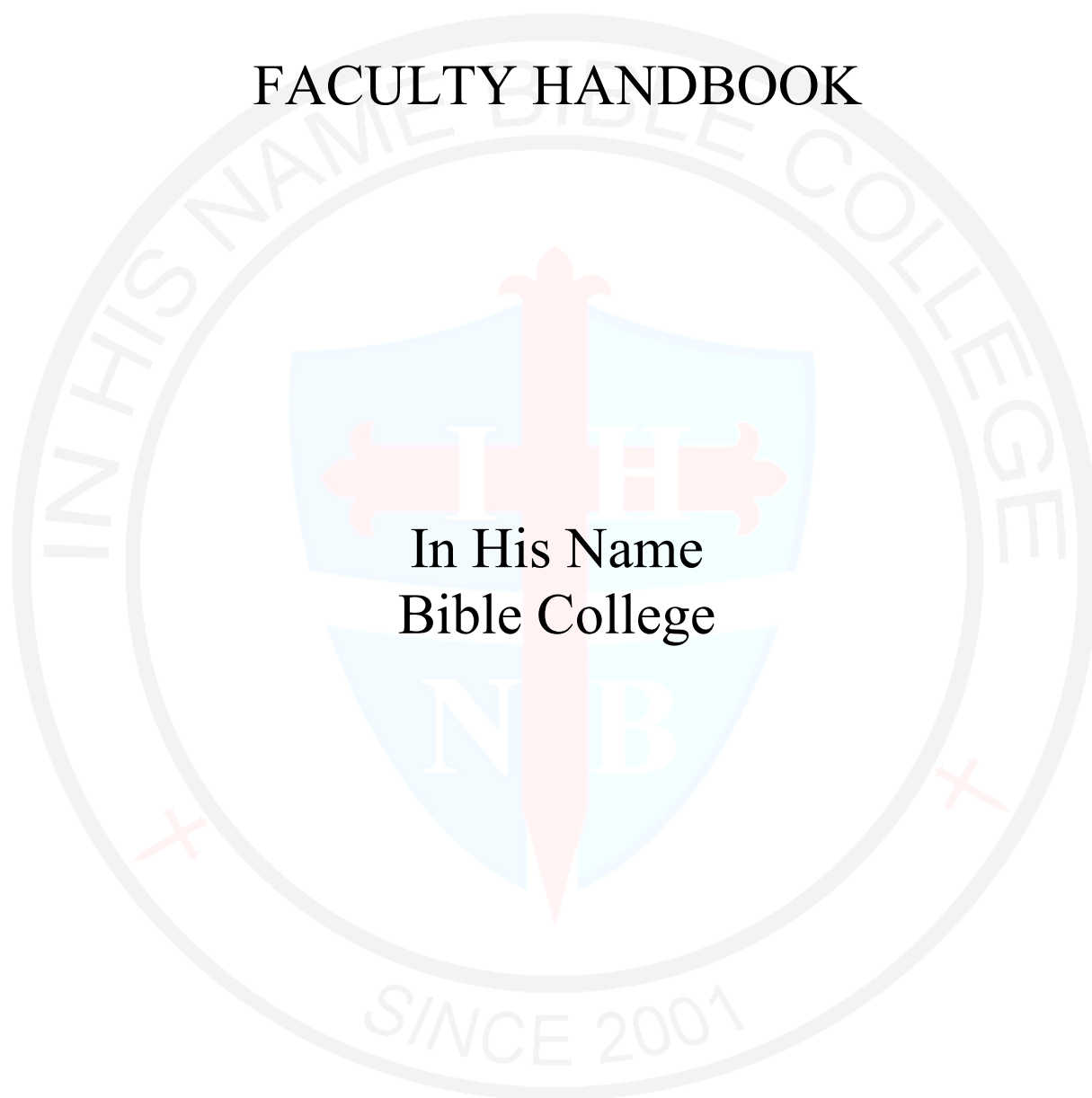


# FACULTY HANDBOOK



In His Name  
Bible College

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## INTRODUCTION

The Faculty Handbook is designed to familiarize members of the faculty with their duties and responsibilities and familiarize them with the college program. You will probably have a formal orientation meeting with the leader of your school and other faculty members. Your orientation will provide information about many of the procedures, services and opportunities in the Bible College Extension Campus.

You need to have knowledge about the topics in this handbook before you begin your teaching ministry at the school. You will have many questions arise during the term. Do not hesitate to approach the leader of your school or your colleagues for answers to your questions.

You can learn about the expectations and requirements for students from their Student Handbook and Student Ministries Handbook. This will help you in relating classes and assignments to their life and ministries. [Optional...if you have one: A tour of the library will help you understand its organization and management.]

## GOOD TEAMWORK

As a member of this faculty, you are part of a team God has raised up to do a special work for the Kingdom. In a brochure entitled *"What Makes a Good School Team?"*, Robert L. DeBruyn lists five characteristics necessary to produce teamwork:

1. A good team must be composed of a group of "unlike" people. These individuals must have a wide range of competencies, preferences, and disciplines. This is because the services offered by the school are wide in scope and students represent diverse interests, abilities, and backgrounds.
2. Good school teams can see and appreciate individual differences. They see individual staff differences as a strength to students, themselves, and the work of the school.
3. A good school team has professional educators who can both lead and follow with equal grace and efficiency. The same people can't always be the leaders in every situation. The same people can't always be the followers and the same people can't always sit on the sidelines.
4. People on a good school team always choose to cooperate rather than compete against each other. Even in disagreement and conflict, cooperation is the chosen mode of operation. Competition with each other eliminates the possibility of establishing a functional team and, of course, creating teamwork.
5. A good school team understands the relationship of the parts of the school to the entire school. They know the "parts" do affect the "whole." The good team won't sacrifice a part for the whole or the whole for a part. (Used with permission)

## **ORGANIZATIONAL STRUCTURE**

[SPECIAL NOTE: For the smooth operation of any school, it is essential that all instructors have a clear understanding of the relationships, specific duties, limitations, lines of accountability, etc. of each administrator and administrative body in the school. These matters should be clearly specified in the faculty handbook. A simple description, verbal and/or in diagram form, of the local school's organizational structure may be included.

[See the sample organizational chart included on this CD ROM and adjust it accordingly. Insert your final organizational chart here.]

## **BIBLICAL PHILOSOPHY OF TEACHING**

Webster describes a philosophy as "a particular system of principles for the conduct of life." Philosophy is a tool used to shape and evaluate a teaching ministry. A philosophy is necessary to provide direction, set priorities, and provide a means of evaluation. A biblical philosophy of teaching begins in the Bible. The Word of God offers more than the content of Christian teaching; it provides the essential philosophical framework as well. Fundamental questions such as "Why should we teach?", "What results should we expect?", "How should we teach?" and "Who should we teach?" are answered in the Bible.

A biblical philosophy of teaching views God as the ultimate authority; the Holy Spirit as the power enabling the teacher; and the making of mature, functional disciples as the goal of teaching. All curriculum and teaching methods are to be Bible-based.

## **THE TEACHER AS A ROLE MODEL**

Webster's New World Dictionary, third college edition, defines role model as, "a person who is unusually effective or inspiring in some social role, job, position, etc., and so serves as a model for another or others." Much of human behavior is learned by watching others. We watch how other people behave, consciously or unconsciously store these ideas in our memory, and later use these ideas as models for our own actions. This is why your conduct as a Christian educator is so important. Students are watching your life.

## **CRITERIA FOR FACULTY SELECTION, APPOINTMENTS, AND RETENTION**

[SPECIAL NOTE: Faculty employment, policies, and procedures may vary broadly from country to country. Not all of the following aspects will apply to an individual school, while

other points of importance to some may not have been included here. The following topics have been included to provide you with a starting point to determine your own faculty standards. You may add other items that you deem necessary.]

### ***Faculty Selection:***

Criteria for faculty selection and retention will include the following areas:

1.     **Doctrinal Position:**
  - advocacy of the doctrinal position of the school
  - abstention from any divergence which would create an issue
  - good standing with any denomination to which he/she belongs
2.     **Professional Competence and Growth:**
  - teaching effectiveness
  - in-service academic training
  - mature Christian behavior
  - professional ethics
3.     **School Relations:**
  - loyalty and support for the school
  - willingness to participate in college activities such as registration, extracurricular activities, committee work, college promotion, chapel attendance, faculty meetings and student outreach ministries
  - an attitude of general enthusiasm and cooperation
4.     **Student Relations:**
  - personal interest in students
  - availability for student counseling and assistance
  - consistent office hours
  - ability to motivate students to learn
  - conscientious teaching and fair evaluation
5.     **Community Relations:**
  - faithfulness to local church and ministry
  - promptness in meeting financial obligations
  - commendable Christian character and reputation

### ***Faculty Appointments***

[SPECIAL NOTE: The school will need to develop and include in the Faculty Handbook a statement of its policy on faculty appointments. The following are some of the areas the College may wish to consider.]

All members of the teaching staff should be appointed by action of the Board of Directors. Appointments and reappointments should be made for a period of one year. When employment contracts are used, the Board of Directors should exercise the right to terminate a contract at its discretion upon 30 days written notice.

### ***Faculty Retention:***

[SPECIAL NOTE: The following materials are provided for consideration and should be evaluated with the intent to include, exclude and/or adapt only that which clearly applies to its current stage of development.]

1. Definition: Tenure is a status granted to a faculty member after a probationary period and signifies an enduring relationship with the college.
2. Granting of Tenure: Tenure may be granted to faculty personnel after three years of satisfactory full-time service to the school. The Board of Directors may grant or deny tenure to a faculty member upon recommendation of the President, Academic Dean, and the Faculty Affairs Committee.
3. Forfeiture of Tenure: After the initial three year probationary period, a full-time faculty member may assume that there will be automatic annual renewal of his contract, except in cases of:
  - Doctrinal departure from the school's position
  - Moral misconduct
  - Disloyalty to the college
  - Violation of professional ethics
  - Deterioration of mental or physical health

### ***Retirement:***

[SPECIAL NOTE: The school may wish to make statements or provisions for faculty retirement. If so, insert these here.]

[If the school has a retirement plan, you must determine:

1. whether participation in the retirement plan is optional
2. if optional, the criteria for eligibility
3. percent of retirement funds paid by the college, if any
4. percent deducted from employee's salary
5. sources of investment of funds for highest profit
6. whether members can borrow against their deposits; if so the restrictions and repayment procedures
7. retirement requirements and restrictions
8. termination before retirement, loss of benefits, early withdrawal.]

### ***Faculty Termination:***

[SPECIAL NOTE: The college may need to determine policies and procedures for disciplinary termination of a teaching appointment. These policies should be clearly stated in the handbook. The following material is included for consideration.]

Action to terminate a faculty appointment, tenured or otherwise, may arise from any of the following: moral misconduct, adoption or teaching of views which are out of harmony with the doctrines and standards of the school.

Any charge or charges made against a faculty member must be submitted in written form to the Academic Dean or President. The following procedure will then ensue:

- A. The Academic Dean or President shall deliver personally, in writing, the nature of the accusation to the faculty member.
- B. The faculty member should then be given opportunity to present his response in writing.
- C. If, after investigation, charges are unfounded, the faculty member shall be informed in writing.
- D. If the faculty member admits guilt, the Board of Directors should take appropriate action.
- E. If the Academic Dean or President believes the charges are warranted, the faculty member will be given the right of appeal and personal appearance before the Board of Directors.
- F. The Board of Directors will make the final decision regarding the matter.

## **PROFESSIONAL STANDARDS**

[SPECIALNOTE: The College may wish to consider the following regarding professional standards and list them here.]

- Faculty dress code?
- Requirements for continuing education?
- Church attendance requirements?
- Demonstration of spiritual growth?

## **FACULTY WORK LOAD**

[Clearly state how many classes a full-time faculty member will teach.  
Clearly state how many classes a part-time faculty member will teach.  
Clearly state office hours each teacher will be required to keep.]



Clearly identify other responsibilities: For example committees they may be required to serve on, etc.]

## REMUNERATION

[SPECIAL NOTE: The school needs to consider whether faculty members shall serve voluntarily, receive honorariums, or be placed on regular salary. Where salaries are given, a salary scale should be established and clearly stated. Factors to consider for the salary scale are: academic degrees, years of teaching experience, and length of time with the school.]

## CAMPUS MAIL

[SPECIAL NOTE: Mailboxes or bins should be provided in the school office area for faculty members to receive mail on campus. Insert a statement here as to where these are located. These are useful for interschool communications.]

## KEYS

[Make a statement as to who issues keys, what keys will be given to a faculty member, and where to return keys upon termination of their teaching responsibilities.]

## MEDIA EQUIPMENT

[List media available to teachers, where it is kept, and regulations for use. This might include overhead projectors, video players, fax machines, copy machines, computers, etc.]

## FACULTY LEAVES

***Extended leave for personal reasons:*** Teachers needing an extended leave of absence within the term should request permission in advance from the Academic Dean. Permission is not automatic and will be contingent on satisfactory arrangements for classes missed.

***Extended sick leave:*** In the case of a prolonged illness, sick leave arrangements must be made with the Academic Dean and the Administrative Committee.

***Regular sick leave:*** [SPECIALNOTE: Consideration should be given to sick pay arrangements for faculty members. Sick pay should not be considered under the following conditions:

1. sickness or accident resulting from employment for wages outside the service of the college.

2. accident or illness incurred during leave of absence.

A maximum number of paid sick days per year should be specified and should not be cumulative from year to year.]

**Study leave** will be approved on the basis of the study program selected and the benefit it will provide the school. Study leaves are for the purpose of further preparation for instruction. Leaves are not to be considered automatic. A faculty member receiving a study leave must agree to return to the college for an established number of additional years of service, or the reimbursement of leave salary (if any is provided) if they do not continue with the school.

## **FACULTY MEETINGS AND ASSIGNMENTS**

[List the schedule for required faculty meetings, committee assignments, professional conferences, in-service training days, and/or school chapels.]

## **FACULTY COMMITTEES**

[SPECIAL NOTE: The committees and functions listed below are provided as suggestions of committees you may want to establish. It is not necessary to have these committees. If you do not want committees, delete this section from the faculty handbook. If you want only some of these, delete the ones you don't want. For smaller schools, the Board of Directors may fulfill responsibilities in these areas.]

### ***Academic Affairs Committee***

The Academic Affairs Committee studies and recommends revisions of the curriculum. It has general supervision and charge of academic matters. The Academic Dean serves as the chairman of the Academic Affairs Committee.

### ***Admissions Committee***

The Admissions Committee recommends and implements admissions policies. It reviews student applications for admission to determine if entrance requirements have been met. The Academic Dean serves as chairman of the Admissions Committee.

### ***Counseling Committee***

The Counseling Committee reviews the philosophy and procedures of the student counseling program and seeks to further develop and adapt it to the students' needs. The Dean of Students serves as chairman of the Counseling Committee.

### ***Extension Committee***

The Extension Committee has the responsibility for general oversight of the college extensions. An extension coordinator should be appointed.

### ***Faculty Affairs Committee***

The Faculty Affairs Committee has the responsibility of studying and making recommendations regarding matters related to the faculty, such as tenure, insurance matters, housing, community relationships, retirement, faculty social events etc. The chairman of the Faculty Affairs Committee should be appointed at the first faculty meeting of each school year.

### ***Financial Aid Committee***

The Financial Aid Committee administers the student scholarship program and, when possible, assists students with financial aid. The Committee reviews scholarship allocation and amounts offered through the college, and presents names of students recommended for scholarships. The Business Manager serves as chairman of the Financial Aid Committee.

### ***Graduation Committee***

The Graduation Committee has the responsibility of arranging for graduation rehearsals, order of march, and those things generally associated with baccalaureate and commencement. The Academic Dean serves as committee chairman.

### ***Library Committee***

The Library Committee is responsible to evaluate and make recommendations regarding the development and control of the library. The Academic Dean serves as chairman of the Library Committee.

### ***Outreach Ministry Committee***

The Outreach Ministry Committee makes provision for assigning and evaluating all student outreach ministries. The Dean of Students serves as the chairman of the Outreach Ministry Committee.

### ***Spiritual Life Committee***

The Spiritual Life Committee evaluates and makes recommendations for the development of the spiritual life of the college. The Dean of Students serves as the chairman of the Spiritual Life Committee.

### ***Student Discipline Committee***

The Student Discipline Committee regulates the life and general welfare of the students both on and off the campus. It recommends disciplinary action, when necessary, to the Administrative Committee. The Dean of Students serves as chairman of the Student Discipline Committee.

### ***Student Life Committee***

The Student Life Committee has general oversight of and approves student social events and school publications. The Dean of Students serves as chairman of the Student Life Committee.

## **RESPONSIBILITIES TO YOUR CLASSES**

1. Provide spiritual and academic direction to each class.
2. Establish and enforce standards of classroom discipline.
3. Provide practical learning experiences that will help students relate course content to their lives and ministries.
4. Train students in study skills and learning habits.
5. Make regular, reasonable and meaningful assignments, including practical experiences, that will contribute to a mastery of the course content.
6. Provide prompt, clear, and fair feedback to students' work (assignments, tests, etc.).

7. Be available for individual student consultation in addition to class time as needed.
8. Carefully construct and administer tests and exams designed to measure comprehension and the ability to interpret concepts and principles for practical application.
9. Adhere to policies regarding students adding or dropping your class (see the Student Handbook for guidelines).
10. Submit final grades within seven days following the final exam at the end of each term.
11. Prepare a syllabus for each assigned course under the guidance and direction of the Academic Dean. The syllabus should be duplicated and handed out on the first day of class and contain the following items:
  - a. heading (i.e., course title and number, name of school, instructor, office location and days and hours)
  - b. course description
  - c. course objectives
  - d. student behavioral objectives—what you want them to be able to do.
  - e. course textbook/s to be used
  - f. methods of instruction to be used
  - g. course requirements--what a student must do to complete course
  - h. grading criteria  
[Insert the college standard grading criteria here]
  - i. class schedule (what will be covered in each session)

Here are some general guidelines for preparing the syllabus:

The syllabus should convey enthusiasm for the subject. Nothing draws students into a course as much as your love for the subject matter. Let your enthusiasm show!

The syllabus should convey the intellectual challenge of the course. Don't be overly concerned with procedures. Capture your students' interest by suggesting what important issues/questions will be considered.

The syllabus should personalize the course content. Show how the course relates to real life situations. How does this subject relate to a student's experience, background, interests or present and future ministry?

The syllabus should convey respect for the ability of the students. Don't predict that some students will fail, or frighten them with how tough the course is. Challenge them to succeed using the abilities God has entrusted to them.

The syllabus should convey course goals that are attainable and stated positively. Though setting no goals accomplishes nothing, unattainable goals are equally non-productive. Consider leaving space for students to write in their own goals, too.

The syllabus should convey grading policies that encourage success. It is possible to set realistic limits while at the same time not giving the impression that every student error is a reason for punishment. Simple, optimistic statements of expectations are better than threats.

The syllabus should adequately specify assignments. Clearly conveying exactly what is expected and the qualities that will be rewarded will enhance student performance. Poorly done assignments are sometimes a result of confusion or misunderstanding.

The syllabus should convey your desire to help students individually. Students are likely to do better if they know you are an ally instead of an adversary! Assure them of your willingness to help them succeed.

Syllabi vary widely in content, style, and format. They range from a one page listing of student assignments to 30 or more pages of material detailing every facet of the course. They are seen as a basic guide or outline, all the way to a legal written covenant between faculty and students complete with a disclaimer at the end allowing for "changes in the event of extenuating circumstances!"

## **THE FIRST CLASS SESSION**

No matter how many years you may have been teaching, the first class session is very important because it allows you to present the classroom situation clearly so students will know what is expected of them and how they should respond in your classroom. Everything you do as an instructor on that first day of class sends a message to your students either positive or negative.

First impressions are extremely important. Students will be continually forming impressions of you while you are standing/seated before them. The content of the syllabus is only one of many concerns a student may have. They are wondering about your:

1. Teaching Style: Are you interactive, lecture-driven, dry, alive, humorous, on time, lax?
2. Interpersonal Style: Are you easy to talk to, genuine in your faith, approachable, sensitive, biased, opinionated? Do you talk too much? Do you invite questions and other opinions?
3. Relevance of instruction: How practical is your teaching? Are you informed? Are you current? Can you understand "my" situation? What difference does it make if I learn



this material anyway? What does a Christian education have to say to a society that is not Christian? What difference does your faith make in your personal relationships, or in your ability to handle stress and make decisions? May I share prayer concerns with you? Will you take the time to pray with me? Will you ask me how God answered?

You will want to get to the first class session early, showing students you are caring and conscientious. Interact with students individually and casually as they arrive. Use the entire class period to show students that their learning time is important. Take time to discuss your biblical philosophy of teaching, as well as your teaching/learning philosophy.

Demonstrate your methods of teaching. Eliminate any fears about your class being boring. From the first day, begin to cultivate your students' trust and respect by warmly acknowledging and positively reinforcing their contributions. Treat their questions with respect and dignity. Don't be defensive or evasive when asked a question. Discuss with your students the importance of creating a "safe environment" where students feel free to ask questions and say what is on their mind. Be enthusiastic about your subject!

If you have feelings of inadequacy or lack of expertise, do not talk to your class about this during your first class session. This will only cause insecurity in your students.

Although you should have a written lesson plan for every class, the plan for your first class session is going to be different. Below is a sample for the first class session:

1. **Welcome.**
2. **Introduce Yourself and Establish Rapport.** Write your name on the board. Present yourself as a person who has been called of God just as the students have been called of God. Build a relaxing atmosphere of enthusiasm and excitement for the course. Tell a little about yourself, why you are teaching this course, and about your experience.
3. **Student Introductions.** If the class is not too large, ask students to introduce themselves and tell one thing about their background, interests, hobbies, dreams or goals. You could allow a couple of minutes for students to talk together in pairs and then have the students introduce each other.
4. **Attendance, Announcements, Etc.** This would also be a good time to take attendance. Pass around a paper for students to sign their names, or note on a seating chart the names of who sits where.
5. **Interaction With Students.** By discussion or written assignment, ask students to share what they want to learn from the class and/or what they believe to be the greatest need in their life at the time. This will help you orient the class towards student need.

6. **Introduce the Syllabus.** A syllabus is a map for the course and should clearly help the student know what to expect during the term. Take enough time when going through the course objectives to allow students to feel a sense of responsibility for achieving these goals by the end of the term.

7. **Questions and answers.** Leave time for questions from students.

8. **Assignment for the second class session.** By giving an assignment during the first class session, you communicate to your students that your course is important and you will expect study and participation.

## ORGANIZATION OF CLASS TIME

As far as the organization of class time is concerned, there is no ideal model. Each course must be taught with its unique goals and target audience in mind. However, here are some key principles that can help you produce successful teaching methods.

1. Students learn best when they receive an overview - a clear plan, about the direction of a course and what will be expected of them. This is not only important at the beginning of a course, but also at the beginning of the mid semester and at the beginning of each class period. An overview consists of a motivational aspect to capture interest, relating the lesson to previously taught material, and previewing the new material and assignments to come.
2. Students learn best when information is presented in easily digestible bites of instruction. In other words, the course should take into account the student's attention span. A good principle is to break up a class period into blocks of instruction. For example, the lesson overview may take 10 minutes, the lecture is divided every 15 minutes with time for discussion or an activity, and the class finishes with a 10 minute review or quiz. This block system is vital in class periods of 2 hours or more.
3. Students learn best when they are active in the learning process. Students should be required to interact regularly with the materials through questions and assignments. It is particularly beneficial if this interaction is interspersed throughout the lessons not just on a quiz, test, or exam.
4. Students learn best when they see an application to their own lives. Higher levels of learning require a student to be able to apply knowledge to his own situation and even create his own product or develop his own ideas. The learning method that is implemented should give the student regular opportunities to make such applications.
5. Students learn best when they have immediate feedback. This implies that tests, exams, and papers should be graded and returned as quickly as possible. It also implies that students should feel at ease to ask questions in class, even when they disagree with you, the instructor.



6. Students learn best when they are given reviews of lengthy blocks of instruction. For this reason, it is advisable to provide an oral review or a review exercise (questions, quiz, activity) at the end of each lesson. A periodic review of key concepts for an entire section or unit is also helpful.

If you see signs that concern you about your teaching experience, you want to ask yourself why these things are happening. Here are some questions you can ask yourself when you see something that needs attention.

1. Are the students disinterested and causing disturbances? Why?
2. Do the students not take notes or ask questions? Why?
3. Are the grades generally very high or very low? Why?
4. Do the students complain of being bored or overwhelmed? Why?
5. Are the students discouraged? Why?
6. Is there too much or too little time given to discussion? Why?
7. Are specific students needing special attention? Why?

## DESIGNING TESTS

Teachers often use the words “tests,” “exams,” and “quizzes” interchangeably. A quiz is limited and can usually be given in 15 minutes or less. A course may have three or four tests which focus on particular aspects of course material. An examination is the most comprehensive form of testing and may be a mid-term or final exam. Tests provide an evaluation of how the student has mastered the course material.

In His Name Bible College courses include a self-test at the conclusion of each chapter in each manual. We have also formulated a simple test for each of its courses (included on this disk). These are true/false, multiple choice, and completion questions. You may want to add additional items to this test to cover material you teach during the course. You may also want to design tests for additional curriculum you use in the course. Before you design a test, you might check with the school office to see if a test for the course or material you are teaching already exists. If so, you may be able to use it.

Here are a few guidelines to help you design tests:

Test items should be based on course objectives and materials taught. The testing itself should become a meaningful and effective learning activity for your students. Here are some sample verbs that will help you write a test:

**To test knowledge:** Ask the student to count, define, draw, identify, list, name, point, quote, read, recite, recall, recognize, record, repeat, state, tabulate, write.

**To test comprehension:** Ask the student to associate, classify, compare, compute, contrast, describe, differentiate, discuss, distinguish, estimate, extrapolate, interpret, interpolate, predict, translate.

**To test ability to apply subject matter:** Ask the student to apply, calculate, classify, complete, construct, demonstrate, employ, examine, illustrate, practice, relate, solve, use, utilize.

**To test ability to analyze:** Ask the student to analyze, detect, explain, group, infer, order, relate, separate, summarize, transform.

**To test ability to evaluate:** Ask the student to appraise, assess, critique, determine, evaluate, grade, judge, measure, rank, recommend, select, test

Consider the amount of time that will be allowed to complete the test. Make sure that the students know what material (topics, pages, etc.) they are responsible for on the exam. If this is not the first test, does the upcoming test include material prior to the first test or only material after the previous test? Announce the test at least two class periods (and at least one week) in advance.

Here are some different types of questions you can use:

***Essay questions:*** An essay is a short composition on a particular theme or subject. Do not make the questions too broad such as, "Discuss the development of Christianity." Use several specific questions rather than a few lengthy questions. When grading essay tests, have a written guide of what is expected for each answer. This should consist of the major items a student should include. Construct this before you begin to mark the tests. Assign point values to each question. Grade the same question on all tests, then go back and do the next question. Provide written comments to help the students learn.

***Short answer questions:*** Short answer questions are sometimes called "direct answer" or "completion." They consist of brief, direct questions which require only a single, brief answer.

*Example:* "For God so loved the world that He gave His \_\_\_\_\_.  
(John 3:16).

Be careful that the questions are clear and specific if a specific answer is desired. Write the question in such a manner that only that answer is acceptable.

***Multiple choice questions:*** The multiple choice item consists of two parts:

1. the stem, which presents the situation.
2. a correct answer and additional options that are incorrect.

Students are asked to circle the correct answer or write the letter preceding the correct answer on an answer sheet.

*Example:*

*Stem: The supreme test of all teaching is:*

- ☐ a. how many attended your classes
- ☐ b. how well you prepared your lessons
- ☐ c. how popular your class was with students
- ☒ d. how well your students responded to your teaching and applied what they learned

When designing multiple choice tests write the stem first, the correct answer, then incorrect options. The usual pattern is four options with one being the correct answer.

**Matching questions:** Matching questions require the student to match an item to the correct answer.

*Example:*

*On the line to the left of each statement, write the letter of the item that best fits the statement. Each response may be used once, more than once, or not at all.*

- |  |           |
|--|-----------|
| <input type="checkbox"/> C Mother of Jesus   | A. Joseph |
| <input type="checkbox"/> A Father of Jesus   | B. Peter  |
| <input type="checkbox"/> B Disciple of Jesus | C. Mary   |

**True-False questions:** True-false questions are used primarily to measure knowledge of specific facts. The student must decide if the statement is true or false but not necessarily recall specific information other than that.

*Example:*

*In the space provided to the left of the sentence, write a T if the statement is TRUE. Write an F if the statement is FALSE.*

☒ T 1. Even though a teacher is Spirit filled, prays, and reads God's Word daily, it still takes time and hard work to plan an effective test.

☐ F 2. Essay questions require the student to fill in blanks to complete a statement.

It is best to return test papers the very next class session, or within one week at the latest. Students are anxious to get their papers back and the quick return of tests will help facilitate learning in the review of questions and correct answers. It also helps to review the test in class with the students.