



2025-2026 STUDENT HANDBOOK

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Theos Bible College™

STUDENT HANDBOOK

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TABLE OF CONTENTS

| | |
|---------------------------------------|----|
| Legal Notices | 2 |
| From the Chancellor..... | 5 |
| Statement of Faith..... | 7 |
| Key 2025-2026 Calendar Dates | 9 |
| Certificates, Diplomas & Degrees..... | 11 |
| Tuition..... | 15 |
| Entrance Requirements..... | 19 |
| Transfer Credits | 19 |
| Bible Teaching Experience Credit..... | 20 |
| Application Process | 23 |
| Student Policies | 25 |
| Course Requirements..... | 25 |
| Failing Grade..... | 26 |
| Ministry Practicum | 26 |
| Miscellaneous Fees | 27 |
| Academic Standards..... | 29 |
| Graduation Requirements..... | 31 |

(continued)

TABLE OF CONTENTS

COURSE CATALOG

| | |
|--|------------|
| Programs in Theology..... | 33 |
| Course Descriptions..... | 43 |
| Course Completion Courses | 51 |
| Accreditation | 53 |
| Faculty and Administration | 55 |
| Campus Information..... | 57 |
| Student Rights..... | 59 |
| Independent College | 61 |
| APPENDIX A: RESEARCH PAPER GUIDELINES..... | 63 |
| MASTER’S DEGREE PROGRAM..... | 95 |
| MASTER’S THESIS GUIDELINES..... | 105 |
| DOCTORATE DEGREE PROGRAM..... | 119 |
| DOCTORATE DISSERTATION GUIDELINES..... | 127 |
| STUDENT POLICY FOR AI USE IN RESEARCH PAPERS..... | 141 |

FROM THE CHANCELLOR

It's been said that the ultimate destiny of our lives is a direct result of the choices we make in life under the watchful eye and matchless grace of our Creator. While there is certainly no substitute for God's intervening grace in our lives, the truth is, our choices count. And over half a century of life has taught me that, often, the biggest developments in life are often tied to what seems to be micro-choices made in almost happenstance moments. Perhaps you are holding the result of a difference-making micro choice in your hand right now as you read through this handbook.

We are confident that God will guide you forward in the process of determining if what we offer fits His plan for your life. He is absolutely committed to watching over His Word to perform it in our everyday lives.

This *Student Handbook and Course Catalog* will provide you with an overview of our Mandate, Purpose and the Programs we offer to equip God's People for the work of the ministry He has called each and every believer to accomplish – especially within the local church.

Our **Mandate** as a college is framed in the Apostle Paul's directive given to Timothy, a young leader he was training, when he said in 2 Timothy 2:2, *"And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others."*

Our **Programs** are a direct reflection of the **Purpose** of Theos Bible College (TBC). Namely, to provide a rich, multifaceted educational experience focused on preparing men and women in Theological and Biblical Studies as well as those who would like to continue developing a working comprehension of and training for Pastoral Ministry.

I believe the reason you are holding this Handbook in your hand is because, deep inside your spirit, you have the sense that God is calling you to a deeper journey of diligent study of Him and His Word. It would be our greatest honor to be part of the process that you demonstrate your obedience to the Biblical admonishment in 2 Timothy 2:15 to *“Study to show yourself approved unto God, a (worker) that need not be ashamed, rightly dividing the word of truth.”*

I pray God will confirm His prompting in your spirit to dig into a season of study that will bear much fruit for the balance of your life here on this earth.

Finally, I would like to acknowledge and thank Dr. Douglas J. Wingate and the team at Life Christian University. Life Link Church was privileged to host an extension campus for LCU for 5 years with wonderful results. While the content and convictions underwriting Theos Bible College is a reflection of a separate and unique divine calling and mandate from God, our experience with LCU and their stellar model has provided the inspiration for much of the operational structure of TBC.

Committed to equipping God’s people,

A handwritten signature in black ink, appearing to read 'David E. Wright II', with a stylized flourish at the end.

David E. Wright II, Ph.D.

Founder and Chancellor

DOCTRINAL STATEMENT OF FAITH

We believe and teach:

- The Bible to be the only inspired, infallible Word of God (*2 Peter 1:21, 2 Timothy 3:16-17*).
- In One God (*Isaiah 43:10*). The Godhead consists of the Father, the Son, and the Holy Spirit (*Matthew 3:16-17, 2 Corinthians 13:14*), One in Three and Three in One (*John 16:13-15, John 20:21-22*).
- In the sinless Deity of Jesus Christ (*John 1:1-14, Hebrews 4:15*), in His virgin birth (*Matthew 1:25*), in His atoning death (*Colossians 1:22*), in His bodily resurrection (*Acts 4:10*), in His ascension to the right hand of the Father (*1 Peter 3:22*), and acknowledge the Lordship of Jesus Christ over all things in heaven and on earth and under the earth (*Philippians 2:9-10*).
- Man was created in a state of righteousness and holiness but fell by transgression into a state of spiritual death in trespasses and sin, and remains in that condition until he is delivered by the power of the Gospel of Jesus Christ (*Romans 5:12-21*).
- In salvation through the redeeming blood of Christ by repentance toward God, faith in Jesus Christ and confession of His Lordship (*Hebrews 9:22, Romans 10:9-10, 13*).
- In Water Baptism by immersion (identifying with Christ's death, burial and resurrection) for those who have repented, believed in, and confessed Jesus Christ as Savior and Lord (*Matthew 28:19, Acts 2:38*), burying the sin nature, which results in freedom from slavery to sin (*Romans 6:1-6, Colossians 2:11-13*).
- In the Baptism of the Holy Spirit and speaking in tongues (*Acts 2:1-4, 2:38, 10:46, 19:6*), in the gifts of the Spirit (*1 Corinthians 12:8-11, Romans 12:6-8*) and the fruit of the Spirit (*Galatians 5:22-23*).

- In sanctification and holiness of heart and the overcoming life as Scriptural requirements for the Bride of Christ (*Ephesians 5:25-27*).
- In evangelistic and missionary fervor and endeavor (*Acts 1:8, Mark 16:15-18*).
- In the practice of observing the Lord's Supper regularly as enjoined in the Scriptures (*Luke 22:19-20, 1 Corinthians 11:23-34*).
- In the dedication of little children as observed in the Scriptures (*Matthew 19:13-15*).
- In tithing as taught in the Scriptures (*Matthew 23:23, Malachi 3:10*).
- That divine healing is obtained on the basis of Atonement (*1 Peter 2:24*).
- The true church is One body of many members consisting of "born-again" Christians regardless of church affiliation, and that we as individuals become members of that Body through the power of the Spirit; and so, we have fellowship one with another (*1 Corinthians 12:14-24, Ephesians 2:13-22, 4:3-6*).
- In Christ's imminent personal return in power and great glory, in His millennial reign and in His everlasting dominion (*Acts 1:11, Revelation 20:4, Daniel 7:14*).
- In the resurrection of both the saved and the lost – those who are saved unto the resurrection of eternal life, and those who are lost unto the resurrection of eternal judgment (*John 5:28-29, Revelation 20:15*).

2025-2026 CALENDAR DATES

| | |
|---------|------------------------------------|
| 7.20.25 | THEOS Interest Meeting |
| 8.4.25 | Student Application Final Due Date |
| 8.18.25 | Student Orientation |

FALL SEMESTER BEGINS

| | |
|----------------------------|--|
| 8.25.25 – 9.21.25 | The Local Church / In Search of Timothy / Leadership / Pastoral Epistles / Pastoral Ministry / Healing |
| 9.22.25 – 10.19.25 | Apologetics / Paul's Missionary Journeys / Covenants of The Bible / Ministry Ethics / Galations / Genesis |
| 10.20.25 - 10.26.25 | FALL BREAK |
| 10.27.25—11.23.25 | Biblical Finances / Romans 1 / Personal Evangelism / Spiritual Disciplines / Marketplace Ministry / Dealing With Rejection and Praise of Men |
| 11.24.25—12.21.25 | Life of Christ / Romans 2 / Book of Hebrews / Angelology / Spiritual Warfare / Introduction to Intelligent Design |
| 12.22.25—1.4.26 | WINTER/CHRISTMAS BREAK |

SPRING SEMESTER BEGINS

| | |
|------------------|--|
| 1.5.26 – 2.1.26 | NT Survey / 1 Corinthians / Tabernacles / Counseling With Scripture / Gospel of John / TBD |
| 2.2.26 – 3.1.26 | OT Survey 1 / 2 Corinthians / Hebraic Heritage / Cults & Religions / Book of James |
| 3.2.26– 3.29.26 | OT Survey 2 / Biblical Interpretation / Prayer / Homiletics / Holy Spirit |
| 3.30.26 – 4.5.26 | SPRING BREAK |
| 4.6.26 – 5.3.26 | Doctrine / Spiritual Gifts / Church History / Christ in The Old Testament / Seven Pillars of Society |

5.4.26 – 5.31.26 Biblical Worldview / Signs and Wonders / Spiritual Authority /
Pastoral Ministry / Revelation

5.25.26 THESIS / DISSERTATION SUBMISSION DEADLINE

6.1.26 MINISTRY PRACTICUM LOGS AND ALL OUTSTANDING ITEMS DUE

6.8.26 FINAL GRADES AND DIPLOMAS SENT OUT TO STUDENTS

CERTIFICATES, DIPLOMAS AND DEGREES

Theos Bible College offers the following types of Certificates, Diplomas and Degrees:

COURSE COMPLETION CERTIFICATE

Our Course Completion Certificate Program is for those individuals attending strictly for their own personal spiritual growth. Students choosing this option must complete all classes and read all textbooks within six months once the course is activated. The three quizzes, final exam and discussion board questions included with each course are optional with this program. A Course Completion Certificate will be issued for each course completed.

Students may elect to convert their Course Completion Certificate to academic credit by completing the additional work requirements (tests, quizzes, papers, and labs) and paying the additional tuition for the degree program. Upon completion of the additional requirements, a degree certificate and transcript commensurate to the student's academic standing will be awarded.

AUDIT CERTIFICATE

Our Audit Certificate Program is for those individuals who wish to take a course of their choice during the semester that course is offered. Students choosing this option must complete all classes and read all textbooks once the course is activated. The three quizzes, final exam and discussion board questions included with each course are optional with this program. An Audit Certificate will be issued for each course completed.

Students may elect to convert their Audit Certificate to academic credit by completing the additional work requirements (tests, quizzes, papers, and labs) and paying the additional tuition for the degree program. Upon completion of the additional

requirements, a degree certificate and transcript commensurate to the student's academic standing will be awarded.

DIPLOMA OF THEOLOGY

A student who successfully completes their designated first-year program for academic credit (30 credit-hours total) will be awarded with a Diploma in Theology.

ASSOCIATE OF THEOLOGY (A.Th.)

A student who successfully completes their designated second-year program for academic credit (60 credit-hours total) will be awarded an Associate Degree.

ADVANCED DIPLOMA OF THEOLOGY

A student who successfully completes their designated third-year program for academic credit (90 credit-hours total) will be awarded an Advanced Diploma in Theology.

BACHELOR OF THEOLOGY (Th.B.)

A student who successfully completes their designated fourth-year program for academic credit (120 credit-hours total) will be awarded a Bachelor's Degree.

MASTER OF THEOLOGY (Th.M.)

A student who successfully completes their designated fifth-year program for academic credit (156 credit-hours total) will be awarded a Master's Degree.

DOCTOR OF PHILOSOPHY IN THEOLOGY (Ph.D. in Th.)

DOCTOR OF MINISTRY (D.Min.)

This program is a minimum of nine months in length and requires the completion of five courses (15 course hours) related to the student's approved concentration, and 150-page research project/dissertation (30 course hours). Upon completion of all degree

requirements, the student will have the opportunity to choose a Doctor of Ministry (D.Min.) or Doctor of Philosophy in Theology (Ph.D.)

NOTES TO ALL STUDENTS:

- All students are required to complete Program #1 courses via class instruction at Theos Bible College or by transfer credit from an approved institution.
- Formal teaching and preaching experience may qualify a student for Bible Teaching Experience (BTE) credit. Up to 30 credit hours of BTE credit may be awarded toward a Bachelor's Degree.
 - See the *Bible Teaching Experience Application* form at theosbible.college under "Student Forms".

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TUITION

PHILOSOPHY BEHIND OUR LOW TUITION RATES

Obeying God by stepping into a ministry calling can be extremely difficult if the training required to do so leaves a student buried in financial duress. As a result, our commitment is to offer a quality, accredited Biblical education in a format that brings the best of many layers together; tuition that will allow students to invest in Biblical training in a manner consistent with the Biblical admonition that “servants (instructors/professors) are worthy of their hire”, while at the same time not leaving students under an oppressive burden of debt. Simply put, we strive to provide the life-giving sweet spot between the most affordable, highest quality, Biblical and Ministry education that we can offer as a ministry to the Lord and His people.

- One reason Theos Bible College has chosen to accredit through ACI (Accrediting Commission International, a less-costly non-government accreditation body) is that, the governmental accreditation programs required to allow a school to qualify for government-backed grants and loans are so costly, they require schools to end up charging the maximum tuition allowable in order to pass that expense back to students – leaving most graduating students mired in debt that take most of their lives to pay back.

STUDENT LOANS

We have an extremely flexible financial format to make access to Theos Bible College as life giving as possible. For example, a student may choose to pay the whole year’s tuition up front or that student may choose to access the equivalent of a Student Loan in the form of a “pay-as-you-go” program, paying for each course before the course begins.

- Students on this program must pre-pay each course before that course begins. There are no provisions for partial payments.

TUITION FOR COURSE COMPLETION PROGRAM

Tuition costs for the course completion program are \$75 per course and \$150 per bundle (three courses per bundle). The fees do not cover the cost of the textbooks for the courses taken. Payment is required before the course or bundle is made available to the student. All courses that are completed may be converted to academic credit by paying the additional tuition amount and completing the additional work requirements.

TUITION FOR AUDIT PROGRAM

Tuition costs for the audit program are \$75 per course. The fees do not cover the cost of the textbooks for the courses taken. Payment is required before the course is made available to the student. All courses that are completed may be converted to academic credit by paying the additional tuition amount and completing the additional work requirements.

TUITION FOR UNDERGRADUATE PROGRAM

Course tuition fees for undergraduate courses are \$175 per course. These costs do not cover the primary textbook costs. The student is responsible to purchase their own textbooks for each class. We recommend a subscription to Scribd for an audio book option for most of the required textbooks. Each yearly program covers nine (9) courses plus Ministry Practicum, which runs concurrently throughout the 10-month academic year. The completed courses plus Ministry Practicum credits provide a student with 30 credit hours per academic year.

REFUND POLICY

There is no refund for a purchased course.

MATRICULATED DEGREE FEE

Occasionally, students have accumulated enough credit hours from other approved academic institution, to qualify for a matriculated Christian Degree. If the courses are

similar in nature to those offered in our school, a student may submit an application for such. There is a \$500 fee to matriculate a Bachelor’s Degree.

TUITION FOR GRADUATE PROGRAM

MASTER’S PROGRAM

Fees for the Master’s Program are \$260 per month, which includes tuition and thesis fees. Students are responsible to purchase their own textbooks. We recommend a subscription to Scribd for an audio book option of most of the required textbooks. Each yearly program covers nine (9) courses plus Ministry Practicum, which runs concurrently throughout the 10-month academic year. The completed courses (27 credit-hours) plus the student’s 50 page Thesis (6 credit-hours) and their Ministry Practicum (3 credit-hours) provide a student with 36 credit-hours for the Masters Program.

| Description | Credit-Hours | Cost |
|---|--------------|--------------|
| Tuition (\$210/course, books fees not included) | 27 | \$1,890 |
| + Thesis Fees | 6 | \$450 |
| + Ministry Practicum | 3 | \$0 |
| <hr/> | | |
| = Totals | 36 | \$2,340 |
| ÷ 9 Payments | | \$260/course |

DOCTORAL PROGRAM

Fees for the Doctoral Program are \$347.22 per month for nine months, which includes the dissertation costs. Students are responsible to purchase their own textbooks. We recommend a subscription to Scribd for an audio book option for most of the required textbooks. Each yearly program covers five courses (15 course hours) related to the students approved concentration, and 150-page research project/dissertation (30 course hours). Students will also participate in continued development of THEOS Bible

College, as well as attend various meetings with staff and faculty. Any expenses related to continued development (i.e. seminar cost) is at the discretion of the student.

| Description | Credit-Hours | Cost |
|--|--------------|----------------|
| Tuition (\$225/course, book fees not included) | 15 | \$1,125 |
| + Dissertation | 30 | \$2,000 |
| + Continued development | 20 | \$0 |
| = Totals | 65 | \$3,125 |
| ÷ 9 Payments | | \$347.22/month |

ENTRANCE REQUIREMENTS

UNDERGRADUATE LEVEL REQUIREMENTS

In order to enter a Christian Degree program, an Applicant must have either:

- Earned a diploma from an accredited High School
- Passed the General Equivalency Diploma (G.E.D.) test, or
- Can document an equivalent education
- Perspective students with no documentation may at TBC's **discretion** be admitted under probationary terms on a **case-by-case basis**.

HIGH SCHOOL STUDENTS

High School students in their Junior or Senior year of high school, may enroll with parental permission and a minimum 3.0 GPA in their High School classes maintained.

ADVANCED PLACEMENT CREDITS

Transfer Credits

Incoming students who wish to transfer credit from another institution of higher learning must contact those institutions and request Official Transcripts be sent to the Admissions Office (see instructions in "Application Process" on page 23).

Credit will be granted for qualified transferable work done on an equivalent level at an approved institution in subjects that fit within the student's program of study for courses completed with a grade of "C" or higher.

The Admissions Department will evaluate all qualified official transcripts obtained and submitted by the student. The student must submit all official transcripts to the Admissions Department within 60 days of student's acceptance letter in order to avoid additional reassessment fees.

In order for a student to receive one of our Christian degrees, he/she must take or transfer in credits for subjects covered in our Program 1 and complete a minimum of 30 credit hours in one of the programs offered by Theos Bible College.

The complete enrollment instructions are covered in the upcoming section, "Application Process."

Bible Teaching Experience Credit

Theos Bible College acknowledges that some incoming students are experienced ministers who may have spent large segments of their lives carrying out the responsibilities associated with study for the preaching and teaching of God's Word in formal services or classes sanctioned by a church such as adult worship services, youth or children's church services, or other institutions of Christian education. In light of that, we offer the possibility of giving students academic Bible Teaching Credit (BTE) toward a Christian Degree. For that preparation and teaching to qualify for BTE credit, most of the materials prepared and preached/taught should have resulted from the minister's own study of God's Word and not simply teaching someone else's curriculum. See *Bible Teaching Experience Application* form at theosbible.college under "Student Forms".

BTE Evaluation Requirements

Students who wish to receive BTE credits must complete and submit the BTE Application and the \$50.00 BTE Evaluation Fee within 90 days of submission of the TBC Student Application in order to initiate the process. Once the qualified experience has been determined, the student will be assessed a \$15 per credit-hour for each BTE credit-hour awarded. If no BTE credit is awarded, there will be no additional fee incurred.

Qualifying students will receive a BTE Award Letter from the Registrar showing the BTE credits they are eligible to receive and the total Credit Award Fees associated with the BTE Credits. Once the student submits payment of the BTE Credits Fee, the BTE credits will be officially entered on the student's transcript.

SAMPLE COSTS FOR UNDERGRADUATE BTE
(Showing the maximum 30 credit-hours possible)

| Description | Credit-Hours | Cost |
|----------------------|----------------------|-------|
| BTE Evaluation Fee | 27 | \$50 |
| + BTE Credit Awarded | 30 Hours @ \$15/hour | \$450 |
| = Totals | 30 | \$500 |

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APPLICATION PROCESS

Course Completion Certificate Program

Fill out the “Course Completion Certification Application” that is located online at theosbible.college. There are no application fees for this program.

Audit Certificate Program

Fill out the “Audit Certification Application” that is located online at theosbible.college. There are no application fees for this program.

Diploma & Degree Programs

You may begin the Application Process at your convenience by following these steps:

1. Completely fill out the Student Application online at theosbible.college and pay the \$50 application fee.
2. Contact each college, university, or institute of ministry that you have previously attended. Have them send transcripts to TBC at the following address:

Admissions Department
Theos Bible College
725 W Warner Rd
Gilbert, AZ 85233

- NOTE: You are responsible for following up with the Director to determine whether all of your transcripts have been received or not.
3. If transcripts from an accredited college or university will not be provided, submit one of the following proofs of high school graduation:
 - Diploma (A photocopy is acceptable)
 - G.E.D. (A photocopy is acceptable)
 - Or Equivalent (Official documents are required) unless otherwise arranged with TBC, at TBC’s discretion.

- Juniors and Seniors in high school, please provide your current high school transcripts.
4. Read the entire *TBC Student Handbook and Course Catalog* (confirmed by your signature under the Affidavit on the Student Application).
 5. Mail or email the above-referenced documentation (e.g. TBC Student Application, and a photocopy of High School Diploma or G.E.D. [if applicable]) to:

Admissions Department
Theos Bible College
725 W Warner Rd
Gilbert, AZ 85233

info@theosbible.college

STUDENT POLICIES

PERSONAL HABITS

With the submission of the Student Application, TBC Students are committing to live in accordance with Christian Lifestyle ideals congruent with the character values of Theos Bible School, which models a good testimony for Jesus Christ. In keeping with this commitment, students agree to abstain from the abuse (excessive/addictive use) of alcohol and tobacco. (Students who are walking out recovery from addictions should acknowledge that to the Dean ahead of time so we can provide grace-filled, life-giving accountability to them as they walk into the victory Jesus paid for in full.) Students also commit to maintain a behavior that is above reproach in relationship and the Biblical guidelines of sexuality, avoiding even the appearance of evil (1 Thess. 5:22).

ACADEMIC HONESTY

TBC will not tolerate academic dishonesty (cheating, plagiarism, etc.). Exams, papers or other work of this nature will receive an "F", requiring the student to pay a \$150 fine, retake the course, write a different paper, re-test, etc. Repeat offenders will be dismissed from TBC with no refund of fees paid.

COURSE REQUIREMENTS

Students are expected to listen to all the course lectures, read through the course textbooks, take weekly quizzes, participate in weekly online discussion groups, submit all required research papers and take the final exam. Students will be issued a log in to School-Network.net. Students are expected to take all online classes as scheduled and sign a course completion affidavit. Classes are four weeks long each. See page 11 for the Course Completion Certificate requirements.

- NOTE: If needed, a student may pay for an extension of their class, each extension is two weeks, at an extra cost of \$50 per extension.

EXAMS

All students will take exams online through School-Network.net. Students will be required to sign an affidavit saying that they did not use any resources to help them on the exam unless otherwise approved.

BOOKS

Students are expected to acquire their own textbooks. We recommend a subscription to Scribd which has many of the required textbooks as a digital book as well as an audio book. The required textbooks are located under the Course Catalog.

FAILING GRADE

Grades will be entered into a student's transcript as earned. In order for a student to receive credit for a failed course, the student must pay for and retake the course. Once completed, the failing grade will be replaced by the grade earned by the student on their course re-take.

MINISTRY PRACTICUM

The purpose for providing education through TBC is, in part, to fulfill the mandate Jesus gave those with the Ascension Gifts listed in Ephesians 4:11-12. In other words, the instruction and training is not for knowledge alone, but for the "equipping of the Saints for the 'work of the ministry.'" In keeping with this, TBC sees Ministry Practicum (MP) as an essential component of Biblical Training.

As such, TBC includes and requires **Freshmen, Sophomores and Juniors** to serve in a ministry team in their local church for a minimum of 72 hours during each 9-course program of study. This Ministry Practicum must be documented by a ministry leader within the student's local church and may be served as a volunteer within the ministry of helps (e.g. Kids Ministry, Student Ministry, Worship Ministry, Usher, Greeter, etc.) or as part of a student's paid ministry employment if that time fits within those categories

of ministry. *Ministry Practicum Summary Log* can be accessed at theosible.college, under “Student Forms” and used by students to properly document their MP hours.

Congruently, **Seniors** working toward a Bachelor’s degree must spend at least 50% (36) of their MP hours in an area of ministry aligned with their degree. For example, a senior working toward a Bachelor’s of Theology should spend at least 36 of their 72 MP hours teaching/leading a class or small group sanctioned by their local church.

- See the *Ministry Practicum Form* for details. NOTE: Credit for Ministry Practicum will only be granted after a student has completed 9 courses at TBC within each program year.

Master’s Students are required to serve in their local church and/or community for a minimum of 176 hours during their program of study. See the Ministry Practicum Form for details.

DISCUSSION BOARD ETIQUETTE

Instructors will post weekly discussion questions for students to answer in the course discussion board. If a student has questions specific to the course, they may email the instructor directly, rather than post those in the discussion boards. The instructor’s email will be posted in the course description.

MISCELLANEOUS FEES

TBC will not produce official transcripts nor allow students to participate in a commencement exercise until all outstanding fees have been paid. *All fees are non-refundable.*

Application Fee

The \$50 Application Fee covers the time spent processing/verifying the application and assessing a student’s academic standing and qualification.

Official Transcript Request Fee

If the student's account is paid in full, a student may submit a *TBC Transcript Request Form* (at theosbible.college under Student Forms) to the Office of the Registrar. Each graduating student will be provided one official transcript free of charge upon request. Additional transcripts will be provided at a cost of \$20 each.

Returned Payment Fee

Students will be assessed a \$35 fee for any form of payment returned by the bank because of insufficient funds.

Printing Course Notes

Students can request to have course notes printed for \$15 each. Students can request to have notes printed and mailed for \$20 each.

ACADEMIC STANDARDS

GRADING SYSTEM

| Grade | Description | Percentages | Grade Points |
|-------|---------------|-------------|--------------|
| A | Superior | 93 – 100 | 4.0 |
| B | Excellent | 85 – 92 | 3.0 |
| C | Average | 77 – 84 | 2.0 |
| D | Below Average | 70 – 76 | 1.0 |
| F | Failing | 0 – 69 | 0.0 |
| W | Withdrawn | | 0.0 |

GRADUATING WITH HONORS

Students who graduate with superior achievement are granted the following honors, which are reflected on their Christian degree certificate:

| | |
|------------------------|----------------------------|
| Summa Cum Laude | 3.90 – 4.00 cumulative GPA |
| Magna Cum Laude | 3.65 – 3.89 cumulative GPA |
| Cum Laude | 3.50 – 3.64 cumulative GPA |

GRADE REPORTING

Students will receive notice of their course grade after they complete each course

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GRADUATION REQUIREMENTS

THEOS BIBLE COLLEGE has established the following requirements for the conferring of diplomas and Christian degrees:

1. A student must have completed all required coursework in a chosen program before being eligible to graduate. Additionally, every student is required to have taken or transferred credits covering Program 1 subjects and have also completed a minimum of thirty (30) credit-hours in one of TBC's programs.
2. Undergraduate students must have maintained a 2.0 or greater cumulative grade point average (GPA). Graduate students must have maintained a 3.0 or greater GPA while attending the graduate level.
3. Each student must have submitted a *Ministry Practicum Activity Log* documenting the requisite MP work within their local church for the degree program they are graduating in.
4. Before a certificate or diploma is issued, each student must pay all tuition and other miscellaneous fees in full.
5. To commemorate each successfully completed step towards the ultimate degree of their personal goals, TBC will post each student on the college's website listing the diploma they have received. Each student is encouraged to post a personal message highlighting your experience at TBC. There will also be a special place for your friends and family to write graduation messages celebrating your achievements as well.

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COURSE CATALOG

DEGREES AVAILABLE THROUGH TBC:

- Diploma of Theology
- Associate of Theology (A.Th.)
- Advanced Diploma of Theology
- Bachelor of Theology (Th.B.)
- Master of Theology (Th.M.)
- Doctor of Ministry (D.Min.)
- Doctor of Philosophy in Theology (Ph.D. in Th.)

UNDERGRADUATE TRACKS

Each of the Undergraduate Courses is laid out in four programs. Each of which are comprised of 9 courses and 1 Ministry Practicum for 3 hours each totaling 30 credit hours per program and are designed to be complete in a single academic year.

Each course is scheduled for four weeks each.

FOUNDATIONAL PROGRAMS #1 AND #2 REQUIRED FOR ALL TRACKS

Due to its foundational nature, we require each incoming student to complete **Programs #1 and #2** as their first two years of study at TBC, no matter where they enter as it relates to courses completed in other institutions. This will help ensure that, if circumstances inhibit them to return in subsequent years, they will at least have a solid foundation with which to build the rest of their lives and academic quests upon.

REQUIRED PROGRAM #1 COURSE LIST/CREDITS
Programs may change without advance notice.

| Title | Credit-Hours |
|---------------------------|---------------------|
| The Local Church | 3 |
| Apologetics | 3 |
| Biblical Finances | 3 |
| Life of Christ | 3 |
| NT Survey | 3 |
| OT Survey Part 1 | 3 |
| OT Survey Part 2 | 3 |
| Doctrine | 3 |
| Biblical Worldview | 3 |
| Practicum – Year ONE | 3 |
| Total Credit-Hours | 30 |

YEAR ONE REQUIRED TEXTBOOKS

The Local Church

Scheidler, Bill. 2002. The Local Church Today. Portland: City Bible Publishing.

Apologetics

Geisler, Norman L. and Ronald M. Brooks. 2013. When Skeptics Ask. Grand Rapids: Baker Books.

Biblical Finances

Wright, David, 2024. The Unstorable Blessing. Gilbert: David Wright.

Life of Christ

Harrison, Everett F. 1968. A short life of Christ. Grand Rapids: Eerdmans.

New Testament Survey

Geisler, Norman. 2007. A Popular Survey of the New Testament. Grand Rapids: Baker Books

Old Testament Survey/ Introduction 1 & 2

Hill, Andrew E., and John H Walton. 2009. A Survey of the Old Testament. 3rd ed. Grand Rapids: Zondervan.

Doctrine

Conner, Kevin J. 1980. The Foundations of Christian Doctrine. Portland: City Bible.

Biblical Worldview

Cunningham, Loren and Janice Rodgers. 2007. The Book That Transforms Nations: The Power of the Bible to Change Any Country. USA: YWAM.

REQUIRED PROGRAM #2 COURSE LIST/CREDITS
Programs may change without advance notice.

| Title | Credit-Hours |
|----------------------------|---------------------|
| In Search of Timothy | 3 |
| Paul's Missionary Journeys | 3 |
| Romans Part 1 | 3 |
| Romans Part 2 | 3 |
| 1 Corinthians | 3 |
| 2 Corinthians | 3 |
| Hermeneutics | 3 |
| Spiritual Gifts | 3 |
| Signs and Wonders | 3 |
| Practicum – Year TWO | 3 |
| Total Credit-Hours | 30 |

YEAR TWO REQUIRED TEXTBOOKS

In Search of Timothy

Cooke, Tony. 2011. In Search of Timothy. Broken Arrow: Faith Library Publications

Paul's Missionary Journeys

Bandy, Alan S. 2021. An Illustrated Guide to the Apostle Paul: His Life, Ministry, and Missionary Journeys. Grand Rapids: BakerBooks.

Romans Part 1 & 2

Holland, Tom. 2017. Hope for the Nations, Paul's Letters to the Romans. London: Apiary Publishing

1 & 2 Corinthians

Adewuya, J. Ayodeji. 2009. ISG 42 A Commentary on 1 and 2 Corinthians. London: Speck Publishing.

Hermeneutics

Fee, Gordon D. and Douglas Stuart. 2014. How to Read the Bible for All Its Worth: Fourth Edition. Grand Rapids: Zondervan.

Spiritual Gifts

Storms, Sam. 2020. Understanding Spiritual Gifts. Grand Rapids: Zondervan.

Signs & Wonders

Liardon, Robert. 2008. God's Generals: The Revivalists. New Kensington: Whitaker House.

TYPICAL PROGRAM #3 COURSE LIST/CREDITS
Programs may change without advance notice.

| Title | Credit-Hours |
|--|---------------------|
| Leadership: Developing the Leader Within You | 3 |
| Covenants of the Bible | 3 |
| Personal Evangelism | 3 |
| Book of Hebrews | 3 |
| Tabernacle | 3 |
| Hebraic Heritage | 3 |
| Prayer | 3 |
| Church History | 3 |
| Spiritual Authority | 3 |
| Practicum – Year THREE | 3 |
| Total Credit-Hours | 30 |

YEAR THREE REQUIRED TEXTBOOKS

Leadership: Developing the Leader within you 2.0

Maxwell, John. 2018. Developing the Leader within you 2.0. Nashville: Harpercollins.

Covenants of the Bible

Conner, Kevin J. and Ken Malmin. 1976. The Covenants: The Key to God's Relationship with Mankind. Portland: Bible Temple.

Personal Evangelism

Hybels, Bill. 1994. Becoming a Contagious Christian. Grand Rapids: Zondervan.

Book of Hebrews

Wright, NT. 2004. Hebrews for Everyone. London: Society for Promoting Christian Knowledge.

Tabernacle

Levy, David M. 1993. The Tabernacle: Shadows of the Messiah. Bellmawr: The Friends of Israel Ministry.

Hebraic Heritage of the Christian Faith

Wilson, Marvin R. 2021. Our Father Abraham: Jewish Roots of the Christian Faith. Grand Rapids: Eerdmans Publishing Company.

Prayer

Tozer, AW. 2016. Prayer: Communing with God in Everything. Chicago: Moody Publishers.

Church History

Gonzalez, Justo L. 1996. Church History: An Essential Guide. Nashville: Abington Press.

Spiritual Authority

Bevere, John. 2018. Under Cover: Why Your Response to Leadership Determines Your Future. Nashville: Emanate Books.

TYPICAL PROGRAM #4 COURSE LIST/CREDITS
Programs may change without advance notice.

| Title | Credit-Hours |
|-----------------------------|---------------------|
| Pastoral Epistles | 3 |
| Ministry Ethics | 3 |
| Spiritual Disciplines | 3 |
| Angelology | 3 |
| Counseling with Scripture | 3 |
| Cults and Religions | 3 |
| Homiletics | 3 |
| Christ in the Old Testament | 3 |
| Pastoral Ministry | 3 |
| Practicum – Year FOUR | 3 |
| Total Credit-Hours | 30 |

YEAR FOUR REQUIRED TEXTBOOKS

Pastoral Epistles

Swindoll, Charles R. 2014. Swindoll's Living Insights, New Testament Commentary: 1&2 Timothy Titus. Carol Stream: Tyndale House Publishers, Inc.,

Ministry Ethics

Trull, Joe E. 2004. Ministerial Ethics: Moral Formation for Church Leaders. Grand Rapids: Baker Publishing Group.

Spiritual Disciplines

Foster, Richard J. 2000. Celebration of Discipline. New York: HarperCollins Publishers.

Angelology

Law, Terry. 2006. The Truth about Angels: Angelic Encounters from a Biblical Perspective. Lake Mary: Charisma House.

Counseling with Scripture

Hunt, June. 2008. Counseling Through Your Bible Handbook. Eugene: Harvest House Publishers.

Cults & Religions

Martin, Walter. 2019. The Kingdom of the Cults: The Definitive Work on the Subject. Bloomington: Bethany House Publishers.

Homiletics

Braga, James. 2005. How to Prepare Bible Messages. Sisters: Multnomah Publishers, Inc.

Christ in the Old Testament

Burris, John. 2019. The Visible Presence: Appearances of Christ in the Old Testament. Houston: World Wide Publishing Group.

Pastoral Ministry

Wiersbe, David, W. 2000. The Dynamics of Pastoral Care. Grand Rapids: Baker Book House.

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COURSE DESCRIPTIONS

NOTE: Course content may be changed, term-to-term, without notice. The information below is provided as a guide for course selection and is not binding in any form.

YEAR ONE – COURSE DESCRIPTIONS

1. The Local Church

This course will define what the Local Church is, why it exists, and how it functions. A vibrant and God-honoring view of this essential institution and our place in it. The focus will be on practical application, while establishing a strong biblical foundation. The emphasis of this course will be on the Local Church in the New Testament.

2. Apologetics

Concentration on apologetics will provide the student with the history, analysis, and evaluation of various philosophies and worldviews. A variety of non-biblical ideologies have been adopted by the world, this course will aid the believer to develop sufficient Christian responses to each one.

3. Biblical Finances

God has a lot to say about finances within the Kingdom of God. This study on biblical finances will help the student be established as a minister of God concerning finances. From stewardship to abundances, this course will help you understand kingdom principles when it comes to finances.

4. Life of Christ

A study of the life and teachings of Jesus Christ as presented in the Gospels and early Christian literature.

5. New Testament Survey

An examination of the New Testament and of the historical, social, economic, and religious background out of which Christianity arose.

6. Old Testament Survey/Introduction - 1

Gaining a historical overview of the Old Testament, special attention will be given to the cultural background, to the theological and contextual perspectives, and to the practical application of major Old Testament themes.

7. Old Testament Survey/Introduction - 2

Part 2 of gaining a historical overview of the Old Testament, special attention will be given to the cultural background, to the theological and contextual perspectives, and to the practical application of major Old Testament themes.

8. Doctrine

Christian doctrine explores the major teachings of the Bible, the existence of God' Scriptures as revelation; and the nature, works and decrees of God.

9. Biblical Worldview

Most people easily recognize how the power of the Gospel of Jesus Christ changes a person's eternal destination from hell to Heaven. This course provides a broader look at how, historically, the Gospel has does far more than that – it truly transforms culture, customs and society as well.

**** Practicum (Required For All Course Years)**

The purpose of practicum is to provide the student with experience in ministerial responsibilities in a broad range of roles performed in the church.

YEAR TWO – COURSE DESCRIPTIONS

1. In Search of Timothy

A study designed to increase your personal leadership in the local church. This course will study the concepts of biblical principles, examples and traits of supportive ministers, in order to increase your effectiveness as a team player in all aspects of the local church.

2. Paul's Missionary Journeys

A study of the life, missionary journeys and major theological themes of the Apostle Paul evidenced in his letters and Acts. Includes application to the contemporary church.

3. Romans Part 1

A basic study surveying the great truths found in Paul's letter to the Romans. Key passages are dealt with in great detail. Particular attention is given to the major doctrinal and exhortative sections of the book with an application to Christian faith and practices.

4. Romans Part 2

Continue a basic study surveying the great truths found in Paul's letter to the Romans. Key passages are dealt with in great detail. Particular attention is given to the major doctrinal and exhortative sections of the book with an application to Christian faith and practices.

5. 1 Corinthians

An expository study of 1 Corinthians, with attention given to the background, church problems, doctrine, and practical applications of these books.

6. 2 Corinthians

An expository study of 2 Corinthians, with attention given to the background, church problems, doctrine, and practical applications of these books.

7. Hermeneutics

A study of the problems and methods of Biblical interpretation, including the factors of presuppositions, grammar, literary and historical context, and the appropriate handling of the various kinds of literature found in the Bible.

8. Spiritual Gifts

A study designed to assist the student in understanding the various gifts the Holy Spirit has rendered to believers. As discussed in the Pauline writings, lectures will also address some the misuse of Charisma (gifts) in the church.

9. Signs & Wonders

Students will study the manifestation of signs and wonders in the history of the church, learn from those servants of God whose ministries are characterized by signs and wonders, and how to experience signs and wonders in their own lives and ministries.

**** Practicum (Required For All Course Years)**

The purpose of practicum is to provide the student with experience in ministerial responsibilities in a broad range of roles performed in the church.

YEAR THREE – COURSE DESCRIPTIONS

1. Leadership: Developing the Leader within you 2.0

Our world is desperate for Leaders of integrity and honor. Developing the Leader within you 2.0 will establish the vision, value, influence, and motivation that every leader should possess in order to be successful no matter what the sphere of influence might be.

2. Covenants of the Bible

From creation there have been nine covenants established by God: Edenic, Adamic, Noahic, Abrahamic, Mosaic, Promised Land, Davidic, New, and Everlasting. Students will examine the purpose of each and how they culminate in the new and ultimate covenant established through Christ.

3. Personal Evangelism

A course dealing with biblical concepts of evangelism and how to engage culture through personal, relevant, and life changing discussion.

4. Book of Hebrews

A study of the New Testament book of Hebrews. Particular attention is given to the major teachings of this book as they fit into their original historical contexts and as they speak to us today.

5. Tabernacle

This course deals with the typology of Jesus in comparison with the Old Testament Tabernacle - the sacrificial system, priesthood, the offerings, and furniture are representative of Christ and was a physical foreshadow of the Messiah to come.

6. Hebraic Heritage of the Christian Faith

Jesus and His disciples were Jewish and the movement that He began was founded in Judaism. This study illuminates the Hebraic richness of the early church and promotes a fuller understanding of biblical events and teaching that otherwise, because of culture and era, could be forgotten.

7. Prayer

A study designed to assist the student in evaluating and developing a life of prayer. Various approaches to prayer that have been described in Scripture and by Christian leaders are explored.

8. Church History

A study of the development of the Christian church from its birth up to the Reformation, with emphasis upon the major historical movements, leaders, and theological issues of the period.

9. Spiritual Authority

In order to have spiritual authority, a believer must submit to God's complete authority. Understanding the difference between obedience and submission, students will get a clear view of the true authority of God.

**** Practicum (Required For All Course Years)**

The purpose of practicum is to provide the student with experience in ministerial responsibilities in a broad range of roles performed in the church.

YEAR FOUR – COURSE DESCRIPTIONS

1. Pastoral Epistles

This course focuses on the epistles to Timothy and Titus, with special reference to the doctrinal teaching and the Church's situation as reflected in these writings. Study includes application of the teachings of these epistles.

2. Ministry Ethics

This course will examine the foundations of Christian Ethics and how those values and virtues of moral decision-making are crucial in both Ministry and life settings.

3. Spiritual Disciplines

Fasting, serving, and studying are a few spiritual disciplines found in scripture. The practice of these promote growth among believers. This course examines various disciplines that will foster maturity and growth for the student who desires to grow deeper in godliness.

4. Angelology

A study of fallen and unfallen angels, Satan, their origins, and purpose in God's sovereign plan for mankind and the cosmos.

5. Counseling with Scripture

An introduction to basic concepts and procedures of Biblical counseling. Its purpose is to acquaint the student with a biblically oriented approach to helping people.

6. Cults & Religions

A survey of the major religions that are practiced in the world today. Emphasizes the major thought, ethics, religious practices, and history of each religion, with a view toward a Christian response to each religion. Each group is evaluated biblically.

7. Homiletics

This course is designed to instruct the student in the proper interpretation and presentation of Biblical material through preaching. Attention is given to the Biblical perspective of preaching, principles of sermon construction, and sermon delivery.

8. Christ in the Old Testament

When one reads in the New Testament about the life and ministry of Jesus Christ, it quickly becomes apparent that the entire story of Christ is framed out of the Old Testament. In this way the Old Testament is the key to understanding Christ's ministry in the New Testament. The goal of this course is to unlock the person and ministry of Jesus Christ as it is revealed in the types, shadows and patterns given in the Old Testament.

9. Pastoral Ministry

Throughout the Bible, from Abel to Moses and David to Jesus, God shows that His heart is with the good shepherd. This course will examine the role of the shepherd in light of the duties of the pastor. The focus will be on the practical application while establishing a strong biblical foundation.

**** Practicum (Required For All Course Years)**

The purpose of practicum is to provide the student with experience in ministerial responsibilities in a broad range of roles performed in the church.

Course Completion Courses

The college has bundled several classes together by specific topics to provide a more concentrated study option for those wishing to focus their educational efforts in a particular area. The three bundle options listed in the table below are currently available with additional bundles to be added in the future.

| Bundle Option 1 | Bundle Option 2 | Bundle Option 3 |
|---|-----------------|------------------------------|
| O. T. Biblical History I | Theology | Practical Living |
| Old Testament Survey I | Doctrine | Biblical Finances |
| Old Testament Survey 2 | Apologetics | Developing The Leader In You |
| Hebraic Heritage of the Christian Faith | Homiletics | Spiritual Disciplines |

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ACCREDITATION

Theos Bible College Accreditation

Theos Bible College is a Theologically Accredited, educationally accountable institution of higher learning. *Our primary purpose is to equip God's People for the Work of Spiritual Ministry (as compared to institutions designed to prepare people for secular fields of endeavors).* For that reason, TBC has chosen to be accredited through the Accrediting Commission International. ACI is an internationally known, non-profit, Christian church educational organization. They handle the accreditation of Christian theological seminaries, universities and colleges around the world, providing oversight and supervision for almost 300 institutions in 8 countries and in 38 states within the USA.

An Overview of Accreditation

Accreditation is a term most people are familiar with hearing but don't really understand the inner workings of. To that end, here is a summary of what "accreditation" is and how it operates in the United States of America.

Simply understood, accreditation in the U.S. is established when an institution of education voluntarily submits to an accrediting agency's standards of high academic quality, accurate record keeping and ethical policies and practices. In essence, Accreditation is a statement of approval by an outside agency of oversight.

The U.S. government does not accredit schools. Instead, the United States Department of Education (USDE) approves associations, which accredits schools. These regional governmental accreditation associations serve as inspectors and overseers to *regulate the nearly 80 billion dollar congressionally-approved taxpayer investment into higher education known as "Title IV Funding."*

The United States Department of Education has said, *"It should be noted that some institutions have chosen not to participate in the federal student aid program and therefore do not have to be approved by an accrediting agency recognized by the Department."*

In reality, the vast majority of Bible Colleges and Seminaries choose not to be governed by the secular oversight of the USDE and, accordingly, do not seek their regional accreditation.

Why Non-Governmental Accreditation?

Because we believe we should not allow secular institutions to dictate the qualifications for programs, content (i.e. Philosophies, cultural dictates, revised societal norms, other ideologies) and instructors for a spiritually focused ministerial degree, Theos Bible College has chosen not to seek governmental school accreditation.

Instead, TBC has chosen to submit to ACI (as outlined above), which serves religious educational institutions around the world function in an accountable system of accreditation that is not under the dictates of a secular government. The form of ministry accreditation provided by ACI is recognized by most churches, ministry institutions and ministry organizations. All ACI member institutions around the world accept credits from other member schools, if the credits apply to their programs.

Finally, TBC offers academic programs specifically designed to equip students who feel God's call on their lives and who are working toward building a life of ministry. The programs offered by TBC are not designed for persons working toward secular careers.

It is the responsibility of prospective students to ascertain the acceptability of the credits and degrees offered through TBC, which may be accepted at the discretion of the evaluating institution, company or agency being pursued.

FACULTY AND ADMINISTRATION

David E Wright II – Ph.D., Th.M., B.A. (Jacksonville Theological Seminary)

Founder and Chancellor, Theos Bible College

Founder and Lead Pastor, Life Link Church

Thomas Carlini – Ph.D., Th.M., B.S. (Theos Bible College, Life Christian University, ASU)

President, Theos Bible College

Executive Pastor, Life Link Church

Chon Tarango – Ph.D., Th.M., B.Th. (Theos Bible College)

Dean of Students, Instructor Theos Bible College

Staff, Life Link Church

Marlo Miller – M.B.A., B.S. (University of Colorado, ORU)

Instructor, Theos Bible College

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CAMPUS INFORMATION

Main Campus

Hosted by: Life Link Church
Street Address: 725 W Warner Rd, Gilbert, AZ 85233
Mailing Address: 725 W Warner Rd, Gilbert, AZ 85233
Phone: 602-885-1946
Email: info@theosbible.college

Affiliation

Theos Bible College is not affiliated with a denomination, but is hosted by Life Link Church, an independent, 501(c)(3) not-for-profit ministry organization incorporated in the State of Arizona, USA.

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STUDENT RIGHTS

NON-DISCRIMINATION

We do not discriminate on the basis of race, color, nationality, ethnic origin or sex. We guarantee the rights, privileges, and the availability of all programs and activities to all students in agreement with the TBC Student Policies.

PRIVACY

Statute 20, United States Code, §1232g and regulations adopted pursuant thereto, hereafter, referred to as the Code, requires that each student be notified of the rights accorded him or her by the Code. The following is provided as basic general information relative to the Code:

The Code provided for the institution to establish a category of student information termed “directory information.” When available in academic records, any information falling in the category of “directory information” will be available to all persons on request, i.e., the IRS, FBI, or other government agencies, and for the use in institute publications.

We have identified the following student data as “directory information”:

1. Name
2. Street address, City, State, Postal (Zip) Code
3. Telephone listing
4. Race
5. Date & place of birth
6. Major field of study
7. Church membership
8. Denominational affiliation
9. Dates of attendance
10. Degrees and awards received
11. Most-recent previous educational institution attended

All other information, such as health and medical records, disciplinary records, records of personal counseling, required student and family financial records, transcripts or student permanent academic records, student placement records and other personally identifiable information shall be open for inspection only to the student and such members of the professional staff of the school as have responsibility for working with the student. Such information will not be release to second parties without consent of the student.

Except as required for the use by the President in the discharge of his official responsibilities as prescribed by laws, regulations of the state board, and board policies, the designated custodian or such records may release information from these records to others only upon authorization in writing from the student or upon a subpoena by a court of competent jurisdiction.

Note to student: When completing your application, you were required to indicate by your signature that you were notified of your rights as recorded by Statute 20, United States Code, Section 1232g. If you were not so notified, or if you did not complete and sign such an application, please notify the Registrar.

INDEPENDENT COLLEGE

Our Christian Degree Programs are designed to equip students for the work of the ministry, in what many state governments identify as “religious vocations.”

Credits and degrees earned through TBC do not automatically qualify that individual for a state teaching certificate or to participate in professional examinations. Any student interested in obtaining a teaching certificate or in practicing a state-regulated profession should contact the Department of Professional and Occupational Regulation in their state of residence.

The transfer of credit to any other academic institution would be at the discretion of the receiving institution.

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APPENDIX A



RESEARCH PAPER GUIDELINES

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RESEARCH PAPER GUIDELINES

Writing is a vital part of any college experience. Writing a college paper encourages you to gather thoughts from other sources (including references from Scripture), formulate your own conclusions, and then express them in a logical and cohesive manner. These Research Paper Guidelines give students an example of how to handle a title page, a table of contents page, the introduction, the body of the paper, the conclusion, and the bibliography.

GRADING GUIDELINES

All course papers will be reviewed using the rubric located on page 101.

UNDERGRADUATE LEVEL

- Every course required research paper is to be no less than 6 pages in length and no longer than 9 pages in length and requires a minimum of 6 sources cited/external references.
- The research paper should cover a topic of concern in the church with steps that bring resolution to that concern.
- Research papers are to be formatted Chicago Style Turabian only. See chicagomanualofstyle.org for further inquiries.
- All research papers must have a title page, introduction, research content, conclusion, bibliography and in-text citations.
- All research papers must have a signed Research Affidavit Plagiarism Form positioned at the end of their paper.
- Every research paper must be typewritten using 12 point Calibri font.
- All research should be written in third person.
- Five or more lines of quotation must be indented and single-spaced.

- All scripture quotation is to be Formal-Equivalence (Primarily Literal), or Dynamic-equivalence (thought for thought). Do not use idiomatic/paraphrase versions unless research is distinguishing various translations.
- Proof read research before submitting to your course professor.
- All first year students are required to submit their topic and their thesis statement to their instructor before starting their research paper. Students may submit their paper to their instructor for review, with the opportunity to make any suggested corrections, no later than one week before the final due date. This option is only available to first year students.
- All papers are to be submitted in **PDF format**.

MASTER LEVEL

- Every course required research paper is to be no less than 6 pages in length and no longer than 9 pages in length and requires a minimum of 6 sources cited. For any course not requiring a final exam, the student will be required to write a research paper no less than 12 pages in length and no longer than 13 pages in length with a minimum of 10 sources cited.
- The research paper should cover a topic of concern in the church with steps that bring resolution to that concern.
- Research papers are to be formatted Chicago Style Turabian only. See chicagomanualofstyle.org for further inquiries.
- All research papers must have a title page, table of contents, introduction, research content, conclusion, bibliography, and endnotes.
- All research papers must have a signed Research Affidavit Plagiarism Form positioned at the end of their paper.
- Every research paper must be typewritten using 12 point Calibri font.
- All research should be written in third person.

- Five or more lines of quotation must be indented and single-spaced.
- Do not use idiomatic/paraphrase versions unless research is distinguishing various translations. All scripture quotation is to be Formal-Equivalence (Primarily Literal), or Dynamic-equivalence (thought for thought).
- Proof read research before submitting to your course professor.
- All papers are to be submitted in **PDF format**.

DOCTORAL LEVEL

- Every course required research paper is to be no less than 7 pages in length and no longer than 9 pages in length and requires a minimum of 6 sources cited. For any course not requiring a final exam, the student will be required to write a research paper no less than 12 pages in length and no longer than 13 pages in length and with a minimum of 10 sources cited.
- The research paper should cover a topic of concern in the church with steps that bring resolution to that concern.
- Research papers are to be formatted Chicago Style Turabian only. See chicagomanualofstyle.org for further inquiries.
- All research papers must have a title page, table of contents, introduction, research content, conclusion, bibliography and footnotes.
- All research papers must have a signed Research Affidavit Plagiarism Form positioned at the end of their paper
- Every research paper must be typewritten using 12 point Calibri font.
- All research should be written in third person.
- Four or more lines of quotation must be indented and single-spaced.
- Do not use idiomatic/paraphrase versions unless research is distinguishing various translations. All scripture quotation is to be Formal-Equivalence (Primarily Literal), or Dynamic-equivalence (thought for thought).

- Proof read research before submitting to your course professor
- All papers are to be submitted in **PDF format**.

*** Chicago Style ***
TURABIAN
Margins and Page Numbers

Set margins of at least 1 inch from the edge of the page on all sides (except above a page number in the header or below a page number in the footer).



Introduction



Place page numbers at the top right or bottom center, half an inch from the edge of the page.*



Don't put a page number on the title page, but count it in the page numbering.

In papers that include front matter numbered with roman numerals, the title page counts as page i. Otherwise, it counts as page 1.

Modern air passengers are unhappy about flying. Rather than marvel at traveling safely through the air at 30,000 feet, they complain of delays, small seats, and baggage fees. Instead of celebrating the ability to start one's day in Boston and end it in London, passengers complain of achy legs and long for a good hot meal. Why do travelers today focus on the problems of air travel instead of its wonders? How have we lost sight of the magic of stepping into a flying machine to transport us across continents and oceans?

It turns out that such disillusionment is not specific to the airplane. In fact, initial wonder at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity.

From Awe to Shrugs

Airplanes were a technological triumph, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was a difficult concept to comprehend,” Lanahan writes.¹ Airplane travel required humans to accept the idea that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, which airlines capitalized on in their advertisements.

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his piloting blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile



*In a thesis or dissertation, page numbers have traditionally been placed (1) in the footer for front matter pages and pages in the text and back matter that have titles (such as a chapter opener) and (2) in the header for all other pages. However, most schools now require a consistent placement of page numbers throughout a paper.

Important! Directions from your teacher, instructor, or dissertation office overrule these guidelines. For more details and examples, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian.org) or *The Chicago Manual of Style* (Chicagomanualofstyle.org). © 2018 University of Chicago.



Don't put a page number on the title page.

Use the same font as in the main text.

Begin about 1/3 of the way down the page.

Fickle Flying:

Put a colon at the end of the main title.

The Marvel and the Banality of New Technologies

Make the main title and subtitle bold. The font size may be two or three points larger than the main text.

Use headline-style capitalization.

Center the text.

Double-space everything.

Anastacia Swittlegate

History 101: Culture and Technology

June 10, 2017

Add any information your instructor requests, such as your name, the title of the course, and the date.

Important! Directions from your teacher, instructor, or dissertation office overrule these guidelines. For more details and examples, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian.org) or *The Chicago Manual of Style* (Chicagomanualofstyle.org). © 2018 University of Chicago.



Contents

Place the title Contents at the top of the first page, centered.

↑ Leave two blank lines between the title and the first item.

Begin the list with items that *follow* the contents page.

| | | | |
|----------------------------|---|---|-----|
| Acknowledgments | | | v |
| ↑ Two blank lines ↓ | | | |
| Introduction | Episodes of Central Europe | | 1 |
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| Chapter 1 | Central Europe as Intellectual Space | | 15 |
| | | ↑ One blank line ↓ | |
| Chapter 2 | The Rise and Fall of the Self: A Genealogy of Germanophone Philosophy | | 47 |
| | | Single-space each item, and add a blank line between items. | |
| Chapter 3 | Aesthetic Selves: Literature as Philosophy | | 119 |
| Chapter 4 | Towards an Aesthetic Self: Rilke's Creation of Malte the Creator | | 163 |
| | | Use the same tab stop for each chapter title. | |
| Chapter 5 | Gombrowicz's Gombrowicz: The Self Among | | 194 |
| Chapter 6 | Noodles in a Tin: Hrabal's Aesthetics of History | | 232 |
| ↑ One or two blank lines ↓ | | | |
| Conclusion | <i>Vita Nuova</i> , or Hrabal's Aesthetic Legacy | | 264 |
| ↑ Two blank lines ↓ | | | |
| Bibliography | | | 272 |

Place page numbers flush right, with leader dots if you wish.

Before and after the list of chapters (including any introduction and conclusion), leave two blank lines.

Also leave two blank lines between numbered parts (not shown here).

Either one or two blank lines can intervene between an introduction and the first chapter or between the last chapter and a conclusion.

Use roman numerals for front matter page numbers, at the top right or bottom center, half an inch from the edge of the page.



Place the title Tables (or Figures) at the top of the first page, centered.

Tables

↑ ↓ Leave two blank lines between the title and the first item.

Put the list in the front matter after the contents page.

Align table (or figure) numbers at the left margin.

Use the same tab stop for each title.

| | | |
|-----|---|-----|
| 1.1 | Refrain songs in Fascicle XI of <i>F</i> | 18 |
| 1.2 | Refrain songs in Fascicle X of <i>F</i> | 25 |
| 1.3 | Contents of <i>Tours</i> 927..... | 29 |
| 1.4 | Latin refrain songs in <i>Tours</i> 927..... | 30 |
| 1.5 | Additional musical works in <i>Tours</i> 927 | 32 |
| 1.6 | Refrain songs in <i>St. Victor Miscellany</i> with French refrain tags | 38 |
| 1.7 | Musical items with refrains in the Sens Feast of the Circumcision (ca. 1222), <i>Sens</i> 46 | 48 |
| 1.8 | Rhetorical <i>figurae</i> in Vinsauf's <i>Poetria nova</i> and <i>Documentum de modo et arte dictandi et versificandi</i> | 89 |
| 1.9 | Garlandia, <i>De mensurabili musica</i> , <i>Colores</i> from chapters in F-Pn lat. 16663, folios 66r–76v | 98 |
| 2.1 | Biblical references to <i>Cantica nova</i> | 117 |
| 2.2 | Poetic scheme of Latin <i>rithmus</i> , <i>Vocis tripudio</i> , <i>F</i> , folio 465v..... | 147 |
| 2.3 | French and Latin refrain, <i>St. Victor Miscellany</i> , folio 183v | 179 |
| 2.4 | Latin and Catalan songs in the <i>Llibre vermell</i> and their rubrics | 180 |
| 2.5 | Comparison of thirteenth-century French and Latin <i>rondeaux</i> | 245 |
| 3.1 | Grammatical structuring of <i>Annus novus in gaudio</i> | 329 |
| 3.2 | Grammatical structuring of <i>Dies ista colitur</i> | 331 |
| 3.3 | <i>Cum animadverterem</i> , refrain with person and number, tense, voice, and mood..... | 346 |
| 3.4 | Hymn borrowings in <i>F</i> | 370 |
| 3.5 | First three strophes of <i>Ave maris stella</i> , <i>F</i> , folio 373r, and the hymn <i>Ave maris stella</i> | 372 |

Table (or figure) titles may be shortened for the list.

↑ ↓ Single-space each item, and add a blank line between items.

Place page numbers flush right, with leader dots if you wish.

Use roman numerals for front matter page numbers, at the top right or bottom center.

Important! Directions from your teacher, instructor, or dissertation office overrule these guidelines. For more details and examples, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian.org) or *The Chicago Manual of Style* (Chicagomanualofstyle.org). © 2018 University of Chicago.



Format the text like the main text.

Place the title Introduction (or Conclusion) at the top of the first page, centered. Make this title and all other page titles bold. The font size for page titles may be two or three points larger than the main text.

1

Introduction

↑ Leave two blank lines between
↓ the title and the first paragraph.

Modern air passengers are unhappy about flying. Rather than marvel at traveling safely through the air at 30,000 feet, they complain of delays, small seats, and baggage fees. Instead of celebrating the ability to start one’s day in Boston and end it in London, passengers complain of achy legs and long for a good hot meal. Why do travelers today focus on the problems of air travel instead of its wonders? How have we lost sight of the magic of stepping into a flying machine to transport us across continents and oceans?

It turns out that such disillusionment is not specific to the airplane. In fact, initial wonder at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity.

Airplanes were a technological triumph, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was a difficult concept to comprehend,” Lanahan writes.¹ Airplane travel required humans to accept the idea that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, which airlines capitalized on in their advertisements.

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his piloting blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile

1. Clara Lanahan, *The Psychology of Flying* (Milwaukee: Mother of Dragons Press, 1995), 12.

Indent the first line of each new paragraph half an inch.

↔ 1/2 in. The DPP was successful in attracting an important number of votes in the 1990s, during the first rounds of multiparty elections in Taiwan. Those DPP candidates who campaigned in favor of the country's independence and sovereignty were the most successful ones: "In 1989, eight members of the New Tide Faction joined together to form the pro-independence New National Alliance to contest seats in the December legislative election. All eight were elected, a stunning accomplishment" (Rigger 2001, 124). The party was successful in "stealing" votes from the dominant KMT: in 1991 the DPP obtained 23.9 percent of the vote for the National Assembly elections, and by 1996 this percentage had increased to 29.8 (data in Taiwan-Communiqué 1996). Following the logic of the theory of programmatic capacity, I end this section noting that in the 1990s the KMT adopted many of the policies advocated by the DPP:

Double-space the main text. Leave the right margin "ragged."

Quotations of five or more lines should be indented as a block.

↔ 1/2 in. By the mid-1990s, all of the concrete items on the DPP's reform agenda had been achieved, and the party was forced to find new issues to attract members and voters. . . . *The KMT has tended to co-opt DPP issue positions that prove popular with voters, including domestic policy proposals such as national health care and foreign policy initiatives such as the U[nited] N[atations] bid.* (Rigger 2001, 151; emphasis added)

Single-space block quotations, and apply a left indent of half an inch.

Turkey's Democrat Party

Put one space between sentences, not two.

↔ 1/2 in. Mustafa Kemal founded the Republican People's Party (RPP) in 1923, an organization that would dominate Turkish politics for a quarter of a century. The RPP was, like the PRI in Mexico, a conglomerate of different political groups, including the urban middle class, the state bureaucracy, landowners, and army officers (Ahmad 1977, 1–2). However, unlike the Mexican dominant party, the RPP was never able to develop a structure capable of effectively fostering elite collective action or incorporating the population—via corporatist arrangements—into the party organization. The reason for this was that, contrary to what Calles did in Mexico in 1929, Kemal "felt little need to develop the party organization. The [RPP] leaders did not devote considerable energy to opening up branches across the country. . . . Throughout the 1920s, the

Leave a blank line before and after the block (but at least two blank lines before a subhead).



Create a subhead for each section and use the same font size and style every time you use that level of subhead. 4

at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity.

Subheads may be centered (as shown here) or flush left.

Subheads don't need a period at the end.

If you have subsections, use a different style for the second-level heads.

First-level heads should be more eye-catching (such as bold) than second-level heads (such as italic).

From Awe to Shrugs

Imagining the Airplane

Two subhead levels may appear together (with a blank line between).

Airplanes were a triumph of engineering, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was nearly impossible to comprehend,” Lanahan writes.¹ Airplane travel required humans to accept that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, as well as luxury, which airlines capitalized on in their advertisements.

There should be at least two subheads at each level per chapter (or, if no chapters, per paper).

Put more space before a subhead (two blank lines) than after (one blank line, or double line spacing).

An alternative to subheads: Between sections, use three spaced asterisks (* * *) centered on their own line, with one blank line above and below.

Flying as Unnatural

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his piloting blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile itself to the thought that we could really be flying through the air, far above the ground, at 600 mph, in an aluminum tube.”² And Anderson Luftswaag argued in *The Advent of Air: Cultural Considerations of Flight* that in spite of its solid grounding in aerodynamic theory, flight was “so uncommon up to that time that the concept seemed to belong to the realm of the metaphysical or

Never end a page with a subhead (not counting any footnotes).

1. Clara Lanahan, *The Psychology of Flying* (Milwaukee: Mother of Dragons Press, 1995), 12.

2. Jackson T. Afertapian, “What on Earth?,” *Way Up There* (blog), January 12, 2013, <http://www.wayupthere.wordpress.com/2013/January2018408>.



Separate the chapter title from the subtitle (if any) by a colon.

Center the chapter number and chapter title at the top of the first page.

One blank line follows the chapter number, and two blank lines follow the chapter title.

Chapter 5

One blank line

Libertas Decembrica: Singing Songs in the Christmas Season

Two blank lines

↔ 1/2 in. Everyone has some liking for those curiously-fashioned little songs which come into brief prominence for a season at the end of the year. . . . In the multitudinous choice of carols it is disconcerting to note how the same stock-pieces crop up year after year, to the exclusion of other and better things. We are too easily put off with the expedient in art; our children do not properly prepare their little programme; our choirmasters all too naturally reach down the old, time-worn sheets that have done duty so long.

Chapter epigraphs are formatted as a block quotation. Following a blank line, the source is placed flush right. Two blank lines precede the main text.

—Edmondstone Duncan, “Christmas Carols”

One blank line

Two blank lines

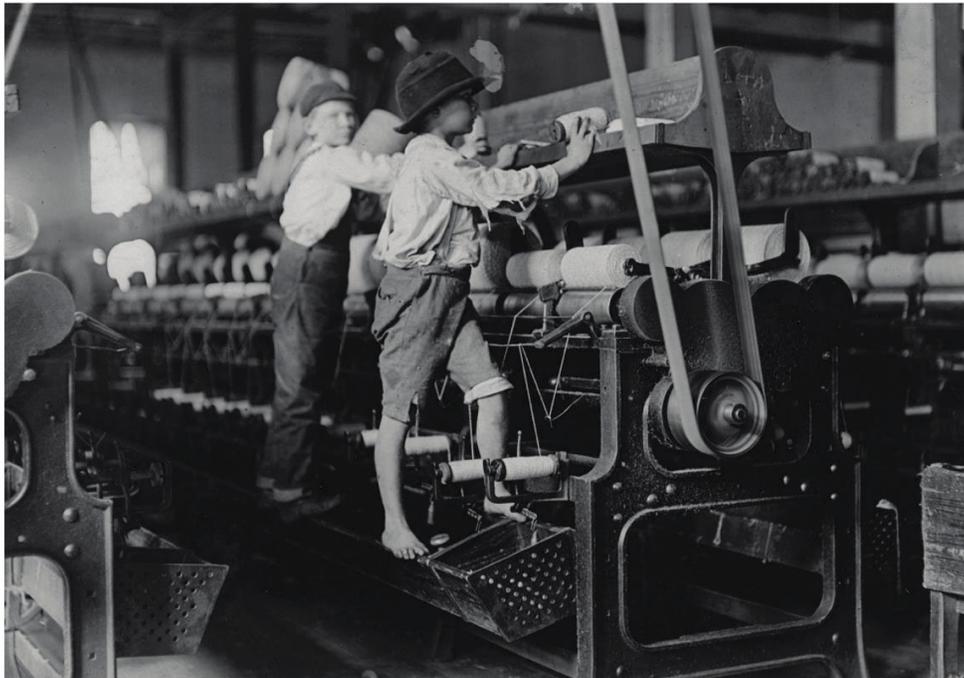
Christmas carols have long held an ambivalent position within contemporary culture, as the above epigraph suggests with its “old, time-worn sheets” of Christmas songs that “crop up year after year.”¹ Shopping malls, dentist offices, and radio stations resound untiringly from Thanksgiving to Christmas with the strains of “Away in a Manger” and “Silent Night,”² while in our increasingly multicultural and international communities, nonreligious holiday songs, such as “Rudolph the Red-Nosed Reindeer,” are gradually replacing sacred carols. For those, however, for whom the year concludes with Christmas, the familiar refrains of “We Wish You a Merry Christmas” and “The First Nowell” are still recalled and sung from year to year without fail, whether caroling in the streets, worshipping in churches, or sitting around the piano at home. Many of the still-performed carols and hymns can be traced back to the nineteenth century—if not earlier—and can be found in numerous translations and adaptations, resulting in a relatively limited repertory, albeit one with international appeal. While it is a rare occurrence to be able to connect any current carols with those of the Middle Ages or Renaissance, there is no question

1. Edmondstone Duncan, “Christmas Carols,” *Musical Times* 55, no. 862 (1914): 687.

2. Hugh Keyte and Andrew Parrott, eds., *The New Oxford Book of Carols* (Oxford: Oxford University Press, 1992), 300–305 and 59–61.

Place the page number at the top right or bottom center, half an inch from the edge of the page.

Place a figure either immediately after the paragraph that first mentions it (on the same page or the next) or just before the first mention (but on the same page, as shown here).



Place the caption below the figure.

Add at least one blank line between the caption and any text below it.

Figure 3.1. *Helpers in a Georgia Cotton Mill*. Photograph by Lewis W. Hine, January 19, 1909. The National Child Labor Committee Collection, Library of Congress Prints and Photographs Division, Washington, DC. LC-DIG-nclc-01581.

percent of the total.²¹ In both regions, mill children as young as six or seven were engaged in “doffing,” spinning, and other forms of casual labor.²² To compensate for their shorter height, child doffers would stand on top of electric looms to reach the top shelf, where spindles were located (fig. 3.1). The first contact children usually had with mill labor was while accompanying older siblings or parents as they worked. Typically, very young children would begin an informal training whereby they would “help” their relatives, but this regular assistance would soon

Single-space the caption.

Leave the right margin “ragged.”

Use regular text or smaller for the caption.

21. Hugh D. Hindman, *Child Labor: An American History* (New York: M. E. Sharpe, 2002), 153.

22. Jacquelyn Dowd Hall et al., *Like a Family: The Making of a Southern Cotton Mill World* (New York: W. W. Norton, 1987), 61.

Apply half-inch hanging indents for each entry.

Bibliography — Center the title Bibliography at the top of the first page and add two blank lines after.

- Afertapian, Jackson T. "What on Earth?," *Way Up There* (blog), January 12, 2013.
↔ www.wayupthere.wordpress.com/2013/January2018408.
1/2 in.
- Habadashery, Hannah. Letter to James Habadashery, July 5, 1950. Box 12, Habadashery Family Papers, Louisiana History Repository, Baton Rouge, LA.
- Lanahan, Clara. *The Psychology of Flying*. Milwaukee: Mother of Dragons Press, 1995.
- . "Helicopters and Parenting in the Prevention of Flight Anxiety." *Psychology Matters* 46, no. 3 (2009): 32–76.
- Lightcane, Gordon. *Wonders of the Radio*. Chicago: Malort Press, 1997.
- Luftswaag, Anderson. *The Advent of Air: Cultural Considerations of Flight*. Dallas: Skylar Sisters Press, 1998.
- Dude, Everyone Has a Car*. Directed by Midas Mickelton. Mucas Films, 1972. DVD. 1 hr., 16 min. Mucas Films, 2002.
- Myerson, Whitney F. *Snazzy Cars*. Miami: Hangnail Press, 1980.
- . "Who's Driving My Car?" *Auto-Driven Auto 2* (2018): 14–15.
- Palmadia, Arnold. *Champagne and a Full Recline*. New York: Shady McCrusty, 2010.
- Wileyback, Lia. *Technological Advances in Twentieth-Century Entertainment*. Los Angeles: Emoticon Press, 2001.

Single-space each entry, and add a blank line between entries.

Leave the right margin "ragged."

For multiple works by the same author(s), replace the author or authors' names with a 3-em dash in all entries after the first.



Put endnotes after the main text and appendixes but before the bibliography.

21

For the note numbers, use normal text with a period and space after, or use superscript with a space but no period after.

Notes ————— Center the title Notes at the top of the first page and add two blank lines after.

Chapter 1 ————— If note numbers restart with 1 in each chapter, add chapter subheads.

1. Clara Lanahan, *The Psychology of Flying* (Milwaukee: Mother of Dragons Press, 1995), 12.
2. Jackson T. Afertapian, "What on Earth?," *Way Up There* (blog), January 12, 2013, www.wayupthere.wordpress/2013/January2018408.
3. Anderson Luftswaag, *The Advent of Air: Cultural Considerations of Flight* (Dallas: Skylar Sisters Press, 1998), 67.
4. Gordon Lightcane, *Wonders of the Radio* (Chicago: Malort Press, 1997), 16.
5. Hannah Habadashery to James Habadashery, July 5, 1950, box 12, Habadashery Family Papers, Louisiana History Repository, Baton Rouge, LA.
6. Lia Wileyback, *Technological Advances in Twentieth-Century Entertainment* (Los Angeles: Emoticon Press, 2001), 20.

Leave the right margin "ragged."

Indent the first line of each note half an inch like a paragraph in the main text.

Single-space each note, and add a blank line between notes (and two blank lines before chapter subheads).

Chapter 2

1. Whitney F. Myerson, *Snazzy Cars* (Miami: Hangnail Press, 1980), 126.
2. Myerson, *Snazzy Cars*, 231.
3. *Dude, Everyone Has a Car*, directed by Midas Mickelton (Mucas Films, 1972), DVD (Mucas Films, 2002), 0:39:43 to 0:40:54.
4. Arnold Palmadia, *Champagne and a Full Recline* (New York: Shady McCrusty, 2010), 109.
5. Jerry Naharis, "So Expensive but So Worth It," *On Time* magazine, November 2, 2014.
6. Lightcane, *Wonders of the Radio*, 42.
7. Lightcane, *Wonders of the Radio*, 13.
8. Myerson, *Snazzy Cars*, 261.
9. Wileyback, *Technological Advances*, vi.
10. Luftswaag, *The Advent of Air*, 32.

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Each footnote should appear at the bottom of the page that includes its numbered in-text reference.

earlier voyage. Then Rosa, her new husband, parents, five more of her siblings, one sister-in-law, a fiancée to another brother (these two women were sisters), and Kleberg’s own brother Louis followed in the fall of 1834.²² ——— For note numbers in the text, use superscript.

Many years later, Robert Kleberg reflected without regret on his decision to migrate:

I wished to live under a republican form of Government, with unbounded personal, religious and political liberty, free from the petty tyrannies and the many disadvantages and evils of the old countries. Prussia smarted at that time under an offensive military despotism. I was (and have ever remained) an enthusiastic lover of republican institutions, and I expected to find in Texas, above all other countries, the blessed land of my most fervent hopes.²³

In December of 1834, Rosa and Robert Kleberg’s ship wrecked at Galveston, then a largely uninhabited island, instead of landing at the port of Brazoria as planned. Louis von Roeder and Robert Kleberg, who was the only one of the party who already spoke English, left Rosa and the others to watch their considerable baggage and set off on foot to find their relatives who had emigrated earlier. An Indian man helped the party to find them near the location of Cat Spring. Rosa recalled, “He belonged to a troop of Indians who were camping in the neighborhood and from whom our relations had been in the habit of obtaining venison in exchange for ammunition. They found our people in a wretched condition. My sister and one brother had died, while the two remaining brothers were very ill with the fever.” Kleberg and the von Roeders rented accommodations in the city of Harrisburg through the winter and until they were all together again, and eventually settled fifty miles west of there, near where the advance party had been living at Cat Spring.²⁴

Indent the first line of each note half an inch like a paragraph in the main text. Use regular text or smaller for the notes.

Use a short rule to separate footnotes from the main text.

Single-space each note, and add a blank line between notes. Leave the right margin “ragged.”

22. Rosa Kleberg, “Some of My Early Experiences in Texas,” *Quarterly of the Texas State Historical Association* 1, no. 4 (April 1898): 297–302; *Handbook of Texas Online*, s.vv. “Kleberg, Rosalie von Roeder,” and “Kleberg, Robert Justus [I],” accessed Sept. 28, 2010, <http://www.tshaonline.org/>; Tiling, 24–25.

23. Kleberg notes, 1876, as excerpted in Tiling, 24. Originals in the Rudolph Kleberg Family Papers, 1829–1966, Dolph Briscoe Center for American History (hereafter CAH).

24. Rosa Kleberg, 297–98. For note numbers in the notes, use normal text with a period and space after, or use superscript with a space but no period after.



Immediately after a quotation or other material requiring a citation, include author and year and, for specific passages, a locator.

Do not use punctuation between the author and the date.

Separate the date from a page number with a comma.

The name and date must match those in the reference list entry exactly.

The DPP was successful in attracting an important number of votes in the 1990s, during the first rounds of multiparty elections in Taiwan. Those DPP candidates who campaigned in favor of the country’s independence and sovereignty were the most successful ones: “In 1989, eight members of the New Tide Faction joined together to form the pro-independence New National Alliance to contest seats in the December legislative election. All eight were elected, a stunning accomplishment” (Rigger 2001, 124). The party was successful in “stealing” votes from the dominant KMT: in 1991 the DPP obtained 23.9 percent of the vote for the National Assembly elections, and by 1996 this percentage had increased to 29.8 (data in Taiwan-Communiqué 1996). Following the logic of the theory of programmatic capacity, I end this section noting that in the 1990s the KMT adopted many of the policies advocated by the DPP:

The closing parenthesis precedes a comma, period, or other mark when the quotation is run into the text.

By the mid-1990s, all of the concrete items on the DPP’s reform agenda had been achieved, and the party was forced to find new issues to attract members and voters. . . . *The KMT has tended to co-opt DPP issue positions that prove popular with voters, including domestic policy proposals such as national health care and foreign policy initiatives such as the U[nited] N[atations] bid.* (Rigger 2001, 151; emphasis added)

At the end of a block quotation, the opening parenthesis follows terminal punctuation.

Turkey’s Democrat Party

Mustafa Kemal founded the Republican People’s Party (RPP) in 1923, an organization that would dominate Turkish politics for a quarter of a century. The RPP was, like the PRI in Mexico, a conglomerate of different political groups, including the urban middle class, the state bureaucracy, landowners, and army officers (Ahmad 1977, 1–2). However, unlike the Mexican dominant party, the RPP was never able to develop a structure capable of effectively fostering elite collective action or incorporating the population—via corporatist arrangements—into the party organization. The reason for this was that, contrary to what Calles did in Mexico in 1929, Kemal “felt little need to develop the party organization. The [RPP] leaders did not devote considerable energy to opening up branches across the country. . . . Throughout the 1920s, the

Important! Directions from your teacher, instructor, or dissertation office overrule these guidelines. For more details and examples, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian.org) or *The Chicago Manual of Style* (Chicagomanualofstyle.org). © 2018 University of Chicago.

TURABIAN *A Manual for Writers*

CHICAGO STYLE FOR STUDENTS AND RESEARCHERS

CONTENTS CITATION QUICK GUIDE HELP & TOOLS BOOKSTORE ABOUT TIP SHEETS

CITATION QUICK GUIDE

Author-Date: Sample Citations

The following examples illustrate the author-date style. Each example of a reference list entry is accompanied by an example of a corresponding in-text citation. For more details and many more examples, see chapters 18 and 19 of Turabian. (For examples of the same citations using the notes and bibliography system, go to [Notes and Bibliography: Sample Citations](#).)

BOOK

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Kitamura, Katie. 2017. *A Separation*. New York: Riverhead Books.

Sassler, Sharon, and Amanda Jayne Miller. 2017. *Cohabitation Nation: Gender, Class, and the Remaking of Relationships*. Oakland: University of California Press.

IN-TEXT CITATIONS

(Kitamura 2017, 25)

(Sassler and Miller 2017, 114)

CHAPTER OR OTHER PART OF AN EDITED BOOK

In the reference list, include the page range for the chapter or part. In the text, cite specific pages.

REFERENCE LIST ENTRY

Rowlandson, Mary. 2016. "The Narrative of My Captivity." In *The Making of the American Essay*, edited by John D'Agata, 19–56. Minneapolis: Graywolf Press.

IN-TEXT CITATION

(Rowlandson 2016, 19–20)

To cite an edited book as a whole, list the editor(s) first.

REFERENCE LIST ENTRY

D'Agata, John, ed. 2016. *The Making of the American Essay*. Minneapolis: Graywolf Press.

IN-TEXT CITATION

(D'Agata 2016, 19–20)

TRANSLATED BOOK

REFERENCE LIST ENTRY

Lahiri, Jhumpa. 2016. *In Other Words*. Translated by Ann Goldstein. New York: Alfred A. Knopf.

IN-TEXT CITATION

(Lahiri 2016, 146)

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For books consulted online, include a URL or the name of the database in the reference list entry. For other types of e-books, name the format. If no fixed page numbers are available, cite a section title or a chapter or other number in the text or, if possible, track down a version with fixed page numbers.

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle.

Dostoevsky, Fyodor. 1917. *Crime and Punishment*. Translated by Constance Garnett, edited by William Allan Neilson. New York: P. F. Collier & Son. <https://archive.org/details/crimepunishment00dostuoft>.

Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side of the American Meal*. Boston: Houghton Mifflin. ProQuest Ebrary.

IN-TEXT CITATIONS

(Austen 2007, chap. 3)

(Dostoevsky 1917, 444)

(Schlosser 2001, 88)

THESIS OR DISSERTATION

REFERENCE LIST ENTRY

Navarro-Garcia, Guadalupe. 2016. "Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents." PhD diss., University of California, Los Angeles. ProQuest Dissertations & Theses Global.

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(Navarro-Garcia 2016, 44)

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REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. 2017. "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality." *Journal of Human Capital* 11, no. 1 (Spring): 1–34. <https://doi.org/10.1086/690235>.

LaSalle, Peter. 2017. "Conundrum: A Story about Reading." *New England Review* 38 (1): 95–109. Project MUSE.

Pérez, Ashley Hope. 2017. "Material Morality and the Logic of Degrees in Diderot's *Leneveu de Rameau*." *Modern Philology* 114, no. 4 (May): 872–98. <https://doi.org/10.1086/689836>.

IN-TEXT CITATIONS

(Keng, Lin, and Orazem 2017, 9–10)
(LaSalle 2017, 95)
(Pérez 2017, 874)

Journal articles often list many authors, especially in the sciences. If there are four or more authors, list up to ten in the reference list; in the text, list only the first, followed by *et al.* ("and others"). For more than ten authors (not shown here), list the first seven in the reference list, followed by *et al.*

REFERENCE LIST ENTRY

Weber, Jesse N., Martin Kalbe, Kum Chuan Shim, Noémie I. Erin, Natalie C. Steinel, Lei Ma, and Daniel I. Bolnick. 2017. "Resist Globally, Infect Locally: A Transcontinental Test of Adaptation by Stickleback and Their Tapeworm Parasite." *American Naturalist* 189, no. 1 (January): 43–57.

<https://doi.org/10.1086/689597>.

IN-TEXT CITATION

(Weber et al. 2017, 45)

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Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. In the reference list, it can be helpful to repeat the year with sources that are cited also by month and day. Page numbers, if any, can be cited in the text but are omitted from a reference list entry. If you consulted the article online, include a URL or the name of the database.

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Anderssen, Erin. 2016. "Through the Eyes of Generation Z." *Globe and Mail* (Toronto), June 25, 2016.

<http://www.theglobeandmail.com/news/national/through-the-eyes-of-generation-z/article30571914/>.

Cunningham, Vinson. 2017. "You Don't Understand: John McWhorter Makes His Case for Black English." *New Yorker*, May 15, 2017.

Lind, Dara. 2016. "Moving to Canada, Explained." *Vox*, September 15, 2016. <http://www.vox.com/2016/5/9/11608830/move-to-canada-how>.

Manjoo, Farhad. 2017. "Snap Makes a Bet on the Cultural Supremacy of the Camera." *New York Times*, March 8, 2017.

<https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

Pegoraro, Rob. 2007. "Apple's iPhone Is Sleek, Smart and Simple." *Washington Post*, July 5, 2007. LexisNexis Academic.

IN-TEXT CITATIONS

(Anderssen 2016)

(Cunningham 2017, 85)

(Lind 2016)

(Manjoo 2017)

(Pegoraro 2007)

Readers' comments are cited in the text but omitted from a reference list.

IN-TEXT CITATION

(Eduardo B [Los Angeles], March 9, 2017, comment on Manjoo 2017)

BOOK REVIEW

REFERENCE LIST ENTRY

Eberstadt, Fernanda. 2017. "Gone Guy: A Writer Leaves His Wife, Then Disappears in Greece." Review of *A Separation*, by Katie Kitamura. *New York Times*, February 15, 2017.
<https://www.nytimes.com/2017/02/15/books/review/separation-katie-kitamura.html>.

IN-TEXT CITATION

(Eberstadt 2017)

WEBSITE CONTENT

Web pages and other website content can be cited as shown here. For a source that does not list a date of publication, posting, or revision, use *n.d.* (for "no date") in place of the year and include an access date.

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Columbia University. n.d. "History." Accessed May 15, 2017.
<http://www.columbia.edu/content/history.html>.
Google. 2017. "Privacy Policy." Privacy & Terms. Last modified April 17, 2017. <https://www.google.com/policies/privacy/>.

IN-TEXT CITATIONS

(Columbia University, n.d.)
(Google 2017)

AUDIOVISUAL CONTENT

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Beyoncé. 2016. "Sorry." Directed by Kahlil Joseph and Beyoncé Knowles. June 22, 2016. Music video, 4:25. <https://youtu.be/QxsmWxxoulM>.
Stamper, Kory. 2017. "From 'F-Bomb' to 'Photobomb,' How the Dictionary Keeps Up with English." Interview by Terry Gross. *Fresh Air*, NPR, April 19, 2017. Audio, 35:25.
<http://www.npr.org/2017/04/19/524618639/from-f-bomb-to-photobomb-how-the-dictionary-keeps-up-with-english>.

IN-TEXT CITATIONS

(Beyoncé 2016)
(Stamper 2017)

SOCIAL MEDIA CONTENT

Citations of content shared through social media can usually be limited to

the text (as in the first example below). If a more formal citation is needed or to include a link, a reference list entry may be appropriate. In place of a title, quote up to the first 160 characters of the post. Comments are cited in reference to the original post.

TEXT

Sloane Crosley offers the following advice: “How to edit: Attack a sentence. Write in the margins. Toss in some arrows. Cross out words. Rewrite them. Circle the whole mess and STET” (@askanyone, Twitter, May 8, 2017).

REFERENCE LIST ENTRIES (IN ALPHABETICAL ORDER)

Chicago Manual of Style. 2015. “Is the world ready for singular they? We thought so back in 1993.” Facebook, April 17, 2015.
<https://www.facebook.com/ChicagoManual/posts/10152906193679151>.

Souza, Pete (@petesouza). 2016. “President Obama bids farewell to President Xi of China at the conclusion of the Nuclear Security Summit.” Instagram photo, April 1, 2016.
<https://www.instagram.com/p/BDrmfXTtNCt/>.

IN-TEXT CITATIONS

(Chicago Manual of Style 2015)

(Souza 2016)

(Michele Truty, April 17, 2015, 1:09 p.m., comment on Chicago Manual of Style 2015)

PERSONAL COMMUNICATION

Personal interviews, correspondence, and other types of personal communications—including email and text messages and direct messages sent through social media—are usually cited in the text only; they are rarely included in a reference list.

IN-TEXT CITATIONS

(Sam Gomez, Facebook message to author, August 1, 2017)

(Interview with home health aide, July 31, 2017)

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PLAGIARISM

We all have access to endless information on the Internet. People “borrow” or “copy” things every day and freely put them on their blogs and Facebook pages. Most people no longer see this as an issue. If something is published, it is “out there,” and available to copy. Right? However, this “blog-style” thinking is all wrong when it gets transferred into the academic world. **So don’t do it!**

WHY IS IT WRONG TO COPY-PASTE IN A RESEARCH PAPER?

Many students plagiarize – and don't think anything about it. The website “plagiarism.org” states the problem clearly: “In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author?”

Basically, your research paper shows that you have assimilated the course’s content. You have received illumination from your lectures, reading, and research. You have integrated these new ideas with things you already knew. Your research paper is a chance to clearly document your own personal thoughts and conclusions on the topic. It should be as original as you are! In this context, plagiarism is a fraudulent act. Not only did you steal someone else’s ideas, you then lied about it, claiming them as your own!

Schools are having to re-educate students about what plagiarism is and how to avoid it. They have also developed systems that can easily check to see if sections of a student’s paper have been copy-pasted. The rules on academic honesty have not changed: those caught committing plagiarism are subject to dismissal.

NOTE: Those preparing for ministry should hold themselves to the highest standard possible. Knowingly plagiarizing is lying to the Holy Spirit. How can anyone expect to be placed in ministry by the Lord if they lie to the Holy Spirit?

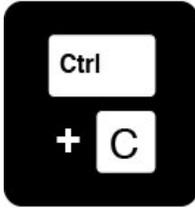
We are requiring ALL students to visit “plagiarism.org.” Here you will find in-depth answers to such questions as, what is plagiarism?

How to prevent plagiarism when writing by:

- Planning your paper
- Making it clear who said what
- Taking effective notes
- Knowing how to paraphrase
- When in doubt, cite sources
- Analyze and evaluate your sources

Tutorials are also available on such topics as how to cite sources and how to paraphrase.

Each of the **10 most common types of plagiarism** is shown below, ranked from the most flagrant abuse (“Clone”) to the least (“Re-tweet”).



#1. CLONE

Submitting another’s work, word-for-word, as one’s own



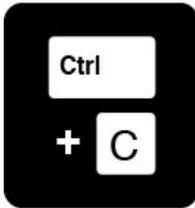
#5. RECYCLE

Borrows generously from the writer’s previous work without citation



#8. 404 ERROR

Includes citations to non-existent or inaccurate information about sources



#2. CTRL-C

Contains significant portions of text from a single source without alterations



#6. HYBRID

Combines perfectly cited sources with copied passages without citation



#9. AGGREGATOR

Includes proper citation to sources but the paper contains almost no original work



#3. FIND - REPLACE

Changing key words and phrases but retaining the essential content of the source



#7. MASHUP

Mixes copied material from multiple sources



#10. RE-TWEET

Includes proper citation, but relies too closely on the text’s original wording and/or structure



#4. REMIX

Paraphrases from multiple sources, made to fit together

DOWNLOADED FROM:

<http://plagiarism.org/plagiarism-101/types-of-plagiarism/>

Used with permission.

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Research Paper Grading Rubric

Below is the grading rubric which research papers at all levels will be evaluated by.

| GUIDELINES | | | |
|--|---|--|--|
| Category | Outstanding (3) | Sufficient (2) | Insufficient (1) |
| Introduction | Accurately and thoroughly reflects the paper content. | Adequately reflects the paper content. | No introduction or inadequate for the paper. |
| Organization | Logical, flows well, and complements the content. | Logical with minimal organizational flaws. | Poor and illogical organization. |
| Scope | Focused | Strays somewhat off-topic. | Inadequate (or too broad) coverage of the topic. |
| Tone | Appropriate tone for the topic. | Mostly appropriate tone for the topic. | Inappropriate tone (e.g., devotional or polemical). |
| Conclusion | Accurately and thoroughly reflects the paper content. | Adequately reflects the paper content. | No conclusion or inadequate for the paper. |
| Turabian | Conforms to Turabian. | Follows Turabian with minimal corrections needed. | Fails to follow Turabian consistently. |
| Page Length | Meets page length requirements. | Does not meet page length requirements by 10% or less. | Does not meet page length requirements by more than 10%. |
| Bibliography | Conforms to bibliography guidelines with no corrections needed. | Conforms to bibliography guidelines with minimal corrections needed. | Does not comply with bibliography guidelines. |
| Grammar | No problems with grammar (spelling, syntax, and punctuation). | Minimal grammatical, syntactical, or spelling errors. | Notable problems with grammar, syntactical, or spelling errors. |
| Thesis Statement | Appropriate and well-developed. | Appropriate but not well-developed. | Not appropriate or well-developed. |
| Sources / Data | Data and sources support and are appropriate for paper. | Adequate use of data and sources in support of study. | Poor or inadequate use of sources and/or data. |
| Critical Analysis | Strong evidence of critical analysis of data and sources linked to thesis. | Evidence of critical analysis present but not fully developed. | No critical analysis evidenced. |
| Conclusions | Conclusions accurately supported by data and sources used. | Connection of findings to data and sources present but not well-developed. | Uncritical and invalid conclusions in light of data presented and sources used. |
| CONTENT | | | |
| Category | Highly Effective (3) | Effective (2) | Below Average (1) |
| Description of a theological problem/situation in ministry | Provides a compelling account of an important issue in ministry. | Provides an adequate account of an important issue in ministry. | Provides a less than adequate account of an important issue in ministry. |
| Contextual analysis of the problem/situation | Analyzes accurately and well the social and material contexts relevant for the problem being addressed. Includes attention to issues of context identified in the school's commitments, as appropriate. | Analyzes adequately the social and material contexts relevant for the problem being addressed. Includes attention to issues of context identified in the school's commitments, as appropriate. | Rarely analyzes the social and material contexts relevant for the problem being addressed. Includes attention to issues of context identified in the school's commitments, as appropriate. |
| Theological foundations for the response to the problem/situation | Demonstrates apt use of scripture, theology, and ethical traditions as appropriate to the project. | Demonstrates inconsistent use of scripture, theology, and ethical traditions as appropriate to the project. | Fails to demonstrate use of scripture, theology, and ethical traditions as appropriate to the project. |
| Pastoral/Practical proposals for action in response to the problem/situation | Recommends responses that fit the preceding analysis in a creative and practicable manner. | Recommends responses that sometimes fit the preceding analysis. | Recommends responses that fail to fit the preceding analysis. |
| Theological Integration | Argument is cogent and recommended actions are fitting to the diagnosis offered; shows strong evidence of integration across the curriculum (core, required electives, electives). | Argument is mostly clear and recommended actions credibly fit the diagnosis offered; shows strong evidence of integration across the curriculum (core, required electives, electives). | Some problems with clarity of fit between argument and recommended response; shows strong evidence of integration across the curriculum (core, required electives, electives). |

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2025-2026

MASTER'S DEGREE PROGRAM

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MASTER'S DEGREE PROGRAM

Theos Bible College offers a Master's Program designed to take Graduate students through our first year course in an expanded, Masters Level depth of study and demonstration of content mastery. As such, the 2025-2026 program offers a Master's in Theology.

MASTER'S PROGRAM TRACK

The Master's Program Track is designed for individuals who want to pursue a deeper working mastery of Theological studies. The 36 credit-hour Master's Program Track is comprised of 9 courses (3 credit-hours each), 1 academic year of Ministry Practicum (3 credit-hours) and a formal Thesis worth 6 credit-hours.

NOTE: It is a very aggressive goal to endeavor completing this Master's Program in a single academic year. It is advisable to consider adopting a two-year plan:

- Year 1 for all the Course Work, then
- Year 2 for the requisite Thesis

TUITION

Fees for the Master's Program are \$260 per month, which includes tuition and thesis fees. Each yearly program covers nine (9) courses plus Ministry Practicum, which runs concurrently throughout the 10-month academic year. The completed courses (27 credit-hours) plus the student's 50 page Thesis (6 credit-hours) and their Ministry Practicum (3 credit-hours) provide a student with 36 credit-hours for the Masters Program.

| Description | Credit-Hours | Cost |
|---|--------------|--------------|
| Tuition (\$210/course, does not include books fees) | 27 | \$1,890 |
| + Thesis Fees | 6 | \$450 |
| + Ministry Practicum | 3 | \$0 |
| = Totals | 36 | \$2,340 |
| ÷ 9 Payments | | \$260/course |

REFUND POLICY

There is no refund for a purchased course.

ENTRANCE REQUIREMENTS

Candidates for this program must have earned a Bachelor's Degree with a Theologically-related major from a recognized college or university. A Master's Program candidate having a Bachelor's Degree in an unrelated field will be required to complete "leveling classes" equating to 60 credit-hours of Biblical foundation courses before starting at the Master's Program level.

- Special Note to people with substantial ministry experience: Formal teaching and preaching experience may qualify a student for Bible Teaching Experience credit. Experienced ministers should see the Bible Teaching Experience Application form at theosbible.college under "Student Forms".

BIBLE TEACHING EXPERIENCE EVALUATION REQUIREMENTS

Students who wish to receive BTE credits towards their Master's Program must complete and submit the BTE Application and the \$50.00 BTE Evaluation Fee within **30 days** of submission of the TBC Student Application in order to initiate the process. Once the qualified experience has been determined, the student will be assessed a \$20 per credit-hour for each BTE credit-hour awarded at the graduate level. If no BTE credit is awarded, there will be no additional fee incurred. Qualifying students will receive a BTE Award Letter from the Admissions Office showing the BTE credits they are eligible to receive, and the total Credit Award Fees associated with the BTE Credits. Once the student submits payment of the BTE Credits Fee, the BTE credits will be officially entered on the student's records.

SAMPLE COSTS FOR GRADUATE LEVEL BTE
(Showing the maximum 9 credit-hours possible)

| Description | Credit-Hours | Cost |
|----------------------|-------------------------|-------|
| BTE Evaluation Fee | 27 | \$50 |
| + BTE Credit Awarded | 9 Hours @ \$20 per Hour | \$180 |
| = Totals | 9 | \$230 |

APPLICATION PROCESS

You may begin the Application Process at your convenience by following these steps:

1. Fill out the Student Application online at theosbible.college.
2. Pay the \$50 application fee online at theosbible.college.
3. Contact each college, university or institute of ministry that you have previously attended. Have them send transcripts to TBC at the following address:

Admissions Department
Theos Bible College
725 W Warner Rd
Gilbert, AZ 85233

NOTE: You are responsible for following up with the Director to determine whether all of your transcripts have been received or not.

4. Read the entire *TBC Student Handbook and Course Catalog* (confirmed by your signature under the Affidavit on the Student Application).
5. Mail or email the above-referenced documentation (e.g. TBC Student Application, and a photocopy of High School Diploma or G.E.D. [if applicable]) to:

Admissions Department
Theos Bible College
725 W Warner Rd
Gilbert, AZ 85233
info@theosbible.college

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ADDITIONAL STUDENT POLICIES

MASTER'S LEVEL COURSE REQUIREMENTS

Students are expected to complete all of the course lectures, read through the course textbooks, take all quizzes, tests and exams, and submit a 6-page research paper for each course with a minimum of 6 sources cited. Any course not requiring a final exam, the student will be required to write a 12 page paper with a minimum of 10 sources cited.

MASTER'S LEVEL GRADING

Exams will count for 60% of students grade and 6-page papers count for 40% of students grade.

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MASTER'S THESIS GUIDELINES

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PREPARATION

The thesis preparation stage is comprised of three stages. They are: the planning stage, the development stage, and the presentation stage. Each of these stages is described in detail on the next few pages.

THE PLANNING STAGE

Choose the Topic

For the 2025-2026 Academic Year, all thesis topics will focus on Theology. A thesis is the pinnacle of graduate level work and therefore should make a contribution to a particular field of knowledge.

Determine Your Timetable

For the 2025-2026 Academic Year, Master's Level Thesis Papers are due four weeks before 2026 graduation. Plan a timeline to live by – and stick with it! Set daily, weekly, or monthly goals (and an accountability partner) to help you stay on track.

Prepare a Proposal

After your topic has been chosen and a timeline established, the next step is to prepare a thesis proposal. Properly planning and developing your proposal helps to clarify the what, the why, the when, and the how of writing the thesis. A Thesis Proposal has several sections, including the following:

1. Proposed title and topic.
2. The thesis statement. This is a single sentence that summarizes the main point of your thesis, giving the reader your point of view concerning your topic. It is the significant idea that ties all your information together.
3. Proposed thesis objectives (goals). The objectives should be written so as to provide an overview of the thesis and what the student hopes to accomplish

- through it.
4. Proposed approach to researching your topic.
 5. A general outline of the contents (this may change once research/writing begins).
 6. An estimated time frame for completing the work.

Submit the Proposal for Approval

Give your finished proposal to the Academic Dean for review and approval. At that time you will schedule a session with the Academic Dean for assistance in fine-tuning your topic, approach to research, etc.

THE DEVELOPMENT STAGE

Research

Research is defined as scientific or scholarly investigation. Sophisticated and extensive research, as required by the master's level program, means you must spend many hours searching out and reading source material and then analyzing what you have read. It requires a deep-thinking process that is more than mimicking the ideas of other authors. Research can include the analysis and comparison of scriptural texts, library study, personal interviews with knowledgeable individuals, statistical surveys, etc.

Research Philosophy

All Masters candidates should keep the following requirements in mind:

1. Research work is to be completed by the student only. A part of the discipline of graduate work is researching, reading, analyzing, and writing. No project will be accepted if the content development is not 100% of the student's work.
Academic honesty is vital.
2. All sources of research materials should be noted with endnote citation as illustrated in Research Paper Guidelines. The bibliography should contain a

minimum of 25 different resources from which you have gathered information. These can include the Bible and various Bible study aids.

3. All quotations should accurately reflect the context from which the quote was taken. Misrepresentation of any position is unacceptable to TBC. Be sure you understand the writer's viewpoint clearly. Quote your author or resource accurately. No one appreciates being misquoted.
4. Please do not write a thesis consisting mostly of quoted material. TBC is more interested in the work and skills of the student and his/her thoughts than the opinions of others. Use your research to support your position, but draw your own conclusions. Originality and creativity are encouraged!

Official Writing Manual

The official writing manual is *A Manual for Writers of Research papers, Theses, and Dissertations*, 9th Edition by Kate L. Turabain. This comprehensive guide is a ready reference to answer specific grammatical questions as well as questions on documentation of research. Use this as a model, except as noted in the Research Paper Guidelines. You can order the book from www.chicagomanualofstyle.org, amazon.com, or find one at a used bookstore near you.

Preliminary Drafts

Extensive research normally requires several drafts of the thesis before the final copy is prepared. You are not required to submit drafts for formal approval. However, it is a good idea to have someone with a keen eye and a good command of the English language proofread the final draft of your thesis. The ideas and the words of the thesis must be your own – but even professional writers have someone else proof their work.

Final Version

When the final version of your thesis is complete, submit it to the Academic Dean, along with your final payment.

NOTE: Your thesis will not be graded until all thesis tuition is paid in full.

RECEIVING YOUR MASTER'S DEGREE

To receive your Master's diploma your thesis must be completed and graded as well as all of your 6 page papers turned in and graded. Please allow 4 weeks for grading. The fees and tuition for both your coursework and your thesis must also have been paid.

THESIS PRESENTATION

COVER/BINDING

The final version of the student's Master's thesis should be put in a black 1.5" three-ring binder with a clear insert on the front in which to insert the title page. Additionally, a PDF is to be submitted for the Theos Bible College digital Library.

TITLE PAGE

The title page information should follow the Turabian Chicago Style format and include the following:

| |
|--|
| Title |
| By |
| (Student's Name) |
| Month Year |
| A Thesis |
| Submitted To The Theological Faculty |
| in partial fulfillment of the requirements |
| for the degree of |
| MASTER OF ARTS IN THEOLOGY |
| THEOS BIBLE COLLEGE |

(Example of a Thesis Proposal template)

SCRIPTURAL STUDY ON DIVORCE FROM THE PERSPECTIVE OF JESUS
AND THE SAGES OF THE SECOND TEMPLE PERIOD

By

JOHN STAMOS

August 2019

A Thesis

Submitted To The Theological Faculty
in partial fulfillment of the requirements
for the degree of
MASTER OF ARTS IN THEOLOGY

THEOS BIBLE COLLEGE

REQUIREMENTS

Every required thesis must:

- Be a minimum of 50 pages in length and should not exceed 55 pages.
- Be a minimum of 25 sources cited/external references.
- Be formatted Chicago Style Turabian only. See chicagomanualofstyle.org for further inquiries. (Unless otherwise noted by instructor.)
- All dissertations must have a title page, abstract, acknowledgments, table of contents, introduction, research content, conclusion, appendix (if necessary), endnotes, bibliography, vita, and research paper affidavit.
- Be typewritten using 12-point Calibri font.
- Be written in third person.
- Indent and single-space quotations that are four or more lines.
- Not use idiomatic/paraphrase versions unless research is distinguishing various translations. All scripture quotation is to be Formal-Equivalence (Primarily Literal), or Dynamic-equivalence (thought for thought).
- Proof-read before submitting to your course professor.

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THESIS GRADING

GRADING GUIDELINES

The will be reviewed using the rubric located at the end of appendix.

EVALUATION PROCESS

The evaluation of each thesis will be based upon the following criteria:

CONTENT

What ideas were presented? What conclusions were made? Superficial treatment of a subject will earn a below-acceptable grade. Papers having less than the minimum number of pages will be returned as unacceptable.

DOCUMENTATION OF RESEARCH

Ideas presented need to be based on the Word of God and other factual information. Documentation is the evidence of the writer's in-depth research. By crediting the sources used, the writer provides support for the ideas presented, allowing readers to judge the quality, credibility, and originality of the work. Documentation also shows readers where to look for more information on the subject. (Minimum of 25 sources is required.)

ADHERENCE

Adherence refers to the paper's focus. Information should be carefully organized around the subject. Digressing from the subject, excessive repetition, inclusion of unimportant issues, etc. will result in a below-acceptable grade.

GRAMMAR AND STYLE

This refers to accuracy of spelling and punctuation, use of proper grammar and sentence construction, and proper word usage.

DELIVERY

Did the writer capture and hold the reader's interest? Was the presentation logical and coherent?

ORIGINALITY AND CREATIVITY

Originality and creativity refer to how the student approaches the subject. The Masters candidate's thesis is expected to make a contribution to his/her field of endeavor.

PRESENTATION

Presentation refers to the physical layout of the material presented. To obtain the maximum credit for presentation, the paper must conform to the style as outlined in the *TBC Research Paper Guidelines*.

GRADING SCALE

All theses will be graded according to the following scale:

| Quality of Work | Points |
|-----------------|----------|
| Excellent | 93 – 100 |
| Good | 85 – 92 |
| Average | 77 – 84 |
| Poor | 70 – 76 |
| Failure | 0 – 69 |
| Incomplete | N/A |

A thesis grade of 85 points or more is required for a Master's degree.

CLOSING COMMENTS

The Master's thesis is a process of scholarly research in a ministry-related discipline. Research skills are imperative to the Master's candidate's success. Writing a thesis is your opportunity to demonstrate competence in your field of expertise.

Thesis Proposal Checklist

(Attach this checklist to your proposal when submitted)

(Check indicates TBC approval)

- _____ TITLE of the thesis
- _____ THESIS STATEMENT
- _____ PROPOSED THESIS OBJECTIVES
- _____ PROPOSED RESEARCH PLAN
- _____ GENERAL OUTLINE OF CONTENTS
- _____ ESTIMATED TIME FRAME for completing the work

Approved by Theos Bible College:

| | |
|------|------|
| Name | Date |
|------|------|

Student must submit two copies of this checklist.

One will be retained in the student file.

The other will be returned to the student.

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2025-2026

DOCTORATE DEGREE PROGRAM

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Ph.D. OR D.Min.

Theos Bible College offers two distinctions in the doctoral program, the Doctor of Ministry (D.Min.) and the Doctor of Philosophy (Ph.D.). Neither is superior to the other. Rather, both are equal advanced professional programs that offer slightly different types of study. One for the field of local ministry, the other for the arena of academia.

Both are designed to enhance professional competence in the practice of ministry, to provide opportunity for the renewal of personal spiritual life, to grow theologically, and to stimulate growth in ministry.

Requirements of the THEOS Doctoral program are strategically developed for the ministry professional to remain in full-time ministry while engaged in this learning process. While the Doctor of Ministry is not solely a research program, however, the highest academic standards are set forth. As such, it is required of doctoral students to set forth an un-paralleled academic, social, and spiritual position as an encouragement for underclassmen and to uphold the standards of THEOS Bible College.

The Doctoral program is a minimum of nine months in length and requires the completion of five courses (15 course hours) related to the students approved concentration, and 150-page research project/dissertation (30 course hours). Students will also participate in continued development of THEOS Bible College, as well as attend various meetings with staff and faculty.

NOTE: It is a very aggressive goal to endeavor completing this Doctoral Program in a single academic year. It is advisable to consider adopting a two-year plan:

- Year 1 for all the Course Work, then
- Year 2 for the requisite Dissertation

DOCTORATE PURPOSE

The D.Min. and Ph.D. programs seek:

- To provide a Spirit-filled learning environment where professionals can learn academically and practically from instructors and peers in ministry.
- To facilitate the development of increased professional and leadership effectiveness.
- To aid in self-examination and spiritual renewal.
- To allow doctoral students the opportunity to explore significant biblical, theological, and practical ministry themes as issues relative to current ministry and social trends.
- To equip students with academic/experiential proficiency that allows them to teach and lead in their area of ministry expertise in diverse settings and vocational contexts locally and globally.

DOCTORATE OBJECTIVES

Upon completion of the THEOS Doctoral program, graduates will be able to:

- Demonstrate expertise in the specific area of theology or practical ministry by means of dissertation research. The student will be able to demonstrate the ability to think, write, and speak analytically on biblical, theological, and practical ministry issues.
- Demonstrate mature knowledge and understanding in the daily tasks of church ministry.
- Evidence the Christ-like character worthy of emulation and necessary for successful ministry.
- Articulate knowledge of the interrelationships between the subject matter of Christian theology and the practices of Christian ministry.

- Demonstrate ability to teach and lead effectively in their area of concentration and in their chosen vocational context.

APPLICATION PROCESS

The application for the doctoral program can be accessed in student forms at <http://www.theosbible.college>. Applications will be reviewed by the Admissions Committee, which is chaired by the Director, Dean of Administration, Dr. Tom Carlini.

The following are required for the application packet:

1. Completed application.
2. Payment of application fee.
3. Previous degree transcripts.
 - NOTE: The prospective doctoral student must have successfully completed a Master of Divinity degree or a Master of Arts degree in an appropriate theological discipline with a minimum GPA of 3.0 on a 4.0 scale.
 - Official transcripts must be received directly from all colleges and universities attended in their original sealed envelopes.
4. Dissertation prospectus.
 - A 500-word minimum academic essay about your proposed research interest or question, which must have the potential to develop into a topic suitable for DMIN or PhD study.
5. Vocational Essay.
 - A 500-word maximum vocational composition detailing students:
 - Personal testimony and spiritual journey
 - Student's personal sense of vocation to academic and ministry leadership.

- How the DMIN or PhD program will contribute to your professional development and spiritual formation as a Christ-centered Spirit-empowered leader.

6. Recommendations.

- Four completed letters of recommendation are required. The person writing the reference must submit directly to THEOS Bible College.
 - Pastoral reference
 - Academic reference
 - Professional reference
 - Personal recommendation from a non-relative or co-worker

7. Signed Honor Code.

8. Deadlines.

- THEOS Bible College Office of Admissions must receive applications and all required documentation three weeks prior to the beginning of the fall term.

TUITION AND FEES

Students must anticipate the following additional costs for which they are responsible.

- Cost incurred by attendance, absence, or materials purchased.
- Any expenses related to continued development (i.e. seminar cost)

Fees for the Doctoral Program are \$347.22 per month for nine months, which includes the dissertation costs. Students are responsible to purchase their own text books. Each yearly program covers five courses (15 course hours) related to the students approved concentration, and 150-page research project/dissertation (30 course hours). Students will also participate in continued development of THEOS Bible College, as well as attend various meetings with staff and faculty. Any expenses related to continued development (i.e. seminar cost) is at the discretion of the student.

| Description | Credit-Hours | Cost |
|--|--------------|----------------|
| Tuition (\$225/course, book fees not included) | 15 | \$1,125 |
| + Dissertation | 30 | \$2,000 |
| + Continued development | 20 | \$0 |
| = Totals | 65 | \$3,125 |
| ÷ 9 Payments | | \$347.22/month |

PROGRAM REQUIREMENTS

Satisfactory completion of all DMIN or PhD program requirements is as follows:

- Completion of an acceptable and approved DMIN or PhD dissertation proposal/prospectus.
- Minimum cumulative grade point average of at least 3.0.
- In good standing at the College.
- Completion of five courses (15 credits).
- Adherence to strict attendance and test policy.
- Successful completion of all required course exams and additional **7-page** papers.
- Completion of approved DMIN or PhD dissertation (30 credits).
- Approval to graduate from the Doctoral Studies Committee, Academic Affairs Committee, and Faculty.
- Participation in approved continued development (20 credits - i.e. seminars, conferences, etc)

CONTINUED DEVELOPMENT (REQUIRED FOR DOCTORAL PROGRAM)

Students will participate in additional learning opportunities provided through seminars, conferences, etc that support their doctoral program. All learning opportunities must be pre-approved by the college. Students will have the opportunity to engage with the ongoing development of Theos Bible College. Any expenses related to continued development (i.e. seminar cost) is at the discretion of the student.

DOCTORAL LEVEL GRADING

- Exams will count for 60% of students grade and 7-page papers count for 40% of students grade.



DOCTORATE DISSERTATION GUIDELINES

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PREPARATION

The dissertation preparation stage is comprised of three stages. They are: the planning stage, the development stage, and the presentation stage. Each of these stages is described in detail on the next few pages.

THE PLANNING STAGE

Choose the Topic

For the 2025-2026 Academic Year, dissertation topics will have already been decided and reviewed by a faculty member.

Determine Your Timetable

For the 2025-2026 Academic Year, Doctoral Dissertations are due four weeks before graduation of 2026. Plan a timeline to live by – and stick with it! Set daily, weekly, or monthly goals (and an accountability partner) to help you stay on track.

Prepare a Proposal

After your topic has been chosen and a timeline established, the next step is to prepare. Properly planning and developing your proposal helps to clarify the what, the why, the when, and the how. A Dissertation Proposal has several sections, including the following:

1. Proposed title and topic.
2. The thesis statement. This is a single sentence that summarizes the main point of your thesis, giving the reader your point of view concerning your topic. It is the significant idea that ties all your information together.
3. Proposed thesis objectives (goals). The objectives should be written so as to provide an overview of the thesis and what the student hopes to accomplish through it.

4. Proposed approach to researching your topic.
5. A general outline of the contents (this may change once research/writing begins).
6. An estimated time frame for completing the work.

Submit the Proposal for Approval

Give your finished proposal to the Academic Dean review and approval. At that time you will schedule a session with the Academic Dean for assistance in fine-tuning your topic, approach to research, etc.

THE DEVELOPMENT STAGE

Research

Research is defined as scientific or scholarly investigation. Sophisticated and extensive research, as required by the Doctorate level program, means you must spend many hours searching out and reading source material and then analyzing what you have read. It requires a deep-thinking process that is more than mimicking the ideas of other authors. Research can include the analysis and comparison of scriptural texts, library study, personal interviews with knowledgeable individuals, statistical surveys, etc.

Research Philosophy

All Doctoral candidates should keep the following requirements in mind:

1. Research work is to be completed by the student only. A part of the discipline of graduate work is researching, reading, analyzing, and writing. No project will be accepted if the content development is not 100% of the student's work.
Academic honesty is vital.
2. All sources of research materials should be noted with footnote citation as illustrated in Research Paper Guidelines.
3. All quotations should accurately reflect the context from which the quote was

taken. Misrepresentation of any position is unacceptable to TBC. Be sure you understand the writer's viewpoint clearly. Quote your author or resource accurately. No one appreciates being misquoted.

4. Please do not write a dissertation consisting mostly of quoted material. TBC is more interested in the work and skills of the student and his/her thoughts than the opinions of others. Use your research to support your position, but draw your own conclusions. Originality and creativity are encouraged!

Official Writing Manual

The official writing manual is *A Manual for Writers of Research papers, Theses, and Dissertations, 9th Edition* by Kate L. Turabain. This comprehensive guide is a ready reference to answer specific grammatical questions as well as questions on documentation of research. Use this as a model, except as noted in the Research Paper Guidelines.

You can order the book from www.chicagomanualofstyle.org or find one at a used bookstore. New books range from \$18 - \$35 dollars including tax, shipping, and handling. Used books are also available at amazon.com.

Preliminary Drafts

Extensive research normally requires several drafts of the thesis before the final copy is prepared. You are not required to submit drafts for formal approval. However, it is a good idea to have someone with a keen eye and a good command of the English language proofread the final draft of your dissertation. The ideas and the words must be your own – but even professional writers have someone else proof their work.

Final Version

When the final version of your dissertation is complete, submit it to the Academic Dean.

RECEIVING YOUR DOCTORAL DEGREE

To receive your Doctoral diploma, your dissertation must be completed and graded as well as all of your 7-page papers turned in and graded. Please allow 4 weeks for grading. All tuition and fees for both your coursework and your dissertation must also have been paid.

DISSERTATION PRESENTATION

COVER/BINDING

The final version of the student's dissertation should be put in a black 1.5" three-ring binder with a clear insert on the front in which to insert the title page. Additionally, a PDF is to be submitted for the Theos Bible College digital Library.

TITLE PAGE

The title page information should follow the Turabian Chicago Style format and include the following:

| |
|--|
| Title |
| By |
| (Student's Name) |
| Month Year |
| A Thesis |
| Submitted To The Theological Faculty |
| in partial fulfillment of the requirements |
| for the degree of |
| DOCTOR OF PHILOSOPHY IN THEOLOGY |
| THEOS BIBLE COLLEGE |

(Example of a Dissertation Proposal template)

SCRIPTURAL STUDY ON DIVORCE FROM THE PERSPECTIVE OF JESUS
AND THE SAGES OF THE SECOND TEMPLE PERIOD

By

JOHN STAMOS

August 2019

A Thesis

Submitted To The Theological Faculty
in partial fulfillment of the requirements
for the degree of
DOCTOR OF PHILOSOPHY IN THEOLOGY

THEOS BIBLE COLLEGE

REQUIREMENTS

- Every dissertation is to be no less than 150 pages in length.
- Dissertations are to be formatted Chicago Style Turabian only. See chicagomanualofstyle.org for further inquiries.
- Every research paper must be typewritten using 12-point Calibri font.
- All research should be written in third person.
- Do not use idiomatic/paraphrase versions unless research is distinguishing various translations. All scripture quotation is to be Formal-Equivalence (Primarily Literal), or Dynamic-equivalence (thought for thought).
- Proof read research before submitting to your course professor.
- All dissertations must have a title page, abstract, acknowledgments, table of contents, introduction, research content, footnotes, conclusion, appendix (if necessary), bibliography, vita, and research paper affidavit.

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DISSERTATION GRADING

GRADING GUIDELINES

All Dissertations will be reviewed using the rubric located at the end of appendix A.

DISSERTATION EVALUATION

The evaluation of each dissertation will be based upon the following criteria:

CONTENT

What ideas were presented? What conclusions were made? Superficial treatment of a subject will earn a below-acceptable grade. Papers having less than the minimum number of pages will be returned as unacceptable.

DOCUMENTATION OF RESEARCH

Ideas presented need to be based on the Word of God and other factual information. Documentation is the evidence of the writer's in-depth research. By crediting the sources used, the writer provides support for the ideas presented, allowing readers to judge the quality, credibility, and originality of the work. Documentation also shows readers where to look for more information on the subject.

ADHERENCE

Adherence refers to the paper's focus. Information should be carefully organized around the subject. Digressing from the subject, excessive repetition, inclusion of unimportant issues, etc. will result in a below-acceptable grade.

GRAMMAR AND STYLE

This refers to accuracy of spelling and punctuation, use of proper grammar and sentence construction, and proper word usage.

DELIVERY

Did the writer capture and hold the reader’s interest? Was the presentation logical and coherent?

ORIGINALITY AND CREATIVITY

Originality and creativity refer to how the student approaches the subject. The writer is expected to make a contribution to his/her field of endeavor.

PRESENTATION

Presentation refers to the physical layout of the material presented. To obtain the maximum credit for presentation, the paper must conform to the style as outlined in the *TBC Research Paper Guidelines*.

GRADING SCALE

All dissertations will be graded according to the following scale:

| Quality of Work | Points |
|-----------------|----------|
| Excellent | 93 – 100 |
| Good | 85 – 92 |
| Average | 77 – 84 |
| Poor | 70 – 76 |
| Failure | 0 – 69 |
| Incomplete | N/A |

A grade of 85 points or more is required for a Doctorate degree.

CLOSING COMMENTS

The dissertation is a process of scholarly research in a ministry-related discipline. Research skills are imperative to the candidate’s success. Writing a dissertation is your opportunity to demonstrate competence in your field of expertise.

Dissertation Proposal Checklist

(Attach this checklist to your proposal when submitted)

(Check indicates TBC approval)

- _____ TITLE of the thesis
- _____ THESIS STATEMENT
- _____ PROPOSED THESIS OBJECTIVES
- _____ PROPOSED RESEARCH PLAN
- _____ GENERAL OUTLINE OF CONTENTS
- _____ ESTIMATED TIME FRAME for completing the work

Approved by Theos Bible College:

Name Date

Student must submit two copies of this checklist.

One will be retained in the student file.

The other will be returned to the student.

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Student Policy for AI Use In Research Papers

Objective:

This AI-generated policy provides clear guidelines for students at Theos Bible College using AI in research paper creation, with an unwavering emphasis on preventing plagiarism. The primary goal is to use AI exclusively for research and idea generation while maintaining the highest standards of academic integrity.

Scope:

This policy applies to all students engaged in research and academic paper writing at Theos Bible College.

Guidelines:

1. AI for Idea Generation:

- Students may use AI for brainstorming research topics and identifying relevant literature.
- While AI may assist in data analysis, students must meticulously validate and contextualize any findings.

2. Human-Centric Review and Editing:

- The final paper must unequivocally reflect the student's intellectual contributions.
- Students bear full responsibility for substantial portions, including abstracts, conclusions, and key arguments.

3. Ethical Considerations and Plagiarism:

- Strict adherence to ethical standards is paramount, with an uncompromising focus on avoiding plagiarism.
- All AI-generated content must be impeccably identified as such, and students must be unwavering in ensuring their work does not infringe upon others' intellectual property.
- Plagiarism refers to the act of presenting AI generated content or someone else's ideas, words, or work as one's own without giving proper credit or acknowledgment. It involves the unauthorized use or reproduction of another person's intellectual property, such as text, ideas, images, or creative works, and is considered a serious violation of academic and ethical standards.

4. Research Purposes Only:

- The use of AI is strictly limited to research idea generation, data analysis, and initial content creation.

- Students must demonstrate understanding and acceptance, that AI tools are exclusively for research purposes. Substituting AI for personal academic effort is strictly prohibited.

5. Peer Review Process:

- All research papers, whether AI-assisted or not, must undergo meticulous peer review.
- Peer reviewers are charged with evaluating papers for academic merit, clarity, and contribution to the field, with a vigilant eye for potential plagiarism.

Limitation

The use of AI in creating research papers is unambiguously limited to research idea generation, data analysis, and initial content creation. The final paper must demonstrate the student's intellectual contributions while absolutely avoiding plagiarism.

Review and Revision

This AI-generated policy will undergo review and revision as needed to align with advancements in AI technology and evolving ethical standards in research. Adherence to this policy is non-negotiable for all students engaged in research and publication processes at Theos Bible College, with appropriate consequences for violations, including disciplinary actions and publication retractions.

The decision of the Dean of Theos Bible College concerning any infraction(s) of this policy will be final.

