

MENTOR HANDBOOK

School of Graduate Studies

2007

Number 1 (Draft)

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SCHOOL OF GRADUATE STUDIES
Carl W. Chrisner, Ph.D., D.Min., Dean

WELCOME!

Dear Mentor:

We welcome you to our mentor program! You are about to embark on a unique venture—a venture in which you will have the responsibility of “mentoring” students who are enrolled in Global University’s School of Graduate Studies.

As a mentor, you will be instrumental in helping students who have a high degree of motivation, ambition, self-discipline, and self-direction reach their academic and professional goals. You will be part of a community of scholars who will play a vital role in the education of these students as they advance their knowledge and learn biblical principles and how to apply them through the courses offered in Global University’s Master of Arts and Master of Divinity degree programs.

You will have an opportunity to work with students through courses written by specialists in your field of study. As you build a rapport with each student you mentor, we trust that both you and the student will experience growth in your relationship with God.

May God bless you and direct you as you direct others.

In His Word,

Carl W. Chrisner, Ph.D., D.Min.
Dean: School of Graduate Studies

FOREWORD

This Mentor Handbook is designed for use by Global University (GU) faculty members who have approval to mentor students enrolled in courses with Global University's School of Graduate Studies at the Master of Arts (M.A.) and Master of Divinity (M.Div.) degree levels. This Handbook is not intended to replace Global University's Faculty Handbook but is designed to be used in conjunction with the Faculty Handbook. Each mentor should also have access to the current Graduate Studies Catalog and the Student Handbook for the School of Graduate Studies. Both these items may be accessed online at www.globaluniversity.edu.

A mentor is an appointed GU faculty member with a doctoral or other terminal degree and a rank of assistant professor or higher, who has been approved by the Dean of the School of Graduate Studies to mentor students who are enrolled in M.A. and M.Div. courses. Mentor approval is based on academic qualifications and prior experience in the general area of comprehension required by a specific course.

As you assume the responsibilities of "mentoring" students, we encourage you to build a rapport with each student and to recognize that each student has potential. This potential can be developed as you challenge the student—as you commend the student—as you are firm with the student—as you are honest and fair with the student in your assessment of work sent for evaluation—and most of all, as you pray for the student.

Never forget that you are helping train students for kingdom service. Your mentoring relationship with each student can pay rich dividends in both the present and future ministry of the student. Statistics indicate that student attrition in any degree program offered by distance learning is higher than the attrition rate for courses taught in the classroom setting. You—the mentor—will play a crucial role in assuring student persistence and course completion.

Whether you are working with students in a classroom setting or mentoring for distance learning, we hope that you find this handbook helpful. It includes both general and specific guidance for your use in mentoring students who are in formative stages of their training and ministry.

OVERVIEW OF GRADUATE DEGREE PROGRAM

MISSION STATEMENT AND OBJECTIVES

The mission of the School of Graduate Studies is to provide advanced, in-depth, specialized study of the Bible and related subjects at the post-bachelor's degree level. Its purpose is to equip students for individual research, personal scholarship, and cultural awareness. The degrees offered are a Master of Arts in Biblical Studies, a Master of Arts in Ministerial Studies, and a Master of Divinity.

To achieve its mission, Global University's graduate degree programs are guided by two primary goals:

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

In the process of completing a graduate degree program with Global University, the student is guided to (1) further develop skills to communicate the gospel message through various styles of written and oral dialogue; (2) grow personally, professionally, and spiritually as he or she becomes a more effective leader within the spheres of home, church, and society; (3) demonstrate awareness and understanding of his or her cultural heritage and that of others; (4) interact with diverse cultures in a global context; and (5) develop methodologies and skills that will equip them to be lifelong learners.

In order to achieve its mission and objectives, Global University graduate degree programs utilize the following components:

1. An *instructional design* that incorporates independent and structured research and writing that will enable students to think and write both reflectively and critically about their own ministry practices, goals, and pursuits.
2. *Readings* that encourage students to think critically, analytically, and synthetically about a wide range of personal, professional, spiritual, and social issues, using a high level of theological reflection.
3. *Practical applications* for ministry and Christian service within the cultural and professional milieu of students.

INSTRUCTIONAL DESIGN OF THE GRADUATE STUDY GUIDE

The graduate study guide follows an instructional design that engages students in original, guided research as well as structured learning activities. The graduate study guide includes the following components:

1. Title Page
2. Introductory Pages
 - a. Brief description of graduate degree programs
 - b. Course introduction
 - c. Course objectives
 - d. Lists of required textbooks and supplemental readings
 - e. Course requirements
3. About the Author
4. Units: broken down into lessons
5. Succeeding pages contain the Units with Unit Objectives, which are broken down into Lessons. Each lesson contains Lesson Objective(s), Required Readings, Orientation to the Readings, and Questions for Reflection or Discussion. Following the last lesson of each Unit is a written assignment, usually an essay.
6. Contents of Written Assignments
 - a. Since Global University's M.A. and M.Div. programs are oriented toward structured research, most course assignments are research-based essays. Final assignments also are in the form of an essay. Most courses have no objective-type questions that the student answers and sends to the mentor. Questions for Reflection or Discussion, however, may contain objective-type questions for the purpose of guiding the student. Students should

write their responses to these questions for their benefit in preparing unit and final assignments, but the School of Graduate Studies does not require the student to submit responses for evaluation.

- b. Global University graduate programs aim at higher-level learning in the cognitive and affective domains. Cognitive processes such as application, analysis, synthesis, and evaluation are based on Bloom's taxonomy of educational objectives (1956). Objectives at the higher levels of the affective domain are based on Krathwohl's taxonomy of learning levels and include value, organization and value complex. Students are expected to display evidence of critical thinking and high-level processing of information in written assignments.
 - c. There is a fine line between "spoon-feeding" a student and guiding him or her in the learning process. The purpose of the graduate study guide is to give direction to the student and help him or her interact with concepts and ideas that are presented in the assigned readings, rather than to spoon-feed the student.
 - d. Since the Bible is the center of the Global University's graduate studies, methodology courses focus on this center and the courses include assignments that put to use the methodology that the student has learned. In other words, assignments should refer a student from time to time to the REV principle—Reflection, Evaluation, and Valuation—and the use of exegesis and interpretation. Simply stated, all courses should fit together in a harmonious whole.
7. The graduate study guide ends with a brief epilogue to encourage the student.
 8. A Selected Bibliography appears at the end of the graduate study guide.

VALUES

GU's mission is based on the premise that values are not measured in terms of courses pursued. Rather, values are deeply held judgments that affect character and behavior and are developed through experience and reflection. Therefore, it is our desire that the value system of each student who pursues a graduate degree will be 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 examples represent some basic types of behavior that are unacceptable:

1. *Cheating*: (a) using unauthorized notes, aids, or information when taking an examination; (b) submitting work done by someone else as your own; (c) copying or paraphrasing someone else's essays, projects, or other work and submitting it as your own.
2. *Plagiarizing*: submitting someone else's work and claiming it as your own or neglecting to give appropriate documentation when using any kind of reference materials. Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from the study guide, textbook, someone else's writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented according to the *Global University Form and Style Guide*.

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

Disciplinary action for not maintaining basic standards of academic integrity may range from lowering a grade for a paper to dismissal from the program, depending on the severity of the offense.

CODE OF CONDUCT

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

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

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

DISCIPLINARY POLICY FOR VIOLATION OF BASIC STANDARDS OF ACADEMIC INTEGRITY AT THE GRADUATE LEVEL

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 of Student Rights as established by the administration of Global University and as stated in the current edition of Global University's Graduate Academic Catalog.

It is recommended that all charges be handled as an assumption of misunderstanding and that the inquiry be presented in a way that will save face for the student and appeal to his or her conscience, keeping in mind that the goal is to bring about ethical maturity and spiritual growth for the student.

The mentor should consult with the Graduate Studies Center Director or National Director for cultural considerations that should be taken into account in dealing with a student who is suspected of violating academic integrity. The identity of the student should not be revealed outside the School of Graduate Studies and 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. A good approach would be to meet with the student, preferably face-to-face, and discuss the possibility of a misunderstanding of instructions given for completion of assignment(s).
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” (pass superior) to “B” (pass).
 - 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 re-enrollment and 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 Center 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 School of Graduate Studies. Options at the administrative level include:

1. Give the student a written warning of consequences of actions.
2. Suspend the student from graduate studies with Global University for a specified time.
3. Dismiss the student permanently from the student’s program of studies if a violation occurs on the thesis.

In all proceedings involving academic dishonesty, the student who is charged or suspected shall be entitled to all rights indicated in the Due Process of Student Rights statement as established by the administration of Global University and published in Global University catalogs.

Written documentation of violations should be maintained in the student’s file by the respective Graduate Studies Center.

DUE PROCESS OF STUDENT RIGHTS

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

1. *Prompt investigation* of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student’s identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. *Reasonable written notice of the facts and evidence* underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated.
3. *Reasonable written notice* of the procedure by which the accuracy of the charge will be determined.
4. *Reasonable time*, if requested, within which to prepare a response to the charge.

5. *A hearing or meeting* at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.
6. *Review of any adverse initial determination*, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. *Final review* of an unsuccessful appeal, if requested, by the President or an advisory committee designated by the President.

MENTOR ROLE

A WORD TO THE MENTOR

The population of the world is increasing at an unprecedented rate. There is an explosive increase in knowledge, and people are eager to learn. Global University has responded to this need by developing its own instructional tools in print, audio, video, CD-ROM, and two-way interactive communication that take the school to the student.

The Global University Master of Arts and Master of Divinity programs differ from resident seminary training in a number of ways. First, these Global University graduate studies can be taken to the student, thus affording students an opportunity to integrate learning with doing. Second, the student is not uprooted to reside in an environment that could well be away from family and out of touch with cultural reality. And third, the student meets real-life situations that present a challenge to find and apply a workable solution to ministry situations while the student is studying.

QUALIFICATIONS

Unique to post-baccalaureate studies with Global University is the role of the mentor. Qualified mentors are recommended by individual Graduate Studies Centers. Approval of applications for faculty and assignment of faculty rank are done by the Vice President of Academic Affairs. From approved faculty members with a rank of assistant professor or higher, the Dean of the School of Graduate Studies gives approval for a mentor for a subject specialty area for which prior training includes a minimum of a doctoral degree plus related academic experience. A mentor is also expected to have a minimum of 18 hours of graduate course work at the master's level or 12 hours at the doctoral level in the general area of comprehension required by a specific course.

Each Graduate Studies Center (GSC), in collaboration with the International Office, will establish the fee to be paid to mentors. Each mentor will be paid by the Graduate Studies Center for which the mentoring is done at the fee agreed on with the Director of the Graduate Studies Center.

You, the mentor, will play a crucial role in assuring student persistence and course completion. You will also be a vital link in guiding your students to cope with real-life challenges!

ORIENTATION

You, the mentor, will be responsible for orientation to your role as a mentor for Global University's Master of Arts and Master of Divinity programs by being familiar with the Faculty Handbook, Graduate Catalog, Student Handbook, Mentor Handbook, and materials and content for the course(s) you are approved to mentor.

1. *General Information* is found in the Graduate Catalog and Faculty Handbook.
2. *Academic Information* is in the Graduate Catalog, Faculty Handbook, Student Handbook, Mentor Handbook, and Course Grading and Evaluation Criteria.
3. *Course Information* is in the Graduate Study Guide, Supplemental Readings (or Readings and Resource Materials), and textbooks for each course.
4. *Mentoring Information* is found in the Faculty Handbook and Mentor Handbook. Mentor effectiveness is determined in part by the following: (a) mentor/student relationship, (b) mentor/graduate studies center relationship, (c) mentor/School of Graduate Studies relationship, and (d) mentor/international office relationship. A mentor is expected to adhere to grading policies and structure for the School of Graduate Studies, monitor student progress, and use effective cross-cultural communications.

RESPONSIBILITIES

The spiritual, personal, professional, and academic qualifications of a mentor are of great importance, as students tend to look to the mentor as a role model. The following characteristics should be demonstrated by each mentor:

Spiritual

1. Maintain a love and respect for God and the Bible with a manifestation of the fruit of the Holy Spirit, regular times of personal worship, and a life lived consistent with the teachings of Scripture.
2. Maintain a love and respect for other Christians, thus modeling leadership, service, and submission to others; exercising spiritual gifts in humility.
3. Maintain a love and compassion for those outside the Christian faith by practicing good deeds in an evil society and by verbal and nonverbal witness to nonbelievers.

Professional

The following are some of the many professional responsibilities expected of the mentor:

1. Realize the importance of serving as a role model for the student(s).
2. Guard carefully student confidences.
3. Be diligent and faithful in carrying out assigned duties.
4. Treat the student as a colleague and equal; be frank and open regarding progress or lack of progress.
5. Always deal ethically with all students, the Graduate Studies Center, the School of Graduate Studies, and Global University as a whole.

Academic

Each course may have specific mentor responsibilities, but the following will apply to all courses and all mentors.

1. Maintain contact with the student throughout the course enrollment period. This may be in writing, in person, or by phone, fax, or email and should be based on mutual agreement of the mentor and the student.

2. Answer student questions and encourage the student as needed in a timely manner.
3. Grade assignments based on grading criteria and procedures for the School of Graduate Studies. See Appendix A of this Handbook.
4. Give the student written comments on all graded assignments to point out strengths and weaknesses and indicate areas that need to be improved.
5. Request revision of papers that are below acceptable standards, with a maximum of two revisions for each assignment. (Note: *A revised assignment should not receive a grade higher than 80% of the total allocated for the assignment.*)
6. Arrange through the School of Graduate Studies (or the respective Graduate Studies Center, if mentoring for a graduate studies center outside the USA) for an external reader to evaluate a written course assignment if a student and mentor do not agree on the grade assigned, and furnish external reader with information on course content and grading criteria.
7. Assign a numeric grade for each assignment according to grading criteria established by Global University's School of Graduate Studies.
8. Grade and return papers to students within seven days of receipt.
9. Maintain up-to-date assignment information on the Student Course Record for all assignment activity.
10. Send the completed and signed Student Course Record and a copy of the student's marked final assignment to the Graduate Studies Center (or School of Graduate Studies if mentoring students who are enrolled directly with the International Graduate Studies Center) immediately after a student completes a course. Additional evaluation comments are encouraged and may be listed on a separate page or in a letter to the student.

Cultural

It is desirable that a mentor be familiar with the culture of the students being mentored, but all mentors are expected to take into consideration the culture of each individual student in fulfilling cultural responsibilities. Some of these responsibilities include:

1. Be sensitive to the cultural perspective of a student in all written work.
2. Evaluate each paper based on how the information is presented, not on agreement or disagreement with the student's ideas.
3. Mark, but do not count off for cultural word order on written *unit* assignments. The *final* written assignment should comply with proper English word order.
4. Keep in mind that the English language has both the British and the American word spellings. A student should be consistent in the use of British or American spelling throughout a written assignment.
5. Be sensitive to the struggle faced by students for whom English is not the first language.

NOTE: All mentors should check with the Graduate Studies Center for which they are mentoring for answers to any questions pertaining to cultural issues.

RELATIONSHIPS

As a Global University adjunct faculty member fulfills the responsibilities of course mentor, it is necessary to interact with the student, the Graduate Studies Center, the School of Graduate Studies, and the International Office of Global University.

In addition to responsibilities listed in the foregoing academic responsibilities and the following listing of relationships, mentors who serve on the thesis committee will have unique responsibilities and relationships. See the section on “Thesis Committee” in Appendix B of this handbook.

Approved mentors may also serve as graders for capstone papers. See “Capstone Paper Overview” in Appendix C of this handbook.

Mentor and Student

In the mentor/student relationship, it is advisable for the mentor to maintain a high level of professionalism with each student and to limit interaction with the student to academic issues. The mentor will:

1. Establish mutually agreeable guidelines for the student to use for mentor contact by phone, fax, email, in person, and/or postal mail. (NOTE: Student contact for courses taken by Internet should be by email.)
2. Encourage the student to set and submit specific target dates for course progress and completion. (NOTE: A Graduate Studies Center has the prerogative to establish dates for completion of readings and submission of all assignments for students participating in all classes whether virtual or physical. All assignments, including rewrites, must be submitted within six months of course enrollment, or within six months of the start of a class taught through a Graduate Studies Center.)
3. Monitor student progress throughout a course.
4. Contact and encourage the student when specific target dates are not met.
5. Evaluate student work and answer student questions.
6. Guide the student in his or her pursuit of academic goals.

Mentor and Graduate Studies Center

A Graduate Studies Center makes all agreements and arrangements with approved mentors to mentor students who are enrolled in Global University graduate courses through the respective Graduate Studies Center. The mentor is responsible to the Graduate Studies Center as well as to students assigned to the mentor by the Graduate Studies Center. Some of the areas of relationship between the mentor and Graduate Studies Center include:

1. Enter a mentoring agreement:
 - a. Agree on mentoring fee to be paid.
 - b. Determine basis of fee: as per student, per assignment, per hour, etc.
 - c. Agree on when the fee is to be paid.
2. Set in place systems for initial student contact.
3. Obtain from the Graduate Studies Center course materials and grading criteria for each course to be mentored.

4. Establish specific guidelines for reporting student progress to the Graduate Studies Center: when and by what means? The following documents are required for academic control and accountability. A Graduate Studies Center may have additional requirements.
 - a. A marked copy of the final assignment.
 - b. The completed original Student Course Record with mentor signature and date a course was completed.
5. Address questions from a Graduate Studies Center regarding specific requirements of students.
6. Address procedural questions raised by the student in matters of policy and student services.
7. Communicate any problems encountered in mentoring a student to the Graduate Studies Center.

NOTE: Although a mentor may be recommended by a Graduate Studies Center for adjunct faculty status, a Graduate Studies Center is not authorized to grant adjunct faculty status, assign faculty rank, or give approval for a faculty member to mentor a course.

Mentor and School of Graduate Studies

The Dean of the School of Graduate Studies grants approval for a Global University faculty member with a rank of assistant professor or higher to mentor a concentration or specific courses. In relation to the School of Graduate Studies the mentor is encouraged to:

1. Call to the attention of the School of Graduate Studies any errors or discrepancies that are found in course materials.
2. Seek clarification of ambiguities in course content and/or materials.
3. Make recommendations for changes and updates in course content, clarity, textbooks, readings, and bibliographies.
4. Advise of cross-cultural (or other) problems that may be encountered in a course.
6. Report to the Dean of the School of Graduate Studies any problems that have not been resolved by a Graduate Studies Center within a reasonable time period.
7. Furnish marked student papers as required for validation of integrity of academic programs.
8. Give written notification to the Dean of the School of Graduate Studies any time you feel the integrity of the School of Graduate Studies is at stake for any reason.

Mentor and International Office

Faculty appointment is granted, and faculty rank is assigned by the Vice President of Academic Affairs at the International Office. The mentor's relationship with the International Office includes:

1. Furnish transcripts and records of academic and ministerial experience as they occur.
2. Provide academic and ministry records when they are requested to update faculty file.
3. Provide updates for contact information and degree status as applicable.
4. Supply copies of marked student papers when requested for accreditation review and verification of academic control.
5. Give written notification any time you feel the integrity of Global University is at stake for any reason.

Mentor and Thesis Committee

See the section on “Thesis Committee” in Appendix B of this handbook. Also, see Appendix B for a complete overview of the thesis process.

ACCOUNTABILITY

As a GU adjunct faculty member you are accountable to the student, the Graduate Studies Center, the School of Graduate Studies, and the International Office of Global University. In turn, Global University is accountable to all the foregoing, including the mentor, plus accrediting agencies. The following flow of documentation is essential to maintain records supporting this accountability:

1. A proposed faculty member sends a completed Application for Adjunct Faculty Status to the International Office (usually through a National Office or Graduate Studies Center) of Global University with supporting documentation to establish faculty rank.
2. The Vice President of Academic Affairs notifies the applicant in writing of faculty rank, and the Dean of the School of Graduate Studies determines mentoring approval.
3. The faculty member and the School of Graduate Studies enter into an academic mentoring agreement that will allow the faculty member to mentor graduate students through any of Global University’s authorized Graduate Studies Centers.
4. The mentor and a Graduate Studies Center(s) enter into a financial mentoring agreement independent of the International Office and School of Graduate Studies. (Mentors who serve students who are enrolled through the International Graduate Studies Center will enter into a financial mentoring agreement with the School of Graduate Studies.)
5. A mentor receives from the Graduate Studies Center a Student Course Record when a student is assigned to the mentor.
6. The mentor keeps a current record of student progress on the Student Course Record.
7. When the student completes a course, the mentor completes, signs/dates, and sends to the Graduate Studies Center the original Student Course Record with marked copies of the final assignment for the course. (Note: A Graduate Studies Center has the option of requiring additional and/or interim reporting by the mentor.)
8. The Graduate Studies Center is responsible to send required information to the International Office and the School of Graduate Studies.
9. The Graduate Studies Center is responsible to pay the mentor according to agreed-upon terms.

A FINAL WORD

We are happy to have you as a mentor for the School of Graduate Studies of Global University and trust that you will enjoy the challenges and opportunities that are inherent in the mentoring process. It is our desire that your mentoring experiences with Global University will be rewarding for both you and the students you mentor.

Please feel free to make recommendations for improvements in or additions to this Mentor Handbook that would clarify and/or enhance your work as a mentor.

APPENDIX A: COURSE GRADING FORMS AND HELPS

This appendix includes copies of forms, grading guidelines, and other helps for grading and tracking student progress in individual courses. Some of the following items are referenced elsewhere in this handbook:

Mentor Instruction Sheet

Student Course Records

- Three Unit Assignments and Final Assignment

- Four Unit Assignments and Final Assignment

- Five Unit Assignments and Final Assignment

Class Roster (for Cohort Groups or Classroom Sessions)

Mentor Log of Student Progress (for Independent Study Students)

Course Grading and Evaluation Criteria

- Grading Helps

- Evaluation Guidelines

- Determining Scores for Assignments

- Grade Equivalents

- Distribution of Grades by Assignment

- Course List Summary of Unit Assignments

- Conversion Chart: 100-Base to Percentage Point Value

- Calculation of Points by Assignment

- Sample Student Course Record (Courses with Three Unit Assignments)

- Sample Student Course Record (Courses with Four Unit Assignments)

MENTOR INSTRUCTION SHEET

This instruction sheet is intended to help you, the Mentor, serve graduate students with greater efficiency as you work with the School of Graduate Studies to provide a quality learning experience for the students you mentor.

KEY POINTS TO KEEP IN MIND:

1. Course Enrollment
 - a. A student has six months from the date of enrollment to complete a course.
 - b. A student must pay one credit of tuition for a six-month course extension.
 - c. Only one extension is allowed per enrollment. A student must pay full tuition to re-enroll in a course.
2. Written Assignments
 - a. All assignments should be marked and returned to the student within seven days after receipt.
 - b. A copy of each marked assignment should be retained by the mentor.
 - c. All assignments should be graded according to guidelines in the graduate study guide and grading criteria for the School of Graduate Studies.
 - d. A student is *allowed* to rewrite a paper for which a grade below 70% was earned.
 - e. A student is *required* to rewrite a paper if components are missing or if instructions were not followed.
 - f. The grade assigned for a rewrite should not be more than 80%.
 - g. A copy of the final marked assignment should be returned to the School of Graduate Studies with the completed Student Course Record.
3. Student Course Record
 - a. A Student Course Record must be completed for each student and should indicate the date each assignment was received from the student and the date on which it was returned to the student.
 - b. A percent grade *and* point value grade (numeric only; no letter grades) should be entered for each assignment, along with comments about that assignment.
 - c. When the final paper is graded, a marked copy of the final assignment should be sent with the completed and signed Student Course Record to the School of Graduate Studies.

Detailed instructions and guidelines for students and mentors are found in the following Global University publications for the School of Graduate Studies: Catalog, Mentor Handbook, Student Handbook, Faculty Handbook, and course-specific Graduate Study Guide and Grading Criteria.

Please direct questions to the School of Graduate Studies at 1-800-443-1083 (417-862-9533 if outside USA), ext. 2233, or by e-mail to gradmentor@globaluniversity.edu.



STUDENT COURSE RECORD (3 Unit Assignments And Final)

Student Name _____		Student No. _____
Address _____		Phone No. _____
_____		Fax No. _____
E-mail _____		
Course Name _____		Course No. _____
Enrollment Date _____	Enrollment Expiration Date _____	Course Extension Date _____
Enrolling Institution _____		Office Code _____
Phone _____	Fax _____	E-mail _____
Mentor Name _____		Faculty No. _____
Address _____		Phone _____
_____		Fax _____
E-mail _____		

- Steps to calculate course grade:**
1. Find percent score on Grade Conversion Chart (Table 1).
 2. Locate corresponding point value based on applicable percent column.
 3. Add the point values for all assignments to determine total points for course.
 4. Round decimal places in total points to nearest whole number for course grade.
- List dates as: daMONyr
Example: 10JAN06

Assignment	Date Received	Date Returned	Percent Grade	Point Value	Comments
Original Rewrite					
Unit I (20%)					
Original Rewrite					
Unit II (20%)					
Original Rewrite					
Unit III (20%)					
Original Rewrite					
Final (40%)					
Total Point Value for Course					(Round to nearest whole number and enter Course Grade below.)

Date Completed _____ **Course Grade** _____ **Mentor Signature** _____

Note to Mentor: Each assignment should be marked and returned to the student within 7 days after it is received by the mentor. A copy of the marked final assignment should be returned to the School of Graduate Studies (preferably an electronic file as an email attachment) with this student course record when the student has completed this course. The student must pay an extension fee to Global University (or the Graduate Studies Center through which enrolled) to complete a course after the enrollment expiration date.

*1211 South Glenstone Avenue, Springfield, MO 65804 USA Phone 417-862-9533, ext. 2233 or 2247 Fax 417-869-5623
E-mail sgs@globaluniversity.edu*

**GLOBAL UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

GRADE CONVERSION CHART: 100-BASE TO POINT VALUE

TABLE 1. Courses with 3 Unit Assignments		
Percent Grade	Point Value	
	Units 20%	Final 40
100%	20.00	40.00
99%	19.80	39.60
98%	19.60	39.20
97%	19.40	38.80
96%	19.20	38.40
95%	19.00	38.00
94%	18.80	37.60
93%	18.60	37.20
92%	18.40	36.80
91%	18.20	36.40
90%	18.00	36.00
89%	17.80	35.60
88%	17.60	35.20
87%	17.40	34.80
86%	17.20	34.40
85%	17.00	34.00
84%	16.80	33.60
83%	16.60	33.20
82%	16.40	32.80
81%	16.20	32.40
80%	16.00	32.00
79%	15.80	31.60
78%	15.60	31.20
77%	15.40	30.80
76%	15.20	30.40
75%	15.00	30.00
74%	14.80	29.60
73%	14.60	29.20
72%	14.40	28.80
71%	14.20	28.40
70%	14.00	28.00
69%	13.80	27.60
68%	13.60	27.20
67%	13.40	26.80
66%	13.20	26.40
65%	13.00	26.00
64%	12.80	25.60
63%	12.60	25.20
62%	12.40	24.80
61%	12.20	24.40
60%	12.00	24.00

TABLE 2. Courses with 4 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 40%
100%	15.00	40.00
99%	14.85	39.60
98%	14.70	39.20
97%	14.55	38.80
96%	14.40	38.40
95%	14.25	38.00
94%	14.10	37.60
93%	13.95	37.20
92%	13.80	36.80
91%	13.65	36.40
90%	13.50	36.00
89%	13.35	35.60
88%	13.20	35.20
87%	13.05	34.80
86%	12.90	34.40
85%	12.75	34.00
84%	12.60	33.60
83%	12.45	33.20
82%	12.30	32.80
81%	12.15	32.40
80%	12.00	32.00
79%	11.85	31.60
78%	11.70	31.20
77%	11.55	30.80
76%	11.40	30.40
75%	11.25	30.00
74%	11.10	29.60
73%	10.95	29.20
72%	10.80	28.80
71%	10.65	28.40
70%	10.50	28.00
69%	10.35	27.60
68%	10.20	27.20
67%	10.05	26.80
66%	9.90	26.40
65%	9.75	26.00
64%	9.60	25.60
63%	9.45	25.20
62%	9.30	24.80
61%	9.15	24.40
60%	9.00	24.00

TABLE 3. Courses with 5 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 25%
100%	15.00	25.00
99%	14.85	24.75
98%	14.70	24.50
97%	14.55	24.25
96%	14.40	24.00
95%	14.25	23.75
94%	14.10	23.50
93%	13.95	23.25
92%	13.80	23.00
91%	13.65	22.75
90%	13.50	22.50
89%	13.35	22.25
88%	13.20	22.00
87%	13.05	21.75
86%	12.90	21.50
85%	12.75	21.25
84%	12.60	21.00
83%	12.45	20.75
82%	12.30	20.50
81%	12.15	20.25
80%	12.00	20.00
79%	11.85	19.75
78%	11.70	19.50
77%	11.55	19.25
76%	11.40	19.00
75%	11.25	18.75
74%	11.10	18.50
73%	10.95	18.25
72%	10.80	18.00
71%	10.65	17.75
70%	10.50	17.50
69%	10.35	17.25
68%	10.20	17.00
67%	10.05	16.75
66%	9.90	16.50
65%	9.75	16.25
64%	9.60	16.00
63%	9.45	15.75
62%	9.30	15.50
61%	9.15	15.25
60%	9.00	15.00

Locate the table for the number of unit assignments for the course you are mentoring (see introduction of study guide if in doubt). Locate the 100-base percent grade you have assigned for a graded assignment. Follow the corresponding row to the column that represents the unit or final assignment to determine the point value that is to be entered in the Point Value column on the Student Course Record.

Note: A grade of “0” will be assigned for every unit or final assignment for which a grade is not shown on the Student Course Record.

STUDENT COURSE RECORD (4 Unit Assignments And Final)

Student Name _____		Student No. _____	
Address _____		Phone No. _____	
		Fax No. _____	
		E-mail _____	
Course Name _____		Course No. _____	
Enrollment Date _____	Enrollment Expiration Date _____	Course Extension Date _____	
Enrolling Institution _____		Office Code _____	
Phone _____	Fax _____	E-mail _____	
Mentor Name _____		Faculty No. _____	
Address _____		Phone _____	
		Fax _____	
		E-mail _____	

- Steps to calculate course grade:**
1. Find percent score on Grade Conversion Chart (Table 2).
 2. Locate corresponding point value based on applicable percent column.
 3. Add the point values for all assignments to determine total points for course.
 4. Round decimal places in total points to nearest whole number for course grade.
- List dates as: daMONyr
 Example: 10JAN06

Assignment	Date Received	Date Returned	Percent Grade	Point Value	Comments
Original Rewrite					
Unit I (15%)					
Original Rewrite					
Unit II (15%)					
Original Rewrite					
Unit III (15%)					
Original Rewrite					
Unit IV (15%)					
Original Rewrite					
Final (40%)					
Total Point Value for Course					<i>(Round to nearest whole number and enter Course Grade below.)</i>

Date Completed _____ **Course Grade** _____ **Mentor Signature** _____

Note to Mentor: Each assignment should be marked and returned to the student within 7 days after it is received by the mentor. A copy of the marked final assignment should be returned to the School of Graduate Studies (preferably an electronic file as an email attachment) with this student course record when the student has completed this course. The student must pay an extension fee to Global University (or the Graduate Studies Center through which enrolled) to complete a course after the enrollment expiration date.

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E-mail sgs@globaluniversity.edu

**GLOBAL UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

GRADE CONVERSION CHART: 100-BASE TO POINT VALUE

TABLE 1. Courses with 3 Unit Assignments		
Percent Grade	Point Value	
	Units 20%	Final 40
100%	20.00	40.00
99%	19.80	39.60
98%	19.60	39.20
97%	19.40	38.80
96%	19.20	38.40
95%	19.00	38.00
94%	18.80	37.60
93%	18.60	37.20
92%	18.40	36.80
91%	18.20	36.40
90%	18.00	36.00
89%	17.80	35.60
88%	17.60	35.20
87%	17.40	34.80
86%	17.20	34.40
85%	17.00	34.00
84%	16.80	33.60
83%	16.60	33.20
82%	16.40	32.80
81%	16.20	32.40
80%	16.00	32.00
79%	15.80	31.60
78%	15.60	31.20
77%	15.40	30.80
76%	15.20	30.40
75%	15.00	30.00
74%	14.80	29.60
73%	14.60	29.20
72%	14.40	28.80
71%	14.20	28.40
70%	14.00	28.00
69%	13.80	27.60
68%	13.60	27.20
67%	13.40	26.80
66%	13.20	26.40
65%	13.00	26.00
64%	12.80	25.60
63%	12.60	25.20
62%	12.40	24.80
61%	12.20	24.40
60%	12.00	24.00

TABLE 2. Courses with 4 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 40%
100%	15.00	40.00
99%	14.85	39.60
98%	14.70	39.20
97%	14.55	38.80
96%	14.40	38.40
95%	14.25	38.00
94%	14.10	37.60
93%	13.95	37.20
92%	13.80	36.80
91%	13.65	36.40
90%	13.50	36.00
89%	13.35	35.60
88%	13.20	35.20
87%	13.05	34.80
86%	12.90	34.40
85%	12.75	34.00
84%	12.60	33.60
83%	12.45	33.20
82%	12.30	32.80
81%	12.15	32.40
80%	12.00	32.00
79%	11.85	31.60
78%	11.70	31.20
77%	11.55	30.80
76%	11.40	30.40
75%	11.25	30.00
74%	11.10	29.60
73%	10.95	29.20
72%	10.80	28.80
71%	10.65	28.40
70%	10.50	28.00
69%	10.35	27.60
68%	10.20	27.20
67%	10.05	26.80
66%	9.90	26.40
65%	9.75	26.00
64%	9.60	25.60
63%	9.45	25.20
62%	9.30	24.80
61%	9.15	24.40
60%	9.00	24.00

TABLE 3. Courses with 5 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 25%
100%	15.00	25.00
99%	14.85	24.75
98%	14.70	24.50
97%	14.55	24.25
96%	14.40	24.00
95%	14.25	23.75
94%	14.10	23.50
93%	13.95	23.25
92%	13.80	23.00
91%	13.65	22.75
90%	13.50	22.50
89%	13.35	22.25
88%	13.20	22.00
87%	13.05	21.75
86%	12.90	21.50
85%	12.75	21.25
84%	12.60	21.00
83%	12.45	20.75
82%	12.30	20.50
81%	12.15	20.25
80%	12.00	20.00
79%	11.85	19.75
78%	11.70	19.50
77%	11.55	19.25
76%	11.40	19.00
75%	11.25	18.75
74%	11.10	18.50
73%	10.95	18.25
72%	10.80	18.00
71%	10.65	17.75
70%	10.50	17.50
69%	10.35	17.25
68%	10.20	17.00
67%	10.05	16.75
66%	9.90	16.50
65%	9.75	16.25
64%	9.60	16.00
63%	9.45	15.75
62%	9.30	15.50
61%	9.15	15.25
60%	9.00	15.00

Locate the table for the number of unit assignments for the course you are mentoring (see introduction of study guide if in doubt). Locate the 100-base percent grade you have assigned for a graded assignment. Follow the corresponding row to the column that represents the unit or final assignment to determine the point value that is to be entered in the Point Value column on the Student Course Record.

Note: A grade of “0” will be assigned for every unit or final assignment for which a grade is not shown on the Student Course Record.



STUDENT COURSE RECORD (5 Unit Assignments And Final)

Student Name _____		Student No. _____	
Address _____		Phone No. _____	
_____		Fax No. _____	
_____		E-mail _____	
Course Name _____		Course No. _____	
Enrollment Date _____		Enrollment Expiration Date _____	
_____		Course Extension Date _____	
Enrolling Institution _____		Office Code _____	
Phone _____		Fax _____	
_____		E-mail _____	
Mentor Name _____		Faculty No. _____	
Address _____		Phone _____	
_____		Fax _____	
_____		E-mail _____	

- Steps to calculate course grade:**
1. Find percent score on Grade Conversion Chart (Table 3).
 2. Locate corresponding point value based on applicable percent column.
 3. Add the point values for all assignments to determine total points for course.
 4. Round decimal places in total points to nearest whole number for course grade.
- List dates as: daMONyr
Example: 10JAN06

Assignment	Date Received	Date Returned	Percent Grade	Point Value	Comments
Original Rewrite					
Unit I (15%)					
Original Rewrite					
Unit II (15%)					
Original Rewrite					
Unit III (15%)					
Original Rewrite					
Unit IV (15%)					
Original Rewrite					
Unit V (15%)					
Original Rewrite					
Final (25%)					
Total Point Value for Course					(Round to nearest whole number and enter Course Grade below.)

Date Completed _____ **Course Grade** _____ **Mentor Signature** _____

Note to Mentor: Each assignment should be marked and returned to the student within 7 days after it is received by the mentor. A copy of the marked final assignment should be returned to the School of Graduate Studies (preferably an electronic file as an email attachment) with this student course record when the student has completed this course. The student must pay an extension fee to Global University (or the Graduate Studies Center through which enrolled) to complete a course after the enrollment expiration date.

**GLOBAL UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

GRADE CONVERSION CHART: 100-BASE TO POINT VALUE

TABLE 1. Courses with 3 Unit Assignments		
Percent Grade	Point Value	
	Units 20%	Final 40
100%	20.00	40.00
99%	19.80	39.60
98%	19.60	39.20
97%	19.40	38.80
96%	19.20	38.40
95%	19.00	38.00
94%	18.80	37.60
93%	18.60	37.20
92%	18.40	36.80
91%	18.20	36.40
90%	18.00	36.00
89%	17.80	35.60
88%	17.60	35.20
87%	17.40	34.80
86%	17.20	34.40
85%	17.00	34.00
84%	16.80	33.60
83%	16.60	33.20
82%	16.40	32.80
81%	16.20	32.40
80%	16.00	32.00
79%	15.80	31.60
78%	15.60	31.20
77%	15.40	30.80
76%	15.20	30.40
75%	15.00	30.00
74%	14.80	29.60
73%	14.60	29.20
72%	14.40	28.80
71%	14.20	28.40
70%	14.00	28.00
69%	13.80	27.60
68%	13.60	27.20
67%	13.40	26.80
66%	13.20	26.40
65%	13.00	26.00
64%	12.80	25.60
63%	12.60	25.20
62%	12.40	24.80
61%	12.20	24.40
60%	12.00	24.00

TABLE 2. Courses with 4 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 40%
100%	15.00	40.00
99%	14.85	39.60
98%	14.70	39.20
97%	14.55	38.80
96%	14.40	38.40
95%	14.25	38.00
94%	14.10	37.60
93%	13.95	37.20
92%	13.80	36.80
91%	13.65	36.40
90%	13.50	36.00
89%	13.35	35.60
88%	13.20	35.20
87%	13.05	34.80
86%	12.90	34.40
85%	12.75	34.00
84%	12.60	33.60
83%	12.45	33.20
82%	12.30	32.80
81%	12.15	32.40
80%	12.00	32.00
79%	11.85	31.60
78%	11.70	31.20
77%	11.55	30.80
76%	11.40	30.40
75%	11.25	30.00
74%	11.10	29.60
73%	10.95	29.20
72%	10.80	28.80
71%	10.65	28.40
70%	10.50	28.00
69%	10.35	27.60
68%	10.20	27.20
67%	10.05	26.80
66%	9.90	26.40
65%	9.75	26.00
64%	9.60	25.60
63%	9.45	25.20
62%	9.30	24.80
61%	9.15	24.40
60%	9.00	24.00

TABLE 3. Courses with 5 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 25%
100%	15.00	25.00
99%	14.85	24.75
98%	14.70	24.50
97%	14.55	24.25
96%	14.40	24.00
95%	14.25	23.75
94%	14.10	23.50
93%	13.95	23.25
92%	13.80	23.00
91%	13.65	22.75
90%	13.50	22.50
89%	13.35	22.25
88%	13.20	22.00
87%	13.05	21.75
86%	12.90	21.50
85%	12.75	21.25
84%	12.60	21.00
83%	12.45	20.75
82%	12.30	20.50
81%	12.15	20.25
80%	12.00	20.00
79%	11.85	19.75
78%	11.70	19.50
77%	11.55	19.25
76%	11.40	19.00
75%	11.25	18.75
74%	11.10	18.50
73%	10.95	18.25
72%	10.80	18.00
71%	10.65	17.75
70%	10.50	17.50
69%	10.35	17.25
68%	10.20	17.00
67%	10.05	16.75
66%	9.90	16.50
65%	9.75	16.25
64%	9.60	16.00
63%	9.45	15.75
62%	9.30	15.50
61%	9.15	15.25
60%	9.00	15.00

Locate the table for the number of unit assignments for the course you are mentoring (see introduction of study guide if in doubt). Locate the 100-base percent grade you have assigned for a graded assignment. Follow the corresponding row to the column that represents the unit or final assignment to determine the point value that is to be entered in the Point Value column on the Student Course Record.

Note: A grade of “0” will be assigned for every unit or final assignment for which a grade is not shown on the Student Course Record.



GLOBAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES
 1211 South Glenstone Avenue, Springfield, MO 65804 USA
 Phone: 1-800-443-1083 or 417-862-9533, ext. 2233 or 2247
 Fax: 417-869-5623 Email: sgs@globaluniversity.edu

CLASS ROSTER

Mentor Name _____

Course No. and Name _____

Classroom Teaching Date(s) _____

Graduate Studies Center _____ Office Code _____

Location (city/state/country) _____

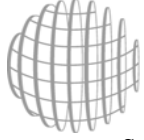
Contact Name _____

Phone _____ Email _____

Student No.	Student Name	Enrollment Date	Expiration Date	Grade/Date Returned							Date Course Completed	Date SCR Returned
				Unit I	Unit II	Unit III	Unit IV	Unit V	Final	Course		
////	////	////	////								////	////

Note to Mentor: The Class Roster is a worksheet to help mentors track student progress for a taught class. It does not replace the Student Course Record that must be returned to the School of Graduate Studies when a student completes a course. Each assignment should be marked and returned to the student within 7 days after it is received by the mentor. Assignment information and comments should be recorded on the individual Student Course Record for each student. A copy of the marked final assignment should be returned to the School of Graduate Studies with the Student Course Record when the student has completed a course. The student must pay an enrollment extension fee to Global University to complete a course after the enrollment expiration date.

**MENTOR LOG OF STUDENT PROGRESS
FOR INDEPENDENT STUDY STUDENTS**



**GLOBAL
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1211 South Glenstone Avenue, Springfield, MO 65804 USA
Phone: 1-800-443-1083 or 417-862-9533, ext. 2233 or 2247
Fax: 417-869-5623 Email: sgs@globaluniversity.edu

Mentor Name _____

Course No./Name (if applicable) _____

International Graduate Studies Center (IGSC), Office Code MUS

Location (city/state/country) Springfield, Missouri 65804 USA

Phone 417-862-9533 or 1-800-443-1083, Extension 2233

Email gradmentor@globaluniversity.edu

Student No.	Student Name	Course No.	Enrollment Date	Expiration Date	Grade/Date Returned							Date Completed	Date SCR Returned
					Unit I	Unit II	Unit III	Unit IV	Unit V	Final	Course		

Note to Mentor: The Mentor Log of Student Progress is a worksheet to help mentors track progress of students who study independently. It is optional and does *not* replace the Student Course Record that must be returned to the School of Graduate Studies. Each assignment should be marked and returned to the student within 7 days after it is received by the mentor. Assignment information and comments should be recorded on the individual Student Course Record for each student. A copy of the marked final assignment should be returned to the School of Graduate Studies with the Student Course Record when the student has completed a course. The student must pay an enrollment extension fee to Global University to complete a course after the enrollment expiration date.

**GLOBAL UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COURSE GRADING AND EVALUATION CRITERIA**

CRITERIA FOR GRADING

A student may earn the full point value designated for an assignment if the student completes all components of the assignment, meets all criteria specified in the highest level of the Evaluation Guidelines that follow, and writes an exceptional paper. A student who does all that is asked but whose paper is not of exceptional quality should not earn a perfect score for the paper. *A student should not be given a score above 80% 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 not to change the writing style of a student but to develop the individual writing style into acceptable form.

All papers should be marked when points are deducted, and all comments should be constructive but gentle. Student approach and application for written assignments may vary depending on the culture and individual goals of the student.

As a mentor (resident or adjunct faculty member) assigned for a course, you should give attention to the specific requirements for the assignments for each course. Additionally, the following general guidelines should be taken into consideration when assigning a grade for an assignment.

Grade	Content	Structure, Style, Syntax
90-100% (Above Average; Pass Superior)	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 English.
80-89% (Average; Pass)	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 English.
70-79% (Below Average; Marginal Pass)	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 English.
Below 70% (Unacceptable as Submitted; Revise)	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 English.
Below 70% (Unacceptable)	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.

DETERMINING SCORES FOR ASSIGNMENTS

A recommended grading procedure for subjective evaluation components is to assume the student has earned a base score of 90% on an assignment. From the base score, add or deduct points according to the following guidelines

Add points as follows:

Maximum of 10% of total score may be added for an assignment:

1. display of exceptional comprehension of content
2. exceptional organization of material
3. display of exceptional application of content
4. indication of comprehension of material at highest levels of cognitive or affective domain

Take off points as follows:

Content (Usually 6- to 8-pages for each unit and 18-25 pages for final):

1. failure to include all parts of an assignment (require a rewrite if student earns a grade below 70% after points are deducted for missing components)
2. failure to follow instructions (may require a rewrite)
3. failure to indicate comprehension of material covered
4. failure to indicate higher levels of learning for material covered

Form and Style (Maximum deduction of 10% of score for each assignment):

1. essay longer/shorter than specified in assignment instructions (1%)
2. failure to use good sentence structure (2% for entire document)
3. failure to use logical sequencing (4% for entire document)
4. spelling, punctuation, and grammar errors (3% for entire document)
5. failure to follow Global University's *Form and Style Guide* (10% for assignment)

Revise (Rewrite) A rewrite should be required *only* when a score for an assignment is less than 70%. *Revised and resubmitted work should not receive a score above 80%.* A rewrite is required in the following instances:

1. if student scores less than marginal pass (70% of total points available) on a given assignment
2. if student fails overall to follow instructions for assignment
3. if content and development of paper are weak overall
4. if student fails to include all major parts of an assignment

GRADE EQUIVALENTS

When a student has met all requirements of an assignment, he or she should receive a passing grade for the assignment. Points should be added to the degree to which the student has exceeded minimum requirements for all areas of an assignment. Points should be deducted according to the degree to which the student has been deficient in meeting requirements for all components of an assignment. A numeric point grade should be assigned for each assignment. The course grade will be determined by adding point values for all assignments to determine an overall grade that is a weighted average of the final and all unit assignments. The grading scale for the School of Graduate Studies considers the point value of cumulative assignments for a course to be equivalent to the following, based on 100 points per course:

90-100%	(A) Above Average; Pass Superior
80-89%	(B) Average; Pass
70-79%	(C) Below Average; Marginal Pass
Below 70%	(F) Unacceptable

Letter grades are shown here only for comparison and should not be used on the student course record.

The grade for each assignment should be recorded on the student course record as a point value based on the value of the assignment as a percent of the course grade. Rounded point values from the conversion chart that is a part of this document should be recorded on the student course record.

DISTRIBUTION OF GRADES BY ASSIGNMENT

The following grade distribution percentages apply to scores for unit and final assignments for all course enrollments after August 1, 2003. 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. (NOTE: *The following grade distributions will be used for all courses, although some graduate study guides that were published prior to January 1, 2004, have grade distributions that differ from the standard distributions that follow.*)

All courses with three* unit assignments (See course list for summary of 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 (See course list for summary of 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 (See course list for summary of 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

*A number grade based on the grade distributions noted above must be recorded on the student course record for each assignment that is included in the graduate study guide.

If multiple parts are required for an assignment, the percent of the course grade for the respective assignment may be distributed between/among the various parts. The assignment grade that is recorded on the student course record, however, should reflect one grade for the entire assignment. (Example: Some study guides list Part A, Part B, Part C, etc., of a unit assignment after various lessons within the unit. Although the various parts may be graded separately, the grade that is recorded on the student course record should reflect the overall grade for all parts of the assignment. It is acceptable to include notes and scores on the various parts of the assignment on the student course record.)

An individual grade for each assignment 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. *If a grade is not listed for a unit that is included in the database, the student will receive a "0" for that assignment.* Even if a mentor for a *taught session* in a graduate studies center combines more than one study guide assignment into a combination assignment or omits an assignment, a grade still *must be listed* on the student course record for each individual assignment. In the case of a combined assignment, the same grade may be entered for both assignments. For an omitted assignment, the average grade for all submitted unit assignments should be entered on the student course record for the omitted assignment. A combined or omitted assignment should be noted in comments. All mentors should use the following tables and worksheets to determine and assign points for each assignment.

COURSE LIST SUMMARY OF UNIT ASSIGNMENTS (as of January 1, 2007)

Courses with three unit assignments

LDR5033	Dynamics of Christian Organizations
MIN5013	Preaching to Change Lives
MIS5033	Cultural Anthropology
MIS5053	Missions from the Two-Thirds World: Issues and Models for the Emergent Church
PTH5203	Foundations for Pastoral Theology

Courses with four unit assignments

BIB5013	Historical Approach to Hermeneutics
BIB5043	Exposition of Pneumatology in Lucan Literature
BIB5053	Colossians and Philippians: An Exegetical Methodology
BIB5093	Exegesis of the Letter to the Galatians
BIB5113	Science and the Bible
BIB5143	Major Themes of Isaiah: An Exegetical Approach
BIB5153	Hosea and Amos: An Exegetical Analysis
BIB5173	Poetry and Proverb: The Psalms and Wisdom Literature
BIB5203	Backgrounds to the New Testament: Cultural and Historical Contexts
BIB5293	Hermeneutics
EDU5023	Educational Measurement
EDU5063	Curriculum and Instructional Design
EDU5073	Teaching Strategies
LDR5013	Foundations for Christian Leadership
LDR5023	Leadership Emergence Patterns
LDR5043	Conflict Management
LDR5053	Leadership Training Models
LDR5063	Leadership Research
MIN5023	Worship in the Church: A Biblical Foundation

MIS5013	The Biblical Theology of Missions
MIS5023	Strategies for Cross-Cultural Ministry
MIS5073	Islam and Animism: A Christian Perspective
MIS5093	Trends and Current Issues in Missions
MIS5103	Paradigms for Pentecostal Missions
PTH5013	Biblical Themes in Counseling (MFI only)
PTH5033	Pastoral Ethics (MFI only)
PTH5233	Pastoral Ethics: Confronting Ethical Issues
PTH5273	Developing a Christian Worldview
RES5013	Research Methodology
THE5013	Current Trends in International Theology

Courses with five unit assignments

BIB5033	The Bible as Literature: Theory and Methodology
BIB5103	Exegesis of the Letter to the Hebrews
BIB5183	Acts as History and Theology
EDU5033	Educational Psychology
EDU5043	Education in the Bible
EDU5053	Bible School Administration
MIS5043	History of the Expansion of Christianity

Courses with unique grading criteria

BIB5073	Graduate Greek I
BIB5083	Graduate Greek II
RES6126	Thesis

NOTE: Some of the courses that are listed above may not be available for enrollment at this time.

All questions about grading issues and clarification should be directed to the School of Graduate Studies, Executive Director of Academic Administration, at sgs@globaluniversity.edu.

The following charts and sample student course records are based on the foregoing criteria for calculating course grades.

**GLOBAL UNIVERSTIY
SCHOOL OF GRADUATE STUDIES**

GRADE CONVERSION CHART: 100-BASE TO POINT VALUE

TABLE 1. Courses with 3 Unit Assignments		
Percent Grade	Point Value	
	Units 20%	Final 40
100%	20.00	40.00
99%	19.80	39.60
98%	19.60	39.20
97%	19.40	38.80
96%	19.20	38.40
95%	19.00	38.00
94%	18.80	37.60
93%	18.60	37.20
92%	18.40	36.80
91%	18.20	36.40
90%	18.00	36.00
89%	17.80	35.60
88%	17.60	35.20
87%	17.40	34.80
86%	17.20	34.40
85%	17.00	34.00
84%	16.80	33.60
83%	16.60	33.20
82%	16.40	32.80
81%	16.20	32.40
80%	16.00	32.00
79%	15.80	31.60
78%	15.60	31.20
77%	15.40	30.80
76%	15.20	30.40
75%	15.00	30.00
74%	14.80	29.60
73%	14.60	29.20
72%	14.40	28.80
71%	14.20	28.40
70%	14.00	28.00
69%	13.80	27.60
68%	13.60	27.20
67%	13.40	26.80
66%	13.20	26.40
65%	13.00	26.00
64%	12.80	25.60
63%	12.60	25.20
62%	12.40	24.80
61%	12.20	24.40
60%	12.00	24.00

TABLE 2. Courses with 4 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 40%
100%	15.00	40.00
99%	14.85	39.60
98%	14.70	39.20
97%	14.55	38.80
96%	14.40	38.40
95%	14.25	38.00
94%	14.10	37.60
93%	13.95	37.20
92%	13.80	36.80
91%	13.65	36.40
90%	13.50	36.00
89%	13.35	35.60
88%	13.20	35.20
87%	13.05	34.80
86%	12.90	34.40
85%	12.75	34.00
84%	12.60	33.60
83%	12.45	33.20
82%	12.30	32.80
81%	12.15	32.40
80%	12.00	32.00
79%	11.85	31.60
78%	11.70	31.20
77%	11.55	30.80
76%	11.40	30.40
75%	11.25	30.00
74%	11.10	29.60
73%	10.95	29.20
72%	10.80	28.80
71%	10.65	28.40
70%	10.50	28.00
69%	10.35	27.60
68%	10.20	27.20
67%	10.05	26.80
66%	9.90	26.40
65%	9.75	26.00
64%	9.60	25.60
63%	9.45	25.20
62%	9.30	24.80
61%	9.15	24.40
60%	9.00	24.00

TABLE 3. Courses with 5 Unit Assignments		
Percent Grade	Point Value	
	Units 15%	Final 25%
100%	15.00	25.00
99%	14.85	24.75
98%	14.70	24.50
97%	14.55	24.25
96%	14.40	24.00
95%	14.25	23.75
94%	14.10	23.50
93%	13.95	23.25
92%	13.80	23.00
91%	13.65	22.75
90%	13.50	22.50
89%	13.35	22.25
88%	13.20	22.00
87%	13.05	21.75
86%	12.90	21.50
85%	12.75	21.25
84%	12.60	21.00
83%	12.45	20.75
82%	12.30	20.50
81%	12.15	20.25
80%	12.00	20.00
79%	11.85	19.75
78%	11.70	19.50
77%	11.55	19.25
76%	11.40	19.00
75%	11.25	18.75
74%	11.10	18.50
73%	10.95	18.25
72%	10.80	18.00
71%	10.65	17.75
70%	10.50	17.50
69%	10.35	17.25
68%	10.20	17.00
67%	10.05	16.75
66%	9.90	16.50
65%	9.75	16.25
64%	9.60	16.00
63%	9.45	15.75
62%	9.30	15.50
61%	9.15	15.25
60%	9.00	15.00

Locate the table for the number of unit assignments for the course you are mentoring (see introduction of study guide if in doubt). Locate the 100-base percent grade you have assigned for a graded assignment. Follow the corresponding row to the column that represents the unit or final assignment to determine the point value that is to be entered in the Point Value column on the Student Course Record.

Note: A grade of “0” will be assigned for every unit or final assignment for which a grade is not shown on the Student Course Record.

APPENDIX B: THESIS OVERVIEW

This appendix includes an overview of the thesis committee and thesis process and copies of forms, evaluation criteria, and other helps for advising or otherwise serving on a thesis committee. This appendix includes the following items:

Thesis Committee

- Thesis Advisor (Chairperson and Content Specialist)
- Thesis Committee Members
- Graduate Studies Center Director
- Dean of the School of Graduate Studies
- External Reader

Thesis Process Overview

- General Overview
- Thesis Components
- Resource Materials
- Stages of Thesis Development
- Closing Remarks
- Thesis Progress Record for Student
- Thesis Progress Record for Advisor
- Thesis Progress Record for Committee Member
- Thesis Proposal Evaluation
- Checklist for Scheduling Thesis Defense
- Thesis Defense Scheduling Worksheet
- Thesis Defense Evaluation
- Thesis Evaluation Criteria (Written Thesis)

THESIS COMMITTEE

The thesis committee is made up of three appointed members, one of whom will serve as advisor or chairperson. The Dean of the School of Graduate Studies or an appointee of the Dean is an ex-officio member of the committee. Qualifications of committee members are (1) approval by the Vice President of Academic Affairs as Global University faculty with minimum rank of assistant professor and (2) approval by the Dean of the School of Graduate Studies as mentor for specific area(s) of content.

Each member of the thesis committee has academic responsibilities and relationships in addition to those listed previously for course mentors.

Appointed members of the thesis committee will normally include the following:

1. *The advisor (chairperson)*, who is a content specialist for the field of study for the student's thesis topic, is suggested by the student and approved by the Graduate Studies Center director in consultation with the Dean.
2. *The Graduate Studies Center (GSC) director* serves or recommends a qualified person to serve. The GSC director may serve as advisor if the student desires and if the GSC director is an approved content specialist for the student's area of study. In this case, the GSC director will recommend another qualified person to serve on the committee.
3. *A resident faculty member* of the International Office of Global University, who is an approved mentor, is appointed by the Dean.

Responsibilities of committee members and the Graduate Studies Center director are as follows:

Thesis Advisor (Chairperson and Content Specialist)

The *thesis advisor* will (1) coordinate and oversee the writing of the thesis, (2) guide the student to determine content and validity (whether or not it will add to the body of knowledge in the field of specialty) of the thesis, (3) set agenda with the student for submission and evaluation of work, (4) set agenda with committee members for feedback on work submitted by the student, and (5) schedule and chair the oral thesis defense with the student and other committee members.

The thesis advisor will give evaluation feedback to the student; the Dean and other members of the thesis committee will be responsible to give evaluation feedback to the advisor.

Thesis Committee Members

All members of the committee are required to (1) give feedback in a timely manner, (2) participate in the oral defense, (3) evaluate the thesis, and (4) sign the approval page. All members of the committee should also give attention to the format of the thesis. The Dean's office is responsible to notify the thesis advisor (or the student directly, if the advisor prefers) of form and style changes or corrections that need to be made before the final draft is approved.

Graduate Studies Center Director

The *Graduate Studies Center director* will recommend thesis committee members. If a Graduate Studies Center does not have access to qualified and approved thesis committee members, the Dean (or an appointee of the Dean) shall work with the Graduate Studies Center director to locate the required thesis committee members. It will also be the responsibility of the Graduate Studies Center director (or appointee of the director) to represent the student to the School of Graduate Studies in mediation issues.

Each Graduate Studies Center (GSC) may establish additional thesis guidelines for students served by the respective GSC, providing that additional thesis guidelines do not conflict with guidelines and policies established by the School of Graduate Studies.

Dean of the School of Graduate Studies

The Dean of the School of Graduate Studies will serve on the thesis committee in an ex-officio capacity in addition to the advisor and two other committee members. The Dean or designee of the Dean) will be required to give approval at various stages of thesis development as noted in the Thesis Overview in Appendix B.

External Reader

One or more *external readers* may be selected by the Dean to read and review all or part of a thesis and make comments and suggestions. An external reader does not have the authority to approve or disapprove the thesis or to determine the grade for the thesis.

THESIS PROCESS OVERVIEW

General Overview

When a student enrolls in the graduate thesis, he or she is notified of the thesis advisor and committee members. The next step is for the student to develop and plot a plan of action and timetable to complete thesis research, writing, defense, and final written presentation within the two-year enrollment period. Students will work closely with the thesis advisor throughout the thesis development and writing process. The advisor will, in turn, work closely with the other committee members and the Dean of the School of Graduate Studies (who is an ex-officio member of all thesis committees) according to current thesis development policies.

Thesis progress records (advisor, committee member, and student versions) are designed to help students, advisors, and other members of the thesis committee track the progress of the various thesis components. The thesis advisor must approve all thesis components and present them to other committee members and the Dean for approval and recommendations as applicable. Although specific components must be approved by other committee members, the advisor has the option to ask for input and recommendations from other members of the thesis committee for as many development phases as he or she deems advisable.

When the thesis advisor presents the *thesis proposal* to the Dean for approval, the Dean's office will also check form and style and indicate changes required to bring the work into compliance with Global University's *Form and Style Guide*. The student is required to make these changes and to check all subsequent drafts (both *interim* and *ready-to-bind* versions) for form and style compliance.

Thesis Components

A thesis that is based on *quantitative* research should include five chapters; a thesis based on *qualitative* research may include more than one chapter of findings. The following structure should be used to organize a thesis:

Front Matter: *Preliminary pages*.

Chapter 1: *Problem and Setting*. This chapter should include the problem statement, subproblems, purpose of the study, research questions and/or hypotheses, limitations of the study, and definitions and terms.

Chapter 2: *Literature review*. This chapter should include a list of all resources consulted prior to and during research for the thesis: literature, interviews, and other sources that establish the content and

validity for the specific research. The preliminary literature review will include resources that were consulted to establish the basis for the research. The literature review in the final draft should be expanded from the preliminary resources to include additional resources that were consulted during actual research. The review should not only report prior research but also evaluate, organize, and synthesize prior research and relate it to the research problem or topic.

Chapter 3: *Methodology*. This chapter should establish methods, comparisons, materials and procedures to be used, and other criteria pertinent to the research problem. The thesis proposal will be based on what the student plans to do to respond to the research problem or question. Content for this chapter will be revised and expanded as the research progresses so that the final draft fully develops and explains the methodology that was used.

Chapter 4: *Results/Findings*. This chapter should include results of quantitative research, or findings from qualitative research. If research is of a *qualitative* genre, additional chapters may be used to explain findings.

Chapter 5: *Discussion and Conclusions*. This chapter should include review, summary, discussion of implications, limitations, future research, conclusions, and other information pertinent to the research. (Note: If additional chapters are included for qualitative research findings, the chapter number will be determined by the number of preceding chapters dedicated to research findings.)

End Matter: *Appendixes and Reference List*.

Resource Materials

General information on doing research and writing a thesis and specific information on writing a thesis as a part of a master's degree program with the School of Graduate Studies of Global University may be found in the following publications:

- *Global University Form and Style Guide*, fourth edition (2004) or later
- *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth edition, Kate L. Turabian
- *Practical Research: Planning and Design*, eighth edition, by Paul D. Leedy and Jeanne Ellis Ormrod
- *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, second edition, John W. Creswell
- RES6126 *Graduate Thesis/Dissertation: Purpose, Process, and Product Graduate Study Guide*
- RES6126 *Graduate Thesis/Dissertation: Purpose, Process, and Product Supplemental Readings*
- *Writing the Doctoral Dissertation: A Systematic Approach* by Gordon B. Davis and Clyde A. Parker
- RES5013 *Research Methodology Graduate Study Guide*
- RES5013 *Research Methodology Supplemental Readings*
- Global University's current *Graduate Studies Catalog*
- Additional resources are listed in the bibliographies of the graduate study guides listed above.

Stages of Thesis Development

Major stages of development and approval requirements that are listed on the thesis progress records are intended only as a guide for submission of thesis components to the thesis advisor for approval and for distribution to other committee members as appropriate. If students follow the approval requirements and work closely with the thesis advisor, the thesis defense should be a pleasant experience that culminates a thorough academic research endeavor. A brief description of components—as they are listed on progress reports—and student/advisor/committee/Dean interaction follows:

1. *Problem and Setting*. A student should work closely with the thesis advisor to develop this component. It is customary for an advisor to require as many rewrites as are needed to assure that the problem is concise and manageable, subproblems are key and adequate to the problem, and research questions and/or hypotheses are pertinent.

2. *Thesis Proposal.* The proposal must include a summary of chapters 1–3 and normally will be 15–20 pages (3750–5000 words) long; the length may vary, however, depending on the specific topic and research scope. The proposal must be presented to the thesis advisor and be approved by all committee members and the Dean before a student proceeds with research. The methodology that is presented in chapter 3 of the proposal will be a summary version of what the student expects to do in the research.
3. *Evaluation of Thesis Proposal.* The advisor and committee members should complete and submit Thesis Proposal Evaluation forms to the Dean at the time they review the proposal. Committee members should submit comments and recommendations to the advisor. The grade for the thesis proposal will be computed from scores assigned by the thesis advisor and the two assigned committee members. The thesis proposal will count for 25 percent of the thesis grade.

Form and style will be checked at this point, and all future submissions should conform to the *Global University Form and Style Guide*. It is the responsibility of the student to work out computer formatting issues. Both the literature review and methodology will be expanded, revised, and updated as the student does the research and develops the thesis. The student should incorporate into the rough draft of chapters 1–3 recommendations from the committee.

4. *Rough Draft (Chapters 1–3).* Chapters 1–3 should be expanded and updated from the thesis proposal after the student completes the research but before he or she writes chapter 4 (results or findings). The rough draft of chapters 1–3 should incorporate all updated information based on recommendations from the committee, changes necessitated by actual research, additional resources used, and fully developed methodology. It should be presented according to form and style requirements in the *Global University Form and Style Guide*. The student will present the rough draft of chapters 1–3 to the thesis advisor for input and recommendations.
5. *Rough Draft (Entire Thesis).* A rough draft that includes all components of the thesis—front matter, all chapters of the body, and end matter—should be sent to the advisor. The body of the thesis should be 75–125 pages (18,750–31,250 words) long. The rough draft should also incorporate previously recommended content and form and style changes.
6. *Revised Rough Draft.* Based on recommendations from the advisor with regards to the rough draft, the student should change, correct, and/or otherwise amend the thesis and present it in revised rough draft form to the thesis advisor, who will distribute it to other committee members and the Dean. The Dean and committee members should read the thesis thoroughly and submit recommendations and comments to the advisor. This should eliminate the possibility of recommendations for major changes and/or clarifications after the thesis defense. Form and style will be checked again at this point.
7. *Tentative Defense Date.* When the advisor submits to the student recommendations and comments based on the revised rough draft, a tentative thesis defense date (or date range) should be set. The advisor should notify the student, committee members, and Dean of the tentative date. A thesis defense may be held at a site agreed upon by the student, committee members, graduate studies center director, and Dean of the School of Graduate Studies. If all participants cannot meet at one location, the defense may be conducted by electronic conferencing that must be scheduled through the Dean’s office. If the defense is conducted by electronic conferencing, a minimum of 30 days advance notice is required to schedule the media conference room and equipment.
8. *Defense Draft.* Based on recommendations and comments from the thesis advisor, committee members, and Dean, the defense draft should (1) incorporate recommendations from the entire committee, (2) comply with form and style as presented in the *Global University Form and Style Guide*, and (3) be proofread prior to submission. This draft of the thesis should be submitted to

the thesis advisor. When the advisor feels that the student has adequately addressed recommendations and comments from committee members based on their review of the revised rough draft and that the thesis complies with all other criteria, the defense draft should be distributed to committee members and the Dean.

9. *Thesis Defense Date and Time.* The thesis advisor will confirm a date, time, and place for the thesis defense. If the defense is to be conducted from Global University's International Office by electronic conferencing (audio), the Dean's office will coordinate and take care of scheduling details. It is necessary to schedule a firm date and time at least 10 days before the defense date to allow time to reserve the conference room and equipment; and to allow defense participants sufficient time to read the entire thesis prior to the defense. The thesis advisor is responsible for distributing a copy of the defense draft to all defense participants when the date and time of the thesis is confirmed. It is important that all participants (including the student) have the same edition of the thesis for the defense and that they all have sufficient time to read the entire document and note questions and comments for the defense.
10. *Thesis Defense Fee.* The student should submit the thesis defense fee to the enrolling office (Global University's International Office if a student is not served by a Graduate Studies Center outside the USA) when the defense draft of the thesis is submitted to the advisor.
11. *Thesis Defense.* All committee members (both assigned and ex-officio) may participate in the thesis defense. The purpose of the thesis defense is to confirm that the student actually completed the research as it is presented in the thesis and that he or she has sufficient knowledge of aspects that are pertinent to the research topic to engage in an academic discussion of the topic and explain, defend, and discuss delimitations, validity, methodology, hypotheses, and the results or findings as applicable. The student who has conducted the research and written the thesis should have sufficient knowledge of the subject matter to respond adequately to major concerns that may be addressed during the defense. If the advisor and committee members have given adequate and pertinent input during development of the thesis, any recommendations for changes or clarification should be minor and should not require major changes to the thesis.
12. *Recommendations from Defense.* Participants should submit any recommendations for minor changes or clarifications to the thesis advisor within five calendar days after the defense. Comments and recommendations for future research may also be presented to the advisor, but the student will not be required to incorporate these recommendations into the thesis. The advisor will summarize comments and recommendations for the student's use in preparing the final draft of the thesis that is to be bound. Comments and recommendations from ex-officio members will be considered at the option of the thesis advisor.
13. *Evaluation of Thesis Defense.* The advisor and committee members should complete and submit Thesis Defense Evaluation forms to the Dean. The grade for the thesis defense will be computed from scores assigned by the thesis advisor and the two assigned committee members. The grade for the defense will count for 25 percent of the thesis grade.
14. *Evaluation of Written Thesis.* The advisor and committee members should complete and submit the Thesis Evaluation Criteria forms to the Dean. The grade for the written thesis will be computed from scores assigned by the thesis advisor and the two assigned committee members. The grade for the written thesis will count for 50 percent of the thesis grade. The thesis advisor will complete his or her evaluation for the written thesis after determining that the student has complied satisfactorily with recommendations and requirements and that the thesis is ready to be bound.
15. *Signature Approval Page.* The Dean's office will send to the thesis advisor a signature approval page that will become a part of the bound thesis. After the advisor routes the form to the other

two assigned committee members for their signatures, he or she will return the signed form to the School of Graduate Studies with the final ready-to-bind draft of the thesis.

16. *Final (Ready-to-Bind) Draft.* The student should make any minor justifiable changes based on recommendations that arise during the thesis defense. The ready-to-bind final draft of the thesis should be submitted to the thesis advisor for a final check to make sure valid changes have been made as requested. Prior to submitting the final draft, the student should proof the final document to make sure it does not contain any errors and that it complies with all form and style requirements as presented in the *Global University Form and Style Guide*. The advisor will complete the Thesis Evaluation Criteria form after determining that the student has complied with recommendations and requirements and that the thesis is ready to be bound.
17. *Thesis Binding Fee.* The student should submit the thesis binding fee to the enrolling office (Global University's International Office if a student is not served by a Graduate Studies Center outside the USA). The student will receive two copies of the thesis after it is bound.
18. *Thesis Final Grade.* The final grade for the thesis will be computed after the Dean's office receives (1) in hardcopy and electronic format the final—ready-to-bind—draft of the thesis, (2) the signature approval page that has been signed by all committee members, and (3) thesis evaluation forms (defense and written components) from all committee members. Although the thesis advisor may notify the student of a tentative grade for the thesis, the official grade will be issued from Global University's International Office based on approved grade assignment standards for a thesis.
19. *Final Grade Report.* After a final grade report is issued to the student from Global University's International Office, a graduation check will be performed to verify that the student has fulfilled all requirements for the respective master's degree and that the student does not owe Global University for any goods or services.

Closing Remarks

The development and writing of the thesis should be an enriching experience for the student, advisor, and all committee members. Students are encouraged to share their contributions to the body of knowledge by presenting papers at conferences and submitting them for publication in appropriate journals. Students may also consider rewriting theses into a book format. When presenting material for publication, students should comply with copyright laws and professional ethics. Lesson 18, "Presenting and Publishing Your Findings," in Global University's graduate study guide titled *The Graduate Thesis/Dissertation: Purpose, Process, and Product* gives some suggestions and guidelines for publishing research findings.

All copyright privileges relating to a thesis belong to the student. Global University may reproduce the thesis for archives, research, and academic example. In order for Global University to use a student's thesis for any other purpose(s), written permission must be granted to Global University by the student.

**RES6126 THESIS PROGRESS RECORD FOR STUDENT
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES**

Student number _____ Name _____

Thesis advisor _____ Email _____

Committee member 1 _____

Committee member 2 _____

RES6126 Thesis Enrollment Date _____ Expiration Date _____

Thesis title _____

Stage of Development	Projected Date	Date to Advisor	Date from Advisor	Notes
PROBLEM & SETTING Problem Statement, Subproblems, Research Questions and/or Hypotheses				
THESIS PROPOSAL (15–20 pages) (Concise Sketch of Chapters 1–3) 1 Problem & Setting 2 Preliminary Literature Review 3 Synopsis of Methodology				
ROUGH DRAFT (Chapters 1–3) Revised/Updated; Correct Form and Style				
ROUGH DRAFT (Entire Thesis) Front Matter, Chapters 1–5+ (75–125 pages), End Matter. More chapters may be used for Findings/Results of Qualitative Research.				
REVISED ROUGH DRAFT Form and Style according to GU requirements; content in final form, subject to committee recommendations				
TENTATIVE DEFENSE DATE RANGE (Media requires at least 30 days prior notice to schedule conference room and equipment.)				
DEFENSE DRAFT (Committee grades this draft.) Recommended changes from committee incorporated; content in final form (subject to recommendations from Defense); Form/Style to GU requirements; proofreading complete. (To advisor at least 2 weeks prior to Defense.)				
THESIS DEFENSE DATE AND TIME (At least 10 days before defense)				
RECOMMENDATIONS FOR MINOR CHANGES PRIOR TO BINDING		NA		
FINAL (READY-TO-BIND) DRAFT Applicable recommendations included			Bound Copy from GU	
THESIS BINDING FEE		TO GU	NA	
SIGNATURE APPROVAL PAGE	NA	NA	NA	
THESIS FINAL GRADE REPORT	NA	From GU	From GU	

**RES6126 THESIS PROGRESS RECORD FOR ADVISOR
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES**

Student number _____ Name _____

Thesis advisor faculty number _____ Name _____

Committee member 1 _____ Name _____

Committee member 2 _____ Name _____

RES6126 Thesis title _____

Stage of Development	Date from Student	Date to/from Committee	Date to Dean	Dean's Approval	Date to Student
PROBLEM & SETTING Problem Statement, Subproblems, Research Questions and/or Hypotheses			1		
THESIS PROPOSAL (15–20 pages) (Concise Sketch Chapters 1–3) 1 Problem & Setting 2 Preliminary Literature Review 3 Synopsis of Methodology			Plus Form/ Style Check		
EVALUATION FOR PROPOSAL	NA				NA
ROUGH DRAFT (Chapters 1–3) Revised/Updated; Correct Form and Style					
ROUGH DRAFT (Entire Thesis) Front Matter, Chapters 1–5+ (75–125 pages), End Matter. More chapters may be used for Findings/Results of Qualitative Research.		Optional	Optional	Optional	
REVISED ROUGH DRAFT Form and Style according to GU requirements; content in final form, subject to committee recommendations.			Plus Form/ Style Check		
NOTIFY OF TENTATIVE DEFENSE DATE RANGE (Media requires at least 30 days notice to schedule conference room and equipment.)	NA				
DEFENSE DRAFT (Committee grades this draft.) Recommended changes from Committee integrated; content in final form (subject to recommendations from Defense); Form and Style to GU requirements; proofreading complete. (To Committee and Dean at least 10 days prior to Defense.)					NA
THESIS DEFENSE DATE AND TIME (At least 10 days notice of exact date/time)	Date/Time				
RECOMMENDATIONS FOR MINOR CHANGES PRIOR TO BINDING	NA		NA	NA	
EVALUATION FORMS FOR THESIS DEFENSE AND WRITTEN THESIS	NA	NA		NA	NA
FINAL (READY-TO-BIND) DRAFT		Optional			NA
SIGNATURE APPROVAL PAGE	From SGS			GU	NA
FINAL GRADE REPORT TO STUDENT	NA	NA	NA	NA	Sent from GU

**RES6126 THESIS PROGRESS RECORD FOR COMMITTEE MEMBER
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES**

Student number _____ Name _____

Thesis advisor _____ Email _____

Committee member name _____ Email _____

RES6126 Thesis Enrollment Date _____ Expiration Date _____

Thesis title _____

Stage of Development	Date from Advisor	Date to Advisor	Comments
PROBLEM AND SETTING Problem Statement, Subproblems, Research Questions and/or Hypotheses			
THESIS PROPOSAL (15–20 pages) (Concise Sketch of Chapters 1–3) 1 Problem & Setting 2 Preliminary Literature Review 3 Synopsis of Methodology			
EVALUATION FOR PROPOSAL			
ROUGH DRAFT (Chapters 1–3) Revised/Updated; Correct Form and Style			
ROUGH DRAFT (Entire Thesis) Front Matter, Chapters 1–5+ (75–125 pages), End Matter. Additional chapters may be used for Findings/Results for Qualitative Research.			
REVISED ROUGH DRAFT Form and Style meets GU requirements; content in final form, subject to committee recommendations.			
TENTATIVE DEFENSE DATE RANGE (Media requires at least 30 days notice to schedule conference room and equipment.)			
DEFENSE DRAFT (Committee will grade this draft.) Recommended changes from Committee integrated; content in final form (subject to recommendations from Defense); Form and Style to GU requirements; proofreading complete. (From Advisor at least 10 days before Defense.)			
THESIS DEFENSE DATE AND TIME (At least 10 days notice of exact date/time)			
RECOMMENDATIONS FOR MINOR CHANGES PRIOR TO BINDING	NA		
EVALUATION FORMS FOR THESIS DEFENSE AND WRITTEN THESIS	TO DEAN	NA	
FINAL (READY-TO-BIND) DRAFT	OPTIONA L		
SIGNATURE APPROVAL PAGE			

NOTE: At the option of the thesis advisor, committee members may be asked for input and recommendations for thesis components and development in addition to those that are required.

RES6126 THESIS PROPOSAL EVALUATION
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES

Student number _____ Student name _____

Thesis advisor _____ Evaluator name _____

Thesis title _____

Evaluator should place a circle around the point value that best reflects the overall observations for each criterion. Point values are based on the following levels of competency.

- 10 points (100%) = excellent level of competency displayed
- 9 points (90%) = above average level of competency displayed
- 8 points (80%) = average level of competency displayed
- 7 points (70%) = poor level of competency displayed
- 6 points (60%) = unacceptable level of competency displayed

Evaluation Criteria	Point Value				
1. Clearly and concisely stated problem or research question that is adequately narrowed down into a researchable problem that is consistent with the type of research to be conducted	10	9	8	7	6
2. Clarity in statement of premise and subproblems	10	9	8	7	6
3. Proposal establishes that topic is significant enough to warrant formal research effort	10	9	8	7	6
4. Delimitations of proposed study	10	9	8	7	6
5. Definition of terms	10	9	8	7	6
6. Hypothesis and/or assumptions clearly stated	10	9	8	7	6
7. Adequate review of related literature	10	9	8	7	6
8. Clear description of relationship between the problem and previous research	10	9	8	7	6
9. Research methodology clearly defined and appropriate for the problem	10	9	8	7	6
10. Proposal projects academic rigor	10	9	8	7	6

Total for each point value category (add circled items for each point value) _____

Thesis proposal score (add total points for all categories) _____

The scores from the thesis advisor and the two assigned committee members (or their representatives) will be averaged to determine the thesis proposal component of the student's overall thesis grade. The score for the proposal component will make up 25 percent of the thesis grade that will be shown on the student's transcript. The balance of the thesis grade will be based on evaluation of the printed thesis draft that is presented for the defense (50 percent) and the thesis defense (25 percent) according to established assessment criteria. A student must have a final thesis grade of 80 percent or higher to fulfill thesis requirements for a graduate degree program.

Although the thesis advisor may notify the student of a tentative grade for the thesis proposal, the official grade will be issued from Global University's International Office based on approved grade assignment standards for the thesis proposal.

Evaluator Name _____ Student Name _____

COMMENTS PAGE FOR THESIS PROPOSAL

NOTE: *Committee members* should record applicable comments and recommendations regarding the *thesis proposal* on this page and submit it with numeric evaluation criteria to the Dean of the School of Graduate Studies within ten calendar days after the thesis proposal is received from the thesis advisor. A copy of this comments page should be sent to the thesis advisor as soon after the evaluation of the thesis proposal as possible—but no later than ten calendar days after receipt of the proposal. It will be responsibility of the advisor to work with the student to incorporate applicable suggestions and changes into the thesis.

Comments and recommendations from ex-officio participants in the thesis defense will be considered at the option of the thesis advisor.

Strengths: _____

Weaknesses: _____

Recommendations: _____

Comments: _____

Evaluator signature

Date

CHECKLIST FOR SCHEDULING THESIS DEFENSE

Student name _____

ADVISOR

1. Has the thesis advisor submitted a copy of the Rough Draft of the thesis to the Dean and all other committee members? __Yes __No
2. Have all committee members, including the Dean, submitted comments and suggestions based on the Rough Draft of the thesis to the thesis advisor? __Yes __No
3. Has the form and style check been completed by the School of Graduate Studies based on the Rough Draft of the thesis? __Yes __No
4. Has the thesis advisor submitted a summary of all comments from committee members and the School of Graduate Studies (form and style) to the student? __Yes __No
5. Has the student satisfactorily incorporated all suggestions from all committee members, including form and style, into the thesis and submitted the Thesis Defense Draft to the advisor? __Yes __No
6. Has the thesis advisor distributed copies of the Thesis Defense Draft to the Dean and all other committee members at least ten days (preferably two weeks) prior to the scheduled defense date? __Yes __No
7. Has the proposed oral defense date and time been verified with the student and all committee members? __Yes __No
8. Has the advisor completed a Thesis Defense Scheduling Request and submitted it to the School of Graduate Studies at least ten days (preferably three weeks) prior to the requested defense date? __Yes __No

SGS SCHEDULER

1. Verified time zones for day of the week, month/date, and time of defense for all participant locations? __Yes __No
2. Reserved the e-Media conference room and equipment for the defense? __Yes __No
3. Reserved the e-Media conference room and equipment for the test call? __Yes __No
4. Sent equipment specifications to student and all defense participants? __Yes __No
5. Copied completed defense schedule and instructions to all participants? __Yes __No

**RES6126 THESIS DEFENSE SCHEDULING WORKSHEET
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES**

Student Number _____ Student Name _____ Date of Request _____
 Office Code _____ Graduate Studies Center _____ Submitted by _____

Participant Name	Email Address	Phone Number for Defense	Location (Country/State) for Defense
Student _____	_____	_____	_____
Thesis Advisor _____	_____	_____	_____
Committee Member 1 _____	_____	_____	_____
Committee Member 2 _____	_____	_____	_____
Dean (or designee) _____	dean@globaluniversity.edu	417-829-1870 (GU Conf Rm)	USA, Missouri
Alternate location for Dean _____			
Proposed Date/Time for Defense _____ (:) a.m./p.m.		Alternate Date 1 _____	Alternate Date 2 _____
Proposed Date/Time for Test Call _____ (:) a.m./p.m.		Location for Which Time Is Stated <u>Springfield, MO CDT</u>	

FOR USE BY DEAN'S OFFICE ONLY (Official Scheduling):			
Location	Participants at This Location	Day and Date at This Location	Time at This Location
USA: Springfield, Missouri	Dean	_____	_____
_____	Committee Member 1	_____	_____
_____	Committee Member 2	_____	_____
_____	Student	_____	_____
_____	_____	_____	_____

Standard format for defense:
(subject to change at discretion of chair)

- Technical coordinator—introductions and calibration of equipment (10 minutes)
- Advisor/chair—official greetings and purpose of defense (5 minutes) **Name**
- Student—overview of thesis topic, research, and findings (10 minutes) **Name**
- Committee member 1—questions (10 minutes) **Name**
- Committee member 2—questions (10 minutes) **Name**
- Advisor—questions (10 minutes) **Name**
- Dean or designee—questions (10 minutes) **Name**
- Advisor—summary and any additional questions (5 minutes) **Name**
- Farewell to student: **Name**
- Chair and other participants (at discretion of chair) briefly discuss and verbally assess defense and any clarifications before final draft is submitted (15 minutes)

If the student, advisor, and all other committee members (including the Dean) cannot be at one location for the thesis defense, the defense may be conducted via audio conferencing. The student will be responsible for all costs and arrangements for the conferencing. With the advances in technology, a number of options are available for both phone line and electronic conferencing at low rates.

We recommend that all participants in a thesis defense use a speaker phone and have ample work space that will allow them to turn thesis pages freely with minimum noise. If only one defense participant is at a given location, a headset may be used in lieu of a speaker phone. If it is necessary for a participant to use a telephone handset, care should be taken to keep the handset in a position that will allow for clear voice delivery and reception at all times during the defense.

All participants should be in their respective locations at the scheduled start time. One and one half hours should be allowed for a thesis defense. The actual defense will normally last for approximately one hour. An additional fifteen minutes should be allowed to connect all participants, make introductions, and calibrate equipment prior to the start of the official defense. Approximately fifteen minutes should be allowed after the defense ends for the advisor and committee members to discuss the defense and make verbal suggestions, comments, and recommendations to the advisor after the student drops from the call.

STARTING THE PHONE CONFERENCE (if Global University e-Media conference room and equipment are used):

- Step 1. 15 minutes prior to the scheduled start time, *student* (or *GSC director*) will:
- Call GU conference room at 417-829-1870.
 - Connect additional participant locations according to prior-arrangements.
- Step 2. The designated person at *GU* will:
- a. Answer the call in the conference room (Press *ON/OFF* button)
 - b. Conduct roll call to make sure all participants are connected to the conference.
 - c. Ask each person to speak in turn with a 20-second intro to calibrate equipment.

ENDING THE PHONE CONFERENCE:

- Step 1. The *student* will leave the conference.
- Step 2. The designated person at *GU* will make sure all committee participants are on the line.
- Step 3. After the advisor and committee complete assessment, the designated person at *GU* will Press *ON/OFF* button.

NOTES TO ADVISOR AND COMMITTEE:

1. All participants should have given input at the “proposal” and “rough draft (entire thesis)” stages of thesis development, so the student will not be expected to make major changes as a result of recommendations by the committee after the defense.
2. All participants should have the defense draft of the thesis at least 10 days prior to the scheduled date of the conference to allow them to read the draft and prepare for the defense.

**RES6126 THESIS DEFENSE EVALUATION
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES**

Student number _____ Student name _____

Thesis advisor _____ Evaluator name _____

Thesis title _____

Evaluator should place a circle around the point value that best reflects the overall observations for each criterion. Point values are based on the following levels of competency.

- 10 points (100%) = excellent level of competency displayed
- 9 points (90%) = above average level of competency displayed
- 8 points (80%) = average level of competency displayed
- 7 points (70%) = poor level of competency displayed
- 6 points (60%) = unacceptable level of competency displayed

Evaluation Criteria		Point Value			
1. Treatment of research questions or problem statement (nature and rationale).....	10	9	8	7	6
2. Development of research methodology (conceptual process).....	10	9	8	7	6
3. Clarity in articulation of premise and subproblems	10	9	8	7	6
4. Mastery of general and specific subject-content area	10	9	8	7	6
5. Analysis and validity of data and sources	10	9	8	7	6
6. Contribution to field	10	9	8	7	6
7. Clearly defined conclusions and interpretations that flow naturally from the research presented	10	9	8	7	6
8. Relevancy of conclusions and recommendations for further research	10	9	8	7	6
9. Cogency of presentation	10	9	8	7	6
10. Academic strength of thesis	10	9	8	7	6

Total for each point value category (add circled items for each point value) _____

Thesis defense score (add total points for all categories) _____

The scores from the thesis advisor and the two assigned committee members (or their representatives) will be averaged to determine the thesis defense component of the student's overall thesis grade. The score for the defense component will make up 25 percent of the thesis grade that will be shown on the student's transcript. The other 75 percent will be based on evaluation of the thesis proposal (25 percent) and the printed thesis draft that is presented for the defense (50 percent) according to established assessment criteria. A student must have a final thesis grade of 80 percent or higher to fulfill thesis requirements for a graduate degree program.

Although the thesis advisor may notify the student of a tentative grade for the thesis, the official grade will be issued from Global University's International Office based on approved grade assignment standards for a thesis.

RES6126ThesisDefenseEvaluationWProposal (111604an)

Evaluator Name _____ Student Name _____

COMMENTS PAGE FOR THESIS DEFENSE

NOTE: *Committee members* who participate in the thesis defense should record applicable comments and recommendations regarding the *thesis defense* on this page and submit it with numeric evaluation criteria to the Dean of the School of Graduate Studies within five calendar days after the thesis defense. A copy of this comments page should be sent to the thesis advisor as soon after the thesis defense as possible—but no later than five calendar days after the defense. (A copy of the comments page from the *Thesis Evaluation Criteria* form should also be included with the submission to the advisor.)

Comments and recommendations from ex-officio participants in the thesis defense will be considered at the option of the thesis advisor.

Strengths: _____

Weaknesses: _____

Recommendations: _____

Comments: _____

Evaluator signature

Date

RES6126 THESIS EVALUATION CRITERIA
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES

Student number _____ Student name _____

Thesis advisor name _____ Evaluator name _____

Thesis title _____

Evaluator should place a circle around the point value that best reflects the overall observation for each criterion. *Some typical indicators that are listed for a criterion may not apply to a specific research problem or topic.* All applicable indicators for each criterion should be considered as a whole to determine point value based on the following levels of competency.

- 10 (100%) = excellent level of competency displayed
- 9 (90%) = above average level of competency displayed
- 8 (80%) = average level of competency displayed
- 7 (70%) = poor level of competency displayed
- 6 (60%) = unacceptable level of competency displayed

Evaluation Criteria Based on Defense Draft of Thesis	Point Value				
1. The problem or research statement.....	10	9	8	7	6
a. Is the problem clearly and concisely stated?					
b. Is the problem adequately narrowed down into a researchable problem that is consistent with the type of research?					
c. Is the problem significant enough to warrant a formal research effort?					
d. Is the relationship between the identified problem and previous research clearly described?					
2. Hypotheses	10	9	8	7	6
a. Are the hypotheses clear, testable, and specific?					
b. Does each hypothesis describe a predicted relationship between two or more variables included in the hypothesis?					
c. Do the hypotheses logically flow from the theoretical or conceptual framework?					
3. Literature review	10	9	8	7	6
a. Is the literature review logically organized?					
b. Is there evidence of extensive research from a variety of sources?					
c. Are important relevant references included?					
d. Does the review provide a critique of the relevant references and describe them in relation to the research problem or topic?					
e. Are gaps in knowledge about the research problem identified?					
4. Research design.....	10	9	8	7	6
a. Is the research design adequately described?					
b. Is the design appropriate for the research problem?					
c. If a conceptual framework is used, are the concepts adequately defined, and are the relationships among these concepts clearly identified?					
d. Does the research design address issues related to the internal and external validity of the study?					
e. Does the research identify any assumptions, beliefs, values, or biases that might influence data collection or analysis?					
5. Data collection.....	10	9	8	7	6
a. Are the data collection methods appropriate for the study?					
b. Are the data collection instruments described adequately?					
c. Do the measurement tools have reasonable validity and reliability?					
d. Are multiple data sources used with evidence that the student is not overly dependent on a few sources?					

RES6126ThesisEvaluationCriteriaWProposal (111604)

- | | | | | | |
|---|----|---|---|---|---|
| 6. Data analysis or findings | 10 | 9 | 8 | 7 | 6 |
| a. Are data analysis techniques or research findings explicitly described? | | | | | |
| b. Are sufficient data reported to support the conclusions drawn? | | | | | |
| c. Are data discrepancies discussed and reconciled? | | | | | |
| d. Are tables and figures easy to read and interpret? Do they contribute to the reader's ability to understand the study? | | | | | |
| e. Are relevant data accessible? | | | | | |
| e. If survey was used (quantitative research): | | | | | |
| 1) Was sufficient data collected from a variety of participants? | | | | | |
| 2) Are the criteria for selecting the sample clearly identified? | | | | | |
| 3) Is the survey instrument adequate for the subject matter (survey)? | | | | | |
| 7. Interpretations and discussion of the findings | 10 | 9 | 8 | 7 | 6 |
| a. Are the interpretations and conclusions based on the data obtained? | | | | | |
| b. Are conclusions justified? | | | | | |
| c. Are all generalizations warranted and defended? | | | | | |
| d. Are implications of the results discussed in relation to theory and/or practice? | | | | | |
| 8. Recommendations for future research..... | 10 | 9 | 8 | 7 | 6 |
| a. Are limitations of the results identified in relation to future research? | | | | | |
| b. Are recommendations for future research clearly identified? | | | | | |
| c. Are recommendations for future research justified? | | | | | |
| 9. Cooperative attitude | 10 | 9 | 8 | 7 | 6 |
| a. Did the student display a willingness to consider recommendations and input from committee? | | | | | |
| b. Did the student incorporate recommendations into the research and thesis as applicable or satisfactorily justify their omission? | | | | | |
| 10. Writing style and format..... | 10 | 9 | 8 | 7 | 6 |
| a. Is the writing style concise and appropriate for the study? | | | | | |
| b. Are all components of the thesis clearly and logically organized? | | | | | |
| c. Is the argument clear, logical, and persuasive? | | | | | |
| d. If survey is used, is (are) the survey instrument(s) included? | | | | | |
| e. Are all components of the thesis done according to the <i>Global University Form and Style Guide</i> ? | | | | | |

Total for each point value category (add circled items for each point value) _____

Total raw score (add total points for all categories) _____

NOTE: The scores from the thesis advisor and the two assigned committee members will be averaged to determine the printed thesis component of the student's overall thesis grade. The score for the printed thesis will make up 50 percent of the thesis grade that will be shown on the student's transcript. The other 50 percent will be based on evaluation of the thesis proposal (25 percent) and thesis defense (25 percent) according to established assessment criteria. A student must have a final grade of 80 percent or higher to fulfill thesis requirements for a graduate degree program.

Although the thesis advisor may notify the student of a tentative grade for the thesis, the official grade will be issued from Global University's International Office based on approved grade assignment standards for a thesis.

The foregoing evaluation criteria are adapted from "Practical Application: Critiquing a Research Report,"* pages 298–300, and "Practical Application: Evaluating Qualitative Research Studies," pages 155–156, *Practical Research: Planning and Design*, 8th edition (2005), by Paul D. Leedy and Jeanne Ellis Ormrod, published by Pearson Prentice Hall.

*Based on questions by Cheryl Beck in "The Research Critique: General Criteria for Evaluating a Research Report," *Journal of Gynecology and Neonatal Nursing*, 19, January–February 1990, pages 18–22.

Evaluator Name _____ Student Name _____

COMMENTS PAGE FOR THESIS EVALUATION CRITERIA

NOTE: *Committee members and the Dean* should copy this page, use it for review at various stages of thesis development, and submit a copy to the thesis advisor when committee member input is required. (Note: A separate form—*Thesis Defense Evaluation*—should be used to evaluate the oral thesis defense.)

Committee members should record applicable comments regarding the *defense draft* of the thesis on this page and submit it with numeric evaluation criteria to the Dean of the School of Graduate Studies within five calendar days after the thesis defense. Committee members should also send a copy of the comments page for the defense draft of the thesis to the thesis advisor (with the comments page from the *Thesis Defense Evaluation*) no later than five calendar days after the thesis defense.

The *thesis advisor* should complete the Thesis Evaluation Criteria and Comments and submit them to the Dean of the School of Graduate Studies after the student has completed the final (ready-to-bind) draft of the thesis.

Strengths: _____

Weaknesses: _____

Recommendations: _____

Comments: _____

Evaluator signature

Date

APPENDIX C: CAPSTONE PAPER OVERVIEW

This appendix includes the following items with regard to the capstone paper for M.A. degrees that do not include a thesis:

Capstone Paper Requirements

Capstone Paper Evaluation Criteria

CAPSTONE PAPER REQUIREMENTS

A student who does not write a thesis as part of a Master of Arts degree plan will be required to write a capstone paper in addition to completing the 36 credits required for the specific Master of Arts degree program chosen. Students will be required to pay a capstone paper submission fee.

TIME LIMIT FOR CAPSTONE PAPER

The student must successfully complete the capstone paper within one year after enrolling in the last course for the program and before the end of the time limit specified for the complete program. A time extension of up to 6 months may be requested. The request should be made prior to expiration of the time limit for the respective Master of Arts program. Requests for an extension should be submitted on a Request for Student Service for Graduate-Level Students form with an extension fee. An extension for time to successfully complete the capstone paper must be approved by the Graduate Studies Center director and the Dean.

WRITING THE CAPSTONE PAPER

The capstone paper should be 20 to 24 pages (5,000 to 6,000 words) long and must conform to the format of Global University as presented in the *Global University Form and Style Guide*, fourth edition (2004) or later. Any exception must be approved by the Dean.

Even though the capstone paper is not a research paper and does not require new research, some citations from previous readings are encouraged. The capstone paper must be computer printed. English is the preferred language for the paper, but a student may arrange with his or her Graduate Studies Center director for the paper to be written and evaluated in his or her primary language. An English summary of 1 to 2 pages (250 to 500 words) should be included if the paper is not written in English.

In the capstone paper, the student will synthesize his or her philosophy of ministry, present a strategy to implement that philosophy, defend the stated philosophy, and present a plan to solicit feedback to determine if the stated strategy is effective. The paper will include a five-year strategic ministry plan based on courses completed for the respective Master of Arts degree. Concepts learned in the respective master's degree program should be evident in the paper.

A typical capstone paper will include the following: (1) an overview of the student's philosophy of ministry (4 to 5 pages; 1,000 to 1,250 words); (2) a description and defense of the strategy for implementing that philosophy in his or her own ministry (15 to 17 pages; 3,750 to 4,250 words); and (3) a description of how the effectiveness of the strategy would be evaluated (1 to 2 pages; 250 to 500 words).

PROCESSING THE CAPSTONE PAPER

1. *Submitting the capstone paper.* Within one year after a student enrolls in the last course for a Master of Arts program and before the time limit to complete the program expires, the student should submit to the director of the respective Graduate Studies Center his or her completed capstone paper and submission fee with a Request for Student Service for Graduate-Level Student form.
2. *Grading the capstone paper.* The director will be responsible to select an approved mentor to evaluate the paper according to criteria established by the School of Graduate Studies. The paper will be graded based on the quality of reflection and on the student's ability to integrate into the capstone paper what he or she has learned in graduate-level courses for the respective program. It is recommended that a mentor who is selected to grade a capstone paper be a content specialist for the student's degree specialty.
3. *Evaluating and approving the capstone paper.* The graded paper and evaluation form should be returned to the Dean of the School of Graduate Studies no later than the fifteenth business day after the student submits the completed paper and fee. The Dean reserves the right to give final approval of the grade assigned to the paper.

APPENDIX D: THEOLOGY OF MINISTRY PAPER OVERVIEW

This appendix includes the following items with regard to the theology of ministry paper for M. Div. degrees that do not include a thesis:

Theology of Ministry Paper Requirements

Theology of Ministry Paper Evaluation Criteria

THEOLOGY OF MINISTRY PAPER REQUIREMENTS

A student who does not write a thesis as part of a master of divinity degree program will be required to write a theology of ministry paper in addition to completing the 90 credits required for the Master of Divinity degree program. Students will be required to pay a theology of ministry paper submission fee.

TIME LIMITS FOR THEOLOGY OF MINISTRY PAPER

The student must successfully complete the theology of ministry paper within one year after enrolling in the last course for a Master of Divinity program and before the end of the time limit specified for the complete program. A time extension of up to 6 months may be requested. The request should be made prior to expiration of the time limit for the program. Requests for an extension should be submitted on a Request for Student Service for Graduate-Level Students form with an extension fee. An extension for time to successfully complete the theology of ministry paper must be approved by the Graduate Studies Center director and the Dean. Also see the section on “Theology of Ministry Paper Requirements.”

WRITING THE THEOLOGY OF MINISTRY PAPER

The theology of ministry paper should be 25 to 30 pages (6,250 to 7,500 words) long and must conform to the format of Global University as presented in the *Global University Form and Style Guide*, fourth edition (2004) or later. Any exception must be approved by the Dean.

Even though the theology of ministry paper is not a research paper and does not require new research, it should include citations from previous readings, as well as Scripture references to support the theology that is presented in the paper. The paper must be computer printed. English is the preferred language for the paper, but a student may arrange with his or her Graduate Studies Center director for the paper to be written and evaluated in his or her primary language. An English summary of 1 to 2 pages (250 to 500 words) should be included if the paper is not written in English.

In the theology of ministry paper, the student will synthesize his or her philosophy of ministry, present a biblical defense for this philosophy, develop a strategy to integrate theology and personal philosophy into a workable ministry plan for a given cultural setting, defend the plan with Scripture references, and present a plan to solicit feedback to determine if the proposed ministry plan is effective.

A typical theology of ministry paper will include the following: (1) an overview of the student’s philosophy of ministry and a scriptural defense of the philosophy that has been presented (6 to 7 pages, 1,500 to 1,750 words); (2) a strategy for implementing a ministry plan based on the stated theology and philosophy (15 to 17 pages; 3,750 to 4,250 words); (3) a discussion of challenges that might be encountered in implementing the stated ministry plan and how those challenges could be overcome (3 to 4 pages, 750 to 1,000 words); and (4) a description of how the effectiveness of the strategy would be evaluated (1 to 2 pages; 250 to 500 words).

PROCESSING THE THEOLOGY OF MINISTRY PAPER

1. *Submitting the theology of ministry paper.* Within one year after a student enrolls in the last course for a master of divinity program and before the time limit to complete the program expires, the student should submit to the director of the respective Graduate Studies Center his or her completed theology of ministry paper and submission fee with a Request for Student Service for Graduate-Level Student form.
2. *Grading the theology of ministry paper.* The director will be responsible to select an approved mentor to evaluate the paper according to criteria established by the School of Graduate Studies. The paper will be graded based on the quality of reflection and on the student’s ability to integrate into the paper what he or she has learned in graduate-level courses for the respective program. It is recommended that a mentor who is selected to grade a capstone paper be familiar with the student’s graduate-level studies with Global University.
3. *Final processing and approval of the theology of ministry paper.* The graded paper should be returned to the Dean of the School of Graduate Studies no later than the fifteenth business day after the student submits the completed paper and fee. The Dean reserves the right to give final approval of the grade assigned to the paper.

**THEOLOGY OF MINISTRY PAPER EVALUATION
GLOBAL UNIVERSITY SCHOOL OF GRADUATE STUDIES
MASTER OF DIVINITY DEGREE REQUIREMENT**

Student no. _____ Student name _____

Date submitted _____ GSC Office Code _____ Evaluator faculty no. _____

Evaluation criteria should be assessed by placing a circle around the point value that best reflects the subjective observation of the evaluator. All subpoints for each criterion should be considered as a whole to determine point value for that criterion. Point values are based on the following levels of competency.

- 10 points (100%) = excellent level of competency displayed
- 9 points (90%) = above average level of competency displayed
- 8 points (80%) = average level of competency displayed
- 7 points (70%) = poor level of competency displayed
- 6 points (60%) = unacceptable level of competency displayed

Evaluation Criteria	Point Value				
10. Is the ministry philosophy overview stated clearly and concisely?	10	9	8	7	6
11. Does the proposed strategy integrate philosophy and degree plan studies?	10	9	8	7	6
12. Is the strategy to implement philosophy into ministry manageable, logical, and stated clearly?	10	9	8	7	6
13. Is the five-year ministry plan articulated clearly and logically for the target audience?	10	9	8	7	6
14. Is feedback methodology logical and feasible for the strategy?	10	9	8	7	6
15. Are feedback instruments and methods adequately described?	10	9	8	7	6
16. Is application of course content for the specified degree evident throughout the paper?	10	9	8	7	6
17. Are relevant references included for course materials and other sources?	10	9	8	7	6
18. Writing Style	10	9	8	7	6
d. Is the writing style appropriate for the paper?					
e. Is the writing style concise?					
f. Are all components of the paper clearly and logically organized?					
10. Format	10	9	8	7	6
d. Are all applicable components of the paper (e.g., title page, proposed plan, appendices, tables, and figures) done according to the <i>Global University Form and Style Guide</i> ?					
e. Are feedback instruments included in the paper?					
f. Are quotations and source references cited according to Global University format requirements?					
Total for each point value category (add circled items for each point value)	_____	_____	_____	_____	_____
Theology of ministry paper evaluation (add total scores for all categories)	_____				

Comments: _____

Evaluator signature

Date (da/MON/yr, as 10JAN06)

Dean, School of Graduate Studies, signature ___ Pass ___ Fail

Date (da/MON/yr, as 10JAN06)

APPENDIX E: FACULTY FILE UPDATE FORMS

This appendix includes forms a mentor may use to update his or her Global University faculty file when there has been a change in academic information, experience (academic, administrative, or other professional), research and publication, other information pertinent to faculty rank and approval for mentoring graduate courses, or changes in contact information. The following items are included in this appendix:

Resume Template (to Update Faculty File)

Transcript Request (to Update Faculty File)

Change of Contact Information (to Update Faculty File)



1211 S. Glenstone Avenue, Springfield, MO 65804 USA
Phone: 417-862-9533 | Phone: 1-800-443-1083 | Fax: 417-869-5623
Website: www.globaluniversity.edu / Email: academics@globaluniversity.edu

Resume Template (To Update Faculty File)

Name
Phone (codes: country + city or area code) + number
Fax (area code + number)
E-mail Address

Education: Requirement for each institution: Name of institution, period of attendance, Major area of study, minor area of study (if any), degree(s) earned, date/year degree conferred, academic honors, special training, dissertation/thesis title.

Experience: Current position/faculty rank with ICI University or other institution.
Length of time served in this position.
Length of time served in other positions (if any) at this institution.
Prior positions(s) held (particularly post-secondary teaching positions):
Name of institution/employer, dates of employment.
Student Advisement/Oversight of Student Research
Ministry Experience
Continuous record required with no gaps in time

Major Research and Publications:

Research project title, date for each major research project.
Type of publication, title, bibliographic information for each publication.

Professional Memberships:

Level of ministerial credentials held, organization through which credentialed.
Name of organization where each membership is held.

Personal Information:

Date of birth.
Marital status.
Gender.

Other Relevant Information:

Adjunct Faculty Resume –ENG: 041006



FACULTY TRANSCRIPT REQUEST

Dear Registrar:

I am requesting that you send an official transcript of my academic record to:

Global University
Academic Affairs
Attention: Director of Research and Evaluation
1211 S. Glenstone Ave.
Springfield, MO 65804
USA

Personal Information (please print):

Name:	
Student Number:	
Address:	
City:	State/Province:
Postal Code/Zip:	Country:
Phone:	Cell Phone:
Fax:	E-mail:

Degree:	Major:
Dates Attended:	Year of Graduation:

Degree:	Major:
Dates Attended:	Year of Graduation:

Thank you for your assistance.

Signature:	Date:
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Faculty Transcript Request – ENG: 041006

APPENDIX F: STUDY GUIDE FEEDBACK FORM

This appendix includes a form a mentor may use to report errors or unclear comments and instructions that are found in the study guide for a graduate course. The following item is included in this appendix:

Study Guide Feedback (to Report Errors in Study Guide)

