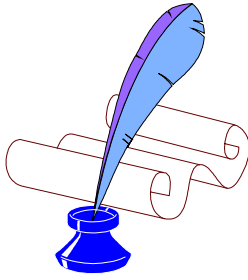


# Manual of Graduate Program Capstone Projects

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## PREFACE

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The Graduate School administration and faculty prepared this *Manual* for student capstone projects.

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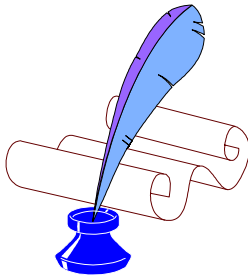
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Adopted September 2010

The contents of this *Manual* are subject to periodic review and revision. Students are responsible to consult the most current edition of the document as they prepare capstone projects.

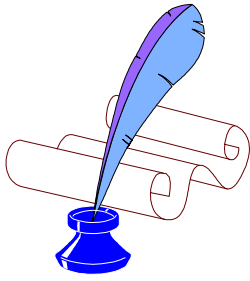


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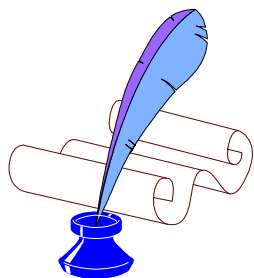
## Introduction

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The graduate faculty understands that graduate students must not only master a rigorous body of knowledge but must also conceptualize, analyze, and integrate that knowledge, examine their values, consider divergent views in their research, and engage in the exchange of ideas and attitudes. This means that a graduate education is more than simply completing a block of courses. Students must demonstrate that they have acquired the values of a graduate education by fulfilling the goals of the Graduate School. To facilitate this process, we have developed the *Manual of Graduate Program Capstone Projects*.

While students will begin to complete the requirements of the capstone projects early in their program, they will document the completion of the projects in their final (spring) semester before graduation. It is important, therefore, that students become familiar with the projects early in their program. To assist students, we have developed this *Manual* to define the various projects as they relate to requirements of individual courses, institutional goals, and degree programs.

Our purpose is not to burden students with additional work. The projects are tied to course work. However, it is important for students to understand that the capstone projects document their personal, spiritual, and academic achievement while in the graduate program. The faculty assumes, therefore, that students will be diligent to complete the necessary requirements as part of the condition to graduate.




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## Mission and Goals of the Graduate School

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Programs, curriculum, and capstone projects are tied to the mission and goals of the Graduate School. This *Manual* aims to define that relationship. While the mission statement defines the larger purpose of Baptist Bible College, the goals define the specific and measurable purposes of the Graduate School.

### Mission/Vision Statement

**Baptist Bible College is an institution of biblical higher education that exists to provide a Christ-centered curriculum that fosters a biblical worldview, empowering students to engage and impact their global society.**

The faculty seeks to prepare students for life-long learning to serve Christ in ministry and marketplace professions. While faculty members have unique gifts, experiences, and academic credentials, they collectively engage students through a biblically-based philosophy of education that leads students to glorify and serve the Creator God.

### Goals of the Graduate School

#### Truth

1. Demonstrate a pattern of spiritual growth and commitment to ministry;
2. Formulate a position on the scriptural teaching related to the great doctrines of the faith, both from an exegetical and systematic approach;
3. Develop a worldview by which to encounter and evaluate competitive worldviews;

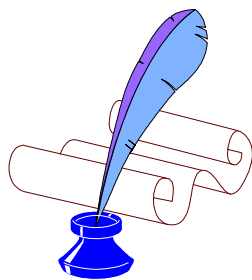
#### Scholarship

4. Analyze, interpret, organize, and evaluate information;
5. Conduct scholarly research and communicate findings;

#### Ministry

6. Implement a biblical and theological philosophy of ministry for service within the BBFI;
7. Develop and evaluate strategies to reach out to the lost world, plant and build churches, and organize the ministries of the local church;
8. Develop and present expository materials using the biblical languages;
9. Disciple, counsel, and care for individuals and families using biblical principles.

The Graduate School will fulfill these goals by preparing graduates for the ministry of pastor, missionary, pastoral counselor, church staff, and lay leader.



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## Master of Arts Church Ministry

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### **Introduction**

Students will complete the one-hour Senior Seminar during the spring semester in which they plan to graduate. The one-hour Senior Seminar consists of one component. This component is the theological statement.

To complete Senior Seminar, students must pass this component of the course and receive at least an 80 as an accumulative grade for the course.

### **Theological Statement**

#### **Description**

It is important that students learn to evaluate theological positions and to communicate their understanding of theology in written and oral form. Students will document these skills by writing a theological statement and defending it before the faculty (Graduate School goals #2, 3, 4, 5 & 6).

#### **Content**

Students will begin to prepare for this project by completing Systematic Theology 1-4, Apologetics, Theology and History of Missions, Chapel, and other relevant Bible/theology courses. (See course syllabi for additional details.) The faculty requires students to write portions of the theological statement as they complete these courses.

Students will write a theological statement and defend their position before a faculty committee consisting of at least the students' faculty advisor, and one additional faculty. The written statement consists of two parts. The first part is the doctrinal statement. Students should focus on the areas of doctrine noted in the Theological Statement Guidelines (see Appendix).

The second part of the written statement is the students' theology and ministry statement. It is important that students integrate their understanding of theology into principles of ministry. Therefore, students must write a statement demonstrating an understanding of how theology impacts their concentration.

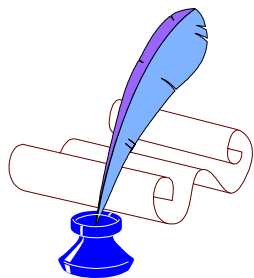
Please consult the Theological Statement Scoring Guide for additional details (see Appendix).

## **Evaluation**

A committee will evaluate the students' theological statement. The graduate faculty expects students to follow the guidelines. The content should be complete, clear, succinct, and biblical. Students will meet with the committee to defend their statement. The committee may request additional information or ask for points of clarification. Students may also be asked to edit portions of the document at this time. If changes are necessary, students must resubmit the original and the new edition to the faculty mentor for final approval. The committee reserves the right to call students to meet with them for a second time.

Students may not graduate unless their theological statement is within the parameters of the BBFI theological statement. This does not, however, restrict academic freedom. The purpose for the BBFI theological statement is to define the basic parameters in which students conduct research and learn. The statement is broad enough to permit divergent views. Within the appropriate hermeneutical and theological boundaries, the divergent views are a reflection of the theological position of BBFI churches. The graduate faculty expects that students will study and evaluate positions that fall within and without of the theological parameters.

The committee will assign a grade to the theological statement. Students must pass this project with a minimum grade of 80 to graduate. A copy of the evaluation form (see course syllabus) will become part of the Graduate School records. The committee may request a copy of the Theological Statement for the Graduate School to keep as an example.




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## Master of Arts Biblical Counseling

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### Introduction

Students will complete the two-hour Senior Seminar during the spring semester in which they plan to graduate. The two-hour Senior Seminar consists of the following components:

- Theological Statement
- Seminar Paper
- Chapel Presentation

To complete Senior Seminar, students must pass these components of the course and receive at least an 80 as an accumulative grade for the course.

### Theological Statement

#### Description

It is important that students learn to evaluate theological positions and to communicate their understanding of theology in written and oral form. Students will document these skills by writing a theological statement and defending it before the faculty (Graduate School goals #2, 3, 4, 5 & 6).

#### Content

Students will begin to prepare for this project by completing Systematic Theology 1-4, Apologetics, Theology and History of Missions, Chapel, and other relevant Bible/theology courses. (See course syllabi for additional details.) The faculty requires students to write portions of the theological statement as they complete these courses.

Students will write a theological statement and defend their position before a faculty committee consisting of at least the students' faculty advisor, and one additional faculty. The written statement consists of two parts. The first part is the doctrinal statement. Students should focus on the areas of doctrine noted in the Theological Statement Guidelines (see Appendix).

The second part of the written statement is the theology and ministry statement. It is important that students integrate their understanding of theology into principles of ministry. Therefore, students must write a statement demonstrating the understanding of how theology impacts the MABC concentration. In addition to other key components of the students' personal philosophy of ministry, students should make sure they include a



clear statement on the sufficiency of Scripture, the impact the degree will make on future ministry, the perceived benefit(s) of psychology to future ministry, and how students will employ self-counsel after graduation.

Please consult the Theological Statement Scoring Guide for additional details (see Appendix).

### **Evaluation**

A committee will evaluate the students' theological statement. The graduate faculty expects students to follow the guidelines. The content should be complete, clear, succinct, and biblical. Students will meet with the committee to defend their statement. The committee may request additional information or ask for points of clarification. Students may also be asked to edit portions of the document at this time. If changes are necessary, students must resubmit the original and the new edition to the faculty mentor for final approval. The committee reserves the right to call students to meet with them for a second time.

Students may not graduate unless their theological statement is within the parameters of the BBFI theological statement. This does not, however, restrict academic freedom. The purpose for the BBFI theological statement is to define the basic parameters in which students conduct research and learn. The statement is broad enough to permit divergent views. Within the appropriate hermeneutical and theological boundaries, the divergent views are a reflection of the theological position of BBFI churches. The graduate faculty expects that students will study and evaluate positions that fall within and without of the theological parameters.

The committee will assign a grade to the theological statement. Students must pass this project with a minimum grade of 80 to graduate. A copy of the evaluation form (see course syllabus) will become part of the Graduate School records. The committee may request a copy of the Theological Statement for the Graduate School to keep as an example.

## **Seminar Paper**

### **Description**

It is important that students document their ability to research, write, and think critically. Students in the Master of Arts Biblical Counseling program will document these skills by writing a seminar paper within the Biblical Counseling concentration (Graduate School goals #4 & 5). Students will submit a topic for approval by the Biblical Counseling faculty. Upon approval students will write a seminar paper according to the syllabus guidelines under supervision of the program chair.

Students write a paper of 20-25 double-spaced pages of content with footnotes and bibliography on a topic within the scope of the MABC degree program. (The

bibliography is in addition to the required content.) The paper will demonstrate proficiency in research, critical thinking, and writing skills. Students fulfill these objectives, demonstrating their ability to do the following:

- retrieve relevant information from sources across a variety of media;
- organize, analyze, interpret and evaluate information;
- construct a coherent argument/exposition of an issue/topic;
- employ proper formatting, citation and style guidelines.

## **Content**

Students will begin to prepare for this project by completing PTMR523 Methods of Research. The faculty requires that they complete Methods of Research within the first year in the Graduate School. This course will prepare one to research in a theological library, use appropriate research methods, apply models of informal logic, and write various types of scholarly papers.

The Seminar Paper is a scholarly paper that focuses on a topic within the students' concentration. The faculty assumes that students have mastered the content of their concentration and are able to make a contribution to knowledge in the discipline. Students should work closely with the faculty mentor (advisor) throughout the preparation and writing of the paper. *It is important that students anticipate this project well in advance of their final spring semester by gathering data (i.e. bibliography, outline, argument, and a thesis statement).*

## **Evaluation**

The faculty advisor will evaluate the Seminar Paper, though the advisor may request assistance from other faculty as necessary. The advisor will use a standardized evaluation form that reflects the skills required to write a scholarly paper. The evaluation form is the same one used for the Research Paper in Methods of Research (see course syllabus). The advisor records the grade.

Exceptional papers may be published on the Graduate School Web page and/or by the Theological Research Exchange Network (TREN). Students will assume any cost for publication.

## **Chapel Presentation**

### **Description**

It is important that students document their ability to research, evaluate interpretive options, organize expository materials, and effectively communicate a message from the Word of God. Students will document these skills by delivering an expository message in graduate chapel during the final spring semester. Male students will preach a sermon, and female students will deliver a speech (Graduate School goals # 4, 5 & 8).

## **Content**

Male students will prepare for this project by completing Expository Preaching 1. Female students will complete Women's Speech and Delivery. All students will complete Hermeneutics, Elementary Greek, and other Bible courses.

Students will prepare a message that demonstrates a working knowledge of the courses pertinent to this presentation. These courses include Methods of Research, Greek, Hermeneutics, Expository Preaching, and Theology. The message must be given to the Dean of the Graduate School during the first week of the spring semester.

Students should consult the Chapel Presentation Scoring Guide (see Appendix).

## **Evaluation**

The faculty will evaluate the document prior to the students' chapel presentation. The faculty reserves the right to request students to make necessary changes to the document before their presentation by completing additional research, editing the document(s) for grammar and format, and/or evaluating the accuracy of their exegesis. This initial manuscript that is turned in to the Dean of the Graduate School will comprise a major portion/percentage of the final grade for this project. Students must carefully think through this initial step of the evaluation process.

The faculty will assign a grade to the chapel presentation. The grade consists of the following: the initial manuscript turned in to the Dean during the first week of the spring semester (45%), the revised manuscript (10%), and the oral presentation in chapel (45%). A copy of the evaluation form will become part of the Graduate School records.

## **Counseling Practicum**

### **Description**

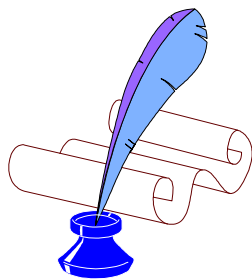
The goal of the Master of Arts Biblical Counseling degree is to not only enable students to accurately discern the meaning and significance of the biblical text, but also includes the ability to meaningfully communicate that message appropriately to those they counsel. Excellence in Biblical Counseling is to be pursued; therefore, students must be willing to attain a level of competence consistent with the standards of the National Association of Nouthetic Counselors (NANC). Counseling Practicum provides the setting necessary to grow and evaluate that competency. The practicum will fulfill the requirements of NANC certification, develop professional skills of relating, assessment, and problem solving in a counseling setting, and apply biblical principles in actual counseling relationships (Graduate School goals # 8).

**Content**

Practicums in Biblical Counseling 1 and 2 (BCPC621 and BCPC 622) are two-hour courses that will enable students to develop skills in counseling under direct supervision of a NANC qualified supervisor. Successful completion of each course will require a minimum of twenty-five (25) hours of directly supervised counseling as outlined in the NANC requirements (an hour is considered a session and not necessarily a physical hour). Since this course is designed to enable students to fulfill the supervised counseling requirement of NANC, more than the minimum hours of counseling may be required by the supervisor in accordance with NANC guidelines. These courses must be sequenced after notification from NANC that the students' certification application process has successfully reached a point in which the NANC office clears the applicant for supervision.

**Evaluation**

The faculty will evaluate students through clearly defined rubrics as given in class and described in the syllabus. Students will fill out weekly reports of each session. After review of each session, the supervisor will return the report with comments, questions, and other helps to facilitate the counselor's counseling skill development. Students will also interact with the faculty via personal conference (typically after every other session). There is also a minimum of five recorded sessions for evaluation by the supervisor. At least a fifty-hour minimum of sessions must be completed satisfactorily per NANC requirements.




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## Master of Arts Intercultural Studies

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### Introduction

Students will complete the two-hour Senior Seminar during the spring semester in which they plan to graduate. The two-hour Senior Seminar consists of the following components:

- Theological Statement
- Seminar Paper
- Chapel Presentation

To complete Senior Seminar, students must pass these components of the course and receive at least an 80 as an accumulative grade for the course.

### Theological Statement

#### Description

It is important that students learn to evaluate theological positions and to communicate their understanding of theology in written and oral form. Students will document these skills by writing a theological statement and defending it before the faculty (Graduate School goals #2, 3, 4, 5 & 6).

#### Content

Students will begin to prepare for this project by completing Systematic Theology 1-4, Apologetics, Theology and History of Missions, Chapel, and other relevant Bible/theology courses. (See course syllabi for additional details.) The faculty requires students to write portions of the theological statement as they complete these courses.

Students will write a theological statement and defend their position before a faculty committee consisting of at least the students' faculty advisor, and one additional faculty. The written statement consists of two parts. The first part is the doctrinal statement. Students should focus on the areas of doctrine noted in the Theological Statement Guidelines (see Appendix).

The second part of the written statement is the students' theology and ministry statement. It is important that students integrate their understanding of theology into principles of ministry. Therefore, students must write a statement demonstrating the understanding of how theology impacts the MAIS concentration.

Please consult the Theological Statement Scoring Guide for additional details (see Appendix).

### **Evaluation**

A committee will evaluate the students' theological statement. The graduate faculty expects students to follow the guidelines. The content should be complete, clear, succinct, and biblical. Students will meet with the committee to defend their statement. The committee may request additional information or ask for points of clarification. Students may also be asked to edit portions of the document at this time. If changes are necessary, students must resubmit the original and the new edition to the faculty mentor for final approval. The committee reserves the right to call students to meet with them for a second time.

Students may not graduate unless their theological statement is within the parameters of the BBFI theological statement. This does not, however, restrict academic freedom. The purpose for the BBFI theological statement is to define the basic parameters in which students conduct research and learn. The statement is broad enough to permit divergent views. Within the appropriate hermeneutical and theological boundaries, the divergent views are a reflection of the theological position of BBFI churches. The graduate faculty expects that students will study and evaluate positions that fall within and without of the theological parameters.

The committee will assign a grade to the theological statement. Students must pass this project with a minimum grade of 80 to graduate. A copy of the evaluation form (see course syllabus) will become part of the Graduate School records. The committee may request a copy of the Theological Statement for the Graduate School to keep as an example.

## **Seminar Paper**

### **Description**

It is important that students document their ability to research, write, and think critically. Students in the Master of Arts Intercultural Studies program document these skills by writing a seminar paper within the Intercultural Studies concentration under the direction of the Intercultural Studies faculty advisor (Graduate School goals #4 & 5).

Students write a paper of 20-25 double-spaced pages of content with footnotes and bibliography on a topic within the scope of the MAIS degree program. (The bibliography is in addition to the required content.) The paper will demonstrate proficiency in research, critical thinking, and writing skills. Students fulfill these objectives, demonstrating their ability to do the following:

- retrieve relevant information from sources across a variety of media;
- organize, analyze, interpret and evaluate information;
- construct a coherent argument/exposition of an issue/topic;
- employ proper formatting, citation and style guidelines.

## **Content**

Students will begin to prepare for this project by completing PTMR523 Methods of Research. The faculty requires that they complete Methods of Research within the first year in the Graduate School. This course will prepare students to research in a theological library, use appropriate research methods, apply models of informal logic, and write various types of scholarly papers.

The Seminar Paper is a scholarly paper that focuses on a topic within the students' concentration. The faculty assumes that students have mastered the content of their concentration and are able to make a contribution to knowledge in the discipline. Students should work closely with their faculty mentor (advisor) throughout the preparation and writing of the paper. *It is important that students anticipate this project well in advance of their final spring semester by gathering data (i.e. bibliography, outline, argument, and a thesis statement).*

More specific guidelines are included in the syllabus of MISS622 Senior Seminar. Students should consult the syllabus for additional details and see the course schedule for deadlines.

## **Evaluation**

The faculty advisor will evaluate the Seminar Paper, though the advisor may request assistance from other faculty as necessary. The advisor will use a standardized evaluation form that reflects the skills required to write a scholarly paper. The evaluation form is the same one used for the Research Paper in Methods of Research (see course syllabus). The advisor records the grade.

Exceptional papers may be published on the Graduate School Web page and/or by the Theological Research Exchange Network (TREN). Students will assume any cost for publication.

## **Chapel Presentation**

### **Description**

It is important that students document their ability to research, evaluate interpretive options, organize expository materials, and effectively communicate a message from the Word of God. Students will document these skills by delivering an expository message in graduate chapel during the final spring semester. Male students will preach a sermon, and female students will deliver a speech (Graduate School goals # 4, 5 & 8).

### **Content**

Male students will prepare for this project by completing Expository Preaching 1. Female students will complete Women's Speech and Delivery. All students will complete Hermeneutics, Elementary Greek, and other Bible courses.

Students will prepare a message that demonstrates a working knowledge of the courses pertinent to this presentation. These courses include Methods of Research, Greek, Hermeneutics, Expository Preaching, and Theology. The message must be given to the Dean of the Graduate School during the first week of the spring semester.

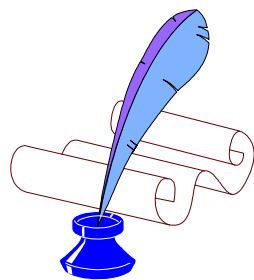
Students should consult the Chapel Presentation Scoring Guide (see Appendix).

### **Evaluation**

The faculty will evaluate the document prior to your chapel presentation. The faculty reserves the right to request students to make necessary changes to the document before his/her presentation by completing additional research, editing the document(s) for grammar and format, and/or evaluating the accuracy of his/her exegesis. This initial manuscript that is turned in to the Dean of the Graduate School will comprise a major portion/percentage of the final grade for this project. Students must carefully think through this initial step of the evaluation process.

The faculty will assign a grade to the chapel presentation. The grade consists of the following: the initial manuscript turned in to the Dean during the first week of the spring semester (45%), the revised manuscript (10%), and the oral presentation in chapel (45%). A copy of the evaluation form will become part of the Graduate School records.





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## Master of Arts Biblical Studies

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### Introduction

Students will complete the two-hour Senior Seminar during the spring semester in which they plan to graduate. The two-hour Senior Seminar consists of the following components:

- Theological Statement
- Seminar Paper
- Chapel Presentation

To complete Senior Seminar, students must pass these components of the course and receive at least an 80 as an accumulative grade for the course.

### Theological Statement

#### Description

It is important that students learn to evaluate theological positions and to communicate their understanding of theology in written and oral form. Students will document these skills by writing a theological statement and defending it before the faculty (Graduate School goals #2, 3, 4, 5 & 6).

#### Content

Students will begin to prepare for this project by completing Systematic Theology 1-4, Apologetics, Theology and History of Missions, Chapel, and other relevant Bible/theology courses. (See course syllabi for additional details.) The faculty requires students to write portions of the theological statement as they complete these courses.

Students will write a theological statement and defend their position before a faculty committee consisting of at least the students' faculty advisor, and one additional faculty. The written statement consists of two parts. The first part is the doctrinal statement. Students should focus on the areas of doctrine noted in the Theological Statement Guidelines (see Appendix).

The second part of the students' written statement is the theology and ministry statement. It is important that students integrate their understanding of theology into principles of ministry. Therefore, students must write a statement demonstrating the understanding of how theology impacts the MABS concentration.

Please consult the Theological Statement Scoring Guide for additional details (see Appendix).

### **Evaluation**

A committee will evaluate the students' theological statement. The graduate faculty expects students to follow the guidelines. The content should be complete, clear, succinct, and biblical. Students will meet with the committee to defend their statement. The committee may request additional information or ask for points of clarification. Students may also be asked to edit portions of the document at this time. If changes are necessary, students must resubmit the original and the new edition to the faculty mentor for final approval. The committee reserves the right to call students to meet with them for a second time.

Students may not graduate unless their theological statement is within the parameters of the BBFI theological statement. This does not, however, restrict academic freedom. The purpose for the BBFI theological statement is to define the basic parameters in which students conduct research and learns. The statement is broad enough to permit divergent views. Within the appropriate hermeneutical and theological boundaries, the divergent views are a reflection of the theological position of BBFI churches. The graduate faculty expects that students will study and evaluate positions that fall within and without of the theological parameters.

The committee will assign a grade to the theological statement. Students must pass this project with a minimum grade of 80 to graduate. A copy of the evaluation form (see course syllabus) will become part of the Graduate School records. The committee may request a copy of the Theological Statement for the Graduate School to keep as an example.

## **Seminar Paper**

### **Description**

It is important that students document their ability to research, write, and think critically. Students in the Master of Arts Biblical Studies program document these skills by writing a seminar paper within the Biblical Studies concentration under the direction of the Biblical Studies faculty advisor (Graduate School goals #4 & 5).

Students write a paper of 20-25 double-spaced pages of content with footnotes and bibliography on a topic within the scope of the MABS degree program. (The bibliography is in addition to the required content.) The paper will demonstrate proficiency in research, critical thinking, and writing skills. Students fulfill these objectives, demonstrating their ability to do the following:

- retrieve relevant information from sources across a variety of media;
- organize, analyze, interpret and evaluate information;
- construct a coherent argument/exposition of an issue/topic;
- employ proper formatting, citation and style guidelines.

### **Content**

Students will begin to prepare for this project by completing PTMR523 Methods of Research. The faculty requires that students complete Methods of Research within their first year in the Graduate School. This course will prepare students to research in a theological library, use appropriate research methods, apply models of informal logic, and write various types of scholarly papers.

The Seminar Paper is a scholarly paper that focuses on a topic within the students' concentration. The faculty assumes that students have mastered the content of their concentration and are able to make a contribution to knowledge in their discipline. Students should work closely with the faculty mentor (advisor) throughout the preparation and writing of the paper. *It is important that students anticipate this project well in advance of their final spring semester by gathering data (i.e. bibliography, outline, argument, and a thesis statement).*

### **Evaluation**

The faculty advisor will evaluate the Seminar Paper, though the advisor may request assistance from other faculty as necessary. The advisor will use a standardized evaluation form that reflects the skills required to write a scholarly paper. The evaluation form is the same one used for the Research Paper in Methods of Research (see course syllabus). The advisor records the grade.

Exceptional papers may be published on the Graduate School Web page and/or by the Theological Research Exchange Network (TREN). Students will assume any cost for publication.

## **Chapel Presentation**

### **Description**

It is important that students document their ability to research, evaluate interpretive options, organize expository materials, and effectively communicate a message from the Word of God. Students will document these skills by delivering an expository message in graduate chapel during the final spring semester. Male students will preach a sermon, and female students will deliver a speech (Graduate School goals # 4, 5 & 8).

### **Content**

Male students will prepare for this project by completing Expository Preaching 1. Female students will complete Women's Speech and Delivery. All students will complete Hermeneutics, Elementary Greek, and other Bible courses.

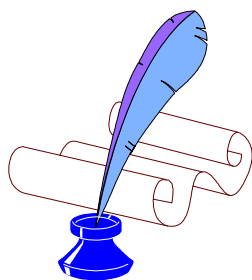
Students will prepare a message that demonstrates a working knowledge of the courses pertinent to this presentation. These courses include Methods of Research, Greek, Hermeneutics, Expository Preaching, and Theology. The message must be given to the Dean of the Graduate School during the first week of the spring semester.

Students should consult the Chapel Presentation Scoring Guide (see Appendix).

### **Evaluation**

The faculty will evaluate the document prior to the students' chapel presentation. The faculty reserves the right to request students to make necessary changes to the document before their presentation by completing additional research, editing the document(s) for grammar and format, and/or evaluating the accuracy of the exegesis. This initial manuscript that is turned in to the Dean of the Graduate School will comprise a major portion/percentage of the final grade for this project. Students must carefully think through this initial step of the evaluation process.

The faculty will assign a grade to the chapel presentation. The grade consists of the following: the initial manuscript turned in to the Dean during the first week of the spring semester (45%), the revised manuscript (10%), and the oral presentation in chapel (45%). A copy of the evaluation form will become part of the Graduate School records.




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## Master of Divinity

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### Introduction

Students who begin as Master of Divinity students and do not complete other MA degrees while at Baptist Bible Graduate School fall under a different outcomes rubric. They will complete the following projects:

- Theological Statement
- Chapel Presentation
- Internship
- Thesis Prospectus and Thesis or Comprehensive Exams

To complete the following projects, students must pass these components of the Master of Divinity degree and receive at least an 80 as a minimum grade for each of the components.

### Theological Statement

#### Description

It is important that students learn to evaluate theological positions and to communicate their understanding of theology in written and oral form. Students will document these skills by writing a theological statement and defending it before the faculty (Graduate School goals #2, 3, 4, 5 & 6).

#### Content

Students will begin to prepare for this project by completing Systematic Theology 1-4, Apologetics, Theology and History of Missions, Chapel, and other relevant Bible/theology courses. (See course syllabi for additional details.) The faculty requires students to write portions of the theological statement as they complete these courses.

Students will write a theological statement and defend their position before a faculty committee consisting of at least the students' faculty advisor, and one additional faculty. The written statement consists of two parts. The first part is the doctrinal statement. Students should focus on the areas of doctrine noted in the Theological Statement Guidelines (see Appendix).

The second part of the written statement is the students' theology and ministry statement. It is important that students integrate their understanding of theology into principles of

ministry. Therefore, students must write a statement demonstrating the understanding of how theology impacts the MDiv concentration. Please consult the Theological Statement Scoring Guide for additional details (see Appendix).

### **Evaluation**

A committee will evaluate the students' theological statement. The graduate faculty expects students to follow the guidelines. The content should be complete, clear, succinct, and biblical. Students will meet with the committee to defend their statement. The committee may request additional information or ask for points of clarification. Students may also be asked to edit portions of the document at this time. If changes are necessary, students must resubmit the original and the new edition to the faculty mentor for final approval. The committee reserves the right to call students to meet with them for a second time.

Students may not graduate unless their theological statement is within the parameters of the BBFI theological statement. This does not, however, restrict academic freedom. The purpose for the BBFI theological statement is to define the basic parameters in which students conduct research and learn. The statement is broad enough to permit divergent views. Within the appropriate hermeneutical and theological boundaries, the divergent views are a reflection of the theological position of BBFI churches. The graduate faculty expects that students will study and evaluate positions that fall within and without of the theological parameters.

The committee will assign a grade to the theological statement. Students must pass this project with a minimum grade of 80 to graduate. A copy of the evaluation form (see course syllabus) will become part of the Graduate School records. The committee may request a copy of the Theological Statement for the Graduate School to keep as an example.

## **Chapel Presentation**

### **Description**

It is important that students document their ability to research, evaluate interpretive options, organize expository materials, and effectively communicate a message from the Word of God. They will document these skills by delivering an expository message in graduate chapel during the final spring semester (Graduate School goals # 4, 5 & 8).

## **Content**

Students will prepare for this project by completing Expository Preaching 1 and 2, Hermeneutics, Greek, Hebrew, and other Bible courses.

Students will prepare a message that demonstrates a working knowledge of the courses pertinent to this presentation. These courses include Methods of Research, Greek, Hebrew, Hermeneutics, Expository Preaching, and Theology. The message must be given to the Dean of the Graduate School during the first week of the spring semester.

Students should consult the Chapel Presentation Scoring Guide (see Appendix).

## **Evaluation**

The faculty will evaluate the document prior to the students' chapel presentation. The faculty reserves the right to request students to make necessary changes to the document before their presentation by completing additional research, editing the document(s) for grammar and format, and/or evaluating the accuracy of the exegesis. This initial manuscript that is turned in to the Dean of the Graduate School will comprise a major portion/percentage of the final grade for this project. Students must carefully think through this initial step of the evaluation process.

The faculty will assign a grade to the chapel presentation. The grade consists of the following: the initial manuscript turned in to the Dean during the first week of the spring semester (45%), the revised manuscript (10%), and the oral presentation in chapel (45%). A copy of the evaluation form will become part of the Graduate School records.

## **Internship**

Master of Divinity students will complete Practical Internship or an equivalent (e.g., Military Chaplaincy). They will prepare an internship notebook. They should consult the syllabus for the class Practical Internship (PTCA632).

## **Thesis**

Master of Divinity (MDiv) students complete several Capstone Projects and they have the option of choosing either Comprehensive Exams or MDiv Thesis. Those who plan to continue their education to the Master of Theology (ThM) or doctoral level (either PhD or ThD) should strongly consider the thesis option. MDiv thesis encompasses successful completion of four phases. Three of the phases are completed as courses and one is accomplished in an interview-approval process. The order and process is as follows:

- Thesis proposal – BSTH 713 Thesis Prospectus (1 sem. hr.)
- Approval of proposal – Interview with Thesis Advisor following BSTH 713
- Content Draft of the Thesis – BSTH 721 MDiv Thesis – Fall (2 sem. hrs.)
- Final Draft and Presentation Copy – BSTH 731 MDiv Thesis – Spring (3 sem. hrs.)

**BSTH 713 Thesis Prospectus.** Master of Divinity students prepare a thesis prospectus during the spring semester before the graduating year. Students work with the research faculty and their advisor to write the prospectus (1 sem. hour).

This course presupposes students' successful completion of PTMR 523 Methods of Research or equivalent and a good command of knowledge and skills generally involved in graduate research. Faculty members look for proposals that are well-organized, logical, concise but thorough and with good English usage. *Students who do a degree in passing to the MDiv (either MABC, MABS or MAIS) may do their Seminar Paper as Thesis Prospectus. They should consult both their program advisor and research faculty before choosing this option.*

**BSTH 721 MDiv Thesis – Fall.** Master of Divinity students prepare the first major draft of their thesis during the fall semester of their graduating year. Students work with the research faculty and their advisor to write the thesis (2 sem. hours).

In this course students expand on elements of their Thesis Prospectus/Proposal to produce their First Draft (Content Draft). Students should refer back to details of the Proposal syllabus (BSTH 713) and compare their completed proposal work with the syllabus guidelines. Any potential deficiency in the Proposal submitted must be rectified in the First Draft. The BSTH 721 MDiv Thesis--Fall phase should concentrate on thorough library research, exegetical work, writing content of the body, wording conclusions and implications. The total length of the thesis is 50-70 pages of text (content). The Bibliography and preliminary pages (Title, Acceptance Pages, Table of Contents, and Abstract) do not count toward the 50 page minimum.

**BSTH 731 MDiv Thesis – Spring.** Master of Divinity students prepare the presentation draft of their thesis during the spring semester of their graduating year. Students work with the research faculty and their advisor to write the thesis (3 sem. hours).

In this course students expand on the work previously submitted for the First (Content) Draft to produce the Presentation (Final) Draft. Students should refer back to details of the syllabi for the BSTH 713 Proposal/Prospectus and BSTH 721 MDiv Thesis—Fall, comparing their completed work with the guidelines in those syllabi. Any potential deficiency in the First Draft must be rectified in the Presentation Draft.



## Comprehensive Exams

### Description

The comprehensive exam is an option which M.Div. students may choose. Those who choose the comprehensive exam are not required to write a thesis.

The comprehensive exam consists of 5 parts. Each faculty has prepared an orientation to each part. If students have questions, they must contact each individual faculty. Be aware that the faculty is preparing each portion of the exam with the understanding that students must complete the exams at least five weeks before graduation.

As required, students should contact each faculty once they have completed all preparation so that they might schedule each exam. Those who intend to complete the exams will be able to pick up the exam in the faculty's office at the scheduled time. Once the exam is scheduled with the faculty, the faculty will give students permission to take the test. OT and NT exams must be taken in the Graduate School area. ALL OTHER TESTS completed outside the Graduate School office MUST BE PROCTORED. To receive permission, students must inform the faculty who the proctor is. The proctor must be present when students open the exam to ensure they have the correct exam and have only the prescribed materials at hand (e.g., English Bible). The proctor MUST sign the proctor signature line, date the exam and list the start and stop times before the exam will be graded. Any violation of the proscribed requirement set by the faculty may result in a failing grade for that part of the exam.

To pass the comprehensive exam, students must pass ALL portions of the exam. Upon successful completion of the exam, students will receive a grade of "P." This grade will not impact their GPA.

### Content

#### **Theology Comprehensive Exam – Greg Christopher, Ph.D.**

1. The theology comprehensive exam has three sets of questions. In the first and second set, students will choose to answer one of two questions. The third set of questions is based upon the students' theological statement. ***This means that the students will need to give the faculty advisor their theological statement no later than two weeks before the scheduled exam.*** The specific questions are based upon the paper. This means for the third section, students may have different sets of questions. The number of questions may also vary.
2. Students are to review notes from the theology courses and church history course(s), Cairns, *Christianity through the Centuries*, chapter 1; Erickson, *Christian Theology*, chapter 1; Hick, *"Pluralism," Four Views of Salvation in a Pluralistic World*. Specific questions about facts and people will not be asked. The exam does not require students to recall the details of theology and church history. No one can memorize everything there is to know.

3. Students will have two hours to complete each set of questions.
4. There is some flexibility in that students may schedule the three sets of questions for different times. They must meet the deadline for when all exams must be completed.
5. Students may complete the exams without coming to the office. Once students have scheduled their exams, they will access the exams on the course web page. They will access the link specifically assigned to them. The link will have their name and the test number.
6. Students **MUST** have a proctor who completes the proctor section at the bottom of their test. If the proctor does not complete the section, the students may fail the exam. Students will also sign the honesty statement. If they do not sign the statement, they will fail the exam.
7. Students may use only an English Bible and concordance for each of the exams. They may not have any writing or notes that relate to this exam. They may not use a study Bible or an electronic Bible. They may not use any helps or resources other than the Bible and concordance.
8. Students will download each exam to their hard drive. They will answer the question(s), print their answers, complete the honesty and proctor sections and mail the package of documents to the Dean of the Graduate School ([wslusser@gobbc.edu](mailto:wslusser@gobbc.edu)) or the students may leave answers in the Graduate School office.

### **Old Testament and Hebrew Comprehensive Exam – Stephen R. Schrader, Th.D.**

1. Students are to bring their own *BHS* text because it includes the textual apparatus.
2. Students are to bring their own copy of *BDB* and/or *HALOT*. *HALOT* is highly recommended as it is more current, complete (homonyms etc.) and accurate than *BDB*. If the students do not have access to *HALOT*, the professor's personal copy is available on a first come, first serve basis.
3. The exam will be administered in the Graduate School conference room area. Students must set up an appointment time and date for the exam with the Old Testament faculty at least a week in advance.
4. The time limit for the exam is five hours.
5. The exam will include the following topics:
  - translation of a selected passage or passages,
  - parsing from the selected portions of text(s),
  - text-critical questions from the passage(s) translated,
  - identifying the particular genre of each portion of text,
  - possibility of developing a structural outline of the portion (or a portion of text) that has been translated.

**New Testament and Greek Comprehensive Exam – Wayne Slusser, Ph.D. candidate**

1. Students are to bring their own Greek text (Majority text).
2. Students are to bring their own copy of *BDAG* (Bauer, Danker, Arndt, Gingrich; Greek-English Lexicon, 3d edition).
3. The exam will be administered in the Graduate School conference room area. The students must set up an appointment time and date for the exam with the New Testament faculty at least a week in advance.
4. The time limit for the exam is four hours.
5. The exam will include the following topics:
  - smooth translation of a selected passage or passages [it is expected that the student will review his Greek vocabulary, morphological forms, and translation patterns of nouns, verbs, participles, infinitives, and subjunctives],
  - question(s) regarding hermeneutics; [it is expected that the student will review class notes, lectures, and articles relating to Mr. Slusser's Hermeneutics class]

**Biblical Counseling Comprehensive Exam – Kevin Carson, D.Min.**

1. Recommended preparation for the Biblical Counseling comprehensive exam is to *peruse* and *become familiar* with the following resources (students have had most of these already as part of the Dynamics of Biblical Counseling class):
  - Ferguson, Sinclair B. *The Christian Life: A Doctrinal Introduction*. Carlisle, PA: Banner of Truth Trust, 1989. (From *Dynamics of Biblical Counseling* class)
  - Lane, Timothy S. and Paul David Tripp. *How People Change*. Winston-Salem, NC: Punch, 2005. (From *Dynamics of Biblical Counseling* class)
  - *Dynamics of Biblical Change* class notes
  - Articles from *Dynamics of Biblical Change* class.
  - Grudem, Wayne. *Systematic Theology*. Grand Rapids: Zondervan, 1994. Read pages 746-762 and 840-847.
  - "The Scriptures and Biblical Counseling" from *Introduction to Biblical Counseling* by John MacArthur, Wayne Mack and the Master's College Faculty (Word Publishing edition, 1994).
  - "Union with Christ: The Implications for Biblical Counseling" from *Introduction to Biblical Counseling* by John MacArthur, Wayne Mack and the Master's College Faculty (Word Publishing edition, 1994).

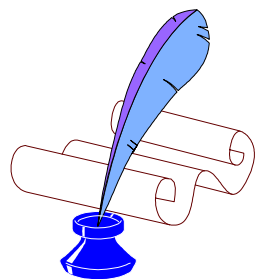
2. Students will be given six questions and they are to answer five of them.
3. The exam may be taken in the Graduate School conference room area or at another location.
4. Students may use any resources available to them but must footnote the sources they use.
5. The time limit for the exam is four hours.

### **Intercultural Studies Comprehensive Exam – Arnie Smith, D.Miss. candidate**

1. Recommended preparation for the Intercultural Studies comprehensive exam is to peruse and become familiar with the following resources:
  - Piper, John. *Let the Nations Be Glad: The Supremacy of God in Missions*. 2d ed. Grand Rapids: Baker, 2003.
  - Class notes, textbooks and resources from the Theology and History of Missions course.
2. Students will be given four questions and they are to answer three of them.
3. The exam may be taken in the Graduate School conference room area or at another location.
4. Students may use any resources available, including Piper's book, but must footnote the sources they use.
5. The time limit for the exam is four hours.

### **Evaluation**

The students will turn in each exam to the respective faculty member who administers the exam. The students will then receive their exam back with a pass, "P" or fail, "F" grade. It is up to the individual faculty member administering the test to determine the grade and grading process; for the requirements of each exam are different.



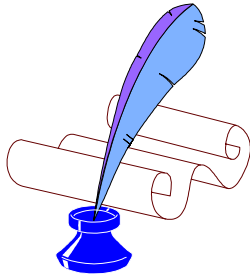

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## Calendar of Capstone Projects

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Students are responsible to meet the deadlines to ensure graduation. *Written documents are due by 5 PM on the due dates.*

Capstone Project	Items Due	Due Dates
Spiritual Formation	TBA	TBA
Seminar Paper	1. Presentation Copy	First week in April
	2. Final draft	First week in May
Theological Statement	1. Oral Exam	Second week in April
	2. Presentation Copy	Two weeks after defense
Chapel Presentation	1. Manuscript	First week of spring semester
	2. Presentation	TBA
Master of Divinity Thesis Prospectus	1. Final draft	First week in April
Master of Divinity Thesis	1. Expanded outline	Second Friday in October
	2. First draft	Second Friday in December
	3. Presentation draft	First Friday in March
	4. Presentation copy	First Friday in May
Master of Divinity Comprehensive Exams	1. Fall reading	Complete reading by end of semester
	2. Spring exams	Complete as assigned by faculty



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## Appendices

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The following pages include all the rubrics involved in the scoring/grading processes. It is important that students carefully read each form so as to prepare for the evaluation and assessment process. Students are responsible to make sure that all forms in this section are the latest forms used by the faculty.

Theological Statement Guidelines page 28

Theological Statement Scoring Guide page 34

Senior Preaching Scoring Guide page 35

Seminar Paper, Thesis Prospectus, and Thesis Scoring Guide page 37

## **GUIDELINES FOR PREPARING THE THEOLOGICAL STATEMENT**

The Bible places high standards and expectations upon those preparing for ministry. Among those expectations is doctrinal integrity. It is expected, therefore, that graduates of the Baptist Bible Graduate School affirm sound doctrine. It is also expected that graduates are able to effectively and accurately communicate that doctrine.

The administration and faculty require students to write a theological statement demonstrating how doctrine relates to their specific emphasis or concentration. Students who successfully complete this requirement are therefore given permission to graduate; so long as their spiritual and academic progress is in good standing. For further details students are referred to "academic Progress and Accountability" in the Graduate School Academic Catalog.

Students will submit two copies of their theological statement to the Graduate School faculty by the specified date of their graduating year. The Graduate school will schedule a time for the student to meet with the faculty (for DE students this may mean that you meet with the faculty during Fellowship Week). Students should be prepared to interact with the faculty during an approximate time of 1 hour and thirty minute period. The interaction will focus on the students' doctrinal statement. Faculty may ask students to defend or to clarify particular points.

### **GUIDELINES**

#### **1. Format**

- a. The doctrinal statement should include a cover page, acceptance page, doctrinal statement, and theology and ministry statement. Students are to examine the sample pages below.

- b. The student should consult the article in *JETS* for correct abbreviations regarding the books of the Bible. See the Journal of the Evangelical Theological Society “Instructions for Contributors.” 33 (1990): 121-138.

## 2. Doctrinal Statement

- a. Students must write their doctrinal statement in their own words. The student is not to copy another student’s or institution’s statements, whether in part or whole. The student is encouraged to be prepared to explain in both theological and non-theological terms.
- b. The statement must include the **doctrines outlined below** in “h.” Where appropriate, students should specifically define their position. For example, when discussing the Lord's Supper, students should define their position as open, close, or closed with an appropriate definition.
- c. A statement concerning the Charismatic Movement must be provided. This is not found in the Academic Catalog.
- d. The statement must include appropriate Scripture references with the corresponding sentence(s) and not grouped at the end of the section. See sample page below.
- e. All theological terms must be clearly defined.
- f. The students should be prepared to discuss and defend their theological positions (i.e. their hermeneutics and theological method).
- g. Students are required to discuss topics in parentheses, but it is expected that the student will go beyond the minimum stated below in “h.”
- h. **Doctrines to include:** **Scripture** (Inspiration, inerrancy, preservation, and sufficiency); **God** (attributes, statement regarding the Trinity); **Jesus Christ** (include: Pre-existence, Deity, Virgin Birth, Atonement, Resurrection, Priesthood); **Holy Spirit** (Deity, Ministry of Spirit in relationship to believers and unbelievers); **Angels** (include: Satan); **Creation**; **Fall of Man**; **Salvation** (include: election, regeneration, repentance/faith, justification, sanctification, and preservation of saints); **Church** (include: Local vs. body of Christ, Baptism, Lord’s Supper, Israel



and the church, polity, and giving); **Last things** (include: Future judgments, rapture, tribulation, millennium, eternal fate of believers and unbelievers); **Missions**; and **Charismatic Movement**.

### 3. Theology and Ministry Statement

- a. It is important that graduates integrate their understanding of doctrine into principles of ministry. Therefore, students must write an essay demonstrating how their understanding of theology impacts their emphasis or concentration. This assumes that students are aware of the larger critical context of their program. For example, mission's students may discuss contextualization. Counseling students may discuss the role of the sovereignty of God. Pastoral students may discuss hermeneutics.
- b. The faculty recommends that students discuss this part of the doctrinal statement with their Department or advisor.

### 4. Expectations

- a. The theological statement should reflect sound doctrine.
- b. The statement should be double spaced and 12-15 pages in length. This includes the Doctrinal Statement **and** Theology and Ministry Statement.
- c. The statement should be clear, succinct, and without format, spelling, or grammatical errors. Students should avoid introductory statements such as, "I believe..." (do not use any first person pronouns, "I," "we," "our," and "us"); such statements are implied.
- d. The faculty will assign the doctrinal statement a letter grade that is based on a given criteria; that is, both form/content and verbal defense. The student is to receive a letter grade of "B" or higher in order to pass.
- e. The student is to expect that changes/corrections to his/her document will need to be made. This is part of the process; the student is not to be discouraged. Upon making the corrections, the student is to turn in a clean copy to his/her program advisor and upon approval the statement will go in the students' file to remain as permanent record.
- f. The student may solicit help from his/her faculty advisor throughout the writing process. However, the student is *\*not\** to assume that the advisor will correct everything. The student is also to be aware that the interaction with the faculty advisor is part of the final grade.

(Line 4)

THEOLOGICAL STATEMENT

(Line 19)

A Paper

Presented To

The Administration and Faculty of the  
Baptist Bible Graduate School

(Line 25)

In partial Fulfillment

Of the Requirements for the Program of

(List degree)

(Line 38)

by

(Your Name)

(Month and Year)

(Line 8)

Accepted by the Administration and Faculty of

Baptist Bible Graduate School

In partial fulfillment of requirements for the degree

(List your degree)

Grade \_\_\_\_\_

Date \_\_\_\_\_

(Line 20)

\_\_\_\_\_

Advisor

\_\_\_\_\_

Faculty Representative

\_\_\_\_\_

Academic Dean

## **Theological Statement**

### **Doctrine of the Scriptures**

The Scriptures as originally given are inspired that is, God-breathed (2 Tim 3:16). This means ...Because God can not lie (Titus 1:2), the Scriptures are without error. The integrity of the Scriptures is guaranteed by the ministry of the Holy Spirit (2 Peter 1:21)...

### **Doctrine of God**

## **Theology and Ministry**

Students may decide to use subject headings in this section, though they are not required. If they decide to use headings, they should follow the format used above.

## Theological Statement Scoring Guide

**Baptist Bible Graduate School**

Student: \_\_\_\_\_

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

Program: \_\_\_\_\_

Draft: \_\_\_\_\_

- I. Language and Format (20%)
  - A. Appropriate format requirements (5%) \_\_\_\_\_
  - B. Lacks spelling errors or typos (5%) \_\_\_\_\_
  - C. Good sentence structure (5%) \_\_\_\_\_
  - D. Good paragraph structure (5%) \_\_\_\_\_

**Recommendations:**

**Due Date:**

- II. Oral Defense (40%)
  - A. Demonstrated a humble and teachable spirit (8%) \_\_\_\_\_
  - B. Was well prepared (8%) \_\_\_\_\_
  - C. Distinguished between non-negotiable and divergent points of view (8%) \_\_\_\_\_
  - D. Discussed the issues (8%) \_\_\_\_\_
  - E. Defended his/her position (8%) \_\_\_\_\_

**Recommendations:**

**Due Date:**

- III. Theological Document (40%)
  - A. Discussed the required areas of theology (8%) \_\_\_\_\_
  - B. Included appropriate detail of each area (8%) \_\_\_\_\_
  - C. Included appropriate use of Scripture (8%) \_\_\_\_\_
  - D. Expressed theological ideas succinctly and clearly (8%) \_\_\_\_\_
  - E. Remained within the framework of the BBFI doctrinal statement (8%) \_\_\_\_\_

**Recommendations:**

**Due Date:**

**Total** \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Mentor

\_\_\_\_\_  
Date

## **Preaching Review Form**

### **Baptist Bible Graduate School**

Preacher's Name \_\_\_\_\_

Date \_\_\_\_\_

Responder's Name \_\_\_\_\_

Location \_\_\_\_\_

**1) What do you believe was the preacher's main point or central idea in this message? In other words, why was this message preached?**

**2) Did you sense that the message called for a particular response? What was it?**

**3) Were there any particular speaking elements or mannerisms that you feel the preacher should know about (e.g., distractions, inadequate volume, unclear speaking, etc.)?**

**4) Can you suggest any particular strengths of the preacher that he should know of and continue to develop?**

**5) Can you suggest any areas where he should strive to strengthen his preaching?**

## **Preaching Scoring Guide**

### **Baptist Bible Graduate School**

**Rate the preacher and the sermon in the following areas:**

	Poor	Fair	Average	Good	Excellent
The central purpose of the sermon is Christ centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preacher's body language and mannerisms are helpful, not distracting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preacher transitioned smoothly from point to point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preacher was engaging and persuasive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insider language was avoided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sermon connected with your life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sermon was fresh and striking, not boring or cliché	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preacher demonstrated warmth, love, and humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preacher demonstrated force, power, and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The message was organized clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sermon would connect well with your lost family/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application was concrete and specific	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The illustrations enhanced the sermon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrations and applications were clearly connected to the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The form and feel of the sermon matched the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Student: _____	Methods of Research	38
Course: _____		Semester/Session:
Title of Paper: _____		
Evaluators: _____		

**Scale**

		I.	Language and Format (25%)		
0.0	6	A.	The paper lacks spelling errors or typos.		
0.0	7	B.	The paper follows appropriate format requirements.		
0.0	8	C.	The paper uses good sentence structure.		
0.0	4	D.	The paper uses good paragraph structure.		
0.0	25	<b>Subtotal</b>			
		II.	Bibliography (25%)		
0.0	4	A.	Types of sources (e.g., monographs, periodical articles, reference articles) are appropriate to the subject matter.		
0.0	5	B.	The sources cited are appropriate to the discipline being investigated.		
0.0	3	C.	The sources cited appear to carry authority.		
0.0	3	D.	The sources cited include an adequate amount of scholarly literature.		
0.0	5	E.	The sources cited are reasonably current given the subject matter.		
0.0	5	F.	There is an adequate number of sources cited considering both the possibilities and limitations of the topic.		
0.0	25	<b>Subtotal</b>			
		III.	Argument Structure (50%)		
		A.	Knowledge of the Subject/Issue		
			The student's interaction with the literature demonstrates that . . .		
0.0	3	1.	the student has a knowledge of the topic;		
0.0	3	2.	the student has a knowledge of the rival positions;		
0.0	3	3.	the student has a knowledge of the evidence of the rival positions;		
0.0	3	4.	the student establishes a context for the issue;		
0.0	3	5.	the student establishes the importance of the study;		
0.0	5	6.	the student has integrated the research into his/her own thinking.		
		B.	Argument Structure		
0.0	3	1.	Student's articulation of the thesis statement is clear.		
0.0	10	2.	Student's argument clearly relates to and defends the thesis statement.		
0.0	5	3.	Student has carefully and methodically evaluated the arguments proposed by others.		
0.0	3	4.	Student evaluates alternative positions with appropriate sensitivity and language.		
		C.	Argument Organization		
0.0	3	1.	There is a logical organization and flow of thought through each chapter or section.		
0.0	3	2.	Transitions between chapters or sections add to the paper's development.		
0.0	3	3.	There is a balance between analysis and synthesis.		
0.0	50	<b>Subtotal</b>			
0.0	<b>Total</b>				
0.0	Deduction (specify reason)				
0.0	<b>Grand Total</b>				

