Doctor of Ministry & Doctor of Educational Ministry

Dissertation Guide

He shepherded them with a pure heart and guided them with his skillful hands.
Psalm 78:72 HCSB

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Important Notes to the Project Director

A. The Dissertation Guide is literally your step-by-step guide as you prepare, research, implement, and write during the Project and Dissertation Phases.

B. Following the guide is not optional. All ministry projects undertaken at Midwestern Baptist Theological Seminary (MBTS) play by the same methodological rules.

C. The Project Director is the leader of this phase of study, which means your committee will follow your lead. The Program Director and Dissertation Committee members may give guidance in this process, but must not be treated as if they are collaborators or co-author of the project dissertation.

D. Work with the Dissertation Committee to determine how often to communicate during the writing process. It is up to the Project Director to ascertain how best to communicate with your committee. The student is responsible for moving forward in the writing process and seeking assistance when needed. The Dissertation Committee chair is not responsible for pushing the student to complete the project.

E. The ultimate responsibility for communication with the committee is in your hands . Sometimes this communication takes perseverance and patience. All written and electronic communications must be sent to both committee members and to the Doctoral Studies Office. A record of all communications must be maintained by you, the Project Director.

F. A Progress Report Request will be sent each semester from the Doctoral Studies Office during the project dissertation phase. Do not ignore the request. Progress reports begin the semester following the Dissertation Seminar. Failure to complete the report may result in a transcripted F. Maintaining a file of books and journals read, other research, dissertation planning and communications with the committee will make completing the report a simple process.

G. The Completion Checklist (appendix A) provides a step-by-step checklist to help stay on track as you complete the dissertation. The checklist is intended for personal use only.

H. For the purpose of content clarification, individuals may be enlisted to assist with the gathering of research data and proof-editing. However, all analysis of that data must be done by the candidate. Furthermore, the dissertation, other than proof-editing, must be written by the candidate.

II. Format of the Project Dissertation

A. The Midwestern Style Manual is the format guide for all MBTS dissertations.

B. Prior to the initial submission of the formal Proposal and final Dissertation to the Dissertation Committee, secure the services of a proof-reader who will check chapters for conformity to the MBTS format standards in the area of spelling, grammar, form and style. The Dissertation Committee will not consider work that consistently falls short of these standards.

C. The body of the Project Dissertation must fall within certain limits:
   1. A minimum of 100 pages, and an upper limit of 130 pages, double-spaced, Times New Roman size 12 font, MBTS format standards.
   2. The suggested length for each chapter: 15-20 pages; avoid extraneous commentary.
   3. The body excludes front and back matter (e.g., content, appendices, and bibliography).
   4. A shorter or longer dissertation body will be considered only upon Dissertation Committee approval via an email from the chair to the Doctoral Studies Office prior to scheduling the oral defense.

D. Special Note to Project Directors:
   1. Most dissertations will not require the use of Greek and Hebrew fonts, as a transliteration of the text generally will suffice.
   2. Acceptable Greek fonts, all of which are True Type fonts, are: Greek Regular, Greek FP, Graeca II, Graeca II Bold, Graeca II Bold Italic, and Graeca II Italic.
   3. Acceptable Hebrew Fonts, all of which are True Type fonts, are: Hebraica, Hebraica II, and Hebraica Regular.
   4. Direct questions regarding the use of Greek and Hebrew to the Dissertation Committee chair.
   5. If the Project Proposal Worksheet (PPW) was used during the Dissertation Preparation seminar or as an initial communication tool between the student and Committee, please note this is NOT the same as the proposal. Passing the Dissertation Preparation seminar or "Committee approval" of the PPW is not the same as Project Approval.

III. The Project Phase

A. Looking for Challenges, Needs, and Opportunities

1. Find a biblically definable challenge, need, or opportunity within the ministry setting, i.e., one that a *Christian minister* would naturally address, rather some other kind of professional.
2. Conduct considerable field research in the chosen area of study to substantiate the need. This research includes, but is not limited to, demographics, psychographics, surveys, interviews, historical/archival research, and observation.

3. Propose a solution to the challenge, need, or opportunity that is *contextual* and *original*, if not radically so, lest the project fail to educate colleagues.

B. Asking the Right Questions

The thought-process involved at this stage can be summarized with the following series of questions. The project must be massaged in a way that the following questions can all be addressed. This may require extensive fine-tuning of the original project plan.

1. Do the scriptures implicitly or explicitly recognize the challenge, need or opportunity?
2. Based on what they have said or written, would other ministry professionals be concerned about this sort of challenge, need or opportunity?
3. What about the culture, context, and community make this project unique?
4. Is the project doing something different, thus allowing other ministry professionals to learn from this project?
5. As a practical matter, is the project doable?
6. Is the project in an appropriate ministry setting?
7. Will those in this ministry setting cooperate with this project?
8. Can the anticipated changes resulting from this project be measured? In other words, will the Project Director be able to demonstrate that he or she has changed the workings of this ministry setting?

C. Developing the Project Framework

1. Craft the Project Concept — With the answers to the above questions in mind, write the following:

Project Concept Elements	**Element Description**
The Setting of this Project	The location of the project
Focus of this Project	The challenge, need, or opportunity to be addressed by this project
Scope of this Project	The starting point and the ending point, such as start with the first equipping session and end with the last session; or start with the first strategy team meeting and end with a proposal to the leadership or the first steps of strategy implementation; or start with the first planned skilled enhancement action and end with the final enhancement action.
Product of this Project	The result at the end point such as a new equipping plan, a new or improved skill, or a strategy proposal.
Purpose of the Project	The reason for doing the project.
Project Implementation Schedule	Dated schedule of project actions

2. Select the Type of Project that Best Fits the Concept

a) With the setting, focus, scope, product, and purpose to be addressed through the project in mind, select the type of that best fits the concept.

b) MBTS dissertation projects are based on a choice of three types of ministry projects or a blending of types. *The majority of dissertations will follow the Equipping Model.*

c) Use the worksheet for the selected project type or the one that comes closest to the concept to help put the following pieces together (purpose statement, objectives, and goals) during the planning process. See Appendices B, C, and D.

Types of Projects	**Product of Project**
Equipping Model (Appendix B)	Create a set of actions with materials to equip or educate a group of believers for a ministry or skill application.
Enhancing a Personal Ministry Skill (Appendix C)	Improve a personal ministry skill (such as exegetical preaching or ministering to internationals)
Developing a Ministry Strategy (Appendix D)	Craft a strategy (set of actions) for a ministry directed toward a specific group of people including the early stages of implementation.

3. Develop the Purpose Statement for the Project

a) The purpose statement answers the questions "what" and "why?"

b) The statement anticipates measurable results. Thus, by its very natures, the purpose statement anticipates what that can be accomplished during the three-month long project.

Purpose Format	The purpose of this project is to (what—develop a course) with an anticipated answer (why—to equip teachers with best practices in small group teaching methods).
Example	The purpose of this project is to develop a course designed to equip the teachers at First Baptist Church with best practices in small group teaching methods.

4. Develop the Project AND Professional Objectives and Goals

a) Project Objectives and Goals

(1) The project objectives set targets that will be accomplished as a result of the project.

(a) An objective includes the domain of learning verb and the content addressed with each objective.

(b) Writing an objective identifies the level of learning the Project Director will work through as he or she experiences the project.

Project Objective Format	The Project Director will [learning domain verb] [specific ministry].
Example	The Project Director will synthesize an equipping strategy for deacons to learn how to minister with cancer patients and their families.

(2) A goal or goals related to an objective provides what the Project Director will do to accomplish the related objective.

Project Goal Format	To [measurable action] to [specific ministry].
Example	To combine a minimum of twenty sources on ministry strategies with cancer patients and their families.

b) Professional Objectives and Goals

(1) The professional objectives set targets that will be accomplished for project director's personal growth or skill development in order to do the project.

(2) Each objective includes the domain of learning the project director will use and the content he or she will address to equip oneself to do the project.

Professional Objective Format	The Project Director will develop [learning domain] [specific personal area of improvement or growth].
Example	The Project Director will develop skill in preparing lesson plans.

(3) A goal or goals related to an objective provides what the Project Director will do to accomplish the professional objective.

Professional Goal Format	To [measurable action] to [the area of personal improvement or growth].
Example	To adapt a minimum of five ideas gained from research as it related to lesson planning for the equipping strategy.

c) Objective Guide

The following chart is a source of words to help identify the learning domains being considered for the objectives as well as the corresponding words to use in the goals. For example, if a project objective is in the *understanding* level then select *analyze* or *synthesize* for the domain and one of the action words under the domain chosen for the related goal for that objective. So one might choose to analyze something for the objective with compare in the goal.

Knowledge Verbs	Understanding Verbs	Psychomotor-Skill Verbs	Affective Verbs
a. Identify **b. Recall** **c. Recognize** **d. Name** **e. State** **f. Reproduce** **g. List** **h. Quote** **i. Match**	**a. Comprehension** 1) Draw 2) Explain 3) Illustrate 4) Rephrase 5) Translate 6) Convert 7) Infer 8) Interpret 9). Estimate **b. Application** 1) Apply 2) Employ 3) Transfer 4) Use 5) Solve 6) Construct 7) Prepare 8) Demonstrate 9) Calculate **c. Analysis** 1) Discriminate 2) Outline 3) Diagram 4) Categorize 5) Compare 6) Contrast **d. Synthesis** 1) Create something new by combining ideas 2) Combine 3) Formulate 3) Organize 4) Produce 5) Integrate 6) Design 7) Craft **e. Evaluate** 1) Appraise 2) Argue 3) Assess 4) Judge 5) Evaluate 6) Validate 7) Critique 8) Weigh 9) Examine	**a. Perception** 1) Listen 2) Observe 3) Choose 4) Detect **b. Set** 1) Begin 2) Start 3) Proceed 4) Show **c. Guided Response** 1) Assemble 2) Fix 3) Manipulate 4) Perform 5) Imitate **d. Mechanism—Guided Response with greater skill** **e. Complex Response** 1) Assemble with greater skill 2) Fix with greater skill 3) Manipulate with greater skill 4) Perform with greater skill 5) Initiate with greater skill **f. Adaptation** 1) Adapt 2) Modify 3) Change 4) Improve 5) Extend 6) Elaborate 7) Enhance **g. Origination** 1) Create 2) Develop 3) Invent 4) Design 5) Compose 6) Devise	**a. Receiving** 1) Listen 2) Concentrate 3) Follow 4) Observe 5) Watch 6) View 7) Be attentive 8) Be focused **b. Responding** 1) Share 2) Answer 3) Ask 4) Volunteer 5) Comply 6) Assist 7) Testify **c. Valuing** 1) Justify 2) Commit 3) Defend 4) Initiate 5) Appreciate 6) Select 7) Value 8) Work **d. Organizing** 1) Prioritize 2) Integrate 3) Reorder values 4) Compare 5) Combine **e. Characterization** 1) Reflect 2) Display 3) Practice 4) Demonstrate 5) Act

d) Learning Domains:

Learning is not an event. Educational psychologists have identified three domains of learning: cognitive, psychomotor and affective.[1] To illustrate learning domains and how they complement and differ from one another,

[1] B.S. Bloom, et al., *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: David McKay Company, 1956.

imagine your church is hosting an evangelism-training event. On Saturday morning the instructor covers the importance of evangelism, the Biblical mandate for sharing and tools to help you memorize the Roman Road. The training culminates in an oral and written test. These are varying degrees and complexity of cognition (understanding/knowledge). In the afternoon you practice what you have learned with other participants. That evening, you visit unchurched homes using your new skills. This demonstrates learning at the psychomotor (skills) domain. Eight weeks later, you have shared the Gospel with neighbors, joined your church evangelism team, and increased financial support of evangelistic endeavors. The latter demonstrates affective (values/behavior) learning has taken place. Your project must seek demonstrable growth in knowledge, understanding, skills and behavior, the three learning domains.

D. Writing the Project Proposal (Chapters 1-4)

1. Project Proposal Contents

a) Based on the project framework, the next step is to write the project proposal which is the dissertation chapters 1-4.
b) The proposal has Front Matter, Chapters, and Back Matter (these elements are fully explained in the MBTS Style Manual):

Front Matter	Title Page Copyright Page Contents Lists of Figures, Tables, or Illustrations Glossary or Definitions[2]
Body	Introduction Chapter 1: The Ministry Setting Introduction Ministry Description Demographics Community Information Project Director Information Hypothetical Presupposition

[2] Almost every project dissertation will use specialized or technical terms as labor saving devices. “Prayer,” “fasting,” “mentoring,” “evangelical,” and “witnessing” all might qualify as technical in this sense. When the Project Director plans to use any such terms at decisive points in the dissertation—in the project title, purpose statements, objectives or goals—the words must be defined precisely. In terms of format, definitions should be listed in prose or as footnotes. Consider the following three examples:

A. Deepen: to extend and expand each person’s capacity for X.
B. Intimacy: a person’s awareness of proximity to another.
C. Fasting: going without food voluntarily for purposes of gaining intimacy with God.

The main point to remember is that technical or specially defined terms must be used as such throughout the dissertation.

	Purpose Statement Conclusion Chapter 2: Biblical Rationale Introduction Biblical Evidence (use the text reference or key principle as your subheading) Conclusion Chapter 3: Research and Discovery Introduction History of Practice Review of Literature Context Application Conclusion Chapter 4: Implementation Strategy Introduction Purpose Statement Project Objectives and Goals Project Plans Project Expenses Assumptions Limitations Conclusion
Back Matter	Illustrations (if applicable) Appendix Glossary (if applicable) Bibliography

2. Writing Chapter 1: Ministry Setting

a) Chapter 1 sets the tone for the project.

b) The purpose of chapter 1 is to show that the Project Director understands the ministry setting and has conducted sufficient research to identify the challenge, need, or opportunity intended to be engaged through the project.

   (1) Identify factors such as the culture, context, and community that might affect the project.

   (2) Substantiate these factors and others through field research.

c) Although not every project proposal will require each element, the following are suggested chapter 1 subheadings:

Introduction	(1) Introduce chapter with a minimum of two paragraphs transitioning from the introduction of the dissertation and the explanation of the purpose. (2) Notice the introduction of a chapter does not need the heading. (3) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer. (4) The six sections for chapter 1 include Ministry Description, Demographics, Community Information, Project Director Information, Hypothetical Presupposition, and Purpose Statement.
Ministry Setting	(1) In this section, the Project Director offers basic information about one's place of service and where, by implication, he or she plans to

	implement the project. (2) Reliable measurement tools include questionnaires, surveys, personal interviews, group polls, etc. (3) Reliable sources of information include any archival documents e.g., minutes, publications, convention and association records, and letters that might shed light on the nature of the ministry setting. (4) Reliable persons to interview include several members in the church or organization, especially former pastors, directors of missions, long-standing members, new members, and anyone who might have left under adverse circumstances. i. Others include community leaders, residents and others dealing with similar ministry issues (i.e., other pastors or ministers). ii. The project need will determine who is questioned and what is asked. (5) As a rule, gather and generate more data than one anticipates using.
Demographics	Relate directly to the context of the project. Beware of the fallacy of demographics (see appendix K)
Ministry Community Information	Relate to the context of the project's purpose.
Project Director Information	Relate strictly to the project. Full information about the Project Director will be located in the Vitae at the end of the dissertation (see appendix E).
Hypothetical Presupposition	(1) Validate the specific challenge, need, or opportunity the Project Director plans to address through this ministry project. (2) Interpret the field research data to answer the question, "What actions need to be taken to engage this challenge, need, or opportunity?"
Purpose Statement	Use the same statement found in I.C.3 of this document.
Conclusion	(1) Summarize and reflect on the points made in chapter 1. (2) Avoid introducing new information in the conclusion in the two or more paragraphs. (3) Quotes and footnotes are not appropriate in the conclusion. (4) End the conclusion with a brief transition to chapter 2.

d) Consider the Chapter 1 standards rubric:

	1 Deficient	**2 Substandard**	**3 Acceptable**	**4 Excellent**
Purpose Statement	Not clear, specific, or defined	Understandable, the premise not defined nor acceptable	Reasonably clear and precise premise somewhat vague	Clearly defined premise
Challenge, Need, Opportunity	No clear, specific, or defined challenge, need, or opportunity	Challenge, need, or opportunity is broad and vague,	Challenge, need, or opportunity is defined and state the intention of the study,	Challenge, need, or opportunity is clearly stated, narrowly defined and

		refinement essential	additional refinement needed	related to the field of study
Ministry Setting	No clear, specific, or defined educational setting	Little ministry setting context or research provided	Adequate ministry setting context and research provided	Defined ministry setting and substantive research provided
Community, Congregational, Cultural, or ministry Setting	No clear, specific, or defined community or ministry setting	Little ministry setting context or research provided, little impact information provided	Adequate ministry setting context and research provided, impact analysis provided	Defined ministry setting and substantive research provided, impact analysis supports challenge, need, or opportunity
Project Director Information	Little information about the Project Director provided that relates to problem	Limited relationship and support of challenge, need, or opportunity	Adequate relationship and support of challenge, need, or opportunity, defines skills and training needed to address the challenge, need, or opportunity	Substantive and clear relationship that supports the challenge, need, or opportunity, impact analysis of skills and training need is substantial

3. Writing Chapter 2: Biblical Rationale

a) Demonstrate the project challenge or need is justified from a biblical standpoint.

b) Chapter 2 has three sections:

Introduction	(1) Introduce chapter 2 with a minimum of two paragraphs transitioning from the introduction and explaining the purpose of chapter 2. (2) Notice the introduction of a chapter does not need the heading. (3) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer. (4) Chapter 2 has three sections—Introduction, Biblical Evidence, and Conclusion.
Biblical Evidence	(1) All project dissertations get their rationale from a biblically derived imperative: something that Christians ought to be doing, and the people in the Project Director’s ministry setting are not doing that thing—or they are not doing it as well as they could. (2) The basic skill of this chapter is to notice when the biblical writers are merely saying, “This happened,” and when they are saying, “This ought to happen at all times and in all places.” (3) Notice the Biblical Evidence section will not have the subhead Biblical Evidence. Instead the first level subheadings are determined by the content. (4) Avoid inserting verses verbatim under the subheads.

Conclusion	(1) Summarize and reflect on the points made in chapter 2. (1) Avoid introducing new information in the conclusion in the two or more paragraphs. (2) Quotes and footnotes are not appropriate in the conclusion. (3) End the conclusion with a brief transition to chapter 3.

c) Consider the Chapter 2 standard rubric:

	1 Deficient	**2 Substandard**	**3 Acceptable**	**4 Excellent**
Theological/Biblical Rationale	Evidence not related, logical, or supported by subject	Evidence is weak, with little support and interaction with subject	Reasonable support and interaction with subject	Subject is supported and interaction is logical and orderly

4. Writing Chapter 3: Research and Discovery

a) Chapter 3 provides readers a history of the church or ministry where the project will take place and a review of literature in regard to the challenge, need, or opportunity.

b) Chapter 3 has three sections:

Introduction	(1) Introduce chapter 3 with a minimum of two paragraphs transitioning from the introduction and explaining the purpose of chapter 3. (2) Notice the introduction of a chapter does not need the heading. (3) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer. (4) Chapter 3 has three sections— History of Practice, Review of Literature, and Contextual Application.
History of Practice	(1) The history of the church or ministry in the context of the challenge, need, or opportunity being addressed by the project plays an important role in setting the stage for the reader to understand what is behind the situation. (2) The reader only needs to know aspects of the ministry's history that directly relate to the context of the project.
Review of Literature	(1) Reflect on the contribution of practitioners such as John Maxwell, Chuck Swindoll, John McArthur, Allan Taylor, and Kenneth Gangel in regard to the specific project context. (2) Concentrate on getting an overall view of what has been done by others thus far regarding the perceived challenge, starting with all available literature that is parallel to these plans. After all, the distinguishing mark of a professional doctorate is the ability to find new and better ways of engaging challenges, needs, and opportunities. To accomplish strategic problem solving techniques, one must know what others have attempted. (3) Be sure to *evaluate* each effort in terms of its success, failure, and biblical fidelity, although it is permissible to comment on several

	of them as a class, i.e., Warren, Hybels, and Silva. (4) If no clear conclusions about this literature emerge, one's examiners will wonder why the project is needed. If other ways have succeeded, why not adopt them? This question is at the heart of every ministry project.
Contextual Application	(1) For clarity, the history of practice and review of literature in chapter 3 applies only to the context of the project. (2) The purpose of the research and discovery regarding the history of practice and review of literature is to inform and engage the reader in the challenge, need, and opportunity facing the Project Director. (3) Connect the content of the previous sections, the history of practice and the review of literature, to this project.
Conclusion	(1) Summarize and reflect on the points made in chapter 3. (2) Avoid introducing new information in the conclusion. (3) Quotes and footnotes are not appropriate in the conclusion. (4) End the conclusion with a brief transition to chapter 4.

c) Consider the Chapter 3 standard rubric:

	1 Deficient	**2 Substandard**	**3 Acceptable**	**4 Excellent**
History of Practice	Evidence not related, logical, or supported by subject , erroneous sources are cited, limited interaction with subject	Evidence is weak and often illogical, inadequate sources are cited, little support and limited interaction with subject	Reasonable support and interaction with subject, centers primarily on research with some original thought	Subject is supported and interaction is logical and orderly, demonstrates original thought
Implications	No implication for addressing the challenge, need, or opportunity, no evaluation of components, no clear conclusion drawn	Limited implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn	Adequate implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn	Substantive implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn
Research	Inadequate number of resources, overuse of secondary resources, resources are not current	Minimum of one resource per page, Unbalanced use of primary and secondary resources, occasional use of current resources	Minimum of 2 or more resources per page, balanced use of primary and secondary resources, adequate use of current resources	Substantial use of primary and secondary resources,

5. Writing Chapter 4: Implementation

a) Explain how the intentions of this project deal with the challenge, need, or opportunity identified back in chapter 1.
b) Restate the Purpose Statement and then add the Professional Objectives and Goals and Project Objectives and Goals, Project Plans, Project Expenses, Assumptions, and Limitations.

Introduction	(1) Introduce chapter 4 with a minimum of two paragraphs transitioning from the introduction and explaining the purpose of chapter 4. (2) Include information about the seven sections in chapter 4. (3) Notice the introduction of a chapter does not need the heading. (4) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer. (5) The seven sections for chapter 4 include Purpose Statement and then add the Professional and Project Objectives and Goals, Logistical Annotation, Project Expenses, Assumptions, Limitations, and Key Definitions.
Purpose Statement	The purpose statement, as it appears here, will be identical to the statement given in chapter 1. Here is a place to cut and paste without remainder.
Project and Professional Objectives and Goals	(1) Use the objective and goals found in III.C.4 of this document. (2) Place each goal with its correlating objective.
Project Plans	(1) How do you plan to modify the group's behavior or that of your own depending on the type of project? (2) Explain the planning and implementation of the project through the following five areas: (a) Project Methodology: Research of appropriate methodologies as appropriate for the selected type of project (i.e., teaching methods, preaching styles) i. Identify methods or styles to be used in the project. ii. Recognize that methods are not theologically neutral. iii. Design this plan to yield measurable or demonstrable results. (b) Participants (if groups or individuals are involved) i. Include each person's name (or pseudonym), age (in general terms), marital status, and occupation, plus anything else that might be relevant to the ministry project. ii. Place names in alphabetic order. For some projects, including ethnicity and socioeconomic status might have undesired bearing on the project. (c) Process (i.e., lesson plans, sermon outlines, or meeting agendas) i. Outline what the participants will do. (See III.C.4.c. for outcome verbs) ii. Remember, at this stage, the project must be substantial enough to require at least three months to implement. iii. What will the Project Director say and do? iv. Who will be working with the Project Director? Guest experts, observers, helpers? v. What handouts or visual displays will be used? vi. If the project involves sessions or meetings, how long will

	each session or meeting last? Do the sessions have clear goals? vii. Why does the Project Director think these plans will realize the stated objectives? viii. The Project Director will notice that the proposal needs to contain information that will be detailed, since the Dissertation Committee will need to know enough to grant approval. ix. The Project Director needs to *refer* to the project materials in this section: the project materials (such as lesson plans, tests, handouts, case-studies, etc.) will appear in the appendix of the proposal. (d) Logistics of the sessions (i.e. training, teaching, preaching, facilitating). i. When does the Project Director intend to meet with the group or carry out certain project steps? ii. Where will the sessions or steps occur and why that particular place was chosen? (e) Measurement Devices i. Fortunately, excellent measuring devices to use in evaluating a project have already been created in most cases. Modify them slightly for special needs. ii. With the Equipping Strategy type of project, for example, apply the same tests twice, once before (pretest) and once afterward (posttest) so that the same information is measured each time. iii. Supplement the pre- and post-tests with other measurement devices. It is unwise to depend only on this measurement. iv. For all types of ministry projects, a variety of evaluation measurement devices might be used to measure the results of the project. • Direct measurement devices include standard test and interviews. • Indirect measurement devices include control groups, expert observers, and learning contracts. • For ideas, see appendix F for evaluation procedures used by previous MBTS project directors.
Project Expenses	(1) Show “costs” to include, but are not limited to, the use of copyrighted materials, rented facilities, professional consultants, post office charges, printing of materials and travel expenses. (2) All costs associated with project implementation need to be anticipated in this section, and reported in Chapter 5.
Assumptions	(1) All ministry projects will have to work from starting points that cannot themselves be defended in any practical way –decisive assumptions. (2) Consider the objectives described earlier with this question in mind: what ‘breaks’ are needed for the project to be successful? (3) One can also imagine a case in which a measurement tool does not hit its mark. Instead of quantifying one thing, it quantifies another.
Limitations	(1) Draw several lines around the project, especially in terms of its population, use of time, area of study, number of trainers, and capabilities of its participants. These are the project’s limitations, and

	they must appear as a list according to the following format: (a) This project is limited to the selected members of FBC. (b) This project is limited to the number of weeks from __/__/__ to __/__/__. (c) This project is limited to the topic of ___________. (d) This project is limited to ______ instructor(s) on the topic of ____________. (e) This project is limited to the physical and mental abilities of the selected members. (2) The setting of limitations is, therefore, a relatively straightforward matter.
Conclusion	(1) Summarize and reflect on the points made in chapter 4. (2) Avoid introducing new information in the conclusion in the two or more paragraphs. (3) Quotes and footnotes are not appropriate in the conclusion. (4) End the conclusion with a brief transition to chapter 5.

c) Consider the Chapter 4 standard rubric:

	1 Deficient	**2 Substandard**	**3 Acceptable**	**4 Excellent**
Objectives, Goals and Outcomes	No clear specific or defined objectives, goals or outcomes	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined
Project Plans and Measurements	No clear specific or defined project plans and measurements	Two or more elements not clearly defined, project plans and measurements do not agree	One or more elements not clearly defined, one or more elements not in agreement	All elements clearly defined and are in agreement

The Implementation Strategy should demonstrate excellence and competency in each aspect of the implementation plan; from enlistment of participants, delegation of talks, session logistics and project measurement tools. Remember, chapter 4 should clearly show how this doctoral project is far more significant than previous professional endeavors.

E. Requesting Project Proposal Approval (Chapters 1-4)

1. The Project Proposal must be electronically submitted to the Dissertation Committee members and the Doctoral Studies Office ten months or more prior to the graduation.
   a) This ten-month schedule allows adequate time for project implementation, writing the dissertation, and making revisions, as needed.
   b) Please note that no project that is implemented—let alone completed—before Dissertation Committee approval will count toward degree requirements.

2. Only the Dissertation Committee chair can give approval to begin project implementation.
   (a) The following major questions must be answered successfully by the Dissertation Committee:
      (1) Does the project address a genuine ministry setting challenge, need or opportunity? If involving human subjects, does the proposal need approval by the Institutional Review Board? See appendix K.
      (2) Does the Project Director have a clear-cut understanding of the context and of those who will be involved in the project?
      (3) Can the Project Director find a biblical basis and sources for addressing the challenge, need or opportunity?
      (4) Will the Project Director be able to demonstrate that the project resulted in the intended changes?
      (5) And finally, will the project educate colleagues in ministry?
   (b) The responses to these questions will be used to determine how to proceed with the project concept.
      (1) The committee may request that revisions or changes be made to the proposal,
      (2) Or that additional research is reflected in future writing.

3. The Project Director needs to have the final Project Proposal reviewed by a proof-reader before submission to his or her Dissertation Committee for final approval. If desired, a list of readers is available by request from the Doctoral Office.

4. Once the Project Proposal is approved by the Dissertation Committee, a letter or email to that effect will be sent from the Dissertation Committee chair to the project director and the members of the Dissertation Committee, with a copy sent to the Doctoral Studies Office and the director of Doctoral Studies.

F. Implementing the Project

1. Implementation of the project begins as soon as possible after the Dissertation Committee approves the proposal.

2. The project *must* be so substantial that it requires no less than three months to implement in which the Project Director works directly with those in his or her ministry community.

3. Unexpected delays may result in the ministry project implementation taking longer than anticipated.

4. Starting the project soon after approval enhances the possibility of completing the dissertation during the suggested implementation schedule.

5. During project implementation, keep notes, a journal, and other records of what happens.

IV. Dissertation Phase

A. Transition

1. After project implementation and the results are gathered, complete Chapter 5, *Implementation Report* and Chapter 6, *Implementation Analysis*.
2. At this time, only minor revisions to the first four chapters are acceptable. Those revisions will require approval of your Dissertation Committee chair.
   a) No changes should be made to the project goals and objectives.
   b) Most likely one will uncover relevant information regarding the history or ministry setting during the implementation.
   c) These new findings or insights should be included in substantive notes or in chapters 5 and 6 rather than revising the body of the first four chapters.

B. Writing Chapter 5: Implementation Report

1. Notes? Journal? Other records? The project implementation report tells the reader what happened during and between each session and/or step of project implementation and what the final results were, all without saying yet whether they were good or bad.

2. Start with a report of what the Project Director actually did procedurally (implementation summary). Then cover the data generated by the Project Director's measurement devices, *moving from the hardest data to the softest* (results of direct and indirect measurement tools). Finally, refer to any causes and results that one did not expect (unforeseen causes and effects).

Introduction	(1) Introduce chapter 5 with a minimum of two paragraphs transitioning from the introduction and explaining the purpose of chapter 5. (2) Include information about the five sections in chapter 5. (3) Notice the introduction of a chapter does not need the heading. (4) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer. (5) The five sections for chapter 5 include Implementation Summary, Results of Direct Measurement, Results of Indirect Measurement, Unforeseen Causes, and Unforeseen Effects.
Implementation Summary	(1) Explain what was done to achieve the intended results in each *aspect* of the project. (2) Types of questions to answer: Did the Project Director proceed as planned? Did the Project Director use the plans found in the dissertation appendices? Did the experiences occur when and where they were scheduled to take place? Did everyone show up as planned? (3) The emphasis here is on brevity and orderliness.
Results of Direct Measurement	(1) This section presents the data generated by the measurement devices, proceeding from the most objective to the least.

	(2) The results of the following kinds of tools will be described as follows: (a) **Standard Tests:** The first matter to settle here is what happened when standard tests were given the second time. Thus, start by citing the previous 'scores' and then give the latest ones, plus summaries of where the differences exist. Move through the tests question by question, keeping the answers as brief as possible. (b) **Interviews:** If the Project Director's evaluation featured interviews of various kinds, then the before-and-after results of them should be given here, coordinating the responses from person to person and question to question. One wants to see what everyone says about question A, before and after, then what everyone says about B, before and after, and so on. The key here is to make straight-line comparisons easy for the reader to make.
Results of Indirect Measurements	(1) If several measurement tools which generate data were used, these results should be presented tool by tool. (2) Questions: Were control groups utilized in addition to the group worked with directly? Did expert observers look for changes of the kind that were intended? Were individual learning contracts involved? What institutional changes may have occurred in the course of the project? (3) Report on data without writing whether the changes are for the better or worse, expected or unexpected.
Unforeseen Causes	(1) In this section, describe any unanticipated causes that broke in on the project, whether they were good or bad (although, do not takes sides on this latter point until chapter 6). (2) Questions? Was someone in the group especially cooperative or uncooperative? Was a question used that the participants seemed not to understand? Did facilities become unavailable at some point, or was the condition of them other than expected? Did the Project Director spend more or less money than was anticipated? Were the assessment tools appropriate?
Unforeseen Effects	(1) In this section, refer to any results of the project that were not anticipated beforehand. (2) Examples: the project created strategic friendships between people who had, up until then, hardly known each other. Perhaps the group discovered needs that the church did not notice before. (3) Serendipity is a large part of the learning process. A project dissertation ought to have a place where this kind of information emerges. (4) Adverbs like 'fortunately,' 'sadly,' 'regrettably,' 'luckily,' etc., do not belong here. (5) Chapter 5 does not tell the reader, even indirectly, what to think about any of the data that it reports.
Conclusion	(1) Summarize and reflect on the points made in chapter 5 (2) Avoid introducing new information in the conclusion in the two or more paragraphs. (3) Quotes and footnotes are not appropriate in the conclusion. (4) End the conclusion with a brief transition to chapter 6.

4. Consider the Chapter 5 standard rubric:

	1 Deficient	2 Substandard	3 Acceptable	4 Excellent
Report of Sessions, where appropriate	No clear report of sessions	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined
Report of Plan	No clear report of plan	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined

C. Writing Chapter 6: Project Analysis

1. In this section, size up the whole project, using goals and data as guides for reflection.

2. The order of analysis in this section corresponds to the order of the proposal and project plan as seen in the order of chapters 1- 4.

3. This chapter must address each part of the project with a view to rendering a final verdict on the purpose statement.

4. The five sections for chapter 6 include:

Introduction	(1) Introduce chapter 6 with a minimum of two paragraphs transitioning from the introduction and explaining the purpose of chapter 6. (2) Include information about the four sections in chapter 6. (3) Notice the introduction of a chapter does not need the heading. (4) The introduction serves as a transition from the previous chapter to the current chapter. This transition helps the reader follow the writer.
General Evaluation	(1) This evaluation provides an overview of project and the project results in light of the project proposal. (2) Questions: (a) How well was the project prepared? (b) How effectively was the project implemented? (c) How much change was brought about in the ministry setting as a result of the project? (d) Did the project accomplish the intended achievements? (e) If not, why not? Did the project arrive or not? (f) Did the project succeed in carrying out each part of the project and meeting the project goals and objectives? (3) Concentrate on shortcomings as well as the project's successes, but one must be as tough on oneself as the data demands. (4) Be encouraged by this thought: even projects that turn out badly can edify the church or inform ministry practice, provided that they had every promise of succeeding beforehand. (5) General Evaluation Subheadings (a) Ministry Setting Evaluation i. Evaluate the effectiveness of the description of the need, problem, and/or challenge in the ministry setting found in

	chapter 1. ii. Questions: Did the Project Director identify a real challenge, need, and/or challenge that needed to be addressed? Did the Project Director establish a legitimate need, challenge, and/or opportunity? How did the hypothetical presupposition serve as the basis for the project? (b) Biblical Rationale Analysis i. Evaluate the Biblical Rationale in chapter 2 from the exegetical basis for the Project Director's decision that he or she has a genuine ministerial challenge. ii. Questions: Does the biblical rationale fully explain the project rationale as a biblically derived imperative? How does the biblical interpretation meet hermeneutical standards? Can the Project Director justify the project biblically? (c) Research and Discovery Evaluation i. Evaluate the history, review of literature, and contextual application recorded in chapter 3 in order to draw conclusions about the role this information played in the results of the project. ii. Questions: How does the history of the ministry impact the results of this project? Did the Project Director discover some aspect of the ministry that was not found in the literature? Can the project content be done in other contexts or situations? (d) Implementation Evaluation i. Reflect on the results of the project in light of the goals and objectives introduced in chapter 4. ii. Questions: Did the select members and/or the Project Director *learn* what they should have? Did they *assess* the congregation's strengths and weaknesses with a view to seeing the challenge, need, or opportunity that the project plans to address? Did they *develop a strategy* to confront this need, building on the Project Director's own ideas? Did they *implement* the strategy adequately? Did the sermons improve as planned?
Summary Analysis	(1) Summarize the analysis after detailing the points of evaluation and analysis for each aspect of the project. (2) Connect back to the general summary in the form of a conclusion.
Recommended Revisions	(1) Give evidence that the project director has learned from his or her mistakes, assuming that some mistakes are big and important ones. (2) Questions: What would the Project Director do differently, knowing what he or she knows now? What would stay the same?
Prospects for Future Study	(1) During the process of preparing for and carrying out the project, the project director most likely discovered a variety of directions that need further study. (2) Show where the work is going, i.e., what would be the next step? (3) Questions: Can the project director suggest a project for someone else coming along after oneself wanting to build on what one has done? Are there gaps in what was done that would suggest other projects for other ministers?

Conclusion	(1) Summarize and reflect on the points made in chapter 6. (2) Avoid introducing new information in the conclusion in the two or more paragraphs. (3) Quotes and footnotes are not appropriate in the conclusion. (4) End the conclusion to chapter 6 with a conclusion to the entire dissertation that connects back to the dissertation introduction. The dissertation conclusion does not summarize the dissertation. Merely write conclusive type statements that reflect on the project and dissertation.

6. Consider the Chapter 6 standard rubric:

	1 Deficient	**2 Substandard**	**3 Acceptable**	**4 Excellent**
Analysis of Outcomes	No analysis of data, change in learning, or application; measurements did not support outcomes	Minimal analysis of data, change in learning, or application; two or more measurements did not support outcomes	Adequate analysis of data, change in learning, or application; one or more measures did not support outcomes	Substantive analysis of data, change in learning, and application; measurements supported outcomes
Analysis of Plan	No analysis of plan, explanation of adjustments needed, or corrective action taken	Minimal analysis of plan, explanation of adjustments needed, or corrective action taken	Adequate analysis of plan, explanation of adjustments needed, or corrective action taken	Substantive analysis of plan, explanation of adjustments needed, or corrective action taken
Implications for Future Study	No presentation of additional studies or projects that stem from the study's findings	One presentation of additional studies or projects that stem from the study's findings	Two presentations of additional studies or projects that stem from the study's findings	Three or more presentations of additional studies or projects that stem from the study's findings
Summary	No evidence of what was learned, identification of mistakes, and explanation provided	Minimal evidence of what was learned, identification of mistakes, and explanation provided	Adequate evidence of what was learned, identification of mistakes, and explanation provided	Substantive evidence of what was learned, identification of mistakes, and explanation provided

D. Completing the Dissertation Contents

1. The Front and Back Matter play a significant role in the readability of a dissertation.

2. These elements are fully explained in the MBTS Style Manual.

Front Matter	Title Page Copyright Page Dedication Page (Optional) Epigraph Contents Lists of Tables, Figures, or Illustrations Preface Acknowledgements (Optional) Abbreviations Glossary Abstract (see appendix G)
Body	Introduction Chapter 1: Introducing the Ministry Setting Introduction The Ministry Setting Demographics Project Director Information Community Information Hypothetical Presupposition Purpose Statement Conclusion Chapter 2: Biblical Rationale Introduction Biblical Evidence Conclusion Chapter 3: Research and Discovery Introduction History of Practice Review of Literature Contextual Application Conclusion Chapter 4: Implementation Strategy Introduction Purpose Statement Project Objectives and Goals Project Plans Project Expenses Assumptions Limitations Conclusion Chapter 5: Implementation Report Introduction Implementation Summary Results of Direct Measurement Results of Indirect Measurement Unforeseen Causes Unforeseen Effects

	Conclusion Chapter 6: Project Implementation Analysis Introduction General Evaluation Recommended Revisions Prospects for Future Study Summary Analysis Conclusion
Back Matter	Appendices Bibliography (MBTS Style Manual) Project Director VITAE (appendix E)

E. Preparing the Final Dissertation for Defense

1. When the dissertation is written, the Project Director is responsible for having the document proofed and edited by trusted colleagues or a professional editor

2. When the dissertation is deemed grammatically correct, the Project Director is responsible to engage and pay for a Style reader to review the paper for style and formatting concerns. This expert needs to fill out the Midwestern Style Certification form (appendix H), which will be submitted with the dissertation but will not be printed with the dissertation. The Style reader sends this page directly to the Doctoral Studies Office when the dissertation is satisfactory.

3. When the Dissertation Committee determines that the Project Director is ready to defend his or her dissertation, send an electronic edition of the dissertation to the Doctoral Studies Office.

4. At the same time, the Project Director mails a hard copy of the dissertation to each member of the committee.
   a) The hard copies must be post-marked no later than February 15th or September 15th.
   b) When shipped, email the Doctoral Studies Office and members of the Dissertation Committee that the hard copies have been sent.
   c) Once the Dissertation Committee members receive the dissertation they have up to thirty days to read and assess the dissertation using the Professional Doctorate Dissertation Rubric (appendix I).
   d) The Dissertation Committee chair schedules the oral defense. The oral defense must take place by April 1 or November 1 of the semester one intends to graduate.

F. Defending the Dissertation

1. The defense interview will include the Project Director, the members of the Dissertation Committee, and possibly others as requested by the Dissertation Committee chair. Any elected faculty member may request to sit in on the defense. Although most oral defense interviews will take place on campus, the

Doctoral Studies Office may request a defense be completed via synchronous technology for all or some members.

a) In this interview, the committee members will ask questions which verify the following:
   (1) The Project Director personally did the work in question.
   (2) The Project Director understands the overall significance of his or her own project.
b) The Project Director will also be asked to defend any controversial points—e.g., one's particular reading of a biblical passage, the appropriateness or results of a measurement tool—and show that one's project has involved significant ministry.
c) Committee members will use the Professional Doctoral Oral Defense Rubric during the oral examination (appendix J).
d) This interview will be in session for approximately two hours.
e) Bring to this meeting a copy of the project dissertation and supporting documents that may be helpful to the defense.
f) This interview is a formal examination, and appropriate attire should be worn.

2. Upon the completion of the defense, the Project Director will be dismissed from the conference room and the Dissertation Committee will decide how to proceed.

3. Five options are available to the committee:
   a) *Pass Orals and Approve Dissertation, with no revisions, or only minor revisions.* Requested revisions should be reflected in the final copies submitted for binding, but do not require Dissertation Committee review.
   b) *Pass Orals, with Dissertation Revisions Required*. Graduation will be contingent upon major revisions and review by the committee prior to submission for binding. The committee chair will notify the Doctoral Studies Office when revisions have been approved.
   c) *Re-defense Required.* Project Director must make major changes to the dissertation and re-defend his or her project.
   d) *Fail, with the recommendation the Project Director be allowed to make major revisions and defend the dissertation a second time* (must wait at least three months before submitting and defending the project dissertation a second time).
   e) *Fail, with recommendation the Project Director not be allowed to re-defend.* This recommendation will be submitted to the Doctoral Studies Committee. The Doctoral Studies Committee will consider whether to allow the Project Director to complete and defend another project or be dropped from the program.

4. If revisions are required, which is normal, the project director must complete all revisions within six months of the oral defense and pay any applicable fees.

G. Submitting the Final Copy

1. Once the dissertation is approved by the Dissertation Committee, the Project Director submits four hard copies and one electronic copy to the Doctoral Studies Office no later than May 1 or December 1 of the semester of graduation.
   a) PDF copy for archiving and electronic listing on TREN.
   b) One hard copy on cotton rag paper for binding that will be sent to the Project Director.
   c) Three hard copies on cotton rag paper for binding copies for the Doctoral Studies Office, MBTS reseach archive and MBTS library.
      (1) Requesting additional copies for binding is accepted at this time with an additional charge per book. The additional copies are not required to be on cotton rag paper.
      (2) Cotton rag paper must be at least 20 pound weight with 50 percent (or greater) cotton content. Look for "fine business paper" or "resume stationary."

2. The Project Director also needs to pay all fees by May 1 or December 1 to the Doctoral Studies Office.
   a) Binding and microfilming fee: (Due the Doctoral Studies Office)
   b) Graduation Fee:
      (1) Billed directly to the project director's MBTS account.
      (2) This fee includes the cap, gown, and hood rental.

3. Check with the Doctoral Studies Office to make sure one's MBTS account is paid in full so that the degree can be conferred.

Appendix A

Completion Checklist

Project Phase

☐ **Step 1:** **Look for Challenges, Needs, and Opportunities**

A. Find a biblically definable need within your own ministry setting.
B. Conduct considerable field research to substantiate the need.
C. Propose a solution to the problem that is *contextual* and *original*.

☐ **Step 2:** **Write the Project Proposal (Chapters 1-4)**

☐ **Step 3:** **Request Project Proposal Approval**

A. The Project Director must submit the official Project Proposal and Project Implementation Schedule to the Dissertation Committee members **ten (10) months or more** prior to one's anticipated graduation.
B. With the approval of the Dissertation Committee, the chair sends the approved draft of the Project Proposal with a letter or email to the Doctoral Studies Office, the Director of Doctoral Studies, other committee members, and the Project Director confirming that the Dissertation Committee has approved the Project Proposal.

☐ **Step 4:** **Implement the Project**

A. Implementation begins as soon as the Dissertation Committee approves the Project Proposal and documentation is filed with the Doctoral Studies Office.
B. The Project Director follows the Project Implementation Schedule as planned during the Project Proposal process.

Dissertation Phase

☐ **Step 1:** **Write the Dissertation**

A. Once the project is implemented and the results are gathered, the Project Director is ready to write chapters 5 and 6.
B. When the dissertation is written, the Project Director is responsible for having the dissertation proofed and edited by trusted colleagues or a professional editor.

(1) When the dissertation is deemed grammatically correct, the Project Director is responsible to engage a Style reader to read the paper for style and formatting concerns.
(2) This expert fills out the Midwestern Style Compliance Certification form (appendix H), which will be submitted with the dissertation.

C. Now is the time to request a Graduation Checklist from the Doctoral Studies Office.

D. The following tasks take place by February 15 or September 15 of the semester in which one intends to graduate.
(1) Send one electronic copy of the completed dissertation (must be postmarked no later than February 15 or September 15) to the Doctoral Studies Office.
(2) At the same time, send a hard copy to each Dissertation Committee member.
(3) Email the Doctoral Studies Office and the members of the Dissertation Committee the mailing date for the hard copies.

☐ **Step 2: Defend the Dissertation**

A. Upon receipt of the dissertation, the Dissertation Committee will have thirty (30) days to evaluate the dissertation by using the Professional Doctorate Dissertation Rubric (appendix I).

B. The Dissertation Committee chair schedules the oral defense with the second reader and the Project Director. The Doctoral Studies Office is available to assist with reserving a meeting room on campus.

C. The oral defense must take place before April 1st or November 1st of the semester one intends to graduate.

D. After passing the oral defense, write the Abstract (appendix G).

E. Include the abstract in the final copies for binding. The abstract is the last piece of the Front Matter.

☐ **Step 3: Submit the Final Dissertation**

A. Once the dissertation is approved by the Dissertation Committee, the Project Director must submit the following to the Doctoral Studies Office no later than May 1 or December 1 of the semester of graduation:
(1) PDF electronic copy for archiving.
(2) Four hard copies on cotton rag paper for binding.
(a) One copy for the Project Director.
(b) One copy for the Doctoral Studies Office.
(c) One copy for the MBTS library research archives.
(d) One copy for general circulation in the MBTS library.

(3) Requesting additional copies for binding is accepted at this time with an additional charge per book. The additional copies are not required to be on cotton rag paper.
(4) Cotton rag paper must be at least 20 pound weight with 50 percent (or greater) cotton content. Look for “fine business paper” or “resume stationary.”

B. The Project Director also needs to pay all fees by May 1 or December 1 to the Doctoral Studies Office.
    (1) Binding and microfilming fee: See current catalog for amount (Due the Doctoral Studies Office)
    (2) Graduation Fee: See current catalog for amount
        (a) Billed directly to your MBTS account.
        (b) This fee includes the cap, gown, and hood rental.

C. Check with the Financial Studies Office to make sure your MBTS account is paid in full so that you can receive your degree.

APPENDIX B

Equipping Strategy

Description:

Setting: The location of the project, vis-à-vis the name of the church or ministry, city, state or country, and the group or individuals that will be equipped.

Scope: A measurable period of time, generally beginning with the first session and end with the last session, among the group or individuals identified in the setting.

Focus: The challenge, need, or opportunity addressed by this project.

Product: Measurable movement in knowledge, understanding, skills and behavior among those equipped.

Template:

One Sentence Purpose Statement:

The purpose of this project is found in the /theory/presupposition/ hypothesis that [premise].

Project Objective(s):

1. The Project Director will [learning domain] [specific ministry].

EX: The purpose of this project is found in the reality that the Garden Avenue Baptist Church deacons are fearful of ministering with cancer patients and their families.

Project Goals to reach this Objective: [Repeat for additional Project Objectives]

A. To research how to equip people for [specific ministry].
EX: To research how to equip deacons for ministering to cancer patients and their families.

B. To develop a workshop that would equip [who] to [the specific ministry].
EX: To develop a workshop that will equip deacons to minister to cancer patients and their families.

Professional Objective(s):

1. The Project Director will [learning domain] [skill to be developed].

EX: The Project Director will develop skill in writing curriculum.

Professional Goals to reach this Objective: [Repeat for additional Project Objectives]

A. To increase the Project Director's knowledge of how to [ministry].
EX: To increase the Project Director's knowledge how to care for cancer patients.

B. To increase the Project Director's skill in [a skill needed to develop the workshop].
EX: To increase the Project Director's skill in preparing teaching plans.

APPENDIX C

Enhancing a Personal Ministry Skill

Description:

Setting: The Project Director has a ministry skill that needs improvement that relates directly to his or her ministry responsibilities.

Scope: This project starts with identifying the ministry skill that needs enhancing and concludes with implementing the skill enhancement.

Focus: A ministry skill area.

Product: The skill improvement becomes the norm.

Template:

One Sentence Purpose Statement:

The purpose of this project is found in the presupposition/theory/hypothesis that [premise].

One-Sentence Purpose Statement:

The purpose of this project is to enhance the Project Director's [skill to be improved] to be more effective in [related ministry task].

Project Objective(s):

1. The Project Director will [learning domain] [skill to be enhanced].

EX: The Project Director will improve his sermon preparation skills.

Project Goals to reach this Objective: [Repeat for additional Project Objectives]

- **A.** To identify [elements or related aspects] that are effective for [ministry task or target].
- EX: To identify how the use of Bible commentaries is effective during his sermon preparation.
- **B.** To develop [related to the ministry task] identified as [what is needed by the target].
- EX: To develop the use of humor during sermons that is identified as an important addition to his sermons by young adults.
- **C.** To use [the enhanced skill] at [name of church or group].
- EX: To use enhanced sermon preparation skills for preaching at Gladeville Baptist Church.

Professional Objective(s):

1. The Project Director will [learning domain] [skill to be developed that will help the Project Director enhance the project skill being enhanced] by [action].

EX: The Project Director appreciates the sermon preparation process by examining his current process for weaknesses and strengths.

Professional Goals to reach this Objective: [Repeat for additional Project Objectives]

- **A.** To increase the Project Director's knowledge [related to skill being enhanced] that are effective in [the result of the improvement].
- EX: To increase the Project Director's knowledge of sermon preparation best practices that are effective in improving his preaching skills.

APPENDIX D

Developing a Ministry Strategy

Description:

Setting: A specific set of ministry actions with a single purpose is needed by a specific group of people.

Scope: An analysis of demographics, characteristics, and existing strategies launches this project and ends with the initial stages of implementation.

Focus: A comprehensive strategy

Product: A strategy recommendation with initial implementation actions such as: presentation and approval processes or the first steps of the strategy (pilot projects, demographics, etc.)

Template:

One Sentence Purpose Statement:

The purpose of this project is found in the presupposition/theory/hypothesis that [premise].

Project Objective(s):

1. The Project Director will [learning domain] develop [strategy].

EX: The Project Director will synthesize the anticipated needs of single adults at Forest Hills Baptist Church to develop a new ministry strategy.

Project Goals to reach this Objective: [Repeat for additional Project Objectives]

A. To explore the demographics and existing models of [ministry] which are effective for [strategy plan].

EX: To explore the demographics and needs of single adults in Forest Hills Baptist Church which will impact the new ministry strategy.

B. To develop a strategy for [the specific ministry].

EX: To develop a strategy for single adult ministry at Forest Hills Baptist.

Professional Objective(s):

1. The Project Director will [learning domain] [skill to be enhanced].

EX: The Project Director will examine strategy development best practices.

Professional Goals to reach this Objective: [Repeat for additional Project Objectives]

A. To increase the Project Director's knowledge of strategy thinking and development best practices.

B. To increase the Project Director's skill in [related to this strategy].

EX: To increase the Project Director's skill in strategic thinking.

Appendix E

Project Director Vitae Outline

VITAE

Name
Street Address
City, State Zip Code
Phone:
(Home)
(Office)

EDUCATIONAL
Degree, University/College, Year Graduated
Degree, Graduate School, Year Graduated
Degree, Institution, Year Graduated

MINISTERIAL
Title, Church/Entity/whatever, City, State, Years Served
(list all positions in order of service, first to present)

PROFESSIONAL
Position, Name of Association/Organization, Years Served
(list all professional positions served in order of service, first to present)

PROFESSIONAL SOCIETIES
Member, Name of Association/Organization, Years
(list all organizations, first to present)

Appendix F

Evaluation Ideas
Midwestern Graduates' Evaluation Procedures

Jim England used two **expert witnesses.** The participants completed **two evaluation forms,** one at the conclusion of the project and a second four weeks after the seminar (Pages 23 & 56). Expert witnesses sat in on some of the sessions which Jim led and viewed some of the sessions on videotape. Afterward, they wrote a letter to Jim evaluating the project sessions and Jim's conducting of them. In his analysis of evaluation procedures, Mr. England would add **"brainstorming** (with participants) of possibilities for an on-going ministry" (p. 84). Jim also used a **telephone survey** before and after his project but notes that the **post project survey might be changed to a mail survey** and thinks the most effective process would be to **visit participants in their home following the project.**

Carl Anderson used a **pretest and posttest** "to ascertain whether participants had grown in knowledge skills and teaching methodology" (p. 18). Participants also completed an **evaluation sheet late in the project** and a **follow-up evaluation inventory one month after the project.** The form "allowed workers to indicate . . . teaching skills they were now using that they had not used before the training began" (p. 18). Carl also used two professional religious educators as **expert evaluators.** Prior to the project, he gave them explicit instructions as to what they were to evaluate. They were to evaluate the project goal, project procedures, evaluation procedures, his annotated bibliography, and the detailed plans for each phase of the project, materials used in each phase and his process notes on each phase. Both gave Carl written evaluations following the project. Carl also used **process notes** as an evaluation tool. Near the close of the project, Carl also **interviewed participants** concerning their appraisal of the project and his conduct as Project Director (p 19).

Rufus Adetona used, in addition to pretests and post-tests, an **observer group** of five people. He asked the group to "record their impressions of change in the church as a result" of the project. He provided them with a questionnaire to guide them in their evaluation and to give a structure for tabulating their responses.

John W. Adams compared participant's involvement in family activities before the project with their participation during the project. He provided a form for them to estimate their participation before the project and another to record their actual participation during the project. He also provided a summary form for tabulating the information (p. 39).

Richard Smith **surveyed** failed church planters in Missouri over a five-year period.

George Authur asked the church committee and church staff who participated in his project to complete an **evaluation sheet** which evaluated the study as a whole, the materials used in the study and the project leader. The sheet was formatted with continuum scales of one to ten with ten being "very good" and one being "poor". The pastor completed the same evaluation sheet with some additional questions. He also conducted an evaluation interview with the pastor after the project (pgs. 56-63).

Charles Anderson asked participants to complete an **evaluation questionnaire** at the end of the project. The questionnaire used a continuum from not well, 1, to quite well, 7. He also used a **standardized test, the Taylor-Johnson Temperament Analysis,** to assess the level and range of stress among the project participants. He used **a testing consultant** who evaluated both the Taylor-Johnson and Personal Evaluation forms (pgs. 63-64). He did not attempt any before and after analysis of the project participants. The testing consultant wrote an evaluation of both instruments, which Charles included in his Project Dissertation (pgs. 68-69).

Gary Autry used a program evaluation form (p. 148) and a post-exit interview (p. 153) in addition to a pretest and posttest.

Johnny Baker used two standardized tests, the pr scale of the Minnesota Multiphasic Personality Inventory (p. 41) and the Taylor Johnson Temperament Analysis (p. 43). He also administered a race relations questionnaire (p. 45). He enlisted a psychologist as a consultant for interpreting the MMPI pr scale. Johnny did his own interpretation and analysis of the Taylor-Johnson inventory.

Ronald Baker used an external evaluator who observed his project and later wrote an evaluation. He also asked each project participant to write an evaluation of the process followed in the project. One thing they evaluated was the church’s response to a presentation, which the participants made to the church. He set up specific criteria for them to follow in their evaluation. Ron also used a pretest and posttest.

Larry Baker used tests and evaluation forms to measure the success of his project. He also stated that "completing the project would determine the effectiveness" of the project’s goals.

Charles Barfield evaluated his project using two standardized instruments. He obtained permission to revise the instruments to fit the focus of his project. Part of his revision was adding quantifying scales which allowed him to tabulate subjective responses using objective data. He was thus able "to tangibilate the intangible" (Robert Mager, *Goal Analysis*, 8). The instruments he used were "Affirmation of Trust Questionnaire" and "Developing Trust Inventory." He used these as pretests and posttests.

Gerald Bauman’s evaluation tool was a statistical report form. He also asked project participants to write an evaluation of the project. He interviewed participants regarding their written evaluation. He also cited specific accomplishments to support his conclusions about the success of each of the project goals.

Appendix G

Abstract Sample

ABSTRACT GUIDELINES

1. Be brief (100 words maximum)
2. State the purpose for your project
3. Describe your project in one sentence (e.g. The project involved…).
4. Summarize the objectives of your project (e.g. The project objectives included…).
5. Write in complete sentences, preferably in the third person active voice.

SAMPLE

EQUIPPING PASTORS AND CHURCH LEADERS TO PREPARE

THEIR CONGREGATIONS TO SPONSOR NEW WORK

The purpose of this project was based on the premise that pastors and church leaders from seven churches in the Southern San Joaquin Valley of California needed guidance in leading their churches to sponsor new work. The project involved a three-phase process consisting of two seminars and an on-site consultation. The project objectives included understanding the role of the sponsoring church, the phases of new church development, the identification of nearby places where new works are needed and the development of an action plan for starting new work.

Appendix H

Midwestern Style Compliance Certification

To the best of my ability, I certify that Name Of Project Director's project dissertation complies with the Midwestern Style Manual.

_______________________________ _______________________

Signature Date

Appendix I

Professional Doctorate Dissertation Standards

Dissertation Committee ______________________ ______________________________
Project Director: ________________________Date:__________ Degree: ( ) DMin ( ) DEdMin

	1 Deficient	2 Substandard	3 Acceptable	4 Excellent
Clarity & Style of Writing	Little clarity at paragraph or section levels	Frequent unclear concepts and language construction	Occasional unclear concepts and language construction	Clear concepts and language construction throughout paper
Spelling and Grammar	Excessive errors, shows pattern and consistency	Numerous errors, pattern evident	Occasional errors, no pattern	Free of errors or only minor errors
Organization	Minimal use of transitions, paragraph order, or flow of thought	Readable but sections lack clear organization, use of transitions, and flow of thought	Organized with sufficient transitions, and flow of thought	Organized with logical paragraph order, use of transitions, and work flows from section to section smoothly
Form: Adherence to MBTS Style standards	Minimal conformity with substantial changes needed	Limited conformity with numerous changes needed	Substantive conformity with occasional changes needed	Complete conformity with only minor changes needed
Purpose Statement	Not clear, specific, or defined	Understandable, the premise not defined nor acceptable	Reasonably clear and precise premise somewhat vague	Clearly defined premise
Challenge, Need, Opportunity	No clear, specific, or defined challenge, need, or opportunity	Challenge, need, or opportunity is broad and vague, refinement essential	challenge, need, or opportunity is defined and state the intention of the study, additional refinement needed	challenge, need, or opportunity is clearly stated, narrowly defined and related to the field of study
Ministry Setting	No clear, specific, or defined educational setting	Little ministry setting context or research provided	Adequate ministry setting context and research provided	Defined ministry setting and substantive research provided
Community, Congregational, Cultural , or ministry Setting	No clear, specific, or defined community or ministry setting	Little ministry setting context or research provided, little impact information provided	Adequate ministry setting context and research provided, impact analysis provided	Defined ministry setting and substantive research provided, impact analysis supports challenge, need, or opportunity
Project Director Information	Little information about the Project Director provided that relates to problem	Limited relationship and support of challenge, need, or opportunity	Adequate relationship and support of challenge, need, or opportunity, defines skills and training needed to address the challenge, need, or opportunity	Substantive and clear relationship that supports the challenge, need, or opportunity , impact analysis of skills and training need is substantial
Theological/Biblical Rationale	Evidence not related, logical, or supported by subject	Evidence is weak, with little support and interaction with subject	Reasonable support and interaction with subject	Subject is supported and interaction is logical and orderly
History of Practice	Evidence not related, logical, or supported by subject , erroneous sources are cited, limited interaction with subject	Evidence is weak and often illogical, inadequate sources are cited, little support and limited interaction with subject	Reasonable support and interaction with subject, centers primarily on research with some original thought	Subject is supported and interaction is logical and orderly, demonstrates original thought
Implications	No implication for addressing the challenge, need, or opportunity, no evaluation of components, no clear conclusion drawn	Limited implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn	Adequate implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn	Substantive implication for addressing the challenge, need, or opportunity, evaluation of components and conclusions drawn

Research	Inadequate number of resources, overuse of secondary resources, resources are not current	Minimum of one resource per page, Unbalanced use of primary and secondary resources, occasional use of current resources	Minimum of 2 or more resources per page, balanced use of primary and secondary resources, adequate use of current resources	Substantial use of primary and secondary resources,
Citations	Improper documentation and reference, possible plagiarism issues	Occasional documentation and reference errors, possible unintentional plagiarism issues, secondary sources	Adequate documentation, minimal errors, no plagiarism issues	Thorough and complete documentation, no plagiarism
Objectives, Goals and Outcomes	No clear specific or defined objectives, goals or outcomes	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined
Procedures and Measurements	No clear specific or defined procedures or measurements,	Two or more elements not clearly defined, procedures and measurement do not agree	One or more elements not clearly defined, one or more elements not in agreement	All elements clearly defined and are in agreement
Report of Sessions, where appropriate	No clear report of sessions	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined
Report of Plan	No clear report of plan	Two or more elements not clearly defined	One or more elements not clearly defined	All elements clearly defined
Analysis of Outcomes	No analysis of data, change in learning, or application; measurements did not support outcomes	Minimal analysis of data, change in learning, or application; two or more measurements did not support outcomes	Adequate analysis of data, change in learning, or application; one or more measures did not support outcomes	Substantive analysis of data, change in learning, and application; measurements supported outcomes
Analysis of Plan	No analysis of plan, explanation of adjustments needed, or corrective action taken	Minimal analysis of plan, explanation of adjustments needed, or corrective action taken	Adequate analysis of plan, explanation of adjustments needed, or corrective action taken	Substantive analysis of plan, explanation of adjustments needed, or corrective action taken
Implications for Future Study	No presentation of additional studies or projects that stem from the study's findings	One presentation of additional studies or projects that stem from the study's findings	Two presentations of additional studies or projects that stem from the study's findings	Three or more presentations of additional studies or projects that stem from the study's findings
Summary	No evidence of what was learned, identification of mistakes, and explanation provided	Minimal evidence of what was learned, identification of mistakes, and explanation provided	Adequate evidence of what was learned, identification of mistakes, and explanation provided	Substantive evidence of what was learned, identification of mistakes, and explanation provided
Appendix	Limited use of appendix in support of the study, no order	Minimal use of appendix materials to support the study, some order	Adequate use of appendix materials to support the study, adequate organization	Substantive use of appendix materials to support the study, corresponds to order in project body
Bibliography	Several footnote references not included	Three or more footnote references not included	No more than two footnote references not included	All footnoted references included

Signature: ________________________________ ________________________________ Date: ______________

Chairman *2nd Reader*

Appendix J

Professional Doctorate Oral Defense Standards

	1 Deficient	2 Substandard	3 Acceptable	4 Excellent
Content Review	Major points not covered, does not flow from cognitive to application, material does not support project purpose, questionable authorship	Points are not logical or sequential, some resources are provided, some material supports project purpose	All major points are covered, with adequate flow and order, adequate resources are provided, and materials support project purpose	All major points flow from general to specific, resources and background material supports purpose, teaching flows from cognitive to application
Research	Showed little support of having done original research	Minimum articulation of research findings and implications	Adequate support of original research and understanding of implications	Enthusiastic discussion of the Project Director's research and its impact upon the project and dissertation
Presentation	No engagement of listeners, no variety of teaching approaches, little creativity, poor use of time, little sense of poise or confidence	Some engagement of listeners, at least two teaching methods used, fair use of time, some sense of poise and confidence	Adequate engagement of listeners, at least two or more teaching methods used, adequate use of time, poise and confidence expressed	Listeners engaged, variety of teaching methods used in support of materials, well organized, informative, good use of time, creativity evident, strong sense of poise and confidence
Understanding of Findings	Little or no understanding of the findings, unable to relate to field	Limited understanding of the findings and their relationship to the field	Adequate understanding of the findings and their relationship to the field, interacts with some primary and secondary sources	Advanced understanding of the findings and their relationship to the field, interacts with key primary and secondary sources
Purpose	Not clear, specific, or defined	Understandable, ~~aim~~ premise is not defined and unobtainable	Reasonably clear and precise, obtainable, aim, premise and population somewhat vague	Clearly defined ~~aim~~ premise, obtainable, defined population and purpose
Implications for Further Study	No presentation of additional studies or projects that stem from the study's findings	One presentation of additional studies or projects that stem from the study's findings	Two presentations of additional studies or projects that stem from the study's findings	Three or more presentations of additional studies or projects that stem from the study's findings
Summary	No evidence of what was learned, identification of mistakes, and explanation provided	Minimal evidence of what was learned, identification of mistakes, and explanation provided	Adequate evidence of what was learned, identification of mistakes, and explanation provided	Substantive evidence of what was learned, identification of mistakes, and explanation provided
Response to Questions	Inability to adequately respond to questions, no clear and supportive responses	Adequate response to questions, somewhat scripted	Clear response to questions, supported with findings, some integration to the practice of ministry	Clear response to questions, strong grasp of findings and integration to practice of ministry

Comments:

Committee Recommendation: Please submit this form to the Doctoral Studies Committee Office.

- ☐ **Pass Orals and Approve Dissertation, with no revisions, or only minor revisions.** Any revisions should be reflected in the final copies submitted for binding, but do not require Dissertation Committee review.
- ☐ **Pass Orals, with Dissertation Revisions Required.** Graduation will be contingent upon major revisions and review by the committee prior to submission for binding. The committee chair will notify the doctoral office when revisions have been approved.
- ☐ **Re-defense Required.** Project Director must make major changes to the dissertation and re-defend his or her project.
- ☐ **Fail, with the recommendation the Project Director be allowed to make major revisions and defend the dissertation a second time.**
- ☐ **Fail, with recommendation the Project Director not be allowed to re-defend.** This recommendation will be submitted to the Doctoral Studies Committee.

Signature: ______________________________ ______________________________ Date: ______________

Chairman *2nd Reader*

Appendix K

Recommendations for Demographics

When using demographic and psychographic tools, beware of the “fallacy of demographics.” For example, if the demographics of the medium sized, racially diverse community of Midvale, population 82,000, shows there are several thousand African-Americans and Hispanics, and that the community has eight Baptist churches with a combined resident membership of 3,100, the numbers could imply several healthy congregations reflecting the diversity of the population or one, large, African-American church, six small Anglo churches and one Korean congregation. Just saying, “Midvale has eight Baptist churches serving, by resident membership, just over 3 percent of the city’s population of 82,000 that includes 69,000 Anglos, 8,000 African-Americans and 3,000 Hispanics” is both inadequate and misleading. The demographic information provided needs to relate directly to the context of the project.

Using radius demographics, such as “in 2015, 12,304 people resided within a 10-mile radius of the church” can also be misleading. If a river, freeway, mountain range or similar manmade or natural obstacle makes access to the church impractical or significantly more difficult in one or more directions, the statistic is meaningless.

Beware of misinterpreting terms such as median. For example, if a church has twenty couples of retirement age (sixty-five and older), ten younger families (thirty years and under) with young children (twenty children under ten years), the median age of the church might be forty-fifty years old, even if the church has no members in that age group.

Appendix L

Institutional Review Board

Midwestern's Institutional Review Board (IRB) has been formally designated to assure appropriate steps are taken to protect the rights and welfare of humans participating as subjects in a research study. The board has authority to review and approve, or disapprove of any research project by students involving human subjects that does not pass or comply with standards meant to protect human subjects from abuse or ethical treatment. Research projects involving human subjects may not proceed without the approval of the IRB. The IRB is based on established requirements for the ethical conduct of human subject research:

- **Respect for persons** (involving a recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy);
- **Benefice** (entailing an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm); and
- **Justice** (requiring that the benefits and burdens of research be distributed fairly).

The decisions of the IRB are informed by these three requirements and are governed by IRB Policies and Procedures, and by the Federal Policy (the "Common Rule") codified at Title 45 Part 46 of the Code of Federal Regulations.

The required forms, policies and procedures for research involving human subjects are available through the Doctoral Studies office and the Dissertation Seminar course content page.

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