



Applied Graduating Project INT 610

The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

Instructor: Dr. T. Anderson
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Credit Hours: 3
Prerequisites: Completion of 30 credit hours or permission of the instructor
Course Term: September 7, 2026 - February 27, 2027

Description

The Graduating Project is a summative and integrative work that serves as a capstone to the student's entire course of studies in the MA program. Building on work already done in pursuit of the degree, the student will have this opportunity to consider unresolved questions and to test or apply ideas formed during the student's course of studies. The project will demonstrate the effective integration of biblical and theological themes, research into relevant literature, and significant practical ministry applications that are appropriate and effective. The project's objective is for the student to emerge from the degree with a well-developed understanding, appreciation, and application of at least one significant aspect of their field of study.

Course Learning Outcomes

This course's themes are informed by a distinct MB perspective in accordance with the Mennonite Brethren Confession of Faith. Upon successful completion of this course, you will be able to:

Knowledge and Its Application

- Demonstrate an in-depth understanding of the theory and practice of their graduating project topic
- Apply knowledge about their graduating project topic to strengthen their own and others' leadership
- Identify and interpret new ideas and research related to their graduating project topic

Cognitive Complexity

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to their graduating project topic.

- Undertake inquiry and analysis to solve problems with a high degree of innovation, divergent thinking and risk-taking
- Engage in interdisciplinary thinking that bridges multiple disciplines
- Integrate ideas and experiences in a way that generates novel insights related to their graduating project topic

Inter- and Intra-personal Wellness

- Appreciate the role of community in wellness
- Grow in emotional intelligence
- Demonstrate increased professional capacity and autonomy as leaders who employ best practices related to their graduating project topic in ways that strengthen individuals and the groups of which they are a part
- Exhibit superior organizational and time management skills
- Demonstrate academic and personal integrity

Aesthetic Expression and Interpretation

- Consider and practice creative engagement and interdisciplinary thinking
- Demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time

Social Responsibility and Global Engagement

- Analyze, appraise, and evaluate their insights about their graduating project topic in a social context
- Develop the ability to become socially responsive agents with a commitment to understanding global issues
- Build healthy multicultural teams that allow diversity to flourish

Spiritual Formation

- Cultivate a growing relationship with God that increasingly manifests itself in godly character, loving relationships, and missional living
- Demonstrate a greater understanding of and active participation in God's work in the world
- Utilize spiritual practices to deepen their love for God and increase their ministry effectiveness
- Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope

Schedule and Assignments

Date	Course Deliverable
September 10, 2026	Introductory Meeting at Willingdon Church (5:00–6:15 pm) (If you are not in the Lower Mainland, please consult with the Instructor directly.)
October 10, 2026	Project Proposal
December 12, 2026	Interim Project Report
February 27, 2027	Final Project Due

The course will require participation in a mandatory initial group meeting with the professor on **September 10, 2026, from 5:00 to 6:15 pm (PDT)** at Willingdon Church. For students outside the Lower Mainland at one of MB Seminary's Teaching Church network sites, please contact the Instructor directly.

The purpose of this meeting is for the professor to outline course expectations and address students' questions. Following this initial meeting, students are expected to develop their project plans and submit the project proposal template (see Appendix A) to the professor via email as soon as it is ready, but **no later than October 10, 2026**. Based on your proposal, the professor will either approve it or offer further direction for revision.

Students must email a progress report to their professor/project mentor by **December 12, 2026**, using the questions delineated in the Interim Project Report form template (see Appendix B).

The final project will be due to the professor (or project mentor if one is assigned) by email no later than **February 27, 2027**.

Description of the Project

The student is expected to pursue a specific issue in ministry or a significant theological question relevant to a local setting, ministry, or the broader church. This project will evaluate current approaches to the issue and suggest an improved approach. The student will evaluate both current and seminal literature on the chosen subject.

Some examples of projects include:

- "A Biblical and Practical Training Resource for Small Group Leaders in Korean Young Adult Ministry" (Training Resource)
- "Sabbath Rhythms for Sustainable Ministry: Biblical Foundation, Theological Reflection & Practical Framework" (Preaching Series)
- "Speaking Life: A Relationship-Focused, Spiritual-Based English Conversation Class for New Immigrants" (Training Guide for Churches)
- "Radical Hospitality and Meaningful Connections: Renewal of Biblical Hospitality as a Critical Component for Spiritual Formation" (Podcast)

Please note that the Applied Graduating Project is intended to be an integrative project rather than merely a written essay. Students must demonstrate how their thinking could be applied in the field and seek to impact their ministry focus. While the length or type of each project may differ depending on the idea being investigated, **every project should encompass four main areas:**

1. A **Theological**/biblical foundation of the topic being studied
2. A **Practical** component (e.g., developing a study guide, strategic plan, sermon series, etc.)
3. An **Application** (e.g., teaching the study guide, implementing a strategic plan, or preaching a sermon series)
4. A short **Reflection** of the application that answers questions such as: what did you learn, what would you do differently, and how did you grow?

The result of this project will be approximately **40 pages of written work, including a robust theological essay and a practical deliverable such as a training guide or presentation materials. There should be a significant amount of fieldwork involving others, along with a critical reflection of both the fieldwork and the project as a whole.** Note that shorter papers will reflect projects with a more active field component and, potentially, other written materials (e.g., study guide, handbook). Longer papers will rely less on *application* and more on *analysis*. However, all projects must adequately encompass both ends of this continuum.

You may also want to consider presenting the project in a different format (e.g., creating a ministry handbook, developing a training course, or producing a sermon or podcast series). Regardless of the form the project takes, **the student must obtain the professor's approval for the project's scope and deliverables before beginning.**

Within each project, the following elements should be included in the substantive written work (both the biblical/theological essay and the practical outworking of the project):

Statement of the Issue

The project should present the issue in a concise summary and provide a clear statement of its intent. The student will want to express what they are working on, why they have chosen the subject, and how they propose to address it through the project. The project should clearly articulate why it is a meaningful intersection of their studies and ministry.

Review of Current Thinking and Practice

The student will engage with contemporary thinkers and practitioners in the subject area, demonstrating an understanding of the current state of thinking and practice, both locally and globally.

Biblical and Theological Engagement

The student will demonstrate a robust grasp of relevant biblical and theological issues, deriving well-founded conclusions from an appropriate biblical foundation. At least 15–20 pages of critically written work should be devoted to this portion of the project.

Description of the Student's Personal Engagement with the Issue

The student will describe their personal engagement with the project in terms of both thinking and practice. Note that every project should describe some level of actual participation with the subject in the field, articulating clearly how such time has been invested in these practical forms of engagement.

Presentation of a Fresh Approach to the Issue

The project should build on observation and practice to offer a distinctive response to the issue, one that is effectively argued and well-founded. This may involve an evaluative critique of past leading approaches, along with a proposal for a new approach or the application of an existing principle. The writing may require considerable effort to explain a particular application in a specific setting and describe its implications for the broader work of the Kingdom.

Bibliography

The student should consider a minimum bibliography of 20 sources, including books, periodical literature, credible websites, and other scholarly resources. Again, the degree to which the student fulfills these requirements depends on the level to which the student engages in the fieldwork relevant to the project. Students who engage more actively with the subject will present a paper that succinctly addresses these issues. (*Note:* In such cases, the student will need to account for and articulate clearly how they have utilized their time in the field.) In every case, the above elements must still be adequately presented in the final project deliverables.

Students should be prepared to invest at least 120 hours in completing this project and may use work written for other MB Seminary courses as part of this graduating project, so long as it is properly cited. While these areas of study could benefit from much more attention than this timeframe allows, this course aims to produce a product that students can achieve within this limited time. Students will be wise to budget their time and expectations accordingly. Note that in the 120-hour calculation, a significant amount of one's time should be spent in fieldwork that supports the project as a whole.

Statement on Research Ethics

Students are prohibited from utilizing research or data-gathering methods involving human subjects, such as conducting formal interviews, surveys, or focus groups. Instead, students are encouraged to engage in ministry with people and to evaluate that *experience*. The focus, therefore, is on "the project" and not on "the people" participating. **Under no circumstances will formal research and testing on people be permitted.**

Grading Scale

The instructor (or assigned project mentor) will be responsible for assigning the student's final grade. Evaluation will focus mainly on the student's faithfulness to the assignment's requirements and the approved proposal between the instructor and the student, rather than on the details of the student's findings. In general, projects will be evaluated according to the following grid:

A-Range Grades (90-100): The project is clear, and the paper is well written with little need for grammar or formatting edits. The issue is clearly described, relevant to the student's objectives, and effectively addressed throughout the assignment. The project insightfully builds upon the student's previous work in their program of studies. The student has made outstanding use of the existing literature, drawing from diverse sources, both faith-based and secular, and has reflected fairly upon a variety of viewpoints relevant to the theme. The student brings a unique and well-argued perspective to the subject, reflecting a distinct and discerning ministry vantage point. The student describes clear, achievable results in a particular ministry setting, raising further questions that can fuel the student's future engagement with the subject.

B-Range Grades (80-89): The project is clear and reasonably well written, although it exhibits some grammatical or other writing deficiencies. The paper presents a promising issue that is reasonably derived from the student's program of studies and ministry/work experience. While displaying a reasonable grasp of the standard existing literature, the paper lacks a full and compelling integration of current thinking into the student's assessment of the subject. The student presents a reasonable and satisfactory, though perhaps not distinctive, response to the issues, with some attempt to describe potential ministry implications and pose further questions.

C-Range Grades (70-79): The project is significantly challenged by issues of grammar, spelling, form, and style. The issue presented by the paper is vague and lacks focus, only marginally connected to the student's previous work in their program of studies. While there is some attempt at a review of current thinking on the subject, the paper overlooks key discussions and instead relies on personal opinion. There is a lack of integration and unclear or unachievable implications for the ministry.

F Grade (below 70): The project presents grammar, spelling, form, and style unacceptable for graduate-level work. The paper lacks a clearly defined, focused issue, exhibits limited awareness of the concerns in the current discussion, and offers little to no success in presenting meaningful responses to the issues in question. It is generally unsuitable for a graduate-level paper.

As per MB Seminary's course policies, late submissions may not exceed seven days after the end of the course term, and any late submissions without prior written approval from the instructor will incur a 5% deduction. If exceptional circumstances arise where there is a need beyond the seven-day exception allowance, the student may enter into an Incomplete Grade Contract with the approval of the Instructor and Registrar.

Working with your Project Mentor

You are encouraged to work with your instructor (or project mentor, if one is assigned) to structure your project and provide a basis for the final deliverable. This should be done during the proposal phase of the project. After the deliverables have been decided, it is also entirely appropriate to email your instructor or project mentor to arrange meetings to discuss key aspects of your project. However, **students may not ask their instructor or project mentor to read their paper, in whole or in part, before formally submitting it.**

Academic Notes & Policies

Artificial Intelligence

Students may use AI tools (e.g., ChatGPT, Copilot) to assist with research for assignments in this course, provided that any assistance or content provided or created by the AI tools is appropriately identified as a source and fully cited. This includes citing the exact prompts used. Citation is not needed for simple proofreading; however, AI tools may only be used to support your work, not to produce it. AI may not be used to rewrite, augment, transform, translate, paraphrase, or increase the fluency of your original work in any way.

Failure to clearly indicate and reference AI-generated material, or the use of AI paraphrasing tools that alter the syntax, clarity, or originality of your work, will be considered a violation of academic integrity and will be reported as academic misconduct.

Students should consult their instructor if they have any questions about using generative AI tools.

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and are expected to adhere to the principles of sound academic scholarship at MB Seminary. Plagiarism is the presentation of another person's words, ideas, or work as one's own without proper acknowledgement, whether intentional or unintentional. This includes copying text without citation, closely paraphrasing a source without attribution, submitting work written by another person (including ungoverned use of AI tools, per the policy above), and resubmitting one's own previously submitted work without the instructor's permission. Students are expected to cite all sources in Turabian format as outlined below. Suspected plagiarism will be addressed and may result in a reduced or failing grade on the assignment, a failing grade in the course, or further disciplinary action, depending on the severity and circumstances of the violation.

Paper Formatting

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. This is the standard for theological education. Please consult the following manual for instructions:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: The University of Chicago Press, 2018.

Assignment Grade Appeals

Students may appeal a grade to the course instructor by submitting written reasons within one week of receiving the grade. Formal course grade appeals go directly to Dr. Brian Cooper, Academic Dean (briancooper@mbseminary.ca), or, in the case of Dr. Cooper's courses, to Dr. T. Anderson, Academic Director (tanderson@mbseminary.ca). The result may be a higher, lower, or unchanged grade. This decision is final, and no further appeal is available.

Populi Student Portal — <https://mbseminary.populiweb.com>

All students at MB Seminary will receive a username and password to the Seminary's Learning Management System, Populi. If you have difficulty with your password or login credentials, please contact Keith Reed, Director of Church Relations and Ministry Implementation (keithreed@mbseminary.ca).

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergencies, every effort will be made to communicate any class cancellations to your church host and contact. Please also refer to your course's classroom page in Populi.

Equity of Access

Students with a learning disability are responsible for informing the seminary and requesting accommodation before the course begins, so that necessary arrangements can be made to support their learning. Accommodation requests will be taken seriously, and every effort will be made to implement them. However, blanket extensions to due dates or other deadlines are not an appropriate request and will not be granted, and accommodations cannot be arranged retroactively once a course is underway.

For further information, please contact Dr. Brian Cooper, Academic Dean (briancooper@mbseminary.ca) or Dr. T. Anderson, Academic Director (tanderson@mbseminary.ca) for assistance.

Appendix A: INT 610 – Project Proposal Template

Student Name & Email:

Proposed Title for the Project:

Brief Description of the Context for the Project:

Describe the intended deliverables for each project section:

1. Biblical/Theological Foundation:
2. Practical Component of the Project:
3. Application of the Project:
4. Reflection of the Application:

Describe the Intended Outcomes for the Project:

Appendix B: INT 610 – Interim Project Report

Student Name & Email:

Project Title:

Progress Made...

Significant Preliminary Findings...

Remaining Challenges and/or Strategies...