interaction is one of the common elements that should be highlighted. Interaction can be achieved in a variety of ways. When one thinks, interaction of thoughts takes place. Beyond this, a student can be guided in interaction with the material being studied. GU builds a considerable amount of interaction into its materials. It is sometimes said that GU “puts the teacher in the book.” Such interactive material is extremely useful in connection with the technological approaches now being used.

Obviously, interaction can occur in a classroom between the teacher and the students. Faculty members may interact by mail, phone, fax, and e-mail with students who are at a distance. Well-developed materials provide a sound basis for all these forms of interaction.

## **Educational Technology**

Today, there is an explosion of telecommunications. This explosion is evident in all aspects of life, including education. For a global school such as GU, this use of educational technology has many advantages, including improvements in the cohesiveness of GU's educational network, delivery systems, instructional interactivity, and assessment. Technology closely links all participants in the global educational task.

### ***Computer-based***

The Berean School of the Bible curriculum includes a computer-based delivery format that uses the Libronix Digital Library System. The student will be able to acquire access to a large number of biblical and theological resources that Libronix will integrate with the course material.

**Internet**

GU's website offers information about the university, services for students, and ministry resources for churches, as well as administrative functions for national directors. Much of Global's undergraduate, graduate, and BSB curricula are available in a web-delivered or web-enhanced version.

The School for Evangelism and Discipleship provides evangelism, discipleship, and training courses in twenty-five languages at [www.globalreach.org](http://www.globalreach.org).

**The Delivery Network of Global University**

GU believes different approaches have advantages and disadvantages. Some students need to be in a resident school. Some students find this impossible to consider and discover that distance learning approaches are more practical and appropriate. It is important for each student to select the better approach to meet his or her needs. A quality education with demonstrated outcomes could be achieved through either of these approaches.

**Network of National Offices**

Most of GU's students enroll through its national offices. The national directors enroll the students and set up grading services for the unit progress evaluations. Some directors, who also serve as adjunct faculty, grade subjective elements. However, they can forward the subjective assignments to the International Office. The national directors always arrange for the examination proctors.

GU directors are connected with the International Office by telephone, fax, postal system, various web applications, and e-mail. GU is adding videoconferencing as resources allow.

**Graduate Studies Groups (GSGs)**

GU graduate programs are offered through a network of authorized Graduate Studies Groups that meet specific academic and administrative requirements. These groups serve as enrollment and counseling offices for graduate students. Some of the groups offer facilitated classroom courses to students. A national or regional office may be authorized to direct a Graduate Studies Group if it meets the requirements established by GU. Mentors work through the directors of Graduate Studies Groups and the International Office.



## D. Faculty Forms

### Faculty Development Targets for 20xx

An electronic copy of this form can be found at  
G:\Users\BAusbury\Share\Faculty Meeting Documents Found Here

Name: \_\_\_\_\_

#### I. Academic Advancement

A. How do you plan to stay current in your field?

B. What scholarly contributions do you plan to make?

#### II. Personal Advancement Goals

A. Plans for service/involvement in the GU community

B. Plans for involvement in church-sponsored activities or activities with other faith-based organizations (e.g., Convoy of Hope, Crisis Pregnancy Center)

C. Plans for involvement with the community at large

Faculty signature: \_\_\_\_\_

Dean/Provost's signature: \_\_\_\_\_

## GU Faculty Annual Review 20xx

Name: \_\_\_\_\_

### I. Professional Workload

- A. List the courses for which you serve as Professor of Record.
  
  
  
  
  
  
  
  
  
  
- B. List the courses for which you serve as grader.
  
  
  
  
  
  
  
  
  
  
- C. List any final exam standardization projects, UPE, or other assessment projects you were assigned in the last twelve months and note the status of the projects (e.g., completed, in progress).
  
  
  
  
  
  
  
  
  
  
- D. List any course material reviewed or participation in course evaluation workshops in the last twelve months.
  
  
  
  
  
  
  
  
  
  
- E. List any field teaching assignments, including the course(s) taught.

### II. Academic Advancement

- A. How have you stayed current in your field?
  - List journals and books in the field you have read in the past year.



- List by organization, name, date, location, etc., any professional meetings you attended during the past year. Please indicate for each meeting the percentage of your expenses paid by GU.
  
- List any graduate courses or workshops in which you participated during the past year. Indicate for each activity the percentage of expenses paid by GU.

B. What scholarly contributions have you made?

- List any published courses, works, or articles (for GU or otherwise).
  
- List by title, date, setting, and audience any talks, lectures, etc., you gave during the past year.

III. Personal Advancement

A. Service/involvement in GU community: How have you contributed to the GU community?

B. What church-sponsored activities or activities with other faith-based organizations (e.g., Convoy of Hope, Crisis Pregnancy Center) were you involved in?

C. How have you served or been involved with the community at large?

Faculty signature: \_\_\_\_\_

Dean/Provost's signature: \_\_\_\_\_



**Annual  
Adjunct Faculty  
Renewal Form**

*Assemblies of God*

This form will be retained in the faculty member's permanent file located in Rm 215. Please forward form when completed to the Director of Research and Evaluation for processing. *Thank you!*

For GU use only	
E-mail member of receipt:	
Update in program FACULTY:	
File in permanent record:	
Initials of GU Representative:	

**Home Mailing Address:**

Name: _____	Address: _____
City: _____	State/Province: _____ Zip Code: _____
Country: _____	Phone: _____ Fax: _____ E-mail: _____

**Ministry / Work Address as GU Rep:**

Faculty ID#: \_\_\_\_\_

Position: _____	Institute: _____
Address: _____	City: _____
State/Province: _____	Zip Code: _____ Country: _____
Phone: _____	Fax: _____ E-Mail: _____

**Status:** (Please check only one box)

- Active:** Has represented GU in academia, including but not limited to the roles of Instructor, Professor, Contributor, Director, or has provided assistance and oversight to GU students for the past year and is willing/dedicated/committed to do the same in the coming year when and if called upon.
- Inactive:** No longer involved as a representative for GU. (See definition for what is expected of an "Active" faculty member.)
- Temporary Inactive:** Due to medical condition, itineration, sabbatical, special or unique circumstance.

In this case, please provide the following information:

Effective Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_  
 Point of Contact: \_\_\_\_\_ POC Phone/E-Mail: \_\_\_\_\_

**Advancement Update:** (Please fill-out as much as possible and leave blank or mark N/A if not applicable. Attach additional paper if necessary to complete.)

Academic Advancement

A. How have you stayed current in your field of expertise?

- List journals and books in your field of expertise that you read in the past year.

*Impacting Eternity: Winning the Lost, Training the Found...Everywhere!*

1211 South Glenstone Avenue • Springfield, MO 65804-0315 • 417.862.9533 • 800.443.1083 • www.globaluniversity.edu

- List by organization, name, date, location, etc. any professional meetings you have attended during the past year.

- List any graduate courses or workshops in which you have participated during the past year.

B. What scholarly contributions have you made?

- List any published courses, works or articles (for GU or other)

- List by title, date, setting and audience any talks, or lectures, etc. you have given during the past year.

Personal Advancement

A. Community Service/Involvement: How have you contributed to your local GU community?

B. What church sponsored activities or activities with other faith-based organizations (e.g., – Convoy of Hope, Crisis Pregnancy Center) have you been involved in?

C. To the community at large?

Faculty Member Signature: \_\_\_\_\_

Please e-mail, fax, or mail this form to the following location:

E-Mail:  
[eval@globaluniversity.edu](mailto:eval@globaluniversity.edu)

Mailing Address:  
Global University  
Director of Research & Evaluation  
Academic Affairs  
1211 South Glenstone Avenue  
Springfield, MO 65804 USA

Fax Number:  
Global University  
Director of Research & Evaluation  
Academic Affairs  
(417) 869-5623



## **E. Academic Advising and Counseling**

Global University believes that faculty who are familiar with the advising and counseling functions of the university will better serve the needs of its students in these areas. Academic advising and counseling at GU is addressed in four general areas: the Academic Advisement Department at the International Office, directors and staff at national or regional offices, Graduate School of Theology Study Groups, and the faculty.

### **Student Services**

The Department of Student Services at the GU International Office involves two basic functions: registration and academic advisement. The Office of the Registrar is responsible for enrollment, academic status advisement, the scoring/marking of final examinations, and the issuing of final grade reports. The Registrar's Office is the repository of all official student records and the source of all official student data. The Academic Advisement Department is responsible for program evaluations, admissions to programs, and transfer credit evaluations.

Academic Advisement at the International Office offers formal academic advising focusing on program evaluation, which is based on an analysis of previous work completed for transfer of credit and experiential credit. The student is advised regarding the specific GU courses that must be included in the completed program. Upon completion of the program, a graduate check is performed to verify all requirements have been met.

### **National and Regional Offices**

Directors and staff of the national offices provide the essential services that support learning. These services include program orientation, enrollment, and personal academic counseling. The national and regional offices also facilitate the delivery of academic programs.

The orientation process includes the following: provision of information on enrollment, program content and requirements, course selection, and procedures and requirements for admission to a program. The orientation process also clarifies the procedures for establishing interaction with the faculty, provides techniques for effective study, and encourages familiarity with the course design and evaluation.

Personal counseling relating to the student's academic program is available to the student from the national director and staff. This counseling can be face-to-face or mediated via mail, telephone, fax, or e-mail. The student or the national office staff may initiate the contact. The outcomes include the following: encouragement toward achievement and course completion, clarification of course or program content, and determination of the appropriateness of the program for the student's interests and goals.

The national office cooperates with churches and denominations in helping students meet the educational and experiential requirements of their respective denominations. Career planning and professional certification is facilitated through the national office. The GU national office also coordinates required testing for ministry applicants on a case-by-case basis.

## **Graduate Studies Groups (GSGs)**

Directors of GSGs provide advisement for students in the graduate programs. One such group is situated at the International Office. Additional Graduate Studies Groups are authorized to operate in other locations around the world.

## **Faculty**

Faculty members provide informal academic advising and counseling. The primary functions of the faculty are to provide feedback regarding a specific course taught and response to questions. Faculty members grade and interpret the results of unit progress evaluations. Students often ask their teachers for recommendations and suggestions related to additional courses. Faculty may also provide career or personal academic counseling.

## F. Glossary of Terms and Acronyms

The following terms and acronyms may be helpful to faculty as they engage in the educational duties and learn the day-to-day operations of GU.

### Terms

<b>academic fees</b>	the amounts charged to the national director or Graduate Studies Group director for academic services rendered to the students enrolled through the national office or Graduate Studies Group
<b>active student (degree)</b>	In the Evangelism, Children’s Bible Curriculum, Christian Life, and Christian Service programs, an active student is one who has enrolled in a course and has given some indication in the last 12 months that he or she intends to continue studying.  In the Berean School of the Bible and at the degree level, an active student is one who has enrolled in or completed at least one course in the last 18 months.
<b>approved examination supervisor</b>	individual who has been approved by the International Office or national director to administer a degree-level or nondegree-level final examination according to the established procedures; performs the functions of one that may elsewhere be called a proctor or examination proctor
<b>certificate, degree, diploma</b>	(not synonymous) terms referring to the recognition given for the completion of different programs. A <i>certificate</i> is awarded for the completion of a single course in the Evangelism, Christian Life, and Christian Service programs. <i>Undergraduate certificates</i> are awarded for the completion of a specific set of undergraduate courses totaling about 17 credits. A <i>diploma</i> is awarded in the BSB program. An AA or a BA is a college-level <i>degree</i> . An MA or MDiv is a graduate (university or seminary) <i>degree</i> .
<b>certification</b>	the affirmation by the International Office that a student has satisfactorily completed the requirements for a certificate, diploma, or degree. Each certification has different requirements.
<b>course, subject</b>	(synonymous terms) an area of study that is defined, delineated, named, and numbered. For example: BIB1043 <i>The Gospel of John</i> is a three-credit college course or subject.

<b>credit, credit hour, hour</b>	(synonymous terms) represents 900 minutes of classroom instruction, including examinations, plus 900 to 1800 minutes of study outside of class for the undergraduate level of students; study time for the graduate level is approximately 2700–3600 minutes per credit. Thus, in the context of the GU independent-study program, an undergraduate credit is equivalent to 30–45 clock hours of time the student spends in study. A graduate credit is equivalent to 45–60 hours of time spent in study. While the time spent by individual students varies, it is expected that the actual time spent by most students will be within the range given above.
<b>curriculum</b>	a specific list of courses contributing toward a particular educational outcome. The satisfactory completion of all required courses is necessary for a particular certification.
<b>decision</b>	a term used instead of <i>conversion</i> because it is better understood in some cultural situations. The national director will establish appropriate criteria to judge when a valid decision or conversion has been reached. A meaningful written indication of a spiritual response would be one such criterion. A tabulation of responses judged to be genuine is to be reported quarterly.
<b>enrollment</b>	<p>Evangelism program: the completion and return of Lesson 1 in any Evangelism course</p> <p>Christian Life, Christian Service, and BSB programs: a written application accompanied by the appropriate fees (when applicable) or the submission of all student course requirements, including fees (when applicable). The latter procedure constitutes enrollment and simultaneous completion.</p> <p>Degree programs: receipt in the International Office of the Subject Enrollment Card (SEC), signed by the regional or national director and student, or of a course order form accompanied by sufficient payment.</p>
<b>final examination</b>	examination taken for college credit hours in a degree-level course
<b>inactive student</b>	a student studying at the degree level who has had no course activity within a period of 18 months. The inactive student must apply for reactivation before enrolling in additional courses.



<b>Instructional Facilitator's Manual (IFM)</b>	books published by the School for Evangelism and Discipleship (SED) and BSB to complement some Study Guides and Independent-Study Textbooks in the Evangelism, Christian Life, Christian Service, and institute-level programs; specifically designed to help local leaders teach the courses in group study or classroom settings
<b>proctor, examination proctor</b>	(See <i>approved examination supervisor</i> )
<b>program, curriculum</b>	(synonymous terms) terms used to define requirements for certification for each certificate or degree. GU has six programs (curricula): Evangelism, Christian Life, Christian Service, BSB, undergraduate degree, and graduate degree.
<b>unit (of a program)</b>	a series of six courses in the Christian Life and Christian Service programs. There are three Christian Life and three Christian Service units of six courses each.
<b>unit (of study)</b>	a series of related lessons within a course
<b>unit progress evaluation (UPE)</b>	tests used to evaluate the student's knowledge at specific points in the degree-level courses
<b>unit writing assignment</b>	written assignment that a graduate student is required to compose and submit to the assigned mentor for evaluation before proceeding to the next unit in a course

## Acronyms

<b>AA</b>	=	Associate of Arts	
<b>AAC</b>	=	Academic Affairs Committee	
<b>ACE/ PONSI</b>	=	American Council on Education's Program on Non-Collegiate Sponsored Instruction	
<b>AGWM</b>	=	Assemblies of God World Missions	
<b>BA</b>	=	Bachelor of Arts	
<b>BIB</b>	=	designation for studies of Bible subjects	
<b>BNT</b>	=	designation for New Testament studies	
<b>BOA</b>	=	Board of Administration	
<b>BOT</b>	=	designation for Old Testament studies	
<b>BUS</b>	=	designation for studies in Business	
<b>CGA</b>	=	Cumulative Grade Average	
<b>CL</b>	=	Christian Life program	
<b>COM</b>	=	designation for studies in Communications	
<b>CORPA</b>	=	Council on Recognition of Post-Secondary Accreditation	
<b>CRA</b>	=	collateral reading assignment	
<b>CS</b>	=	Christian Service program	
<b>CSC</b>	=	designation for studies in Computer Science	
<b>DETC</b>	=	Distance Education and Training Council	
<b>EDU</b>	=	designation for studies in Education	
<b>ENG</b>	=	designation for studies in English	
<b>EV</b>	=	Evangelism courses	
<b>FE</b>	=	final examination	
<b>FGR</b>	=	Final Grade Report	
<b>GCER</b>	=	Graduate Course Extension Request	
<b>GCWR</b>	=	Graduate Course Withdrawal Request	
<b>GED</b>	=	Graduate Equivalence Diploma	
<b>GP</b>	=	Grading Packet	
<b>GPA</b>	=	Grade Point Average	
<b>GSC</b>	=	designation for studies in General Science	
<b>GSG</b>	=	Graduate Studies Group	=
<b>GSEC</b>	=	Graduate Student Subject Enrollment Card	
<b>GST</b>	=	Graduate School of Theology	
<b>HIS</b>	=	designation for studies in History	
<b>HLC</b>	=	Higher Learning Commission	
<b>IFM</b>	=	Instructional Facilitator's Manual	
<b>IGSC</b>	=	International Graduate Study Center, Springfield, Missouri	
<b>IO</b>	=	International Office of Global University, Springfield, Missouri	

<b>IST</b>	=	Independent-Study Textbook
<b>LC</b>	=	Learning Center
<b>LDR</b>	=	designation for studies in Leadership
<b>LIT</b>	=	designation for studies in Literature
<b>MA</b>	=	Master of Arts
<b>MIN</b>	=	designation for studies in Ministries
<b>MIS</b>	=	designation for studies in Missions
<b>MSS</b>	=	Materials Supply System
<b>MTH</b>	=	designation for studies in Mathematics
<b>MUS</b>	=	designation for studies in Music
<b>NCACS</b>	=	North Central Association of Colleges and Schools
<b>NTSC</b>	=	TV and video system used in the United States
<b>OSV</b>	=	Office of Standards Verification
<b>PAL</b>	=	TV and video system used in England and much of the rest of Europe
<b>PE</b>	=	Program Evaluation
<b>PHL</b>	=	designation for studies in Philosophy
<b>PSY</b>	=	designation for studies in Psychology
<b>PTH</b>	=	designation for studies in Practical Theology
<b>R&amp;E</b>	=	Research and Evaluation
<b>REL</b>	=	designation for studies in Religion
<b>RES</b>	=	designation for studies in Research
<b>RRM</b>	=	Readings and Resource Materials
<b>SACS</b>	=	Southern Association of Colleges and Schools
<b>SCR</b>	=	Student Course Record
<b>SEC</b>	=	Subject Enrollment Card for college studies
<b>SECAM</b>	=	TV and video system used in France, Russia, and some other countries
<b>SED</b>	=	School for Evangelism and Discipleship
<b>SG</b>	=	Study Guide
<b>SLR</b>	=	service learning requirement
<b>SOC</b>	=	designation for studies in Sociology
<b>SP</b>	=	Student Packet
<b>SR</b>	=	Student Record; Supplemental Readings
<b>THE</b>	=	designation for studies in Theology
<b>TOEFL</b>	=	Test of English as a Foreign Language
<b>UMD</b>	=	University Materials Development
<b>UPE</b>	=	unit progress evaluation, unit tests

## G. Cognitive and Affective Domain Verbs and Objectives

This section contains material from the *Global University Graduate School of Theology Writer's Guidelines* booklet.

### Cognitive Domain Verbs Useful for Stating Objectives

<b>Knowledge</b>	defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
<b>Comprehension</b>	converts, defends, distinguishes, estimates, explains, extends, generalizes, gives, exemplifies, infers, paraphrases, predicts, rewrites, summarizes
<b>Application</b>	changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
<b>Analysis</b>	breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
<b>Synthesis</b>	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
<b>Evaluation</b>	appraises, compares, concludes, contrasts, criticizes, discriminates, explains, justifies, interprets, relates, summarizes, supports

### Affective Domain Verbs Useful for Stating Objectives

<b>Reception</b>	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses
<b>Response</b>	answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
<b>Value</b>	completes, describes, differentiates, explains, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
<b>Organization</b>	adheres, alters, arranges, combines, compares, completes, defends, explains, identifies, integrates, modifies, orders, organizes, synthesizes
<b>Value Complex</b>	acts, discriminates, displays, influences, listens, modifies, performs, proposes, qualifies, questions, revises, serves, solves, uses, verifies

**Cognitive Domain:  
Bloom's (1956) Taxonomy of Educational Objectives**

Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)	Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy	
Descriptions of the Major Categories in the Cognitive Domain	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
<p><b>1. Knowledge.</b> Knowledge is defined as the <i>remembering of previously learned material</i>. This may involve the <i>recall</i> of a wide range of material from specific facts to complete theories, but all that is required is the <i>bringing to mind</i> of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.</p>	<p>Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles</p>	<p>Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states</p>
<p><b>2. Comprehension.</b> Comprehension is defined as the <i>ability to grasp the meaning of material</i>. This may be shown by <i>translating material from one form to another</i> (words to numbers), by <i>interpreting material</i> (explaining or summarizing), and by <i>estimating future trends</i> (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.</p>	<p>Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences implied in data Justifies methods and procedures</p>	<p>Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes</p>
<p><b>3. Application.</b> Application refers to the <i>ability to use learned material in new and concrete situations</i>. This may include the application of such things as <i>rules, methods, concepts, principles, laws, and theories</i>. Learning outcomes in this area require a higher level of understanding than those under comprehension.</p>	<p>Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts and graphs Demonstrates correct usage of a method or procedure</p>	<p>Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses</p>

<b>Descriptions of the Major Categories in the Cognitive Domain</b>	<b>Illustrative General Instructional Objectives</b>	<b>Illustrative Behavioral Terms for Stating Specific Learning Outcomes</b>
<p><b>4. Analysis.</b> Analysis refers to the <i>ability to break down material</i> into its component parts so that its <i>organizational structure may be understood</i>. This may include <i>identification of the parts, analysis of relationships between parts, and recognition of the organizational principles involved</i>. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the materials.</p>	<p>Recognizes unstated assumptions</p> <p>Recognizes logical fallacies in reasoning</p> <p>Distinguishes between facts and inferences</p> <p>Evaluates the relevancy of data</p> <p>Analyzes the organizational structure of a work (art, music, writing)</p>	<p>Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides</p>
<p><b>5. Synthesis.</b> Synthesis refers to the <i>ability to put parts together to form a new whole</i>. This may involve the <i>production of a unique communication</i> (theme or speech), a <i>plan of operations</i> (research proposal), or a <i>set of abstract relations</i> (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of <i>new patterns or structures</i>.</p>	<p>Writes well-organized theme</p> <p>Gives well-organized speech</p> <p>Writes a creative short story (or poem, or music)</p> <p>Proposes a plan for an experiment</p> <p>Integrates learning from different areas into a plan for solving a problem</p> <p>Formulates a new scheme for classifying objects (or events, or ideas)</p>	<p>Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</p>
<p><b>6. Evaluation.</b> Evaluation is concerned with the <i>ability to judge the value of material</i> (statement, novel, poem, research report) <i>for a given purpose</i>. The judgments are to be <i>based on definite criteria</i>. These may be <i>internal criteria</i> (organization) or <i>external criteria</i> (relevance to the purpose), and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.</p>	<p>Judges the logical consistency of written material</p> <p>Judges the adequacy with which conclusions are supported by data</p> <p>Judges the value of a work (art, music, writing) by use of internal criteria</p> <p>Judges the value of a work (art, music, writing) by use of external standards of excellence</p>	<p>Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports</p>

**Affective Domain:****Krathwohl's (1964) Taxonomy of Educational Objectives**

<b>Major Categories in the Affective Domain of the Taxonomy of Educational Objectives (Krathwohl, 1964)</b>	<b>Examples of General Instructional Objectives and Behavioral Terms for the Affective Domain of the Taxonomy</b>	
<b>Descriptions of the Major Categories in the Affective Domain</b>	<b>Illustrative General Instructional Objectives</b>	<b>Illustrative Behavioral Terms for Stating Specific Learning Outcomes</b>
<p><b>1. Receiving.</b> Receiving refers to the student's willingness to <i>attend to particular phenomena or stimuli</i> (classroom activities, textbook, music, and so on). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the learner's part. Receiving represents the lowest level of learning outcomes in the affective domain.</p>	<p>Listens attentively Shows awareness of the importance of learning Shows sensitivity to human needs and social problems Accepts differences of race and culture Attends closely to the classroom activities</p>	<p>Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses</p>
<p><b>2. Responding.</b> Responding refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under <i>interests</i>, that is, those that stress the seeking out and enjoyment of particular activities.</p>	<p>Completes assigned homework Obeys school rules Participates in class discussion Completes laboratory work Volunteers for special tasks Shows interest in subject Enjoys helping others</p>	<p>Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes</p>

Descriptions of the Major Categories in the Affective Domain	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
<p><b>3. Valuing.</b> Valuing is concerned with the <i>worth or value a student attaches to a particular object, phenomenon, or behavior.</i> This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under <i>attitudes</i> and <i>appreciation</i> would fall into this category.</p>	<p>Demonstrates belief in the democratic process</p> <p>Appreciates good literature (art or music)</p> <p>Appreciates the role of science (or other subjects) in everyday life</p> <p>Shows concern for the welfare of others</p> <p>Demonstrates problem-solving attitude</p> <p>Demonstrates commitment to social improvement</p>	<p>Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</p>
<p><b>4. Organization.</b> Organization is concerned with <i>bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system.</i> Thus the emphasis is on <i>comparing, relating, and synthesizing values.</i> Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies the need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.</p>	<p>Recognizes the need for balance between freedom and responsibility in a democracy</p> <p>Recognizes the role of systematic planning in solving problems</p> <p>Accepts responsibility for own behavior</p> <p>Understands and accepts own strengths and limitations</p> <p>Formulates a life plan in harmony with abilities, interests, and beliefs</p>	<p>Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</p>



<b>Descriptions of the Major Categories in the Affective Domain</b>	<b>Illustrative General Instructional Objectives</b>	<b>Illustrative Behavioral Terms for Stating Specific Learning Outcomes</b>
<p><b>5. Characterization by a Value or Value Complex.</b> At this level the individual has a value system that has controlled his or her behavior long enough for him or her to have developed a <i>characteristic lifestyle</i>. Thus the <i>behavior is pervasive, consistent, and predictable</i>. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.</p>	<p>Displays safety consciousness</p> <p>Demonstrates self-reliance in working independently</p> <p>Practices cooperation in group activities</p> <p>Uses objective approach in problem solving</p> <p>Demonstrates industry, punctuality, and self-discipline</p> <p>Maintains good health habits</p>	<p>Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</p>

## Behavioral Terms and Objectives

The following sections present guidelines for creating and applying behavioral objectives.

### Knowledge: Remembering Verbatim Information

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
<b>Knowledge level</b> <b>Memory level</b>	Recalling or recognizing the information presented in the instructional materials in a verbatim or closely verbatim form	Facts, concept definitions or examples, procedures, rules, objects, events or event sequences, properties of objects

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student is given information from the study guide or text in the form of test items such as multiple-choice, true/false, matching, and expected to recognize and select the correct response.	The student is expected to supply the response from memory. Items such as fill-in and short-answer questions are used.
<b>Examples of Verb Phrases:</b>	Recognize the names of... Match the definitions of... Indicate the rule for... Choose the procedure for... Arrange the events in sequence...	List the names of... State the reasons for... Outline the history of... Define the term... Indicate the rules for... Give the procedure for... Enumerate the properties of... Describe the example given for...
<b>Examples of Objectives:</b>	Recognize the names of the authors of books of the New Testament.  Arrange the events in Israel's history in the correct sequence.  Identify the definition of the Greek term <i>bosko</i> .  Choose from a set of different procedures for studying the Bible the one which is called "synthetic."	List the names of the books of the Pentateuch in order.  Give the reasons why God destroyed the world with the flood.  Describe the journey of Abraham from Ur of the Chaldees to Palestine.  Define the term <i>agape</i> .  Outline the procedure to follow in studying the Bible synthetically.

**Comprehension: Remembering Transformed Information**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
<b>Comprehension Translation Remembering Paraphrased Information</b>	Recognizing transformed information; restating information in a transformed way or reorganizing information given. Transformations involve any change of information from one representational form to another (paraphrasing, representing a concept pictorially, producing a diagram for a sequence of events, etc.).	Facts, concept definitions or examples, procedures, rules, objects, events or event sequences, properties of objects

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student is given information from the study guide or text in the form of test items such as multiple-choice, true/false, matching, and expected to recognize and select the correct response from items that have been transformed, paraphrased, or reworded.	The student is expected to supply the response from memory. Items such as fill-in and short-answer questions are used.
<b>Examples of Verb Phrases:</b>	Match the definitions of... Indicate which is the rule for... Identify which is an example of... Choose the correct procedure for... Select the corresponding diagram of... Recognize a paraphrased statement of...	Describe... Draw a diagram of... Discuss... Give a description of... Define...
<b>Examples of Objectives:</b>	Match the terms...to their corresponding paraphrased definitions. Recognize paraphrased definitions for the terms. Indicate which of a set of previously unencountered diagrams best represents the location of the tribes of Israel. Given rephrased statements of the Beatitudes, identify which are consistent with Christ's original statements.	Describe Martin Luther's concept of the theology of the cross. From Revelation 21:9–21, draw a diagram or picture of the New Jerusalem. Give a description of the tabernacle. Define the Greek word <i>gnosis</i> .

**Application: Extrapolation**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
<b>Prediction</b> <b>Interpretation</b>	Going beyond the given information to state or recognize implications, inferences, consequences, or possible outcomes	Concepts, rules, principles, procedures

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student is given a concept, rule, principle, or procedures and expected to choose from a list of alternatives what the implications, inferences, consequences, or outcomes will be if it is applied or followed in a certain situation or context.	The student is given a previously unencountered situation of context and expected to describe what would happen if a certain rule, concept, principle, or procedure were applied to it.
<b>Examples of Verb Phrases:</b>	Identify the correct inferences from the principle that... Recognize the consequences of applying the procedure for...to... Choose the most probable outcome of following the principle that... Recognize the implications of the principle that...	Predict the result (or outcome) of applying the principles from...to... (some situation or problem). State the implications of using the procedures (or guidelines) for...to... List several inferences which could be derived from the principle that... Explain the effects of applying the rules for...in...
<b>Examples of Objectives:</b>	Choose the most probable outcome of following the principle that only Scripture binds conscience. Identify the inferences that can be made from teaching that all Scripture is inspired by God. Select from a set of statements those which are implications of believing that humankind <i>was not</i> created by God.	For interpreting the Old Testament, discuss implications of the principle that the New Testament supersedes the Old. Explain the probable effects of applying the rules in 1 Corinthians 14:26–33 to modern-day church worship meetings. List several inferences which could be derived from the principle that one should love his or her neighbor.

**Application: Example Identification**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
<b>Rule using</b>	Using knowledge of a concept, rule, principle to (1) recognize or name a previously unencountered example of it or (2) describe an original example	Concepts, rules, principles, procedures

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student is expected to recognize previously unencountered examples from a set of alternatives containing both examples and nonexamples or to give the class name for a new example.	The student is expected to supply an original example of a named concept, rule, procedure, or principle.
<b>Examples of Verb Phrases:</b>	Identify statements that are examples of... Recognize previously unencountered examples of... Identify new examples of...when encountered in... Point out examples of...occurring in...	Describe an original example of... Give a new example of... Make up an example of...
<b>Examples of Objectives:</b>	Recognize previously unidentified examples of symbolic statements occurring in the Gospel of John. Identify new examples of an <i>inductive</i> argument. Given a set of statements from biblical poetic literature, identify those that are examples of proverbs.	Give a modern example of the principle that a believer should not offend his or her weaker brothers or sisters. Describe an original example of a <i>deductive</i> argument.

**Application: Example Production**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
<b>Rule using</b>	Using knowledge of a concept, rule, principle, or procedure to (1) select the appropriate one to apply to a new situation, context, or for a new set of inputs; or (2) produce an example of its application to a previously unencountered situation, context, or set of inputs	Concepts, rules, principles, procedures

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student recognizes the concept, rule, principle, or procedure that should be used in a previously unencountered situation or context or for a new set of inputs.	The student is given a new situation, context, or set of inputs (such as a hypothetical situation) and is expected to apply the rule, concept, principle, or procedure.
<b>Examples of Verb Phrases:</b>	Indicate the procedure to be followed in situations involving...  Recognize when the principle that...should be applied.  Match principles with problem situations for which they would be appropriate.	Write a...using the rules given.  Develop a sermon using the guidelines taught.
<b>Examples of Objectives:</b>	Given the description of a counseling situation, choose from a set of alternatives the best scriptural principle to apply.  From a set of alternative courses of action, decide which procedure to follow in a situation involving church discipline.	Compose poems in iambic pentameter on a subject of your choice.  Reconstruct the circumstances surrounding a given passage from the writings of Paul using sound exegetical principles.  Develop a sermon outline on a given topic according to the procedure given in the study guide.

**Higher-Level Application: Analysis**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
	Examining or analyzing an object, event, or description to determine the concepts, rules, principles, or procedures involved and how they have been applied and are related. Involves breaking down a complex situation into its constituent parts and describing the relationship between the parts.	Description of an object, event, situation, rule, principle, or procedure and the assumptions, presuppositions, and so forth

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	Given a description of an object, event, concept, rule, principle, or procedure, the student is expected to choose which alternative represents an adequate analysis of it.	Given a description of an object, event, concept, rule, principle, or procedure, the student will formulate an analysis of it.
<b>Examples of Verb Phrases:</b>	Analyze situations such as...and select correct statements of the underlying assumptions.  Analyze the circumstances surrounding... and recognize the principles that govern...  Determine the elements that must be considered in properly interpreting...and recognize statements of them.	Analyze situations such as...and state the...that are involved.  ...and describe...  ... and explain...  ... and discuss...  ... and identify...
<b>Examples of Objectives:</b>	Recognize a correct analysis of the historical situation that gave rise to the writing of New Testament Epistles.  Analyze the Sermon on the Mount and identify statements of the ethical principles it suggests for today's world.  From an analysis of <i>Revelation</i> , determine the elements that must be considered in properly interpreting apocalyptic literature and recognize statements of these.	Analyze the historical and biblical material regarding the first century and describe the historical situation that gave rise to the writing of different epistles.  From an analysis of the Sermon on the Mount, describe the ethical principles that are suggested for today's world.  Analyze examples of apocalyptic literature in the Bible and describe the interpretive elements that must be considered.

**Higher-Level Application: Comparison**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
	Analysis of related concepts, rules, principles, or procedures and a description of the similarities and differences between them	Concepts, rules, principles, procedures

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	Given two concepts, rules, etc., the student is expected to choose statements that give an adequate and correct description of similarities and/or differences between them.	Given two concepts, rules, etc., the student will formulate a statement of the differences and/or similarities between them.
<b>Examples of Verb Phrases:</b>	Choose descriptions that express the contrast between...  Indicate statements giving the similarities and/or differences between...  Recognize the similarities and differences between...	Contrast the concepts of...  State how...is different from...  State how...is the same as...  Explain the similarities and differences between...
<b>Examples of Objectives:</b>	Compare the theology of Paul and James on the subject of faith and works and identify statements of the similarities and differences.  Recognize similarities and differences in the perspectives taken by the writers of the four Gospels on the basis of a comparison of their purpose and intended audience.	Compare the theology of Paul and James on the subject of faith and works and describe the similarities and differences.  Compare the meaning of baptism in Catholic and Protestant theology and discuss the points of agreement and disagreement.



**Higher-Level Application: Synthesis and Evaluation**

<i>Related Terms</i>	<i>Definition</i>	<i>Content</i>
	Putting together concepts, rules, principles, and procedures to produce a solution to a problem, evaluate alternative courses of action, or create new concepts, rules, etc., or new arrangements of them	Concepts, rules, principles, procedures

	<i>Recognition</i>	<i>Recall</i>
<b>Measurement Situation:</b>	The student is expected to recognize a solution to a problem, a correct course of action, or a new concept, rule, principle, or procedure.	The student is asked to supply a solution to a problem, a correct course of action, or a new concept, rule, principle, or procedure. Items such as essay-type replies and projects are used.
<b>Examples of Verb Phrases:</b>	Recognize which course of action would be taken according to the principles of... Select the plan most likely to succeed as judged by the criteria of... Select statements reflecting the correct application for the rules and guidelines for...	Evaluate the adequacy of... Determine the validity of... Propose a solution to... Design a plan for... Formulate a procedure for... Judge the consistency of... Define and defend your position on...
<b>Examples of Objectives:</b>	Given a set of possible solutions to the question of the authorship of Hebrews, select the one that follows from the point of view of textual criticism.  In terms of the principles described in Titus, recognize which course of action would be most appropriate for a pastor to take who is faced with a problem of church discipline.	Develop an organizational framework that adequately accounts for the various lists of spiritual gifts found in the New Testament.  Evaluate the adequacy of the different organizational practices of modern churches in light of New Testament patterns, and formulate a recommended pattern that integrates biblical principles and modern-day realities.