

STUDENT HANDBOOK

Global University Graduate School of Theology

2019

Number 1

*Developed in Cooperation with
the Staff of Global University
Graduate School of Theology*

 GLOBAL
UNIVERSITY
1211 South Glenstone Avenue
Springfield, Missouri 65804, USA

Global University
Springfield, Missouri, USA

Graduate School of Theology Student Handbook (G3002E-XX)
2019, Number 1, January 2019
© 2014 by Global University
All rights reserved. Volume 1, Number 1, 1997
Multiple revised volumes 1998-2019

PN 01.00.2019

No ISBN

Originally published as *ICI University School of Graduate Studies Student Handbook*
© 1997 by ICI University Press, Irving, Texas, USA

Printed in the United States of America

TABLE OF CONTENTS

WELCOME!

Letter from the Dean.....	6
Foreword.....	7
Summary of Graduate Degree Programs.....	7
Mission Statement.....	7
Instructional Design of the Graduate Study Guide.....	7
Values.....	8
Basic Standards of Academic Integrity.....	9
Code of Conduct.....	9
Tracking & Addressing Student Complaints.....	9
Global University Notice of Rights under FERPA.....	10
Disciplinary Policy for Violation of Basic Standards of Academic Integrity.....	10

HOW DID I GET HERE?

Requirements.....	11
Admission.....	11

WHAT IS EXPECTED OF ME?

Criteria for Grading.....	12
Evaluation Guidelines.....	12
Official Grades.....	13
Distribution of Grades by Assignment.....	13
Helpful Suggestions.....	14
Program Planners.....	15
Master of Arts Program Planner.....	16
Individual Course Plan Summary.....	18
Student's Course Planner and Record.....	19
Checklist of Study Methods.....	21

HOW DO I PROCEED?

Enroll in a Course and Order Course Materials.....	22
Obtain Resource Materials.....	22
Receive Notification of My Grades.....	22
Write a Paper.....	22
Global University Form and Style.....	22
Elements of a Good Essay.....	23
The Use of Critical Thinking in Writing Research Papers.....	25
Proofreading and Revising Research Papers.....	28
Special Resource Materials.....	30
Reference List.....	31

The REV Principle	31
Standards for Written Work.....	31
Content/Development	31
Organization.....	32
Format	32
Grammar/Punctuation/Spelling.....	32
Readability/Style.....	32
Submit an Assignment	32
Complete a Service Learning Requirement	32
Plan and Write a Thesis	33
Write a Capstone Paper.....	34
Graduate	34
WHAT ABOUT ONLINE SERVICES?	
Information	34
Forms and Enrollment.....	34
Ordering Course Materials.....	34
HOW ABOUT PAYMENT?	35
Tuition Payment.....	35
Payment for Course Materials	35
Academic Fees	35
Refund Policy.....	35
HOW MUCH TIME DO I HAVE?	
Complete Program	35
Individual Course.....	35
Service Learning Requirement	36
Practicum	36
Thesis	36
HOW DO I APPLY COURSES TO MY GOALS/MINISTRY?	
REV Principle	36
Structured Research	36
WHERE DO I FIND INFORMATION?	
Library.....	37
Internet	37
Required Readings & Resource Materials	37
WHO WILL HELP ME?	
Course Information	37
Enrollment.....	37

Transcript	38
Degree Audit Report	38
Transfer of Credit.....	38
WHERE WILL I LIVE?	38
WHAT IF MY GRADES ARE TOO LOW?	
Probationary Admission.....	39
Academic Probation.....	39
Academic Restriction.....	39
Revise an Assignment.....	39
Unacceptable Grade	39
WHO'S WHO?	
Administration	40
Board of Directors.....	40
Board of Administration	40
Academic Affairs Committee	40
Graduate Oversight Committee	40
Faculty.....	40
Contributing Faculty	40
Resident Faculty.....	40
Adjunct Faculty.....	40
Mentor.....	41
Thesis Advisor	41
WHAT'S WHAT?	
Glossary of Terms.....	42
WHERE CAN I FIND FORM AND STYLE GUIDELINES?	46



WELCOME!

Dear Student:

You are about to embark on a unique venture—a journey unlike any other. Your destination is to receive a Master of Arts degree. Along the way, you will find the challenge, joy, and fulfillment of learning as you have never experienced before. You are not alone. Hundreds of fellow students in diverse locations are pursuing degrees. The Graduate School of Theology faculty and staff stand ready to support you. You will draw on the expertise and knowledge of some of the finest scholars and practitioners in their fields.

As a student, you will be part of a community of graduate (post-baccalaureate) students who are engaged in advancing their knowledge through individual course materials that are designed to allow you to tailor your thesis and much of your course work to your specific academic and professional goals. Global University's degree and certificate programs, however, are not for everyone. They are for those special students who have a high degree of motivation, self-discipline, and self-direction.

Global University's graduate studies programs provide opportunity for you to pursue excellence, both in terms of your field of study and the means by which you pursue those studies. The opportunities are endless. If you are highly motivated and self-disciplined, if you welcome a challenge, and if you are looking for a unique and creative means to earn your Master of Arts degree, I recommend a Global University graduate degree program.

Yours for a fruitful study,

A handwritten signature in black ink, reading "Randy J. Hedlun". The signature is written in a cursive, flowing style.

Randy J. Hedlun, D.Th.
Dean of the Graduate School of Theology

FOREWORD

This Student Handbook is designed for students who have been accepted to study with Global University's (known in some countries as ICI) Graduate School of Theology at the graduate degree level. Regardless of your admission status with Global University, we trust you will find this Handbook helpful.

This Handbook is not a binding contract and is not intended to replace Global University's Graduate School of Theology Catalog. Rather, it was designed as a complement to the catalog. The Handbook gives specific guidance for the student who has been admitted to the Graduate School of Theology. It covers the practical issues of "how?, where?, what?, why?, who?, when?" for setting goals, enrolling in courses, writing papers, and interacting with Graduate School of Theology personnel.

If you are enrolled through an authorized Graduate Studies Office outside the United States of America, additional instructions may be given by your mentor or by the director of that office. Each office is authorized to determine class structure and size, program delivery, teaching location(s), residential requirements, and other factors that are not academic requirements of the Graduate School of Theology of Global University.

As a graduate student it is expected that you have already mastered the basics of academic studies. If you are aware of deficiencies, it is recommended that you pursue preparatory and foundational education and training to make up those deficiencies before your first course enrollment.

SUMMARY OF GRADUATE-LEVEL PROGRAMS

Mission Statement

The mission of the Global University graduate degree programs is to provide advanced, in-depth, and specialized study of the Bible in view of equipping students with skills and methodologies that will prepare them to be lifelong learners as they develop leadership skills within an international context. The graduate degree programs emphasize individualized, personal scholarship and cultural awareness by means of the respective graduate study guides. A full statement of the goals and objectives of the graduate programs may be found in the current Graduate School of Theology Catalog.

Instructional Design of the Graduate Study Guide

1. Title Page
2. Table of Contents (with unit and lesson titles)
3. Introductory Pages
 - a. Brief description of graduate degree programs
 - b. Course overview
 - c. Course objectives
 - d. Lists of required textbooks and supplemental readings
 - e. Course requirements
4. About the Author

5. Succeeding pages contain the units, which are broken down into lessons. Unit objectives are listed at the beginning of each unit, and lesson objectives are listed at the start of each lesson. Each lesson contains assigned readings, orientation to the readings, and questions for reflection or discussion. Following the last lesson of a unit is the written assignment or essay for that unit. A final written assignment follows the last lesson. Biblical language courses may follow a slightly different structure and include supervised exams.
6. Contents of Written Assignments
 - a. Since Global University's graduate studies are oriented toward structured research, most unit and final assignments will be research-based papers. Thus, most courses have no objective-type questions for the student to answer and send to the mentor. The graduate biblical language courses and occasional other graduate courses are exceptions and require one or more supervised exams. The questions for reflection or discussion may contain objective-type questions for the purpose of guiding the student. Written answers to the questions for reflection or discussion are suggested for the student's benefit and may be required for students who are studying in a group setting or who are taking courses online.
 - b. Assignments in graduate study guides aim at higher-level cognitive processes that include critical thinking, analysis, evaluation, and synthesis. A student's response to essay questions, therefore, must in some way indicate a high-level cognitive process.
 - c. There is a fine line between giving information to a student and guiding him or her in the learning process. It is the aim of the graduate study guide to guide the student, rather than to only give the student information.
 - d. Since the Bible is the center of Global University's graduate studies, the methodology courses focus on this center. It is expected that the courses will include assignments that put to use the methodology that the student has learned in foundational graduate courses. The student should refer from time to time to the REV* principle—Reflection, Evaluation, and Valuation—and the use of exegesis. Simply stated, all courses should fit together in a harmonious whole.

* See the "The REV Principle" in the section titled "How Do I Proceed?"

7. Epilogue
8. A Selected Bibliography
9. Appendix (if applicable)

VALUES

Global University'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 are developed through experience and reflection. Therefore, it is our desire that the value system of the student will be further developed in the following three areas:

- *Spiritual values* to include servanthood, missionary spirit, discipleship, and discipline.
- *Biblical and theological values* which flow from exegeting the Bible correctly.
- *Biblical leadership values* as evidenced and exemplified in Christ's life.

BASIC STANDARDS OF ACADEMIC INTEGRITY

Registration at Global University 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 represent some basic types of behavior that are unacceptable: cheating, plagiarizing, fabricating, and obtaining an unfair advantage. See the current Graduate School of Theology Catalog for a more complete description of Global University's standards of academic integrity.

Disciplinary action may range from lowering a grade for a paper to dismissal from the program, depending on severity of the offense.

CODE OF CONDUCT

All students are expected to adhere to Global University's code of conduct as stated in the current Graduate School of Theology Catalog.

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 personally 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.

To register a complaint with the [Higher Learning Commission \(HLS\)](http://www.hlcommission.org/Student-Resources/complaints.html), the student must go to www.hlcommission.org/Student-Resources/complaints.html, and follow the instructions found there.

GLOBAL UNIVERSITY NOTICE OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights are stated in the current Graduate School of Theology Catalog.

DISCIPLINARY POLICY FOR VIOLATION OF BASIC STANDARDS OF ACADEMIC INTEGRITY

For any given course, disciplinary action for suspected and/or verified violations of academic integrity is at the discretion of the student's course mentor. All investigative and disciplinary action should be confidential, non-accusatory, and redemptive in nature and should be in accordance with Due Process and Student Rights as established by the administration of Global University.

Penalties imposed should take into consideration the severity of the violation, the importance of the assignment in question, the attitude of the student toward the violation and proposed disciplinary action, the pattern of violation(s), and the culture of the student.

If a mentor/teacher suspects that a student under his/her tutelage has plagiarized or committed any other academic fault, the mentor should use the following guidelines:

1. *Clarify* the situation with the student.
2. *Verify* evidence to support the fault. This might include a request by the mentor for the student to submit field notes, first draft, and/or other working papers of the assignment for which there is an alleged violation.
3. *Rectify* the situation with the student by choosing from the following options:
 - a. Assign the student to rewrite the paper on a topic specified by the mentor.
 - b. Drop the highest possible grade for the resubmitted assignment from "A+ (superior)" to "B- (satisfactory)."
 - c. Assign the student a failing grade for the assignment.
 - d. Give the student a failing grade for the course, and advise the student that the course must be retaken with a repayment of tuition.

If a student who has violated academic integrity does not display a redemptive attitude and cooperate in rectifying the violation, the mentor may refer disciplinary action to the director of the Graduate Studies Office through which the student is enrolled. If there is not a satisfactory resolution at this level, referral may be made to the Dean of the Graduate School of Theology. Options at the administrative level include:

1. Suspend the student from the respective graduate program for a specified time.
2. A violation of the Basic Standards of Academic Integrity that occurs on the thesis may lead to permanent dismissal from the respective graduate program.

The intent of disciplinary action is to handle all charges in a way that will save face for the student and appeal to his/her conscience, keeping in mind that the goal is to bring about ethical maturity and spiritual growth for the student.

HOW DID I GET HERE?

REQUIREMENTS

Admission to the Graduate School of Theology requires general education and academic competence as demonstrated by a Bachelor of Arts or equivalent degree from an accredited institution, with a minimum grade point average of 3.00 (or its equivalent).

See the current Graduate School of Theology Catalog for complete details on requirements for admission to the Graduate School of Theology.

ADMISSION

Admission to the Graduate School of Theology is granted, based on approval of your application by the Dean of the Graduate School of Theology. See the current Graduate School of Theology Catalog for full admission details.

WHAT IS EXPECTED OF ME?

CRITERIA FOR GRADING

You may earn the full point value designated for an assignment if you complete all components of the assignment in a timely manner, meet all criteria specified in the highest level of the Evaluation Guidelines that follow, and write an exceptional paper. If you do all that is asked but your paper is not of exceptional quality, you should not earn a perfect score for the paper. *A score above 80% will not be given for work that has been revised and resubmitted.*

EVALUATION GUIDELINES

Clarity, form, grammar, and punctuation are more important than agreement or disagreement with the idea conveyed. *Quality* of content is more important than *quantity*. The goal is to help you develop a concise, academic writing style. Your course mentor (resident and/or adjunct faculty member) who is assigned for a specific course will use the following guides to determine your grades for assignments you submit.

Grade	Content	Structure, Style, Syntax
97–100% (4.00 gp) (A+, superior) 93–96% (4.00 gp) (A, excellent) 90–92% (3.67 gp) (A-, excellent)	Independent thought; excellent critical awareness; wide and deep knowledge based on thorough research; clearly articulated; solid and viable methodology; some originality in method and/or application of method; completely viable conclusions; keen analysis/synthesis.	Clear, concise, and precise; coherent, logical, and interesting; virtually error-free, completely free of major flaws; excellent command of language.
87–89% (3.33 gp) (B+, good) 83–86% (3.00 gp) (B, good)	Good awareness of, and adequate critical engagement with issues; broad knowledge; viable, if somewhat sketchy, methodology; viable conclusions; can analyze/synthesize.	Generally clear, concise and precise, coherent; some minor errors, rare major flaws; good command of language.
80–82% (2.67 gp) (B-, satisfactory) 77–79% (2.33 gp) (C+, satisfactory) 73–76% (2.00 gp) (C, satisfactory) 70–72% (1.67 gp) (C-, poor)	Average awareness of issues; average general knowledge; average critical awareness; generally acceptable conclusions; no particularly creative development.	Generally clear and basically coherent; several minor errors, occasional major flaws; relatively good command of language.
Below 70% (F, failing as submitted; may request a revision)	Minimal awareness of issues; gaps in general knowledge; inadequate critical ability; weak methodology; absence of creativity; conclusions that do not follow easily from discussion.	Some gaps in coherence; numerous minor errors; several major flaws; fair command of language.
Below 70% (F, failing after revision)	Little or no awareness of issues; major gaps in general knowledge; no critical awareness; weak methodology; no relationship between method and discussion.	Often incoherent; numerous minor errors; numerous major flaws.

OFFICIAL GRADES

When you have met all requirements of an assignment, you will receive an excellent mark. Points should be deducted according to the degree to which you insufficiently meet requirements. The Global University Grading Scale for the Graduate School of Theology considers the point value of cumulative assessment components for a course to be equivalent to the following, based on 100 points per course as follows (with grade points assigned according to standards stated in the current Graduate School of Theology Catalog):

97–100%	(A+, superior)	87–89%	(B+, good)	77–79%	(C+,
93–96%	(A, excellent)	83–86%	(B, good)		satisfactory)
90–92%	(A-, excellent)	80–82%	(B-, satisfactory)	73–76%	(C, satisfactory)
				70–72%	(C-, poor)
				Below 70%	(F, failing)

Letter grades are shown here only for comparison. Your grade for each assignment will be assigned as a point value based on the value of the assignment as a percent of the course grade.

DISTRIBUTION OF GRADES BY ASSIGNMENT

The following grade distribution percentages apply to scores for unit and final assignments for all course enrollments. *Although a mentor may advise a student of the tentative course grade, the official grade will be indicated on the final grade report that is issued from the International Office of Global University.*

All grades for an assignment or course should be stated in numbers. The following grade distribution criteria should be used for all unit and final assignments, based on the number of unit assignments that are included in the graduate study guide for a specific course.

All courses with three unit assignments.

Unit I Assignment	20% of course grade
Unit II Assignment	20% of course grade
Unit III Assignment	20% of course grade
Final Assignment	40% of course grade

All courses with four unit assignments.

Unit I Assignment	15% of course grade
Unit II Assignment	15% of course grade
Unit III Assignment	15% of course grade
Unit IV Assignment	15% of course grade
Final Assignment	40% of course grade

All courses with five unit assignments.

Unit I Assignment	15% of course grade
Unit II Assignment	15% of course grade
Unit III Assignment	15% of course grade
Unit IV Assignment	15% of course grade
Unit V Assignment	15% of course grade
Final Assignment	25% of course grade

If an assignment requires multiple parts, the percent of the course grade for the respective assignment may be distributed between/among the various parts at the discretion of your mentor. Although the various parts may be evaluated separately, the official grade for an assignment will be calculated to reflect the overall grade for all parts of the assignment.

An individual grade for each of your assignments is input into Global University's student database, and the final grade is calculated based on the grade distributions that are shown above to determine a final weighted average grade.

HELPFUL SUGGESTIONS

We hope you have an excellent research, learning adventure and feel confident about your studies in the Global University degree or certificate program of your choice. You are very special to us, and we are here to serve you as you pursue your degree. Keeping in mind the following tips will contribute to successful completion of your selected program by independent study.

1. Approach your studies with a maximum effort from the start. This will save you from the added pressure of trying to catch-up later.
2. Work closely with your assigned mentor, a special person who can be depended on for support and advice when needed. Course mentors are assigned from approved faculty and are experts in their fields.
3. Do not become discouraged if a mentor asks you to rewrite a paper. The purpose of a rewrite is to help you excel.
4. Learn how to manage your time efficiently and effectively. With independent study comes the responsibility of making choices as to how much time you will need for your studies.
5. Make your schedule for turning in assignments and stick to it. The following program and course journals will allow you to plan and track your progress.
6. Take the initiative! Global University has the services and people dedicated to helping students. To receive their assistance, you must first let them know you need the help!
7. Get involved in active ministry in your local church. This will allow you to apply what you are learning through independent study.

PROGRAM PLANNERS

You should set realistic goals for completing all requirements for your program. Keep in mind the time limit for completing all requirements for your program. To complete a Master of Arts degree within the stated time limits, you should complete at least one course every six months and your thesis within two years. See the current edition of the Graduate School of Theology Catalog for full details on time limits for graduate courses and programs.

If your goal is to complete your degree in less time than the maximum allowed, you will need to plan accordingly. Helpful planning hints include:

1. Use the following planners as a guide for completing course and degree requirements.
2. Review your planner(s) and other worksheets frequently.
3. Keep in mind that a 3-credit course will involve a total of approximately 135 hours (45 hours per credit) for reading and course work. Plan your schedule to allow time for reading and completing homework, a job, ministry, family time, and a social life.

In order to stay on schedule within each course, you need to plan carefully for completion of your unit assignments and final assignment. When doing so, be sure to allow time for input from your mentor and to revise assignments if the mentor requires.

Master of Arts Program Planner

Course Number and Name	Start Date		Complete Date	
	Goal	Actual	Goal	Actual
Core Courses				
RES5023 Graduate Research and Writing				
BIB6293 Hermeneutics: God's Message...				
BIB 5033 The Bible as Literature				
BNT 6203 Backgrounds to the New Testament				
BNT6043 . . . Pneumatology in Lucan Literature				
LDR5013 Foundations for Christian Leadership				
MIS5013 The Biblical Theology of Missions				
THE 6093 Theology of the Holy Spirit in the OT				
Plan Specific Courses				
General Elective Courses				
Capstone Paper (if thesis is not completed)				
Notes:				

Individual Course Plan Summary (make additional copies of this page as needed)

Course								
Unit	Start	Finish	Start	Finish	Start	Finish	Start	Finish
Unit I								
Unit II								
Unit III								
Unit IV								
Unit V								
Final Assignment								
Notes								

Course								
Unit	Start	Finish	Start	Finish	Start	Finish	Start	Finish
Unit I								
Unit II								
Unit III								
Unit IV								
Unit V								
Final Assignment								
Notes								

Comments

Individual Course Plan Summary (make additional copies of this page as needed)

Course								
Unit	Start	Finish	Start	Finish	Start	Finish	Start	Finish
Unit I								
Unit II								
Unit III								
Unit IV								
Unit V								
Final Assignment								
Notes								

Course								
Unit	Start	Finish	Start	Finish	Start	Finish	Start	Finish
Unit I								
Unit II								
Unit III								
Unit IV								
Unit V								
Final Assignment								
Notes								

Comments

Course Name _____

STUDENT’S COURSE PLANNER AND RECORD

(Use the planner included with each study guide, or make a copy of this page for each course.)

COMPLETION DATES. In the boxes below, record the date you expect to complete all the work for each lesson, each unit, and the course and date you actually complete each. This includes mastery of the lesson objectives by reading all the assigned readings for each lesson and writing answers to the Questions for Reflection or Discussion. Make as many copies as needed.

ASSIGNMENT (Unit/Final)	LESSON (Readings and Questions for Reflection or Discussion)	Expected Completion Date	Actual Completion Date	Comments
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
I				
II				
III				
IV				
V				
Final				

SUBMISSION OF WRITING ASSIGNMENTS. *In the boxes below, record the date you submit each written assignment to your mentor for assessment, the grade your mentor assigned for each assignment, and any comments that will help you when you review for future studies.*

Writing Assignment	Date Submitted to Mentor	Date Received from Mentor	Grade	Comments
Unit I (%)				
Unit II (%)				
Unit III (%)				
Unit IV (%)				
Unit V (%)				
Final (%)				

CHECKLIST OF STUDY METHODS

(Use the list included in each study guide, or make a copy of this page for each course.)

If you carefully follow the study methods listed below, you should be able to complete each course successfully. Make a copy of this page for each course. As you complete each lesson, mark a ✓ in the column for that lesson beside each instruction you followed. Then continue to study the remaining lessons in the same way.

GRADUATE COURSE STUDY METHODS																✓	
1	Read the course overview in this graduate study guide so that you will know how to derive maximum benefits from the study guide.																
2	Study the unit and lesson titles in the table of contents to see how the course content is organized.																
LESSONS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
3	Pace yourself so that you study at least four times a week.																
4	Read through each lesson before you do the assigned readings.																
5	As you do a reading assignment, underline, mark, and write notes. Look up definitions for unfamiliar words and phrases.																
6	Use a notebook to write notes, comments, and definitions for each lesson in consecutive order.																
7	Read and reread readings until you understand them thoroughly.																
8	Reflect on “Questions for Reflection or Discussion” and write the answers in your notebook.																
9	Take any available opportunities to discuss with others what you are learning.																
10	Apply what you have learned to your personal life and ministry.																
END OF UNIT REVIEW																	
11	Read lesson topics and recall what you learned under each.																
12	Review unit and lesson objectives to be sure you can do what they state.																
13	Review notes and responses you have written in your notebook.																
FINAL ASSIGNMENT REVIEW																	
14	Review course objectives to be sure you can do what they state.																
15	Review your notebook and all written assignments.																
16	Review mentor comments.																

HOW DO I PROCEED?

ENROLL IN A COURSE AND ORDER COURSE MATERIALS

After you are officially notified of acceptance into Global University's Graduate School of Theology, you should download a Course Order Form from the "Graduate School of Theology" section of Global University's website at www.globaluniversity.edu and submit the completed form with your payment in full (or credit card information) for tuition and resource and course materials you wish to order to:

Global University	Phone: 1-800-443-1083 (USA)
Graduate Representative	417-862-9533 (Outside USA)
1211 South Glenstone Avenue	Fax: 417-862-0863
Springfield, Missouri 65804, USA	E-Mail: gradenroll@globaluniversity.edu

You should complete all core courses before enrolling in plan-specific courses.

If you have been accepted under special student status, you may choose specific courses based on availability of course materials and fulfillment of any prerequisites for those courses.

NOTE: If you are served by an authorized Graduate Studies Office outside the United States of America (Springfield, Missouri, USA), you will follow enrollment instructions given you by the director of the respective Graduate Studies Office.

OBTAIN RESOURCE MATERIALS

Resource materials that are required for all your graduate academic work are listed on the Graduate Studies Course Order Form. You may either download the *Student Handbook* and *Global University Graduate Studies Form and Style Guide* or order a copy from Global University using the course order form. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* may be purchased from Global University.

NOTE: If you are served by an authorized Graduate Studies Office other than the International Graduate Studies Center in Springfield, Missouri, USA, you will follow enrollment and ordering instructions given you by the director of the respective office.

RECEIVE NOTIFICATION OF MY GRADES

When you complete a course, you will be notified of your official grade according to the policy stated in the current Graduate School of Theology Catalog. If you are enrolled directly with the International Office, your grades may be posted to your Global University student e-mail account, which may be accessed according to instructions forwarded to you with your acceptance notification. If you experience problems accessing your student e-mail account, you may contact Global University's Tech Support at support@globaluniversity.edu.

WRITE A PAPER

Global University Form and Style Guide

All papers should be written and documented according to guidelines presented in the current edition of the *Global University Graduate Studies Form and Style Guide*. In

addition to the *Form and Style Guide*, you should also have a copy of Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*, eighth edition, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, 2013.

NOTE: Although this Student Handbook as a whole does *not* follow the form and style requirements of Global University's *Graduate Studies Form and Style Guide*, the following sections, through the reference list, *are* written—for the most part—according to Global University's form and style requirements.

Elements of a Good Essay

An essay is a formal composition consisting of several paragraphs that develop a central idea—for example, the answer to the essay question. In order to answer a question with a response written in essay form, one must summarize, analyze, and evaluate the material pertaining to the subject. Only then is one ready to create a composition that accurately presents what he or she has learned about the topic.

The essay should be a compilation of your knowledge of a given subject, derived from the reading you have done. It should be a creative effort and not just a compilation of the opinions of other writers who are authorities on the subject. The objective is for you to synthesize your own ideas on the subject and present the conclusions that you have reached regarding the issue. The answer that one develops for the essay question should *not* be a short research paper. While it is appropriate to credit the source of items that are direct quotes with an in-text reference citation, the answer to the essay question should not contain the depth of explanation that would be required in a research paper.

In preparing a formal research paper, students are taught to follow certain well-defined steps that usually require them to present the views of several authorities on the subject, carefully documenting the sources of their information. They may not even attempt to answer the question that is raised by the issue they have chosen to investigate. Instead, beginning students may limit their goal simply to showing that the question is worth pursuing. However, in answering essay questions, students are called upon to be more creative and project into their answer more of what they have derived from their study of the topic. To do this, they must be somewhat detached from the often-mechanical requirements of creating a research paper. Detachment is a skill that many students are continually struggling to perfect.

In order to answer an essay question properly, you must think for yourself and formulate answers to the issues raised by the question. While you should utilize what you have learned from reading about the subject, as you would in preparing a research paper, you must remember that *the goal of the essay question is to reveal how you analyze, synthesize, and make valuations about the various issues that form the topic*. If you use a particular author's point of view in answering an essay question, it is quite satisfactory merely to state that point of view in your own words, being sure to include the author's name. If it is necessary to use a direct quotation, place it in quotation marks or indent and single-space it and identify the source with an in-text reference citation. For example, you might say: Earle Cairns agrees with Augustine that "the course of human history proceeds to and from the cross" (1981, 16).

As in a research paper, it is never permissible to use the exact words of an author without giving him or her credit. It is even forbidden to paraphrase so closely that it is clear that what you are saying came largely from another writer. This is called “borderline” plagiarism, pure and simple, and it is unethical, immoral, and even illegal to take someone else’s work and pass it off as your own. However, you may use an author’s ideas as a sounding board for your own thoughts on a subject, but you must create an entirely new wording using your own language and giving the cited author credit for his or her work.

A good essay should contain a thesis statement in the first paragraph. This thesis statement should express the central idea to be covered in the essay. In the case of an essay question, it should be a restatement of the question in declarative form. For example, the essay question, “How was Augustine’s approach to Christianity influenced by his earlier adoption of Manichean teaching?” could be rephrased in this manner, “Augustine was greatly influenced by the teachings of the Manicheans and was later able to become their foremost opponent as Bishop of Hippo.” The remainder of the first paragraph should contain introductory remarks explaining that Augustine was able to refute effectively the teaching of the Manicheans because he had spent fourteen years in their ranks, giving him an intimate knowledge of their beliefs. This introductory paragraph is followed by several paragraphs that develop this one central idea. The final paragraph should be the conclusion, summarizing what has been said.

Many implications may be derived from the major categories or levels of learning in the cognitive domain of a taxonomy of educational objectives (such as Benjamin Bloom’s). The major categories for the cognitive domain in such a taxonomy are usually given as follows:

1. Knowledge (remembering previously-learned material)
2. Comprehension (ability to grasp the meaning of material)
3. Application (ability to use learned material in new situations)
4. Analysis (ability to break down material into component parts to understand its organizational structure)
5. Synthesis (ability to put parts together to form a new whole)
6. Evaluation (ability to judge the value of material for a given purpose) (Martin and Briggs 1986, 66–69).

In order to write a good essay, it is not necessary for you to be familiar with all of these implications. It is beneficial, however, for you to be aware that the goal of a good essay question is to encourage you to phrase your answers in terms of the higher levels of these objectives. These higher levels or categories are obviously *analysis*, *synthesis*, and *evaluation*. A good answer to an essay question should therefore concentrate on carrying out these functions rather than being limited to reciting *knowledge*, demonstrating *comprehension*, and *applying* material that has been learned (the lower three levels or categories).

You should also keep in mind the process of *reflection*, *evaluation*, and *valuation* (the REV principle) when you approach an essay question. It will always be a challenge to move up the scale to the higher levels of the cognitive domain of the taxonomy when you write the answer to an essay question. It can be done, however, and you will be amply rewarded by your efforts to improve your ability in this skill. Keep trying and your writing skills will benefit greatly! It

is well worth the effort, as one's writing ability is a critical skill; improving it also enhances one's ability to speak more effectively and to think more clearly.

The Use of Critical Thinking in Writing Research Papers

What is critical thinking? Critical thinking does not mean *to criticize someone or something* in the sense of finding fault or presuming someone to be wrong. Instead, the term refers to the need for a researcher to look *beyond* what is being said by a writer or speaker in order to determine the real message that the author is trying to convey. It is the process of trying to discover the underlying meaning of what is really being said. This requires the researcher to take what an author has articulated (however convincing it may seem to be) and attempt to understand the actual meaning that the author is expounding. The researcher must then evaluate it as to its intrinsic value and decide how applicable and valuable it is for the purpose for which he or she intends to use it (Troyka 1996, 110).

Everyone has an agenda to promote, and all writers tend to do some “editorializing” about the issue they are discussing. Some authors “editorialize” more than others and seek to advance their point of view in an obvious manner, giving little credence to other points of view, if they mention them at all. Others are more subtle and may seek to present a balanced view of most of the major ideas about the subject, while cautiously advancing the view that they favor. Whether or not they seek to obscure or “camouflage” the fact that they are promoting a particular point of view often depends on the degree to which they desire to convince their audience. Some authors will attempt to conceal their intentions entirely while seeking to convince the reader. Others may seek to assure the reader that they are laying aside their own biases in examining an issue. They feel that, if their argument is couched in terms that seem to be factual and logical, the reader will be more likely to accept it (Booth, Colomb, and Williams 1995, 144–145). This is widely accepted as the best manner in which to win over a reader, not because the author is trying to be deceitful, but because he or she is trying to be—or at least trying to appear to be—unbiased in reporting the facts.

At the opposite end of the spectrum is the writer who resorts to emotional declarations that often have little to do with reason or an impartial approach to gathering facts. In this case, the writer has already decided what is correct and uses generalizations, exaggerations, and prejudicial statements in an attempt to impose his or her opinion as fact on the reader. The statements utilized are often laden with invective toward anyone who dares dispute the author. They may also consist of emotionally-charged terms designed to arouse feelings of anger, hatred, resentment, and animosity towards the person or object at which they are directed. When writers engage in long harangues and diatribes against those who disagree with them, it is easy to recognize this as an attempt to overwhelm the reader with the volume or force of their argument rather than with its logic.

In order to keep from being unduly swayed by whatever approach an author may use, the researcher should carefully assess the validity of each statement that the author makes. The researcher must be somewhat skeptical of everything that he or she reads, since the goal of many authors is to propagate their point of view by making it look like a fact when, in reality, it is only their opinion. Usually an author's biases will be discerned fairly readily. There are many times, however, when an author will state something so unequivocally that it will appear to be an undisputed fact. At the same time, the researcher may not be conversant enough with the point in question to determine whether the author's statement is fact or

merely opinion. In this case, the researcher must engage in a bit of detective work by analyzing the factors that influenced the author's perspective (Troyka 1996, 118).

Two examples that point this out are Josephus, the Jewish author who wrote about the conquest of Palestine by the Romans, and the Greek historian Herodotus, who traveled across the ancient world and reported on what he saw. In one of the writings of Josephus, *The Jewish War*, there are times when the reader can discern that what he is saying is being phrased obviously in such a way as to present himself in the best possible light. Despite this, he remains, arguably, the most important ancient Jewish historian, since little would be known about the events in Palestine during the two centuries prior to the destruction of Jerusalem without his writings. When the reader becomes aware that Josephus was captured by the Romans in the early stages of the Jewish war and that he attempted to get the Jewish forces to surrender because he felt they had no hope of success, it is much easier to understand his perspective. This, in turn, helps in assessing the value of his writings (*The International Standard Bible Encyclopedia*, Revised Edition, s. v. "Josephus, Flavius").

Likewise, after reading Herodotus' description of the Great Pyramid in Egypt, the reader may be duly impressed with his account. He estimated that it "took 100,000 men working for twenty years" to construct this one huge monument. But if the reader is also aware that on some of his other trips, Herodotus wrote about some rather unusual things, such as a creature known as the *phoenix*, then the reader's estimation of him as a reliable witness may be lowered somewhat. If, however, the reader is aware that most historians familiar with Herodotus regard him as a trustworthy witness and, indeed, have accorded him the title, "Father of History," then the reader will undoubtedly want to move him back up the scale of reliability. The reader will also want to move Herodotus farther up this scale as a reliable witness after recognizing that those scholars most familiar with Herodotus state that, in almost every case where there is any doubt as to the reliability of his account, it is obvious that he was simply recording what someone else had described to him. He did not claim to have seen it himself. Most scholars also accept as very clear the distinction between when Herodotus is simply recording something he heard, which may be regarded as a fable, and when he himself is giving eyewitness testimony (de Selincourt 1962, 118–124).

If the researcher suspects that an author has intentionally tried to distort the difference between his or her opinion and the facts, it is imperative to gather whatever evidence is available and begin to analyze it. He or she should then summarize what is known about the evidence and evaluate its accuracy and how useful it will be in separating fact from fiction. This is an ongoing process, and the components of this process may not always follow in a neatly arranged order. It may be necessary to go back and forth between the various steps several times and even begin in the middle or at the end and go backwards before a clearer picture emerges. Remember, the goal of critical thinking is to pull together the credible evidence and analyze, evaluate, summarize and then interpret it.

Research is more than just finding out what happened. Its most important function is to put the evidence together in an effort to answer the question, "What does it mean?" Once the researcher has assembled and evaluated the evidence, he or she can put it together, or "synthesize" it. This involves creating a new structure that will present the most accurate view of the relationships involved in the subject being considered. Doing this allows the researcher to appraise analytically the information that has been developed through the process of critical thinking (Booth, Colomb, and Williams 1995, 156–158).

The two types of reasoning most commonly used to reach a conclusion in critical thinking are inductive reasoning and deductive reasoning. *Inductive reasoning* moves from specific facts to the formulation of a general principle to reach a conclusion. *Deductive reasoning* follows the opposite pattern, where the researcher moves from general evidence to a specific conclusion (Troyka 1996, 140–143). Deductive reasoning is considered to be the stronger of the two and is sometimes referred to as the “scientific method.” (The *scientific method* may be properly defined as being the process by which a problem is identified, the necessary data is accumulated, and a hypothesis is proposed and then tested by the empirical method) (*The Random House College Dictionary*, revised edition, s.v. “scientific method”). *Empirical evidence* is that which can be observed and verified by the five senses: sight, hearing, smell, taste, or touch. The process is accomplished by experimentation apart from any reliance on factors that are not measurable by the experimenter.

Deductive reasoning consists of two premises and a conclusion that is drawn from them. Together the three parts are referred to as a *syllogism* (Troyka 1996, 141). A syllogistic form of reasoning would follow this pattern: Premise 1: All Greeks are human. Premise 2: Aristotle is a Greek. Conclusion: Aristotle is human. The development of this form of reasoning is credited to Aristotle. An example of an incorrect application of syllogistic reasoning would be the following: Premise 1: All birds can fly. Premise 2: An ostrich cannot fly. Conclusion: An ostrich is not a bird. In this case, the syllogism was begun with a false first premise which rendered the conclusion incorrect.

In contrast to deductive reasoning, inductive reasoning would begin with specific facts and attempt to move to a general conclusion. It seeks to uncover something that has not been known before. One would ordinarily study the Bible inductively in order to arrive at a conclusion that could then be applied in one’s life. Deductive reasoning, on the other hand, is an attempt to move from a general principle that is already known and apply it by reaching a specific conclusion (Troyka 1996, 140–143).

In working through the processes of critical thinking, the researcher encounters different kinds of evidence with differing degrees of reliability. Written evidence is usually categorized as being a primary source or a secondary source. A *primary source* simply indicates that the person who is responsible for it was a participant or an eyewitness whose account is based on direct observation. A *secondary source* is an account based on a primary source, meaning the author did not receive the information first-hand. Primary sources are obviously better, but a secondary source can be extremely valuable. It might even prove to be more reliable than a primary source, especially if the originator of the primary source is known to be biased to the extent of seriously distorting the facts (Troyka 1996, 134–136). Keep in mind, however, that there could be no secondary source without a primary source, regardless of how flawed the primary source might be.

Julius Caesar’s work, *Commentaries on the Gallic War*, was written while he was busy subduing the Germanic tribes in the area of modern France and Belgium. It is an excellent example of a primary source and to this day remains one of the best narratives on military and political strategy. Caesar wrote this account to keep himself in the public eye during his absence from Rome while his chief rival, Pompey, was governing that part of the republic. Caesar obviously wanted to present a favorable view of himself, but his writings also present an accurate picture of the life of the Germanic tribes that he encountered (Chambers et al. 1995, 107–108). For a more balanced picture of Caesar himself, a well-

written biography will provide the researcher with the significance of his effect on the Roman state and the ancient world. Autobiographies, especially, should be interpreted from the standpoint of critical thinking since even the most honest and forthright accounts are usually not as revealing as even a mediocre biography. Details that are unflattering and damaging to the reputation of the writer are usually omitted from an autobiography, although the reader may find many details there (that present the author favorably) which could not be found anywhere else.

To repeat this final word of caution for the researcher: beware of illogical and hasty conclusions by the authors whose works you will encounter while conducting research. They are present in every type of writing and are not always easily recognized. These conclusions are an attempt by the author to beguile the reader into accepting his or her position or interpretation without investigation. It may be the most well-informed opinion available to the reader on the subject, but it is still an opinion and should not be accepted without first questioning its accuracy, authority, relevance, and support from other sources.

This is the essence of critical thinking, and the reader would be well advised to first consider the motivation of the author, the point of view of the author, and finally—and most importantly—the logic of the author. Does the author argue on rational or emotional or ethical grounds? Does the author mount a personal attack on his or her adversaries rather than appealing to logic? Does the author’s case rest on unsupported generalities or ambiguous statements or information taken out of context? Does the author appeal to prejudice or guilt by association? Does the author ignore the real question and discuss an irrelevant issue? Are the author’s ideas contradictory, or is his or her logic flawed (Troyka 1996, 144–147)?

These are but a few of the questions that the researcher must pose in determining how to assess the significance and reliability of an author’s work. Doing careful research and putting together the results is similar to constructing any other finely-crafted object. It is a craft that requires a great deal of meticulous work, but the results are usually quite gratifying.

Proofreading and Revising Research Papers

The first draft of a research paper is always a “diamond in the rough” and must be reread and revised many times. There are no shortcuts. It is almost always necessary to make numerous changes in punctuation, word choice, verb tense, spelling, use of modifiers, sentence structure, and paragraph divisions, all of the things on which the researcher did not closely focus when he or she was trying to present the ideas that the research generated. Questions of fact must be verified and often altered to describe what actually occurred and not to what the researcher remembered as being accurate. The only way for you, the researcher, to do this effectively is to reread your first draft many times and search for ways to implement these revisions by type or category. For example, while checking for correct verb tense usage, you may find other types of mistakes that need to be corrected. Make a brief notation and return when you are working with the appropriate category. It is only by rereading and revising a first draft many times that it will ever become what you actually intended to say.

A first draft is usually written from notes that have been taken from pertinent sources on the subject. It may be written in outline or skeletal form and then developed more fully, or you may prefer to write a more complete version directly from your notes. It will be

necessary to produce several drafts from the first rough draft, with each subsequent draft becoming more acceptable through the process of revising, editing, and proofreading the manuscript. After several drafts, you probably will have overlooked some errors so many times that they seem to be correct. At this point, it is helpful to have someone else proofread your paper if possible. He or she will probably be able to point out some final corrections that need to be made. This will help you produce a paper that is freer from error and that flows more smoothly. Ordinarily, the more you revise your paper, the more presentable it will become. Good writing is created by persistent rewriting until the desired result has been achieved.

A research paper is more difficult and takes much longer to produce than other types of writing because all of the sources used must be documented accurately. This involves citing the exact location in your paper where you have used another author's material. For papers submitted to Global University, you should document your sources according to the style described in the current edition of the *Global University Graduate Studies Form and Style Guide*. For those instances where the form or style issues are not covered in the *Form and Style Guide*, consult *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian, eighth edition, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, 2013. The works you use should also be listed in the reference list you compile at the end of the paper. Giving proper credit to the authors you have consulted to write your research paper is second in importance only to presenting the results of your research clearly. You should be guided by these two goals, especially when you are proofreading your first draft. If you have inadvertently used too many of another author's words, that is the time to catch it. You may forget later and think they are your own words and ideas.

You may use another author's work by summarizing it, paraphrasing it, or by directly quoting it. But you must acknowledge clearly in your paper that it is another author's work, or else you are taking it without giving credit. This, as we have already indicated, is *plagiarism*. It is never acceptable to use someone else's work without giving due credit. A researcher should also avoid the tendency of "borderline plagiarism." This consists of paraphrasing another writer's work so closely that your paraphrase bears a striking resemblance to the original work and is easily recognizable because of the similarity in wording. This type of writing may be considered plagiarism even if the source is cited (Booth, Colomb, and Williams 2010, 167–69). If a very close paraphrase is used, even when the source is given, the information should be presented as a direct quotation instead of merely changing a few words. A researcher may begin by summarizing another author and then slowly drift into paraphrase and from there into close paraphrase, which is, again, a form of plagiarism (Booth, Colomb, and Williams 2010, 169–70).

How to avoid being guilty of plagiarizing another author's work is the single most important ethical concept for a researcher to grasp. It is not only a problem for those who are beginning to do research; it can also be a pitfall for even the most experienced researcher. Anyone doing research must constantly guard against the tendency to lapse into a pattern of summarizing or paraphrasing another author's work too closely. This happens most often when the researcher attempts to produce an account of the results of his or her research hastily, without first assimilating the material. The researcher should therefore pay close attention to this problem when proofreading in order to avoid the danger of

including questionable passages in the first draft. These passages should either be discarded or radically altered, and the authors who have been consulted must be given credit when their work is used.

The temptation to rely too heavily on the words of another author becomes greater as deadlines approach, and even the most conscientious researcher may feel pressured to do this. The researcher should become thoroughly familiar with what constitutes plagiarism and determine in advance to avoid it studiously even if it means not meeting a deadline. The reputations of many well respected authors have been irrevocably damaged by revelations that they have engaged in some form of plagiarism. No one is immune, and every writer must constantly guard against even unintentional forms of plagiarism. The researcher, and the researcher alone, must bear the consequences if it is discovered that he or she has appropriated another author's work without giving proper credit. It is much better to err on the side of caution than to risk doing something that, even years later, may result in public humiliation when discovered (Booth, Colomb, and Williams 2010, 170). This is the most important goal when proofreading—insuring that nothing you have written can in any way be considered the words or ideas of someone else that you have used without giving them proper credit.

Once this notion is firmly fixed in your mind, you are ready to proceed with proofreading, revising, and rewriting. It is best to go ahead and write with a free-flowing style both when creating the first draft and when revising it. Much of what you write in later drafts will also need to be revised substantially or even discarded, but you must have raw material with which to work.

Getting started and working through the intermediate stages when the manuscript does not even resemble the finished product is the most difficult part, even for the veteran researcher. Only experience gives you, the researcher, the reassurance that the rough outline and your scribbled notes will eventually become an impressive document. As a fledgling researcher, you must rely solely on whatever faith can be mustered in your own determination to see this accomplished. After a few hours of work, you will normally begin to become interested in the problem or question because of its own merits. For both the veteran and the beginning researcher, this is usually sufficient motivation to spur them on to the necessary effort.

Special Resource Materials

The following books provide excellent references and guidelines for answering essay questions, using critical thinking for writing research papers, and proofreading and revising written papers.

1. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2010. *Cómo Convertirse en un Hábil Investigador* 3rd ed. Barcelona: Gedisa.
2. Smalley, Regina L., Mary K. Ruetten, and Joann Rishel Kozyrev. 2011. *Refining Composition Skills: Academic Writing and Grammar*. 6th ed. Boston: Heinle and Heinle Publishers (a division of International Thomson Publishing, Inc.).
3. Troyka, Lynn Quitman, and Doug Hesse. 2012. *Simon and Schuster Handbook for Writers*. 10th ed. Upper Saddle River, NJ: Simon and Schuster.

4. Vhymeister, Nancy J. 2008. *Quality Research Papers*. 2nd ed. Grand Rapids, MI: Zondervan.

Reference List

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2010. *Cómo Convertirse en un Hábil Investigador* 3rd ed. Barcelona: Gedisa.
- Cairns, Earle E. 1981. *Christianity through the Centuries: A History of the Christian Church*. 2nd ed. Grand Rapids, MI: Academie Books, Zondervan Publishing House.
- Chambers, Mortimer et al. 1995. *The Western Experience*. Vol. 1 New York: McGraw-Hill, Inc.
- de Selincourt, Aubrey. 1962. *The World of Herodotus*. Boston: Little, Brown and Company.
- The International Standard Bible Encyclopedia*. Rev. ed., s. v. "Josephus, Flavius"
- Martin, Barbara L., and Leslie J. Briggs. 1986. *The Affective and Cognitive Domains: Integration for Instruction and Research*. Englewood Cliffs, NJ: Educational Technology Publications.
- Troyka, Lynn Quitman. 1996. *Simon and Schuster Handbook for Writers*. 4th ed. Upper Saddle River, NJ: Simon and Schuster.

The REV Principle

The REV principle should be used throughout all your courses. The first step is **Reflection** on the content of the course as you consider how the subject matter under investigation relates to your own theology of ministry and ministry goals or objectives. The second step, **Evaluation**, is the process of critical analysis and the cognitive ordering of information and materials into thoughtful and potentially useful patterns and structures. The third step, **Valuation**, invites you to apply the acquired knowledge and skills in a personally integrated, effective, and cohesive fashion.

Standards for Written Work

When doing written assignments to be sent to your mentor for evaluation, you should keep in mind that the higher your writing standards, the better your grade. Clarity, form, grammar, and punctuation are more important than agreement or disagreement with the idea conveyed. Quality of content is more important than quantity. The goal is not to change your writing style but to develop it into acceptable form. The following tips will help to develop your writing skills.

Content/Development

- Cover all key elements of the assignment in a substantive way.
- Make content comprehensive, accurate, and (if applicable) persuasive.
- Organize major points logically, state them clearly, and support them with specific details, examples, and/or analysis.
- Where appropriate, support major points with theory relevant to development of the ideas, and use the vocabulary of the theory correctly.
- Integrate theory and practice with practical experience from the "real world."

- Do adequate and timely research for the topic.
- Make the context and purposes of the writing clear.

Organization

- Make the structure of the paper clear and easy to follow.
- Emphasize the central theme or purpose and direct it to the appropriate audience.
- Have ideas flow in a logical sequence.
- Provide sufficient background and preview major points of the topic in the introduction.
- Maintain the flow of thought throughout the paper, and make smooth paragraph transitions.
- Let the conclusion flow logically from the body of the paper.
- Review major points in the conclusion.

Format

Although all papers should be written according to the current *Global University Graduate Studies Form and Style Guide*, the following general guidelines should be kept in mind when writing papers:

- Include a cover page with each paper.
- Include a reference list with each assignment.
- Lay out the paper effectively and use reader-friendly aids (sections, summaries, tables) when appropriate.
- Use headings and italics to aid in the readability of the paper, but do not “overdo” their use.
- Utilize references appropriately. Include in the final assignment references from a diversity of research sources, which may include commentaries, books, journals, course textbooks, and interviews as appropriate.
- Make the paper neat, while giving attention to format requirements.

Grammar/Punctuation/Spelling

- Follow rules of grammar, usage, and punctuation.
- Spell words correctly; use a dictionary as needed. (Note: It is acceptable to use either the American or British variation of English spelling, whichever is customary for you.)

Readability/Style

- Use complete, clear, concise sentences.
- Construct sentences well, and use strong structure.
- Use sentence transitions as needed to maintain the flow of thought.
- Use words that are precise and non-ambiguous.
- Make the tone appropriate to the content and assignment.

SUBMIT AN ASSIGNMENT

You will receive written notification after each course enrollment with a mentor assignment for that course and current contact information for the assigned mentor. As of January 2019, Global University is associated with Turnitin, a web-based plagiarism checking and grammar

assistance service. You will receive an email from Turnitin when you are enrolled in each course. You should submit your assignments by uploading them to the appropriate Turnitin course account. You may submit your assignments as often as you desire up to the final due date designated by each course mentor. Turnitin will produce a similarity report to help you identify content in your assignment that may require additional source attribution or formatting. In addition, Turnitin will suggest improvements to your word choice, punctuation, and other grammatical issues. Although submitting your assignment through Turnitin is preferred and offers the greatest benefit to you, mentors will also accept assignments that are sent as e-mail attachments. Your mentor will then upload the assignments to Turnitin for review. If your access to the Internet is limited, you may also submit assignments by postal mail, fax, or deliver them to your mentor in person. If you are prevented from uploading your assignments to Turnitin, your assignments should be sent to your mentor as they are completed by the most practical method(s) available to both you and the mentor. Electronic files are preferred by the Graduate School of Theology for efficiency and archival purposes.

File names for assignments you submit should include the course number, assignment number, and student name (example: BIB5013-UnitI-SamuelDavis or BIB5013-UnitIRewrite2-SamuelDavis). This information should *also* be used for the subject line of the e-mail to which the file is attached. If you are enrolled in a course via Internet, assignments must be submitted electronically.

NOTE: If you are served by a Graduate Studies Office other than Global University's International Office in Springfield, Missouri, USA, you will follow instructions given you by the Director of the respective Graduate Studies Office to submit assignments.

COMPLETE A SERVICE LEARNING REQUIREMENT

You will be required to complete a service learning requirement for each course and submit a summary assessment report according to requirements stated in the current Graduate School of Theology Catalog.

PLAN AND WRITE A THESIS

If you write a thesis as part of your degree plan, you will be required to complete it according to guidelines stated in the current Graduate School of Theology Catalog. When you submit your thesis enrollment, you will be assigned a thesis committee and will receive a Thesis Process Overview that will provide directive for your thesis. You should begin early in your graduate studies to research and determine the topic for your thesis. Preliminary research may be done throughout your course work. You should choose a topic that is of interest to you and that will be of value in your ministry and career goals. The course materials that are used for Research Methodology will help you to determine your thesis topic and complete a thesis proposal.

You may be asked to suggest a thesis advisor to work with you and your thesis committee during the thesis process. Your thesis advisor should be a content specialist chosen from approved concentration mentors and, though suggested by the student, must be approved by the Graduate Studies Center director. Your thesis advisor will evaluate and make suggestions for each step of your thesis. See the current edition of the Graduate School of Theology Catalog for more details on the thesis process and requirements.

WRITE A CAPSTONE PAPER

If you do not complete a thesis as part of a Master of Arts degree plan, you will be required to write and pass a capstone paper in addition to completing all required credits for your degree. See the current Graduate School of Theology Catalog for more information on capstone paper requirements.

GRADUATE

When you near completion of all the requirements for your degree plan, you should complete and submit a Student Service Request form with the graduation fee. Students enrolled through the International Office in Springfield, Missouri, USA, should also submit an Application to Graduate with the request form and fee. Global University will award your respective degree or certificate when you have met all academic and financial requirements for the respective program.

WHAT ABOUT ONLINE SERVICES?

INFORMATION

Global University's home page is located at www.globaluniversity.edu. From this site you may access general information about Global University. From the Graduate School of Theology section, you may download the Graduate School of Theology Catalog, graduate enrollment and pricing information, and other graduate forms and resources.

FORMS AND ENROLLMENT

Enrollment forms are available online. These forms may be printed for submission to the Graduate Studies Office through which you are studying, or they may be submitted for enrollment through the International Office. Tuition charges and fees for students are set by each Graduate Studies Office. The Tuition and Fees Schedule that is posted online lists prices for students who enroll directly with the International Office in Springfield, Missouri, USA.

ORDERING COURSE MATERIALS

Course materials may be ordered online by following the instructions provided on Global University's website at www.globaluniversity.edu.

HOW ABOUT PAYMENT?

Acceptable forms of payment to the International Office are USA dollars by VISA, MasterCard, Discover, and international check or money order.

NOTE: Students enrolling through other authorized Graduate Studies Offices will pay in accordance with prices and policies of the enrolling office. It is the responsibility of the student to check with the director of the enrolling Graduate Studies Office for payment information.

It will be the option of each Graduate Studies Office to determine whether or not a payment financing plan will be offered to students served by that office. The director of each Graduate Studies Office is responsible for setting tuition and fees that will be charged to students and determining what materials and services are included in tuition and specific fees.

TUITION PAYMENT

Tuition must be paid in full in USA dollars at the time of a student's course enrollment with the International Office. Tuition assistance may be available to USA military veterans through the Veterans Administration. See the current Graduate School of Theology Catalog for more information.

PAYMENT FOR COURSE MATERIALS

Payment in full in USA dollars must accompany all orders that are placed with the International Office for course materials.

Although price lists are published for required textbooks and other course materials, prices are subject to change without notice.

ACADEMIC FEES

Payment is due in full in USA dollars for all special fees when a student requests the service for which the fee is to be paid. Special fees charged by the International Office are available online.

NOTE: Other fees may be charged at the discretion of a Graduate Studies Office.

REFUND POLICY

All refunds will be determined according to the refund policy that is stated in the current Graduate School of Theology Catalog.

HOW MUCH TIME DO I HAVE?

COMPLETE PROGRAM

A student is required to complete all course requirements for a Master of Arts degree within *seven years* from the date of enrollment in the first graduate course with Global University. Requests for extension must be submitted before expiration of the applicable time limitation. See the current Graduate School of Theology Catalog for additional information on time limits for programs.

INDIVIDUAL COURSE

The time limit for completing an individual course is *six months* from the date of enrollment in the course. A time extension to one year from the date of enrollment may be granted with payment of an *enrollment extension fee*. After one year from the original course enrollment, a student may re-enroll in a course by paying *full tuition* and being responsible

for all assignments. See the current Graduate School of Theology Catalog for additional information on time limits for an individual course.

SERVICE LEARNING REQUIREMENT

See the time limit under “Service Learning Requirement.”

THESIS

The time limit for completing the thesis is *two years* from the date of enrollment in the thesis. A time extension of up to one year may be requested. Requests for an extension should be submitted prior to expiration of enrollment and accompanied by a Student Service Request form and an *enrollment extension fee*. An extension for enrollment in the thesis must be approved by the director of the students Graduate Studies enrollment office, the thesis advisor, and the Dean. See the current Graduate School of Theology Catalog for additional information on time limits for a thesis.

HOW DO I APPLY COURSES TO MY GOALS/MINISTRY?

REV PRINCIPLE

Global University’s Graduate School of Theology studies are based on in-depth research by the student, synthesis of information, cognitive processing, and application to life situations. The REV principle is key to helping the student develop abilities that will allow this to come about.

The first step in the REV principle is **Reflection** on the content of the course as you consider how the subject matter under investigation relates to your theology of ministry and ministry goals or objectives. The second step, **Evaluation**, is the process of critical analysis and the cognitive ordering of information and materials into thoughtful and potentially useful patterns and structures. The third step, **Valuation**, invites you to apply the acquired knowledge and skills in a personally integrated, effective, and cohesive fashion.

STRUCTURED RESEARCH

It is our goal that you will be able to do much of your research and writing from the perspective of your personal ministry involvement and goals. The content of courses is to be contextualized to your local setting by subjecting problems, conclusions, and culturally accepted opinions to proper research methodology. It is our desire that you develop a solid and practical theology that is based on data that can be tested. As you continue in your graduate-level studies, we want you to learn from experience how to do in-depth research, reach informed conclusions, write, and make practical application of what you have learned, not only for the duration of your course enrollments, but for your entire life.

WHERE DO I FIND INFORMATION?

LIBRARY

Global University makes extensive online research capabilities available to its students through its Online Library at <http://library.globaluniversity.edu>. Also, Global University (known as ICI in some countries) has library agreements with more than 120 educational institutions worldwide. It has also been determined that many libraries that do not have a written agreement with Global University will also honor GU's students who can verify enrollment.

INTERNET

Students who have Internet access can use on-line library resources for research. See the current Graduate School of Theology Catalog for more information on Global University's online research options.

REQUIRED READINGS & RESOURCE MATERIALS

In addition to readings from required textbooks, many graduate courses have required supplemental readings. In some cases, supplemental readings are furnished to the student with the course enrollment at no extra charge. Supplemental readings (readings and resource materials) for other courses must be purchased with the study guide. (Prevailing copyright laws may result in some variation of this practice, especially with online enrollments.)

WHO WILL HELP ME?

If you enroll through a Graduate Studies Office outside the USA, please direct all questions and requests for assistance to your Graduate Studies Office Director. If you enroll directly through the International Office in Springfield, MO, USA, use the contact information below for inquiries and requests for assistance.

COURSE INFORMATION

Graduate School of Theology
Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804 USA
Phone 1-800-883-1043 (from USA) or 417-862-9533 (outside USA)
Fax 417-863-9621
E-mail sgs@globaluniversity.edu

ENROLLMENT

Graduate Enrollment Representative
Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804 USA
Phone 1-800-883-1043 (from USA) or 417-862-9533 (outside USA)

Fax 417-862-0863
E-mail gradenroll@globaluniversity.edu

TRANSCRIPT

Registrar
Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804 USA
Phone 1-800-883-1043 (from USA) or 417-862-9533 (outside USA)
Fax 417-863-9621
E-mail registrar@globaluniversity.edu

DEGREE AUDIT REPORT

Student Services
Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804 USA
Phone 1-800-883-1043 (from inside USA) or 417-862-9533 (from outside USA)
Fax 417-863-9621
E-mail registrar@globaluniversity.edu

TRANSFER OF CREDIT

Student Affairs
Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804 USA
Phone 1-800-883-1043 (from inside USA) or 417-862-9533 (from outside USA)
Fax 417-863-9621
E-mail registrar@globaluniversity.edu

See the current Graduate School of Theology Catalog for the transfer of credit policy for graduate degree and certificate programs.

WHERE WILL I LIVE?

Students enrolled with the Global University International Office may complete their studies while remaining at their residence. Students may apply, enroll, and complete courses through distance learning while working with course mentors and communicating in person or by postal mail, phone, fax, or e-mail. Global University's International Office does not have housing facilities for students.

Whether or not housing accommodations are provided to students is at the discretion of each Graduate Studies Office outside the USA. Prices, fees, and responsibilities relating to housing will be determined by the director of each Graduate Studies enrollment office.

WHAT IF MY GRADES ARE TOO LOW?

PROBATIONARY ADMISSION

If a student does not meet all of the requirements for admission to graduate studies, probationary admission may be granted. The student must then obtain a *minimum* grade point average of 3.00 for the first four graduate courses (twelve graduate credits) completed with Global University. Failure to obtain a grade of at least 70% on any of these courses will disqualify a student from admission to any of Global University's graduate degree or certificate programs. The student will be notified in writing of disqualification.

ACADEMIC PROBATION

Students who fail to complete a course with a passing grade of 73% or higher within the enrollment period for the course are placed on academic probation. No course grade below 73% will be applied to a graduate degree or certificate program. Approval of the director of the respective Graduate Studies Office is required for a student who has received a grade below 73% to repeat a course or enroll in other courses. The student will be notified if academic probation occurs.

If a student's grade point average falls below 3.00, the student will be placed on academic probation. In order for a student to be removed from academic probation, the student's grade point average must be raised to 3.00 or higher.

ACADEMIC RESTRICTION

A student who has been placed on academic probation will be placed on academic restriction if the student's grade point average remains below 3.00 after he or she has completed an additional six credits. Before a student who is on academic restriction is allowed to enroll in additional courses, the student will be required to sign a statement acknowledging that he or she is aware that additional courses are taken with the understanding that a degree will not be awarded with a grade point average lower than 3.00.

REVISE AN ASSIGNMENT

A student who receives a *revise* or *rewrite* on any project, paper, and/or assignment must revise and resubmit the work for a passing grade before proceeding with the course. The maximum grade a student may receive for a revised paper is 80%. A Graduate Studies Office has the option to charge a resubmission fee for all revised papers.

UNACCEPTABLE GRADE

A grade of "F" (69% and below—failing) 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 course.

WHO'S WHO?

ADMINISTRATION

Board of Directors. Global University is owned by the General Council of the Assemblies of God, Springfield, Missouri, USA. A Board of Trustees, which includes the Global University President, oversees Global University's (known as ICI in some countries) worldwide operations. Other members include field and ministry directors.

Board of Administration. The Board of Administration is responsible for Global University's (known in some countries as ICI) executive management and is made up of the president, executive vice president, provost, and vice presidents and deans of academic and service areas.

Academic Affairs Committee. The Academic Affairs Committee (AAC) has oversight of the educational standards and procedures that apply to the various Global University curricular Programs. The Academic Affairs Committee is composed of the provost, vice provosts, executive vice president, vice president of Global Operations, and deans of the schools, and directors of academic service areas. The AAC has oversight of the educational standards and procedures, and is responsible for decisions that affect the curricula, faculty, instructional methods and delivery, and graduation requirements.

Graduate School Advisory Committee. The Graduate School Advisory Committee (GSAC) works in conjunction with the Academic Affairs Committee on issues relating to all graduate degree programs. The GSAC is responsible for curricula, contributing faculty, teaching faculty, and the establishment of graduation requirements. Its membership comprises all resident faculty and the Dean of the Graduate School of Theology.

FACULTY

Contributing Faculty

Contributing faculty write courses according to established instructional design format and style guidelines established for the respective department (school). A contributing faculty member is a subject matter specialist in the course content area and is typically a resident school professor who is an experienced classroom teacher for the subject matter covered in the course. Contributing faculty for the Graduate School of Theology courses hold a doctorate or other terminal degree.

The contributing faculty member develops a course from its inception and is instrumental in choosing textbooks and supplemental readings and in establishing evaluation guidelines. A course writer will often serve as mentor for the course.

Resident Faculty

Resident faculty have career appointments at Global University's International Office. Qualified resident faculty may be approved to serve as mentors for graduate courses.

Adjunct Faculty

Faculty members who have qualified and been approved as Global University faculty but do not have appointments at Global University's International Office are adjunct faculty. Most

adjunct faculty are professors in residence schools around the world, and some are active staff of a Global University regional or national office. They provide instruction, interaction, and evaluation for Global University students in the countries and/or regions of their residence. Qualified adjunct faculty may be approved to serve as mentors for graduate courses.

Mentor

Mentors for courses offered by the Graduate School of Theology are chosen from contributing, resident, and adjunct faculty based on qualifications and course content. With each course enrollment, a student is assigned a mentor for that course. The mentor interacts with students in person, in writing, by phone, by fax, and/or by e-mail, both intellectually and culturally.

A student sends assignments directly to the assigned mentor. The mentor evaluates and returns assignments to the student and sends a copy of the evaluated final assignment and the completed and signed Student Course Record for each course enrollment to the Graduate Studies Office through which the student is enrolled, to be forwarded to the International Office in the USA. (Note: The mentor may send the student comments regarding performance on supervised examinations for biblical language courses, but the exam will *not* be returned to the student.)

Thesis Advisor

An approved mentor will serve as thesis advisor to supervise preparation for the Master's thesis for students who complete a thesis as a part of a Master of Arts degree program.

WHAT'S WHAT?

GLOSSARY OF TERMS

Academic Affairs Committee—Hears appeals regarding academic probation or suspension.

Academic probation—Students who fail to complete a course with a passing grade within the enrollment period for the course are placed on academic probation. No course may be repeated without approval of the Dean of the Graduate School of Theology and the Director of the student's Graduate Studies enrollment office.

Admission to the Graduate School of Theology—Acceptance of a student to enroll in course(s) offered by Global University's Graduate School of Theology. Enrollment may be through the International (or another authorized) Graduate Studies Office of Global University. (Also see **Probationary Admission, Provisional Admission, and Special Student Admission.**)

Applied research—See thesis.

Capstone paper—A paper required of students who do not write a thesis as part of a Master of Arts degree program with Global University.

Contributing faculty (graduate)—Global University approved faculty member who writes a graduate study guide and has all qualifications required for approval as a graduate mentor.

Core course—A course that is required for all graduate degree programs. Five core courses (fifteen credits) are required.

Course description—Summary of course content found in the Global University Graduate School of Theology Catalog that informs the student of the basic content of a specific course.

Course load—Number of credits for which a student enrolls at one time.

Credit—A means of measuring student progress in an academic program, based on standards for the amount and quality of work required of students. A credit is usually equal to one hour of class time per week for fifteen weeks in a classroom setting. Approximately 45 hours of study per credit will be required for completing Global University graduate courses at the master of arts and master of divinity levels of studies.

Credit requirements—The number of credits required for a specific program. See the current Graduate School of Theology Catalog for credit requirements for specific programs.

Degree audit report. An official document that lists the courses required to complete a particular degree or certificate program.

Degree plan—See **Degree audit report.**

Drop—The process required to quit a class after initial registration.

Elective course—A course that is not specified as a required course for a specific degree plan. (Also see **General elective course.**)

General elective course—A course from any division of study that will count as credit toward a graduate degree program.

Global University Graduate Studies Form and Style Guide—A Global University publication that gives guidelines to students for all written assignments submitted for graduate courses or summative evaluations.

Grade point average (GPA)—Computed by dividing grade points accumulated by credits completed.

Grade points (GP)—The point value assigned for the grade received for each course completed.

Graduate School Advisory Committee—Responsible for planning curriculum, developing courses, locating and training qualified contributing faculty and mentors, and recommending program policies and graduation requirements to the Academic Affairs Committee.

Graduate School of Theology (GST)—The Global University office that oversees the administrative and academic functions of the graduate degree programs. Previously known as the School of Graduate Studies.

Graduate School of Theology Catalog (or Graduate Studies Catalog)—The official catalog of academic offerings and student requirements for Global University's graduate degree and certificate programs. Available online or from the International Office, or from other Graduate Studies Offices and International Network Offices at their discretion.

Graduate Studies Office (GSO)—An institution of higher learning that is authorized to offer Global University graduate-level courses and administer Master of Arts degree programs. (Previously referred to as Graduate Studies Center, or GSC.)

Graduate Studies Office director—The director of an authorized graduate studies office or office who meets established academic and administrative requirements and is responsible to administer all Global University graduate-level course enrollments and degree programs according to academic policies established by the Graduate School of Theology of Global University.

Graduate Study Group—An informal study group of three or more graduate students whose members individually must meet all academic requirements and comply with all academic policies of the Graduate School of Theology.

Graduate study guide—A research/writing guide for a graduate course offered by Global University.

GSG—See **Graduate Studies Group**.

GU-MA—Global University Master of Arts. See **Master of Arts Degree**.

HLC—The Higher Learning Commission. A North Central Association affiliate that reviews and evaluates academic institutions of higher learning for accreditation.

Independent study—A method of study whereby a student works under the direction of a mentor without a formal class session.

Lesson—Segments within a unit in the graduate study guide.

Life experience—Experience and training of an individual for which educational credit was not given at the time of the experience and/or training. No life experience credit is awarded to Graduate School of Theology students.

Master of Arts degree (MA)—A degree that is awarded by Global University to students who complete successfully all credits and other requirements for a specific graduate degree plan as specified in the Global University Graduate School of Theology Catalog.

MHECB—See **Missouri Higher Education Coordinating Board**.

Mentor—A Global University resident or adjunct faculty member with a terminal degree who has a faculty rank with Global University of associate professor or higher and who has been approved to mentor one or more specific course(s) and/or division(s).

Missouri Higher Education Coordinating Board—A board that determines whether or not an institution may offer degrees in higher education in the State of Missouri.

Oral defense—A verbal examination whereby a student defends a position or displays expertise based on a specific problem or statement, usually based on a thesis or dissertation. This may also apply to questions posed for a written capstone or theology of ministry paper.

Page—A writing assignment equivalent of approximately 250 words.

Photo ID—Global University issues a photo identification card (ID) to all active students on request. A photo ID will be mailed after the first course enrollment. ID's allow access to many University and seminary libraries. The card remains the property of Global University and may be reclaimed if used by any person other than the student whose name appears on the ID card. It must be surrendered to Global University if there is valid reason to believe it has been misused.

Plan-specific course—A course that is required for a specific graduate degree or certificate program.

Plan-specific elective course—A course from a specific division of study that will count as credit toward fulfilling non-specified plan-specific course requirements for a graduate degree program.

Prerequisite—Course(s) that a student must complete before taking other courses. One requirement for full admission to the Graduate School of Theology for any Master of Arts program is that a student must have a minimum of 12 credits of undergraduate Bible/theology credits.

Probation—See **Academic probation**.

Probationary admission—An allowance for students who have a slight deficiency in either their undergraduate grade point average or English proficiency to complete 12 graduate credits to determine eligibility for admission to a graduate degree program.

Program concentration—See **Concentration**.

Program evaluation—See **Degree audit report**.

Program students—Students who have completed and submitted all components of an *application packet*, submitted the required *application fee*, and been *approved for admission* to the Global University Graduate School of Theology with the intent of receiving a GU-MA degree from Global University. Students who have received probationary admission to the Global University Graduate School of Theology are considered program students.

Provisional admission—Admission to the Graduate School of Theology provided that the student first fulfills specific requirements, the most common of which are to complete a bachelor's degree and/or fulfill the 12-credit undergraduate Bible/theology prerequisite.

Questions for reflection and discussion—Questions at the end of each lesson in the graduate study guide for Global University courses. Designed to help students synthesize and apply information to their ministry and educational goals, according to the REV principle.

Retaking a course—A course may be retaken only with special approval from the director of the respective Graduate Studies Office after a student has withdrawn from or failed the course.

Requirements—Specific academic requirements for a plan of study as outlined in the current Graduate School of Theology Catalog.

REV principle—Reflection, *E*valuation, *V*aluation. The cognitive thought process upon which research for Global University's graduate-level courses is based.

School of Graduate Studies—See **Graduate School of Theology**.

Special student admission—Admission of a student to the Graduate School of Theology to take a maximum of twelve credits of graduate courses without fulfilling all application requirements for full admission. The most common admissions under this status include courses taken for transfer into another graduate program and courses taken while the full application process is being completed.

Student ID card—See **Photo ID**.

Thesis—A scholarly, in-depth research and writing project that is supervised by a thesis advisor who has research and writing experience in an area of concentration chosen by the student. Carries six credits and must be completed by students who choose a thesis degree program prior to receiving a master's degree from Global University.

Transcript—A transcript is a record of a student's academic career and lists courses taken, grades received, grade point average, and other data. Students can obtain both official and unofficial transcripts from the Registrar's Office according to guidelines in the Graduate School of Theology Catalog.

Transfer of credit—Credits taken in an academic program of one institution that are allowed for transfer into an equivalent academic program at another institution. See the current Graduate School of Theology Catalog for the maximum credits that may be transferred into a Global University Master of Arts degree.

Transfer student—A student who transfers credits from another college or university into a Global University Master of Arts degree.

Unit—A portion of the graduate study guide for a course. Each unit is divided into two or more lessons. Each unit requires that an assignment be submitted to the course mentor for evaluation.

Unit assignment—An assignment that a student writes at the end of a unit in a graduate course that helps the student and mentor evaluate student progress in the course. Some biblical language courses require supervised unit examinations, rather than or in addition to written components.

VA benefits—Veterans Administration. Financial assistance that is available under the guidelines of the Veterans Administration to qualifying students who have served in the United States military.

Withdraw—from a course. A student who desires to drop a class and not receive a grade must request to withdraw from the course before the expiration of the course enrollment. Refunds will be made according to the refund policy stated in the Global University Graduate School of Theology Catalog that is current when a student withdraws from a course.

Withdraw—from a graduate program. A student who desires to withdraw from a program of studies must submit a written request to the Registrar via e-mail, fax, or post mail.

WHERE CAN I FIND FORM AND STYLE GUIDELINES?

Global University has prepared a form and style guide to assist students in writing research papers for the university's academic programs. The *Global University Graduate Studies Form and Style Guide* is designed to be used with Turabian to provide students with consistent guidelines for written assignments and to make it easy for students to locate needed rules quickly. Since all work will be evaluated by an instructor or mentor, a student may need to consult the mentor for help with requirements for a specific course.

All papers must be neat and legible and must be submitted in the format prescribed in the latest edition of Global University's *Graduate Studies Form and Style Guide* (eighth edition, 2017, as of January 1, 2019). Form and style issues that are not covered in the *Graduate Studies Form and Style Guide* should be determined according to guidelines in *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian, eighth edition, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, 2013.