

Guidelines on Academic Rigour by Course Level (S7.1)

Foundation Baptist College structures its curricula to reflect increasing academic challenge and student independence throughout our undergraduate and graduate programs. As students progress through the curriculum, they are expected to demonstrate increasing levels of proficiency in each of our institutional learning objectives — reading, growing (spiritual formation), critical thinking, communication (speaking and writing), and application (“going”) through progressively more advanced disciplinary knowledge, research skills, critical thinking, written and oral communication, and independent judgement. Individual courses may vary, but the following outline describes the normal expectations associated with each course level.

Undergraduate and Graduate Course Expectations

Course Level	Typical Bloom’s Taxonomy Verbs	Typical Reading	Typical Major Paper	Typical Oral Presentation
100	Identify, Describe, Explain, Summarize	200–350 pages	3–5 pages	5–10 minutes
200	Apply, Compare, Interpret, Analyze	300–500 pages	5–7 pages	8–12 minutes
300	Analyze, Evaluate, Integrate, Defend	500–700 pages	7–10 pages	10–15 minutes
400	Synthesize, Critique, Defend, Formulate	700–1,000 pages	10–15 pages	15–25 minutes
Graduate (500–600)	Evaluate, Synthesize, Design, Produce Original Research	1,200–2,000 pages	15–25 pages	20–40 minutes

These expectations represent typical academic workloads for three-credit courses. Reading loads, writing assignments, and presentations may be adjusted proportionally for courses carrying fewer or more credit hours.

100-Level Courses

One-hundred-level courses provide foundational knowledge and introduce students to the vocabulary, concepts, methods, and habits of higher education. Instruction is generally more guided, with significant faculty support as students develop college-level reading, writing, and critical thinking skills. Students are expected to demonstrate comprehension of foundational material, accurately explain key concepts, and begin applying them to biblical, theological, and ministry contexts.

200-Level Courses

Two-hundred-level courses build upon foundational knowledge through greater analysis and application. Students are expected to compare viewpoints, interpret biblical and theological material, engage more independently with assigned readings, and communicate increasingly sophisticated arguments in written and oral assignments. Faculty guidance remains significant while encouraging increasing academic independence.

300-Level Courses

Three-hundred-level courses encourage the development of true scholarship through substantial engagement with primary and secondary sources, analytical writing, and integration of learning across disciplines. Students are expected to evaluate competing perspectives, synthesize

information from multiple sources, and demonstrate mature academic judgement in both research and ministry application. Independent learning becomes a prominent expectation.

400-Level Courses

Four-hundred-level courses typically serve as capstone experiences within undergraduate programs. Students are expected to integrate knowledge acquired throughout their degree, produce substantial research or ministry projects, defend well-supported conclusions, and demonstrate readiness for vocational ministry or graduate study. These courses require significant independence, self-directed learning, mature judgement, and the ability to synthesize complex theological and practical issues.

Graduate (500–600) Courses

Graduate courses assume mastery of undergraduate content and emphasize engagement with first tier scholarship, independent research, professional competence, and original synthesis. Students engage directly with scholarly literature, evaluate complex theological and ministry issues, and contribute thoughtful, well-supported analyses. Graduate work requires substantially greater academic depth, research skill, and disciplinary expertise than undergraduate study, as demonstrated by the expectations articulated in graduate syllabi and assignments. Six-hundred-level courses are typically reserved for capstone or summative studies for the Master of Theology degree.

Graduate Writing Standards

All formal graduate research papers shall conform to the current edition of *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian), including proper use of footnotes, bibliography, and scholarly documentation.

Undergraduate instructors may require formal Turabian formatting where appropriate; however, instructors retain discretion to employ less formal documentation and formatting requirements when such approaches better serve the learning objectives of a particular course or assignment.