

BAKKE GRADUATE UNIVERSITY



STUDENT HANDBOOK **2009-10**

Bakke Graduate University strengthens leaders
who steward resources with and for vulnerable people and places,
by means of contextual, Christian-based education
innovatively delivered throughout the urban world.

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Introduction

Welcome to BGU! We are so excited to have you in one of our graduate programs and our greatest desire is to see you succeed. We have, therefore, put together this handbook, which hopefully contains a plethora of aids to assist you to that end. If you can't find an answer to a question about something, please let us know and we will add the information to our next edition of this document (we realize it will be a "living" document that constantly changes and improves to meet your needs). There is also a disc on which templates and samples have been saved, to which this document will occasionally refer. If you did not receive this disc with the handbook, contact BGU to obtain a copy.

One of the documents on that disc is a Paper Template, in which all of the formatting standards are already set up, and which you can use as the form for all papers you submit to BGU. The format is Turabian (except for the book report portion) and includes a chapter for each of the four requirements for each course (book reports, journal, project, and self-evaluation). The template also includes the proper format for the title page, table of contents, and bibliography. Details for how to use each of these sections are contained in this handbook.

When you applied to BGU as a student, you signed the "Student Statement." In this document you agreed to honor BGU's faith statement, the Lausanne Covenant (attached to this handbook as Appendix A).

Class Format

Bakke Graduate University (BGU) is a non-residential school. In other words, we do not have a regular campus where students live and our classes are not held on a daily or even weekly basis. All of our courses are intensives. Graduate-level work at BGU means one semester hour is defined as approximately 30-40 clock hours of academic work (depending on your degree level) and consists of professor instruction, reading assignments and independent project work. BGU's courses are generally offered in 8, 6, 4, and 3-semester credit hour modules. These intensive or modular formats consist of three phases:

1. A period of one to five months for completion of at least half of the course reading requirements and/or other assignments;
2. A one-week intensive (approximately 30 hours) for professor-led class sessions/field experiences; and
3. Two months for completion of post-class/field experience assignments and the remaining half of reading requirements. (For 8-credit courses, class session/field experience hours and reading requirements are doubled.)

Course syllabi are available for download from BGU's website approximately six months prior to the course starting date. Syllabi are also available via mail upon request. To allow sufficient time for course reading assignments, you should be admitted to the university and register for courses at least sixty (60) days in advance.

When you register for a class on our website, be sure you check the "Course Information Sheet," which is updated on a regular basis. This sheet is very helpful in providing information about the class, like hotels, visas, clothing, packing, etc. It is very important that you check this sheet before calling the BGU office for this kind of information.

The following chart will assist you in calculating the numbers of hours you can anticipate spending for classes at varying levels of credit. Please note that for BGU students who are writing their projects and reading in Chinese, the requirements are reduced by this equivalency:

10 pages of English read or written = 7 pages of Chinese

ESL students who are reading in English may read or write less than what is required of English-speaking students.

4-unit DMin class	25-page paper (@7,500 words)	25 hours
	1,800 pages of reading & 1-pg book rpt per book	70 hours
	30 hours of seat time	30 hours
	10-page journal	5 hours
	TOTAL	130 hours

8-unit DMin class	40-page paper (@12,000 words)	40 hours
	3,600 pages of reading & 1-pg book rpt per book	130 hours
	60 hours of seat time	60 hours*
	20-page journal	10 hours
	TOTAL	240 hours

*If the seat time increases to 80 hours, the reading requirement changes to 2,500 pages.

8-unit Int'l DMin class	40-page paper (@12,000 words)	40 hours
	2,500 pages of reading & 1-pg book rpt per book	110 hours
	80 hours of seat time	80 hours
	20-page journal	10 hours
	TOTAL	240 hours

4-unit Master's	20-page paper (@6,000 words)	20 hours
	1,500 pages of reading & 1-pg book rpt per book	60 hours
	30 hours of seat time	30 hours
	10-page journal	5 hours
	TOTAL	115 hours
8-unit Int'l Master's	30-page paper (@9,000 words)	40 hours
	2,000 pages of reading & 1-pg book rpt per book	80 hours
	80 hours of seat time	80 hours
	20-page journal	10 hours
	TOTAL	210 hours
3-unit Master's	15-page paper (@4,500 words)	15 hours
	1,200 pages of reading & 1-pg book rpt per book	50 hours
	20 hours of seat time	20 hours
	10-page journal	5 hours
	TOTAL	90 hours
6-unit Int'l Master's	25-page paper (@7,500 words)	25 hours
	1,800 pages of reading & 1-pg book rpt per book	70 hours
	80 hours of seat time	80 hours
	20-page journal	10 hours
	TOTAL	185 hours

The typical schedule for courses held in Seattle **mid-week** is as follows:

Monday-Wednesday: 8:00 a.m. - 4:30 p.m.

Thursday: 8:00 a.m. - 12 noon

The typical schedule for courses held in Seattle over weekends is as follows:

Friday through Sunday: 8:00 a.m. - 4:30 p.m.

Academic Writing

As you enter into your graduate program at BGU, the automatic assumption is that you have come with *some* academic knowledge. However, very often we find that the end product is inconsistent with the content. By that we mean that the brilliant thoughts that you have tried to convey in your work become lost in the typographical or formatting errors in which the work is presented. This document is designed to assist you to at least identify some of the more common errors. If you feel that you need more help to produce work that is at a master's or doctoral level, we recommend that you either take a class at a community college on writing or hire an editor!

Academic writing is not the same as everyday writing, but it does follow the same basic rules for sentence structure, punctuation, spelling and capitalization. However, the language is definitely more formal, and there are some punctuation, capitalization, and formatting peculiarities. Because BGU requires all work to be submitted in Turabian formatting, every student is encouraged to purchase the latest edition of Kate Turabian's book, *A Manual for Writers of Term Papers, Theses, and Dissertations*, with its extensive detail about every aspect of producing graduate-level work.



You might ask yourself why it is so important to write every paper in Turabian formatting. The most important reason is that every student will be required to write a thesis or dissertation which, by the standards of every higher education institution, must be in an academic format. By requiring you to write all of your papers in this format from the very start, you are learning years ahead of time *how* to write and format properly. We hope that when it comes time for you to write your dissertation/ thesis, formatting will not be (as big of) an issue.

So, here we go! Your biggest question now is probably, "How do I get an 'A' paper?" The surest way to do so is to *follow directions*. Read your syllabus carefully and keep in mind the four elements that every paper should include: 1) your observations; 2) an analysis; 3) ministry application; and 4) personal reflection. Another thing you should *always* remember to do before turning in a paper: spell and grammar check.

Common Writing Mistakes

Punctuation

Quotation Marks: Virtually all punctuation remains within the quotation marks, including periods and commas.

- ❖ Yes, even if the period or comma is not a part of the original quote.
- ❖ Colons and semi-colons always go outside of quotations, e.g.:
The grass was always considered "green":
- ❖ Question marks and exclamation points go outside of the quotes unless they are part of the quotation itself, e.g.:
I don't want any part of your "mess"!
"I'd be more than happy to join you!"

Numbers: Numbers through one hundred are spelled out; however, there are exceptions. Here are some of those peculiarities we mentioned:

- ❖ When writing a date, spell out the month and do not use ordinals (e.g. 4th) for example, July 4, 1776 *not* July 4th, 1776. Use numbers for a single year, e.g., 1968. When talking about a decade, do not use an apostrophe between the year and the "s" as in "the 60s."
- ❖ When citing percentages, type "19 percent" and not "19%" or "nineteen percent."
- ❖ Spell out round numbers (hundreds, thousands, hundred thousands, millions), e.g., one thousand.
- ❖ Spell out numbers that begin a sentence: "One hundred fifty people visited the church."
- ❖ Use numerals when expressing numbers of a million or more: "There are nearly 7 billion people on the planet."

Series Comma: When using a series comma, use a comma after the first item, the second item, additional items, and a comma before the conjunction (and, but, et al.).

Quotations/Citations

Plagiarism: Passing off another's ideas or writings as one's own is plagiarism. Plagiarism is failure to acknowledge material which is copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. So don't do it!

Accuracy: If you are going to use quotations they must always be accurate and should be quoted word-for-word. Do not correct the writer's grammar, spelling, etc. If they write "17% of the Earth's population," then quote it verbatim.

Errors: If the author has misspelled a word, write sic in brackets and italicized. For example: "The ship had verred [*sic*] off course by five miles."

Inserting words: Any time you add a word to assist in the explanation of what you are quoting or to replace the word "it" or "that" so the meaning becomes clear, put that word or words in brackets. For example: "The Captain wanted the crew to understand [the rules]." Although if the explanatory words are at the end of the sentence, the same quote could be written: "The Captain wanted the crew to understand" the rules.

Footnoting Quotes: Whenever you quote *anything*, you must use quotation marks and mark the citation with a footnote. Quotations of over one hundred words, eight lines, or multiple paragraphs should be set off as a block quote and be single-spaced. Do not use quotation marks in a block quote unless they are used in the quoted material itself. Any quote within a quote should be set off with a single quotation mark. For example, "Mary said, 'Yes,' but was still afraid of the consequences."

Exceptions: When you are writing your book reports you do not need to footnote, but you do need to cite the page number of anything you quote. For example:

Oleska makes the point that well-trained clergy were not necessary for transmitting the faith once it had taken root. The people repeated the stories to their children, thus "passing down the tradition the same way the pre-Christian faith had been transmitted for centuries. None of this required a trained clergy" (152-3).

Footnotes: Documenting your quotes gives proper credit to the original writer. The point of documenting your quotes is to make it easier for a reader to find the quotation in its original context. Nothing more, nothing less. Here are some general rules regarding footnotes:

- ❖ Full footnoted information is required only the first time reference material is cited. After that, use alternate citation formats such as *ibid.* (from *ibidem* "in the same place") or the author's last name, comma, and then page number. (See "Notation Samples.")
- ❖ In Word, footnotes are automatically inserted by clicking on Insert, Reference, and Footnote. If you use EndNote, the reference for each book will be maintained in your library of resources and automatically inserted.

Bibliography: Bibliographies exist so that the reader can find the information about a reference work without having to search through your paper to find the notation with all the information. The works referenced in bibliographies are alphabetized by author.

Research

Research is the work you will do to answer a question you either do not already have an answer for or cannot prove the answer you think you have. There are two primary kinds

of research. One involves using experimentation, gathering information quantitatively or qualitatively, postulating a hypothesis, testing a theory, and/or making conclusions based on the results of your research. These methods will be employed in the preparation of your dissertation and will be covered during the Research Bridge on-line course that is offered quarterly at BGU.

The other method of research utilizes consulting books, periodicals, lectures, etc. to support a thesis. You will use this method for your papers and final dissertation.

How to find it after I've read it?

BGU students are very creative when it comes to finding something they read in one of the books for a course weeks after the class and it is time to write their project. Here are just a few pointers, but what is important is that you find a method that works best for you:

- ❖ Mark your text, either by underlining, highlighting, making notes in the margins, post-it notes on pages with a few brief words to help you recall, or the "dog-ear" method (folding down the corners of pages, folding a bigger portion on pages where more important information can be found).
- ❖ Either immediately or shortly after reading the book, jot down the quotes that you know you will want to return to at a later time. Some people use 3 x 5 index cards, some simply stick with the post-it notes, some keep quotes in their computers, and some have a blank book or a notepad in which all of the quotes are listed. For example, a page for one book might look like this:

<i>The Quest for Celtic Christianity</i>	
By Donald E. Meek	
p. 2	author's goal-critical overview of the movement
p. 16	Charismatic Christians
p. 18	soul-friendship as a form of spiritual mentoring
p. 19	cultural reconstructionism
p. 23	revitalisation of society
	etc.

Library Research

We live in an age of technology; so much of your library research can actually be done from the comfort of your own computer. However, there is something to be said for walking to a section of the stacks of books and simply perusing the shelves. There are, however, many online resources that you can research.

- ❖ Local Library Options: To find a variety of public, college, university, private, and school libraries in your area that are open to the public, search: <http://nces.ed.gov>. For international libraries: <http://lists.webjunction.org/libweb>.
- ❖ Many libraries participate in the interlibrary loan program if the book you are seeking is not in your local library. You can find which library has the book you want by accessing: <http://www.worldcatlibraries.org>.

- ❖ Periodicals (newspapers, magazines, journals, etc.) are indexed in a variety of databases, depending on the library. The Seattle Public Library (SPL) has agreed to allow all BGU you and faculty to utilize their library, which is located just on the other side of the freeway from BGU. Take your BGU Student ID card, a driver's license or passport, and the Library Card Application with the letter from the SPL photocopied on the back down to the SPL to obtain a library card. At the time of application you will be asked to provide a 4-digit PIN number. Please make note of this number, as it will allow you access to the research materials that can be obtained from the SPL website www.spl.org.
- ❖ **ProQuest Religion™** - BGU has also purchased ProQuest Religion, a program that allows you to access literally thousands of journal articles and, in some cases, full texts of religious articles and books. As soon as you have been admitted into BGU, your student ID number will be sent to ProQuest, who will input the number as a "user." Log into <http://proquest.umi.com/login> to access ProQuest Religion. If you have trouble accessing your account, call 1-800-521-0600 ext. 2971, 8:00 a.m. to 6:00 p.m. EST, Monday through Friday, or email: customer_service@il.proquest.com. You can also try their on-line technical support by going to their website: www.il.proquest.com. For your login type 3623NTWH48 and then your password, which is your student ID number, which can be found on the back of your BGU student ID or on any of your BGU-generated documents. The more specific you are in your search, the less resources you will see, but the results will be more applicable to your subject matter.
- ❖ **EndNotes™** - Another benefit of paying the \$150 "Continuation Fee" that is charged to all active BGU students each year is access to another program called EndNotes™ (normally this would cost around per person \$80 to purchase). This program is ideally suited to assist you in writing your project papers and your final dissertation/thesis. This program allows you to type in a bibliography for each book you read just once and from then on you can simply click a few buttons to import that information into any other document either as a footnote or in your bibliography. You can either download a copy of this program from BGU's website or request a disc of the program.

Online Research

There are literally billions of web pages, at least 200 billion of which are not indexed. Experts believe that search engines actually index less than 10 percent of the entire Internet (Google only indexes 4 percent, and it's the largest search engine to date!). Most of the Internet is stored in what are called databases and dynamic-websites. The 90 percent of the un-indexed Internet is called the Invisible Web.

- ❖ Visible Internet: There are two main types of search engines for the visible web, search engines and subject directories.
- ❖ Invisible Internet: Start by searching on the visible Internet for the kind of database you need, then search the database. Use directories that index databases.

Online Research Resources

- ❖ **Search Engines**
 - <http://www.google.com>
 - <http://www.yahoo.com>
 - <http://www.search.yahoo.com>
 - <http://www.teoma.com>
 - <http://www.altavista.com>
 - <http://www.askjeeves.com>

- ❖ **Relevant Invisible Web Databases & Directories**
 - <http://www.infomine.ucr.edu> (collection of scholarly links reflecting selected university-level subjects and disciplines)
 - <http://www.google.com/dirhp>
 - <http://www.ii.org> (librarians' index to the Internet-excellent source to many databases)
 - <http://www.findarticles.com> (free and for fee academic and consumer articles)
 - <http://www.highwire.stanford.edu> (largest repository of full-text, peer-reviewed articles)
 - <http://www.libraryspot.com> (collection of databases, online libraries, references)
 - <http://www.firstgov.gov> (all sorts of government databases)
 - <http://www.odci.gov/cia/publications/factbook/index.html> (searchable directory of flags of the world, reference maps, country profiles, etc.)
 - <http://www.uidaho.edu/special-collections/iil.htm> (contains links to manuscripts, archives, rare books, and more)
 - <http://www.academicinfo.net> (directory of academic databases)
 - <http://www.tren.com/search.cfm?> (database of thousands of theological dissertations, theses, and conference papers-many available as e-documents)

- ❖ **Other useful Research Sites**
 - <http://www.thearda.com> (American Religion Data Archive-quantitative data from nationwide surveys)
 - <http://www.worldchristiandatabase.org/wed> (World Christian Database-statistical information on world religions, Christian denominations, and people groups)
 - <http://www.pollingreport.com> (Repository of polls from multiple sources)
 - <http://www.adherents.com> (repository of worldwide religious affiliation statistical data)
 - http://www.gc.cuny.edu/faculty/research_briefs/aris/aris_index.htm (American Religious Identification Survey)
 - http://hrr.hartsem.edu/sociology/sociology_research_resources.html (Harford Religious Research Resources-directory of numerous databases)
 - <http://www.ellisonresearch.com/PastorStudy.htm> (Ellison Research: Protestant Clergy and Laity Research)
 - <http://www.valpo.edu/geomet/geo/courses/geo200/religion.html> (map gallery of religion in the US from Glenmary Research Center)
 - www.athensams.net/myathens (great research database)
 - <http://www.ralphdwinterlibrary.org/aboutrdwl/newnevents23.htm> (an online library)

Course Projects

Every course you take at BGU will require a final project. Most professors will require that each project contain four distinct elements: 1) Reading reports; 2) a journal; 3) a project; and 4) a self-evaluation (there are a few exceptions). The following is a brief overview of the basics of those four parts.

Your final project should be emailed to BGU at homework@bgu.edu (and will be sent on to the professor of record for grading) no later than sixty days (two months) after the last day of residence or field experience. If you must turn in work after the 60-day requirement, the professor of record may not be the person who grades your paper. The extension fee of \$75 per month that is charged is paid to the reader/grader to grade the late papers.

Professors will assign both project and final course grades and submit grades to the Office of the Registrar for each student's permanent record. All projects and grade reports will be mailed back to your preferred mailing address following receipt from the professor or reader.

Book Reports

These reports should be written in the more "formal" academic language (not casual or using "I" language) and should *not* be a restatement of the book. It is important that you *always* read your syllabus carefully because, although the course requirements are similar for *most* courses, professors will occasionally change those requirements, including the requirements for book reports. Make sure you are following your directions. Generally speaking a one-page book report shall be submitted for each of the books you read in the single-space formatting as provided in the Paper Template.

If you quote from a book in the book report, immediately following the quote put the page number in parentheses, e.g. Oden said, "Sometimes people do things like that." (45) instead of footnoting each quote, although proper footnoting will be required in your project. We are asking that your book reports be single-spaced, even though this is not typical Turabian formatting (the journal and project should be double-spaced). Font should be Times New Roman 12 point.

The maximum number of pages for book reports is ONE PAGE PER BOOK. The total number of book reports will be equal to the total number of books read to attain the total number of pages required for the course. For example, if you were required to read 2,000 pages for the class and the total number of pages for the required reading texts equaled 1,450, you will read however many of the recommended texts to bring the total number of pages to 2,000 and write a one-page book report for every book. If you begin reading one of the books from the recommended list and find that you simply are not interested in what it is saying, you may list in the first page of the book report section in the table that you only read 50 pages of the book and then write in the one-page report the reasons that you felt the book was not applicable to your ministry setting or was not assisting you in your educational endeavor. Those 50 pages *do* count toward your total number as long as you have written something about it.

Elements of the book report should include for each book:

- a) Description



- i) Thesis: The main point or main concept of the book, often found in the preface or first chapter, that the author is trying to communicate. This can be written in simply one or two sentences;
 - ii) Summary of major themes/concepts/ideas.
- b) Analysis
- In this section you will interpret or analyze what the author means and is trying to communicate.
- c) Application
- What did this book mean to you? How can you apply it to your situation? What questions, issues, or disagreements were raised for you? What are some transferable principles to your ministry context?

Remember, less is more. Learn to be succinct and write only the main points.

Journal

We recommend that you begin journaling on your very first day of class or even a few days before. Take a few minutes each evening to jot down as many of the highlights of the day as you can, since all too often you will forget things you thought you would never forget! Once back home, type your journal notes into the Paper Template referring to your classroom notes, evening notes, and conversations with fellow classmates and professor(s).



If this is a 5-day course, your journal would be 10-15 pages in length; for a 2-week course the length would be double, i.e., try to stick to two to three pages per day. Dr. Ray Bakke repeatedly emphasizes the need to include in your journal the “take aways” for each day. You might want to reflect on something you read in the required texts before you came that became clearer to you during a conversation with another student or a site visit or a professorial comment. You should also record all of your “aha” moments, especially when you realize that what you just learned could be applied to your ministry setting.

At the *conclusion* of the journal, in the space of about two to three pages, address these issues in summary:

- a) Summarize your classroom experience;
- b) Analyze and interpret what you’ve learned; and
- c) Apply what you learned to life, work and ministry in your own context.

The journal should be concise, comprehensive and use “I” language. It can be more casual than the reading reports and/or the final project. This document will incorporate your observation of each session and your experiences, an analysis of what you have seen and heard, the ways in which you plan to incorporate what you’ve learned to your ministry setting, and finish by reflecting on how each day has impacted your life personally.

Reminder: Footnoting is not necessary in the Journal or Book Reports, but will be required in the Project portion.

Project

The project (which is usually Chapter 3 of your paper) should always be formal, academic language (not "I" language except when you are dealing with an aspect of personal application). Most course projects will be directly related to ministry and course content. The project will involve the analysis and reflection upon ministry and/or a related component of Christian service. The project will involve the analysis of an issue with attention given to the correlation and connection with the course topic. The project should include the analysis and discussion of relevant theological, ethical and contextual issues.

Self-Evaluation

Your self-evaluation is another "I" language document and will appear in your paper as Chapter 4 and should be an evaluation of you as you. How do you think you did in the class? Were you engaged in discussions? Did you apply your reading to those discussions? How did you meet the course suggested outcomes? What grade would you give yourself? This is only a short 2-3 page section, but it is important to evaluate!

Bibliography

This should be no problem to do if you have added all of your reading to the EndNotes program. This would include all of your reading as well as any books you might have referenced (footnoted). Remove all of the books that are listed as samples in the template and insert your own list. In the Appendices you will find a sample bibliography. Be sure to note how you are to handle two books by the same author and other distinguishing changes between the book reference in the footnote as opposed to the bibliography.

Table of Contents

After you have *completely finished* writing your paper, you will need to re-generate the table of contents and re-format it according to Turabian requirements. Here are the steps you will take for Word 2003 or older:

- ❖ Put your cursor in the Table of Contents that currently exists there.
 - a. Go to "Insert" in your tool bar
 - b. Click on "reference"
 - c. Click on "Indexes and Tables"
 - d. Click on the tab that says "Table of Contents"
 - e. Click on "Show Outlining Toolbar"
 - f. Click "Okay"

- ❖ This should generate a new updated Table of Contents but you have lost all of your formatting and the number in front of each Chapter heading. Your next steps are:
 - a. Block the entire Table of Contents
 - b. With the table blocked, click the **B** (bold) twice so everything is un-bolded; click the *I* (italicize) twice so everything is un-italicized; and the U (underline) to un-underline everything.
 - c. With the table still blocked, click on Format
 - d. Click on Tabs
 - e. In the blank type ".5"
 - f. Click the dot in front of "left"

- g. Click on "Set"
 - h. Now right before the word "Book reports" type a number 1 and hit tab
 - i. In front of each of your book titles insert a tab to line them up with the title of your chapter
 - j. Do the same for each of your chapters and subheadings
 - k. If you have second or third level subheadings, you will need to add another tab position for each, i.e. set one at 1.0" and 1.5" for two more levels of subheadings if you have them.
- ❖ If you want to know how to format the table of contents from scratch (oh, you brave souls), position your cursor where you want the Table of Contents to appear and from the tool bar:
- a. Click on "Insert"
 - b. Then Click on "reference"
 - c. Click on "Indexes and Tables"
 - d. Click on the tab that says "Table of Contents"
 - e. On the bottom left where it says "Format" click the down arrow and choose "Classic"
 - f. Make sure there are 3 levels
 - g. Show page numbers
 - h. Dot leader
 - i. Right align page numbers
 - j. Click on "Show Outlining Toolbar"
 - k. Click "Okay"
- ❖ Now that you have clicked on "Show Outlining Toolbar" you will see at the top of your screen one of the boxes that probably says "Body text." If you want to add a title to your table:
- a. Place the cursor on that line and hit the drop down box next to Body text
 - b. Choose the level you want the text to appear in and click on it
 - c. Now if you regenerate your table you will see that line added to your list of items. Unfortunately in the new 2007 version of Microsoft Word that box does not appear. However, if you go to the "Reference" tab you will see a place to change the level of your items OR (and this is important if say a whole paragraph appears in your table of contents that should not be there) change the paragraph or item you don't want in the table to "Body text."
- ❖ For Indexes, go to the last page of your paper and type "Index" at the top of the page. Then follow these instructions:
- a. Click on "Insert"
 - b. Then Click on "reference"
 - c. Click on "Indexes and Tables"
 - d. Click on the tab that says "Index"
 - e. Click in the box that says "right align page numbers"
 - f. Click Okay
- ❖ You are probably getting the message "**Error! No index entries found.**" This is because you have not marked any words. Go to a word or phrase that you want to appear in your index and highlight it.
- a. Click on "Insert"

- b. Then Click on "reference"
- c. Click on "Indexes and Tables"
- d. Click on the tab that says "Index"
- e. Click on "Mark entry"
- f. Indicate the main entry (sometimes people put "A" "B" etc. and in the second level they put the word)
- g. You don't have to put anything in the secondary entry if you are using the word as the main entry
- h. Click Okay and then go back and re-generate the index and your word or phrase should appear.

Always save your papers using your last name first, the course number, and course name (shortened or abbreviated is fine). For example, if Joe Smith took the Overture II in China, he could save the document as "**Smith OV2 China.doc.**" If Sally Green took History, she would save the document as "**Green HST601 History.doc.**"

Independent and Directed Studies

You may include a total of four to twelve credits of Independent or Directed Study courses in your program. Any exception to this policy must be approved by the Academic Affairs Committee. An Independent Study is defined as a course that you design with the assistance of an advisor. A Directed Study generally includes your participation in a seminar or conference.

Strict procedures of control and accountability must be in place for the programs to fulfill your stated purposes and reach your desired outcomes. You must obtain the service of existing faculty for supervision or propose another qualified course advisor from outside the institution. All such programs must be approved by the Academic Affairs Committee in advance.

Independent or Directed Study courses are generally designed for four (4) credits each (3 credits for MAGUM). Reading and writing requirements match those of courses in BGU programs. Reading requirements will be a minimum of 2,000 pages for both DMin and Master's students and project papers will be 40 pages for DMin and 30 pages for Master's students. You may negotiate the number of pages read and project paper length as long as you have contributed an appropriate balanced minimum of 120 hours of academic work into the course. If you are taking a Directed Study that involves a seminar or conference, the actual participation time spent during the conference should be counted toward the total number of hours allotted to the course.

You can request the Independent or Directed Study Contract and Policy from the Registrar, download the form from BGU's website, or access it from the Forms Disc. You must submit the completed forms along with proposed syllabus, advisor information, and tuition payment to the Registrar for approval by the Academic Affairs Committee. Tuition is calculated at the current rate of tuition per credit. If the study is not approved, the tuition will be refunded.

You must propose an Independent or Directed Study advisor who has a doctoral-level degree and who will evaluate your work for BGU and assign a grade at the end of the course study. If a non-BGU advisor is proposed, the advisor will need to be approved by the Academic Affairs Committee, which can take place at the time the study is being approved. If you are interested in obtaining credit from a conference or seminar not offered by BGU, a request can be presented to the AAC and approved on a case-by-case basis. Supplemental reading and reports may be required depending on your involvement in the conference or seminar.

The time limit for completion of an Independent or Directed Study is 90 days (3 months) from the time the course contract is approved. This means all coursework proposed in the syllabus must be submitted to your advisor at the 90-day due date. After the 90-day period, you will be charged a \$75 per month extension fee with a maximum of three (3) extensions allowed.

If you have proposed a Directed Study, which is typically designed in tandem with a seminar or leadership conference, and the conference or seminar dates are such that completion of the course work must be extended, no additional charge will be made to your account.

Independent Studies

When you open up the Independent Study Packet you will find five separate documents:

- a) The first is an agreement that you sign agreeing to the procedures of an independent study.
- b) The second is the proposal for an independent study, which needs to be filled out and agreed upon by you and your advisor.
- c) The third is the contract that needs to be signed by your advisor.
- d) The fourth is a W9 form, which must be signed and filled out by your advisor if the advisor pays US taxes.
- e) The fifth is a blank syllabus, which you can use as a form to fill in all of the specific information about your proposed course.

Please read over these documents carefully so you understand the requirements of an independent study.

If your advisor is one of BGU's approved faculty, adjunct faculty, or advisors as listed in the BGU catalog, you do not need to submit a vita for your chosen advisor. If, however, the advisor is not listed, you must provide a vita of the advisor along with the contract and the W9 form. The independent study packet in its entirety should be submitted to the Registrar, who will agendize the item for the AAC's approval.

Distance Courses

If you are in the Extended DMin program you are required to complete extra courses. These are often difficult for international students and those living remotely from Seattle to attend. Therefore we have provided a list of distance courses that can be substituted for these required courses. The "Distance Course Packet" on the Sample CD explains in detail the requirements for doing a distance course. We are also creating some distinctly BGU distance courses by audio or videotaping some of our regular courses to create a distance course. Distance courses are offered quarterly and you can register for them on our website at www.bgu.edu.

Personal Learning Community

Graduate-level courses often require a great deal of time and effort to complete, especially for you who have a family and full-time jobs in ministry. Therefore, BGU asks all students to identify three to five individuals who would be willing to walk with you through this educational process, reading your materials, and holding you accountable for completion. On the Samples Disc you will find a copy of each of the four evaluations (the

first of which is a contractual agreement to assist you in this process) that you will use during the next five to ten years.

The first document, entitled "PLC Contract," should be sent by you to the group you have identified. These can be peers, pastors, lay people, and even family members. Keep in mind that the PLC will be asked to read all of your papers and provide you with feedback and encouragement during the years you are in BGU. This first document can be emailed to the group along with a letter explaining about the program. A sample cover letter that was written by one of our DMin students, which can be modified and used by you if you so desire.

Evaluation #2 should be sent out after you have finished your first two classes. This evaluation will begin to identify areas where they have seen change in your personal attitudes or ministry. Therefore, please remember to keep this document handy and email out to your PLC after you have completed your second class.

Evaluation #3 would be sent when you graduate and Evaluation #4 would be sent out about three to five years after your graduation.

Extensions and Incompletes

If you are unable to submit your project by the due date, a temporary grade of "I" (Incomplete) will be recorded in your file. Any time before the final due date, you may ask the Registrar that your status in the class be changed to "withdrawn," but the normal cancellation fees will still apply. A change to "withdrawn" will not affect your grade point average. If you turn in a portion of the work, for example, all of the book reports but not the project, an "F" grade will be recorded for the work that remains incomplete, and the final grade will reflect an average of complete and incomplete work. This final grade, which could well drop below a "B," will be averaged in with your other grades. As long as your *overall* GPA does not drop below a "B" average, your work will still count toward your degree.

If you require an extension, a maximum of three (3) extensions (totaling three months) may be granted per student per class in one-month increments at a cost of \$75 per month. You must submit a "Request for Extension" form to the Registrar (via email or letter), and it must be approved by the Registrar to be official. These forms are downloadable from BGU's website.

If you are unable to complete coursework by the end of the third extension, you must petition the Academic Affairs Committee in writing for a special exception using "Request for Extension" form. Along with this form you must include a statement describing the extenuating circumstances that prevented you from timely completion of the course work and a specific, anticipated date by which the work will be submitted.

If all work for a course is not submitted by the final extension and/or exception deadline and you have not petitioned the Academic Affairs Committee within three months of the date the work was due, the "I" grade will be converted to an "F" and you will be required to re-take the entire course if credit is desired.

Full-Time/Part-Time Status

A minimum of four (4) credits per academic year is required to maintain active enrollment. You are considered full-time if you takes twelve (12) credits per academic year. (DMin students who are working on their 8-credit dissertations are considered full-time.) You may not take more than 32 credit hours in one academic year, unless special permission is granted by the Academic Affairs Committee.

Withdrawal from Course

You may withdraw from a course after registering by notifying the Office of the Registrar. The following grading policies will apply in the case of withdrawals (*see also* Refund Policies in Chapter 3, Financial Information).

1. When a notice of withdrawal is submitted on or before the first day of the in-class portion of the course, a transcript grade will not be filed.
2. A notice of withdrawal submitted any time after the first day of the course results in a grade of "W" (Withdrawal) and will be filed on your transcript.

Cancellation of a Course

The minimum number of students registered for a course shall be eight (8). If the course minimum is not reached six (6) weeks prior to the course start date, the course may be canceled and the registered students will be notified. Inclement weather, unexpected unavailability of a scheduled instructor or other circumstances not foreseen may also warrant cancellation. In any event, students who registered prior to the six-week course registration deadline will then be permitted to transfer the registration deposit to another course or request a refund. You may choose to convert the course to an independent study, the guidelines of which appear in greater detail in the BGU Student Catalogue or by downloading the Independent Study Packet from the BGU website.

Grading

Grading Factors

Course grades are submitted by the instructor to the Registrar's Office approximately two months following the course project due date. Grade reports are then mailed to you along with your graded project. Final grades are based upon the professor of record's grading formula as approved by the Academic Affairs Committee (AAC) and designated in the course syllabus.

Grade Changes

If you receive a grade for a project that is less than a "B," which is below required graduate level standards, you may be given the opportunity to invoke a one-time opportunity to have that grade changed. You must then re-submit the sub-standard project within 30 days of receiving the final grade. After the re-submission of the project, the grade may be changed at the discretion of the course instructor or academic dean if warranted by an improved project. If you require more than one grade change using this procedure, you will be placed on academic probation. If a grade of less than "B-" is earned in a doctoral-level course, the grade will be entered into the permanent record, but your *overall* grade point average must not drop below 3.0.

Grade Numerical Values

Grades have been assigned the following numerical values for the purpose of computing grade points and grade point averages:

Ltr	GPA	Low %	High %
A+	4.00	97	100
A	4.00	94	97
A-	3.67	90	94
B+	3.34	87	90
B	3.00	84	87
B-	2.67	80	84
C+	Insufficient for graduate-level credit		
D	Insufficient for graduate-level credit		
F	Failure		
W	Withdrawal		
I	Incomplete		

Grades of "I" and "W" are not included when calculating grade point averages. Grade points are calculated by multiplying the grade numerical value by the number of credit hours for a class. Grade Point Average ("GPA") is calculated by dividing the total grade points by the total accumulated credit hours.

Academic Probation

You may be placed on academic probation for several reasons including, but not limited to, the following:

1. Sub-standard admissions qualification; or
2. Failure to maintain a 3.00 grade point average.

The Academic Affairs Committee will determine the length of time you are required to stay on academic probation and the conditions that must be met to be removed from probation. If the conditions of academic probation are not met, you will be suspended. If you have been admitted under probationary status and complete the first 16 credits with a B or better, you may be readmitted into regular student status. If you received a D or F in a course, that course must be retaken if you wish to receive credit toward your degree. You may re-enroll in courses under an academic probation status. If you are suspended a second time, dismissal from BGU shall be for a period of one year and you may not re-apply until after that period.

Tips

Here are some tips for *all* students that have been gathered over the years that could prove especially helpful. These include:

1. Start using EndNotes from your very first course. You can insert the bibliographical data for each book just once and it will organize your references for the future work you do. Be sure to indicate that you want to use the Turabian format.

2. When you are reading a book, highlight items that you want to remember, coding them according to their importance. For example, some people use a small underline for relatively important, two underlines for more important, and a star in the margin for something very important. Some people fold the pages down in varying degrees (the larger the fold, the more important the quote on that page). Some use post-it notes on pages with a key word written on the post-it for quick reference.

3. Once you have finished the book, record the very important quotes in some manner. Some people like to keep a file on their computer that saves references by topic. Others prefer to keep note cards for each quote and file them by topic. Some write the quotes on a small yellow pad. At the top of the first page, write the bibliographic information and beside each quote (be sure to include the page number) write a key word in the margin. Staple the pages for each book and then alphabetized them by title or author of the book. This last suggestion is helpful because you don't have to write down the bibliography on each note card. Whichever way you decide to keep your quotes, at least do something.

4. *Always* write your book reports immediately after reading each book and before starting your next book. It is too easy to forget what you read if you start reading the next book.

5. Keep folders or notebooks for each of your courses.

6. Keep your books alphabetized by subject matter, grouping subjects together with a larger post-it to indicate the subject on the first book in each section.

7. BACK UP, save, BACK UP, save. and then BACK UP and save again. You can't believe how many of our students have lost their entire project just as they were finishing because they didn't make a back up!!!

8. On your computer, save your work in separate folders for each class. Makes it a whole lot easier to find things later.

Quick Reference for Turabian

The following are some of the primary Turabian rules that absolutely must be followed in any BGU dissertation, most of which have been mentioned in this handbook but are more easily referenced here:

1. Margins: 1-1/2" on the left, 1" margin on top, right, and bottom.
2. Double space all text except block quotes, which are single spaced.
3. Indent first line of paragraphs either .25" or .5" and block quotes at the same pt.
4. Number all lists (no bullets), locating the number at .25 and the body at .5.
5. First line of footnotes also indented identical to paragraphs indentions in the body.
6. Font sizes: body text is 12 pt. (not 14 pt. for headings) and footnotes 10 pt.
7. Common capitalization errors (these are the correct ways):
 - a. Bible
 - b. biblical
 - c. Scripture (if referring to the Bible); scripture if not
 - d. scriptural
 - e. When referencing God: he, him, his (do not capitalize)
 - f. The Church (if used in reference to the whole Church) and church (if referencing something like, "the neighborhood church...")

8. Do not put an extra space between paragraphs except just before a new heading.
9. One-sentence paragraphs are not acceptable.
10. Use block quotes when quote is more than three lines.
11. Do not use quotation marks around a block quote.
12. When quoting Scripture, punctuate & reference as follows:
 "...everlasting life" (Jn 3: 16).
13. When referencing Scripture, use two or three letters only and whether you use a period or not is okay, i.e. Jn or Jn. but all should be the same.
14. Footnotes begin at 1 with each new chapter.
15. In bibliography:
 - a. all states are abbreviated;
 - b. indent second line 5 spaces with first line at the margin;
 - c. all book titles are italicized (as well as throughout the document).
16. The following represent samples of how references appear in **footnotes**, which appear below:

¹Book

²Website

³Second occurrence of a book when another source appears between

⁴Third occurrence of the same book as just referenced

⁵One source quoted in another

⁶Thesis or dissertation

⁷Lecture

¹ Raymond J. Bakke, *A Theology as Big as the City*(Downers Grove, Ill.: InterVarsity Press, 1997).

² George Fox University, "What Is Spiritual Formation?", George Fox University <http://georgefox.edu/seminary/formation.html> (accessed October 2008).

³ Bakke., 42.

⁴ Ibid., 43.

⁵ Walter Brueggemann, *An Introduction to the Old Testament : The Canon and Christian Imagination*, 1st ed.(Louisville, Ky.: Westminster John Knox Press, 2003). Quoted in Winn Griffin, *God's Epic Adventure: Changing Our Culture by the Story We Live and Tell*(Woodinville, WA: Harmon Press, 2007). 155.

⁶ Judi Melton, "Philosophy of Ministry" (Bakke Graduate University, 2006).

⁷ Grace Barnes, "Introduction to Transformational Leadership," [lecture, Bakke Graduate University, Overture I, Seattle, WA, June 10, 2008].

17. The following represent samples of how those same references should appear in your **bibliography**:

Bakke, Raymond J. *A Theology as Big as the City*. Downers Grove, Ill.: InterVarsity Press, 1997.

Barnes, Grace. "Introduction to Six Perspectives of Leadership." In *Overture I*. Seattle, WA, 2008.

Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. 1st ed. Louisville, Ky.: Westminster John Knox Press, 2003.

Griffin, Winn. *God's Epic Adventure: Changing Our Culture by the Story We Live and Tell*. Woodinville, WA: Harmon Press, 2007.

Melton, Judi. "Philosophy of Ministry." Bakke Graduate University, 2006.

University, George Fox, "What Is Spiritual Formation?" George Fox University <http://georgefox.edu/seminary/formation.html> (accessed October 2008).

18. Kindle:

On the Kindle (sometimes at the bottom) there is a location locator it will usually read something like: Locations 335-49. This location number goes in the footnote but not the bibliography.

Footnote

Phyllis Trible. *God and the Rhetoric of Sexuality* (Philadelphia: Fortress, 1978), Kindle Electronic Edition: Chapter 4, Location 288-90.

Renita J. Weems. "Reading Her Way through the Struggle: African American Women and the Bible" in *Stony the Road We Trod: African American Biblical Interpretation*, ed. Cain Hope Felder (Minneapolis: Fortress, 1991), Kindle Electronic Edition: Paragraph 21, Location 175-78.

Bibliography

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress, 1978. Kindle Electronic Edition.

Weems, Renita J. "Reading Her Way through the Struggle: African American Women and the Bible" in *Stony the Road We Trod: African American Biblical Interpretation*, ed. Cain Hope Felder. Minneapolis: Fortress, 1991. Kindle Electronic Edition.

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APPENDIX A

THE LAUSANNE COVENANT

Introduction

We, members of the Church of Jesus Christ, from more than 150 nations, students in the International Congress on World Evangelization at Lausanne, praise God for his great salvation and rejoice in the fellowship he has given us with himself and with each other. We are deeply stirred by what God is doing in our day, moved to penitence by our failures and challenged by the unfinished task of evangelization. We believe the Gospel is God's good news for the whole world, and we are determined by his grace to obey Christ's commission to proclaim it to all mankind and to make disciples of every nation. We desire, therefore, to affirm our faith and our resolve, and to make public our covenant.

1. The Purpose of God

We affirm our belief in the one-eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who govern all things according to the purpose of his will. He has been calling out from the world a people for himself, and sending his people back into the world to be his servants and his witnesses, for the extension of his Kingdom, the building up of Christ's body, and the glory of his name. We confess with shame that we have often denied our calling and failed in our mission, by becoming conformed to the world or by withdrawing from it. Yet we rejoice that even when borne by earthen vessels the Gospel is still a precious treasure. To the task of making that treasure known in the power of the Holy Spirit we desire to dedicate ourselves anew.

(Isa. 40:28; Matt. 28:19; Eph. 1:11; Acts 15:14; John 17:6, 18; Eph 4:12; 1 Cor. 5:10; Rom. 12:2; II Cor. 4:7)

2. The Authority and Power of the Bible

We affirm the divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety as the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice. We also affirm the power of God's word to accomplish his purpose of salvation. The message of the Bible is addressed to all men and women. For God's revelation in Christ and in Scripture is unchangeable. Through it the Holy Spirit still speaks today. He illumines the minds of God's people in every culture to perceive its truth freshly through their own eyes and thus discloses to the whole Church ever more of the many-colored wisdom of God.

(II Tim. 3:16; II Pet. 1:21; John 10:35; Isa. 55:11; 1 Cor. 1:21; Rom. 1:16, Matt. 5:17,18; Jude 3; Eph. 1:17,18; 3:10,18)

3. The Uniqueness and Universality of Christ

We affirm that there is only one Savior and only one Gospel, although there is a wide diversity of evangelistic approaches. We recognize that everyone has some knowledge of God through his general revelation in nature. But we deny that this can save, for people suppress the truth by their unrighteousness. We also reject as derogatory to Christ and the Gospel every kind of syncretism and dialogue which implies that Christ speaks equally through all religions and ideologies. Jesus Christ, being himself the only God-man, who gave himself as the only ransom for sinners, is the only mediator between God and people. There is no other name by which we must be saved. All men and women are perishing because of sin, but God loves everyone, not wishing that any should perish but that all should repent. Yet those who reject Christ repudiate the joy of salvation and condemn themselves to eternal separation from God. To proclaim Jesus as "the Savior of the world" is not to affirm that all people are either automatically or ultimately saved, still less to affirm that all religions offer salvation in Christ. Rather it is to proclaim God's love for a world of sinners and to invite everyone to respond to him as Savior and

Lord in the wholehearted personal commitment of repentance and faith. Jesus Christ has been exalted above every other name; we long for the day when every knee shall bow to him and every tongue shall confess him Lord.

(Gal. 1:6-9; Rom. 1:18-32; I Tim. 2:5,6; Acts 4:12; John 3:16-19; II Pet. 3:9; II Thess. 1:7-9; John 4:42; Matt. 11:28; Eph. 1:20,21; Phil. 2:9-11)

4. The Nature of Evangelism

To evangelize is to spread the good news that Jesus Christ died for our sins and was raised from the dead according to the Scriptures, and that as the reigning Lord he now offers the forgiveness of sins and the liberating gifts of the Spirit to all who repent and believe. Our Christian presence in the world is indispensable to evangelism, and so is that kind of dialogue whose purpose is to listen sensitively in order to understand. But evangelism itself is the proclamation of the historical, biblical Christ as Savior and Lord, with a view to persuading people to come to him personally and so be reconciled to God. In issuing the Gospel invitation we have no liberty to conceal the cost of discipleship. Jesus still calls all who would follow him to deny themselves, take up their cross, and identify themselves with his new community. The results of evangelism include obedience to Christ, incorporation into his Church and responsible service in the world.

(I Cor. 15:3,4; Acts 2: 32-39; John 20:21; I Cor. 1:23; II Cor. 4:5; 5:11,20; Luke 14:25-33; Mark 8:34; Acts 2:40,47; Mark 10:43-45)

5. Christian Social Responsibility

We affirm that God is both the Creator and the Judge of all men. We therefore should share his concern for justice and reconciliation throughout human society and for the liberation of men and women from every kind of oppression. Because men and women are made in the image of God, every person, regardless of race, religion, color, culture, class, sex or age, has an intrinsic dignity because of which he or she should be respected and served, not exploited. Here too we express penitence both for our neglect and for having sometimes regarded evangelism and social concern as mutually exclusive. Although reconciliation with other people is not reconciliation with God, nor is social action evangelism, nor is political liberation salvation, nevertheless we affirm that evangelism and socio-political involvement are both part of our Christian duty. For both are necessary expressions of our doctrines of God and man, our love for our neighbor and our obedience to Jesus Christ. The message of salvation implies also a message of judgment upon every form of alienation, oppression and discrimination, and we should not be afraid to denounce evil and injustice wherever they exist. When people receive Christ they are born again into his Kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world. The salvation we claim should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead.

(Acts 17:26,31; Gen. 18:25; Isa. 1:17; Psa. 45:7; Gen. 1:26,27; James 3:9; Lev. 19:18; Luke 6:27,35; James 2:14-26; John 3:3,5; Matt. 5:20; 6:33; II Cor. 3:18; James 2:20)

6. The Church and Evangelism

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service evangelism is primary. World evangelization requires the whole Church to take the whole Gospel to the whole world. The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the Gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the Gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology.

(John 17:18; 20:21; Matt. 28:19,20; Acts 1:8; 20:27; Eph. 1:9,10; 3:9-11; Gal. 6:14,17; II Cor. 6:3,4; II Tim. 2:19-21; Phil. 1:27)

7. Cooperation in Evangelism

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily forward evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience.
(John 17:21,23; Eph. 4:3,4; John 13:35; Phil. 1:27; John 17:11-23)

8. Churches in Evangelistic Partnership

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries to other parts of the world. A reevaluation of our missionary responsibility and role should be continuous. Thus a growing partnership of churches will develop and the universal character of Christ's Church will be more clearly exhibited. We also thank God for agencies which labor in Bible translation, theological education, the mass media, Christian literature, evangelism, missions, church renewal and other specialist fields. They too should engage in constant self-examination to evaluate their effectiveness as part of the Church's mission.
(Rom. 1:8; Phil. 1:5; 4:15; Acts 13:1-3, I Thess. 1:6-8)

9. The Urgency of the Evangelistic Task

More than 2,700 million people, which are more than two-thirds of all humanity, have yet to be evangelized. We are ashamed that so many have been neglected; it is a standing rebuke to us and to the whole Church. There is now, however, in many parts of the world an unprecedented receptivity to the Lord Jesus Christ. We are convinced that this is the time for churches and para-church agencies to pray earnestly for the salvation of the unreached and to launch new efforts to achieve world evangelization. A reduction of foreign missionaries and money in an evangelized country may sometimes be necessary to facilitate the national Church's growth in self-reliance and to release resources for unevangelized areas. Missionaries should flow ever more freely from and to all six continents in a spirit of humble service. The goal should be, by all available means and at the earliest possible time, that every person will have the opportunity to hear, understand, and to receive the good news. We cannot hope to attain this goal without sacrifice. All of us are shocked by the poverty of millions and disturbed by the injustices which cause it. Those of us who live in affluent circumstances accept our duty to develop a simple life-style in order to contribute more generously to both relief and evangelism.
(John 9:4; Matt. 9:35-38; Rom. 9:1-3; I Cor. 9:19-23; Mark 16:15; Isa. 58:6,7; James 1:27; 2:1-9; Matt. 25:31-46; Acts 2:44,45; 4:34,35)

10. Evangelism and Culture

The development of strategies for world evangelization calls for imaginative pioneering methods. Under God, the result will be the rise of churches deeply rooted in Christ and closely related to their culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin and some of it is demonic. The Gospel does not presuppose the superiority of any culture to another, but evaluates all cultures according to its own criteria of truth and righteousness, and insists on moral absolutes in every culture. Missions have all too frequently exported with the Gospel an alien culture and churches have sometimes been in bondage to culture rather than to Scripture. Christ's evangelists must humbly seek to empty themselves of all but their personal authenticity in order to become the servants of others, and churches must seek to transform and enrich culture, all for the glory of God.
(Mark 7:8,9,13; Gen. 4:21,22; I Cor. 9:19-23; Phil. 2:5-7; II Cor. 4:5)

11. Education and Leadership

We confess that we have sometimes pursued church growth at the expense of church depth, and divorced evangelism from Christian nurture. We also acknowledge that some of our missions have been too slow to equip and encourage national leaders to assume their rightful responsibilities. Yet we are committed to indigenous principles, and long that every church will have national leaders who manifest a Christian style of leadership in terms not of domination but of service. We recognize that there is a great need to improve theological education, especially for church leaders. In every nation and culture there should be an effective training program for pastors and laity in doctrine, discipleship, evangelism, nurture and service. Such training programs should not rely on any stereotyped methodology but should be developed by creative local initiatives according to biblical standards.

(Col. 1:27,28; Acts 14:23; Tit. 1:5,9; Mark 10:42-45; Eph. 4:11,12)

12. Spiritual Conflict

We believe that we are engaged in constant spiritual warfare with the principalities and powers of evil, which are seeking to overthrow the Church and frustrate its task of world evangelization. We know our need to equip ourselves with God's Armour and to fight this battle with the spiritual weapons of truth and prayer. For we detect the activity of our enemy, not only in false ideologies outside the Church, but also inside it in false gospels which twist Scripture and put people in the place of God. We need both watchfulness and discernment to safeguard the biblical Gospel. We acknowledge that we ourselves are not immune to worldliness of thoughts and action, that is, to surrender to secularism. For example, although careful studies of church growth, both numerical and spiritual, are right and valuable, we have sometimes neglected them. At other times, desirous to ensure a response to the Gospel, we have compromised our message, manipulated our hearers through pressure techniques, and become unduly preoccupied with statistics or even dishonest in our use of them. All this is worldly. The Church must be in the world; the world must not be in the Church.

(Eph. 6:12; II Cor. 4:3,4; Eph. 6:11,13-18; II Cor. 10:3-5; I John 2:18-26; 4:1-3; Gal. 1:6-9; II Cor. 2:17; 4:2; John 17:15)

13. Freedom and Persecution

It is the God-appointed duty of every government to secure conditions of peace, justice and liberty in which the Church may obey God, serve the Lord Jesus Christ, and preach the Gospel without interference. We therefore pray for the leaders of nations and call upon them to guarantee freedom of thought and conscience, and freedom to practice and propagate religion in accordance with the will of God and as set forth in The Universal Declaration of Human Rights. We also express our deep concern for all who have been unjustly imprisoned, and especially for those who are suffering for their testimony to the Lord Jesus. We promise to pray and work for their freedom. At the same time we refuse to be intimidated by their fate. God helping us, we too will seek to stand against injustice and to remain faithful to the Gospel, whatever the cost. We do not forget the warnings of Jesus that persecution is inevitable.

(I Tim. 1:1-4, Acts 4:19; 5:29; Col. 3:24; Heb. 13:1-3; Luke 4:18; Gal. 5:11; 6:12; Matt. 5:10-12; John 15:18-21)

14. The Power of the Holy Spirit

We believe in the power of the Holy Spirit. The Father sent his Spirit to bear witness to his Son; without his witness ours is futile. Conviction of sin, faith in Christ, new birth and Christian growth are all his work. Further, the Holy Spirit is a missionary spirit; thus evangelism should arise spontaneously from a Spirit-filled church. A church that is not a missionary church is contradicting itself and quenching the Spirit. Worldwide evangelization will become a realistic possibility only when the Spirit renews the Church in truth and wisdom, faith, holiness, love and power. We therefore call upon all Christians to pray for such a visitation of the sovereign Spirit of God that all his fruit may appear in all his people and that all his gifts may enrich the body of Christ. Only then will the whole world become a fit instrument in his hands, that the whole earth may hear his voice.

(I Cor. 2:4; John 15:26,27; 16:8-11; I Cor. 12:3; John 3:6-8; II Cor. 3:18; John 7:37-39; I Thess. 5:19; Acts 1:8; Psa. 85:4-7; 67:1-3; Gal. 5:22,23; I Cor. 12:4-31; Rom. 12:3-8)

15. The Return of Christ

We believe that Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. This promise of his coming is a further spur to our evangelism, for we remember his words that the Gospel must first be preached to all nations. We believe that the interim period between Christ's ascension and return is to be filled with the mission of the people of God, who have no liberty to stop before the end. We also remember his warning that false christs and false prophets will arise as precursors of the final Antichrist. We therefore reject as a proud, self-confident dream the notion that people can ever build a utopia on earth. Our Christian confidence is that God will perfect his Kingdom, and we look forward with eager anticipation to that day, and to the new heaven and earth in which righteousness will dwell and God will reign forever. Meanwhile, we rededicate ourselves to the service of Christ and of people in joyful submission to his authority over the whole of our lives.

(Mark 14:62; Heb. 9:28; Mark 13:10; Acts 1:8-11; Matt. 28:20; Mark 13:21-23; John 2:18; 4:1-3; Luke 12:32; Rev. 21:1-5; II Pet. 3:13; Matt. 28:18)

Conclusion

Therefore, in the light of this our faith and our resolve, we enter into a solemn covenant with God and with each other, to pray, to plan and to work together for the evangelization of the whole world. We call upon others to join us. May God help us by his grace and for his glory to be faithful to this our covenant! Amen, Alleluia!

(Additional information concerning the Lausanne Covenant can also be found at www.esa-online.org/lausanne.html.)