![Southeastern Baptist Theological Seminary logo]

2020 - 2021

Doctor of Ministry
Program Handbook

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MISSION STATEMENT
Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the church and fulfill the Great Commission.

IDENTITY
Southeastern Baptist Theological Seminary is an institution of higher learning and a Cooperative Program ministry of the Southern Baptist Convention.

CONFESSION
Southeastern Baptist Theological Seminary affirms the Bible as the authoritative Word of God. We covenant to teach in accordance with and not contrary to the *Abstract of Principles* and the *Baptist Faith & Message*. We further affirm the *Chicago Statement on Biblical Inerrancy* and the *Danvers Statement on Biblical Manhood and Womanhood*.

CORE COMPETENCIES
To fulfill the purpose and vision of Southeastern Baptist Theological Seminary, we seek to develop the following competencies in students who graduate from this institution:

Spiritual Formation
Acquire the knowledge and skills necessary to pursue a vital Christian life and witness manifest in all personal relationships and vocational endeavors.

Biblical Exposition
Gain a basic comprehension of Scripture and learn to interpret and communicate it properly and effectively.

Theological Integration
Understand and apply the doctrines of Christianity to all areas of life and ministry.

Critical Thinking and Communication
Demonstrate the ability to think critically, argue persuasively, and communicate clearly.

Ministry Preparation
Acquire and apply knowledge and skills necessary for Christian ministry.

WELCOME TO SOUTHEASTERN BAPTIST
THEOLOGICAL SEMINARY

I have just learned that you have been accepted for admission to Southeastern, one of the most exciting and dynamic schools in the world. The faculty and I offer you a warm welcome as you come, and we pledge to be faithful partners with you in your theological education, the development of your gifts and responsibilities, and in the fulfillment of your calling as a minister and servant of Jesus Christ. The faculty sees your coming here as a sign of your commitment to excellence in ministry preparation and theological education under the leadership of the Spirit and for the glory of God.

The Doctor of Ministry degree offers one of the most effective means of ministry education available to those actively serving the Church who wish to gain further training for more effective service to the body of Christ. If you desire a mentoring relationship with an experienced and trained professor, this degree will serve you well. If you want to avail yourself of the encouragement of a cohort of like-minded ministers, this program of study will meet your need. I am excited about the DMin Program at Southeastern. This excitement shows in my commitment to teach in the program and supervise/mentor students. I believe in the program and am convinced you will become a believer in the program as you work through the excellent program of study, write a ministry project relevant to your ministry assignment, and graduate better equipped to minister to God's people. I pray God's richest blessings on you as you study with us here at Southeastern.

If you can think of any way in which we can help you as you enter our seminary family, please let us know. We look forward to your arrival, to having you in our classes, and to the lifelong friendships, which will emerge as we come to know and love one another. We pledge our prayerful support and encouragement as you become a significant member of this community.

Daniel L. Akin
President, Southeastern Baptist Theological Seminary

INTRODUCTION TO THE DOCTOR OF MINISTRY PROGRAM

Welcome to the Doctor of Ministry Program at Southeastern! We desire and pray you will grow in your knowledge and ability to lead in ministry as a result of this program of study and interaction. You will be challenged and stretched in your ministry understanding, practice, and goals as you engage with world-class scholars, expert guest practitioners, and a supportive peer cohort learning community. You will develop relationships that will last your entire lifetime. In the end you will finalize your doctoral work with a ministry project addressing your ministry situation and offering benefit to others in Kingdom work. I am thankful God has led you to us so that we can share in this part of your ministry journey. We take seriously our responsibility to you and pray you will remember the DMin experience as a highlight in your life.

I am thrilled to be a part of your Doctor of Ministry experience at SEBTS. I have a deep appreciation for the Doctor of Ministry program. My DMin education significantly impacted my ministry, so I am a huge cheerleader for the program. You have my commitment to insure a quality program with outstanding faculty, flexible schedules, and clear guidelines.

The DMin Student Handbook will serve as a valuable guide through the DMin program. The handbook should be kept close at all times for reference and information. If at any time you cannot find your answers here, please do not hesitate to contact the DMin Office.

We are excited about your entrance into the program and pray that this experience will serve as a tipping point for you to greater ministry in the name of our Lord.

<div align="right">

Charles Harvey
Director of the Doctor of Ministry Degree Program
Southeastern Baptist Theological Seminary

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Southeastern Baptist Theological Seminary
Doctor of Ministry Office, Patterson Hall, Suite 212
PO Box 1889
Wake Forest, NC 27588-1889
(919) 761-2216 Fax (919) 761-2396
dmin@sebts.edu

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I. OBJECTIVES OF THE DOCTOR OF MINISTRY PROGRAM

The Doctor of Ministry program exists to enhance the practice of ministry leading to a high level of professional competence. This program provides opportunities for advanced study in intensive seminars, courses, and field settings. The program combines academic study and experiential learning under faculty and field supervision to integrate theology and practice.

The program objectives are:

1. To provide graduate professional training to Master of Divinity (or the equivalent) graduates who have shown outstanding ability and potential for ministry.

2. To offer effective qualified supervision to students.

3. To broaden the student's understanding of the nature and purposes of ministry.

4. To affect the student's personal, spiritual, and professional development.

5. To provide the student with an interactive peer-cohort learning community where experienced ministry practitioners engage each other and world-class scholars to address critical ministry issues.

6. To strengthen the student's competence in applying biblical and theological reflection to any ministry context.

7. To expand the student's knowledge of the basic principles of Christian leadership with special application to Christian ministry both in the church and the community.

8. To enable the student to establish a growth initiative within his/her respective ministry that is biblically sound, measurable, and effective.

9. To engage the student in research and practice, producing practical contributions to the Church and to the fulfillment of the Great Commission.

10. To equip the student to complete a successful Ministry Project by researching and analyzing an issue in church and Kingdom life and implementing a ministry to address the issue.

11. To enable the student to move beyond routinely accepted techniques of ministry toward new dimensions, methods, and outreach.

II. BASIC PROGRAM INFORMATION

Tuition and Fees

1. **Program Fee:** Applicants will pay a $300 program fee after acceptance into the program and prior to the first seminar.

2. **Tuition cost: Students** will pay the current tuition rate—an SBC and non-SBC rate and may arrange payment through the seminary's convenient FACTS monthly payment plan. Please check for the current tuition rate.

3. **Enrollment Fee:** An enrollment fee will be charged each semester to cover administrative and technical fees. Please check for the current fee.

4. **Textbook cost: Textbook cost** will vary based on the requirements of each seminar and workshop. Students may order their books from the Virtual Bookstore on Moodle (http://sebts.ecampus.com/) or any other outlet. The cost will differ depending on the particular course. Some courses may require materials beyond the textbooks.

5. **Housing cost: Students will determine the cost based on personal choice.** Housing options are available at the following link https://www.sebts.edu/community-life/housing/for-commuters.aspx.

6. **Proofreader cost: The DMin Office provides proofreading** support to students for the Project Proposal and the Project Report at the cost of $2.00 per page through the DMin Office. The student will send a digital copy of each document to the DMin Office. Students are required to use the DMin proofreader, who knows the seminary standards for formal writing.

   The DMin Office has secured the services of several top proofreaders on campus to help our students. The proofreader service will provide evaluation consistent with the seminary expectations. The cost of a second proofreading is $1.00 per page.

7. **Project and Graduation costs:** Students will receive directions in the Student Handbook concerning these costs. These costs will cover the additional fees for the binding of their Ministry Project Report and Graduation. If questions about cost of graduation, contact the Registrar's Office (registrar@sebts.edu).

Additional Information

For information about the **NelNet payment program**, online payments, and upcoming deadlines please visit the "Tuition and Fees" section under the Admissions tab or visit the "Payments and Deadlines" under the Accounting Services Section in the Student Portal from www.sebts.edu. A student may also ask to speak with an Accounting Services Coordinator by calling the Accounting Office at (919) 761-2207.

Failure to pay fees on schedule may result in dismissal from the program.

III. REQUIREMENTS AND POLICIES FOR THE DEGREE

Requirements

Academic Requirement

A student must maintain an academic average of at least 3.0 on a 4.0 grade point scale to progress through the program. Failure to do so will result in a probationary warning. Following the warning, a student will face possible dismissal from the program if the student does not make a 3.0 grade point in the next course.

Attendance Requirement

Students must attend every session of the seminar. Any absence may necessitate repeating the seminar. An approved absence requires an unusual circumstance (i.e. funeral or other emergency) and the approval of the professor and the DMin director.

Form and Style Requirements

All written assignments must conform to the guidelines provided by *The SBL Handbook of Style* 2nd edition (ISBN: 9781589839649) with special attention and care taken for the preparation of the final Ministry Project Report manuscript. For other matters not addressed by *The SBL Handbook of Style, Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations* 8th ed.: (Chicago: University of Chicago Press, 2013) and *The Chicago Manual of Style,* 16th ed.: (Chicago: University of Chicago Press, 2010) serve as proper secondary references. If questions arise after considering these three sources, the student should consult the DMin Director, seminar professor, or faculty chair.

The DMin Student Handbook contains a **"Common Writing Errors"** guide in the appendices. Students should consult the guide regularly (see pgs. 46–54). Program leaders will follow the guidelines offered, particularly during the Ministry Project Proposal and Report.

Students may use electronic book readers (such as Kindle) as a reference source.

All submitted written assignment must be typed in Microsoft Word 2016. A complete Microsoft Office suite is provided to each student, free of charge, by visiting email.sebts.edu and logging in with your student ID email address and CampusNet password. Copies may be either good quality copies prepared by a photocopier or a letter-quality computer printer.

NOTE: Southeastern Seminary policy states, "In no case may a student merely copy and paste any material from one paper to another without the prior written permission of the instructor. In the rare case when a student is given permission to use his/her own scholarly work in subsequent research, the student must still cite his/her previous coursework as an unpublished paper. Failure to follow these guidelines constitutes plagiarism, and all appropriate penalties will apply.

Registration/Enrollment Requirement

Each student must register/enroll online for offerings each semester. The seminary provides an "Access Guide" in the help section of **CampusNet** with step-by-step instructions on how to register for classes. **Students will receive an email notification prior to open enrollment from the Registrar's office.**

Technological Requirements

The seminary requires each student to have a computer with Internet capability, allowing students to maintain contact with members of the cohort group, complete specific online assignments, submit assignments, and interact with the faculty.

In addition, the DMin Office requires every student to provide an external email account for automatically forwarded messages (please make any changes to your external email address online through your student account). **Students must check emails regularly to receive communication from the seminary.**

Students should become familiar with **CampusNet** through which a student may find the registration site, grades, accounting statements, course descriptions, and materials. First semester students will receive instructions for technological usage and specific educational software utilized in the program during the program orientation.

Students should also become familiar with **Moodle**, an Open Source Course Management System (CMS) that gives our professors the best tools to manage and promote learning. Southeastern uses the system as the platform to conduct online courses and augment face-to-face courses (known as blended learning) by giving students the ability to meet online for a class. Moodle contains interactive activity modules, threaded discussions, and interactive assignments. Moodle also

delivers static content such as syllabi, notes, PowerPoint presentations, and quizzes/tests to our students.

An "Access Guide" in the help section of **Campus Net** provides students with instruction on getting started with logging in, course page, downloading files, uploading assignments, taking quizzes, and viewing the class forum in **Moodle**.

Policies

Registration after Acceptance into the Program

Upon official acceptance into the DMin program, a student has up to one year to register for the first seminar. Failure to matriculate in that time period will result in the need to repeat the admissions process.

Student Status

- **Active Status:**
  - A student must maintain continuous year-round enrollment for the length of the entire program. For the student, tuition is charged per credit hour taken, and the enrollment fee is charged twice a year. The program requires a high level of commitment from each student to actively participate with a cohort group for at least three years.
- **Deferred Status:**
  - A student who has been accepted and been granted permission to delay matriculation for a certain period of time will receive a deferred status.
- **Interrupted Status:**
  - A student must request permission for interrupted status when experiencing extenuating circumstances (health, family issues, or job loss) requiring a delay in further coursework for a certain period of time while remaining in the program. Students will not pay tuition or enrollment fees. ***Students must contact the DMin Office to gain permission for interrupted status.***
- **Non-degree status:**
  - A graduate or student from another school may enroll for a seminar or workshop in the DMin program but must complete a non-degree partial application form.
- **Audit status:**
  - A DMin graduate may return to audit a DMin seminar or workshop at any time for reduced tuition cost (minimal charge). Graduates will contact the DMin Office for audit instructions.

Transfer of Credit

The Director of the DMin program will consider the transfer of credit hours from accredited programs on a case-by-case basis. Minimally, all transfer students must complete satisfactorily at least twelve (12) credit hours of DMin work at Southeastern, including the Ministry Project and Project Report (six credit hours), Project Design Workshop (three credit hours), and a seminar (three credit hours).

Withdrawal

Any student seeking withdrawal from the program should first seek counsel from the Director of the program. A withdrawal means the student will leave the program with no intention of continuing the work. **Students must submit requests for withdrawal in writing through the DMin Office. Failure to do so will result in the charge of the Continued Enrollment Fee (one credit hour of tuition) and the semester enrollment fee** (See Withdrawal from Enrollment Form, DM Form 3).

A student who withdraws may not apply for re-admission into the program except under extreme or rare circumstances. The Director and the DMin Faculty Committee will determine if a student may return to the program. The student must repeat the admissions process beginning with the pre-application phase.

IV. CURRICULUM AND PROGRAM COMPONENTS

Specializations

All DMin students will select a specialization during the application process. All of the seminars taken will relate to the selected specialization unless a student chooses the non-specialization track. Specializations include:

> **Biblical Counseling**
> **Pastoral Care and Counseling**
> **Faith and Culture**
> **Church Growth and Revitalization**
> **Christian Leadership**
> **Intentional Disciple-making**
> **Expository Preaching**
> **Missions and Evangelism**
> **Next Generation Ministry**
> **Catalytic Leadership for Church Planting**
> (Occasional offerings)
> **Pastoral Ministry** (A non-specialization track allowing students to choose any seminar offering)
> **Ministry to Women**

Curriculum Requirements

The DMin program requires a total of thirty-one hours.

General Curriculum Requirement Summary

Program Orientation Workshop (one hour)

> A student will complete the on-campus workshop the full day prior to the first seminar. The orientation workshop takes place from 8 a.m. to 6 p.m.

The Minister as Person and Professional (three hours)

> A student will complete the on-campus Minister as Person and Professional workshop during the second semester. The workshop takes place the two days prior to the seminar, from 8 a.m. to 6 p.m. daily.

Integrative Theology Workshop (two hours)
>A student will complete one two-day Integrative Theology Workshop during the third semester. The workshop takes place the two days prior to the seminar, from 8 a.m. to 6 p.m. daily.

Seminars (twelve hours—three hours per seminar)
>A student will complete four three-day intensive seminars (three hours per seminar) in a two-year period, meeting twice per year. The seminars will convene Wednesday-Friday from 8 a.m. to 6 p.m. during the winter and summer terms.

Contextualized Learning Experience—CLE (four hours—two hours per CLE)
>A student will complete two required CLE's on his/her ministry field. The CLE's will follow seminars and prepare students for the ministry project.

Project Design Workshop (three hours)
>A student will complete an on-campus workshop two days prior to their final on-campus seminar. The workshops take place the Monday and Tuesday before the final seminar from 8 a.m. to 6 p.m. each day. A student should receive approval to proceed with a ministry project proposal after the workshop.

Ministry Project Writing (six hours—three hours per semester)
>A student will take two writing seminars to work on the ministry project. A student cannot conduct the ministry project until he/she has completed all coursework and received approval from the faculty chair to proceed from the project proposal to project implementation.

Program Schedule

First Year
First Semester:

Program Orientation: DMN 8160	1 hour
1st Seminar	3 hours
Contextualized Learning Experience (CLE): DMN 8X11	2 hours

Second Semester:

The Minister as Person and Professional: DMN8161	3 hours
2nd Seminar	3 hours

Second Year
Third Semester:

Select Topics in Integrative Theology Workshop: DMN8170	2 hours
3rd Seminar	3 hours
Contextualized Learning Experience (CLE): DMN 8X13	2 hours

During this semester:
- **Request a faculty chair through the DMin Office after the 3rd seminar.**
- **Discuss a possible ministry project with the faculty chair.**
- **Make regular contacts with faculty chair to discuss the project idea.**

Fourth Semester:

Project Design Workshop: DMN8141		3 hours
4th Seminar		3 hours

During this semester:
- **Make regular contacts (at least monthly) with faculty chair to discuss the ministry project.**

Third Year

Fifth Semester:

Ministry Project Writing: DMN 8151 (with your faculty chair) 3 hours

Sixth Semester:

Ministry Project Writing: DMN 8152 (with your faculty chair) 3 hours

*After DMN 8151 and DMN 8152
- **Contact DMin office for course registration**
- **Schedule the oral exam at the completion of the project report.**
- **Report to the Library for instructions about submitting the final project report for binding.**
- **Graduation**

Peer Cohort Learning Experience

The program provides the student a peer cohort learning experience with fellow DMin students. The cohort group serves to develop strong personal, academic, and professional bonds. Each cohort will be divided into focus cohort groups for the selected specialization tracks to allow interaction with students, faculty, and guest lecturers in a specialization. Students choosing the Pastoral Ministry specialization will not be assigned to a focus group due to the nature of seminar selection. Students choosing to sit out a semester will lose the cohort and focus group experiences.

**Students must receive special permission from the DMin Office to sit out a semester.

Seminar Description

Seminars occur in very intensive sessions meeting Wednesday–Friday, during which students will engage with faculty and guest lecturers selected for their expertise and accomplishments in specific fields.

Each seminar will require a significant amount of work to be completed prior to the first meeting. This pre-work will include significant reading, the writing of papers, and other possible assignments. Due to the amount of work involved, students should begin

preparation months before the selected seminar. The seminar syllabus provided months before the seminar week will have the assignments listed with instructions. Students will have pre-seminar, seminar, and post-seminar assignments. Each seminar offers three hours credit.

Contextualized Learning Experience

The Doctor of Ministry serves as a modified-residency professional degree for ministers. This ministry aspect means students will incorporate seminar and research content into their field of ministry. Following the first and third seminars, students will be required to complete a Contextualized Learning Experience (CLE) course from home.

Each CLE course will:
1. Offer two hours credit
2. Reinforce content learned in seminars through ministry application
3. Provide help in developing a ministry project
4. Help in building a 60-source annotated bibliography to assist in ministry project report research

Integrative Theology Workshop

Integrative Theology Workshop consists of a very intensive session during which a student will learn how to apply key theological themes to ministry. Opportunities for inter-disciplinary dialogue will be encouraged as students discuss theological foundations for particular ministries.

Project Design Workshop

A student will attend the Project Design Workshop on-campus in conjunction with the final Integrated Theology Workshop. The workshop will provide specific preparation for selecting a ministry project, writing the ministry project proposal, conducting the ministry project, and completing the ministry project report.

Following the conclusion of the course, the student must submit the ministry project proposal for approval to his/her faculty chair and the DMin Director. The approved ministry project proposal will become the basis of the first chapter of the ministry project report.

Candidacy

A student becomes a candidate for the Doctor of Ministry degree after receiving approval for the ministry project proposal and permission to proceed with project implementation from the faculty chair. Ideally, a student will become a candidate before registering for DMN 8151.

Evaluation of the Ministry Project

The DMin Office assigns a student a supervisory committee consisting of a faculty chair and two faculty readers. The faculty chair will work with the student on the ministry project evaluating progress and quality and participating in the final evaluation at the oral examination. The faculty readers will join the committee for the oral examination. The committee will evaluate the student's program results and project report determining the readiness of the student for graduation. The supervisory committee will evaluate the student based upon the seminars, contextualized learning experiences, workshops, ministry project, and final project report.

V. SUPERVISORY COMMITTEE

The DMin Office will assign each student a supervisory committee consisting of a faculty chair and two faculty readers.

Faculty Chair

The DMin Director will appoint or approve the faculty chair following the third Integrated Theology Workshop with the understanding the DMin Office will respect the student's preference when possible (see Faculty Chair Approval, DM Form 5). Normally an elected faculty member will serve as the faculty chair, though adjunctive and appointed faculty may serve with the approval of the DMin Director.

The faculty chair will:

1. Meet with the student after the second semester to assist in developing the ministry project. The meeting(s) may be conducted face-to-face, by telephone, or by Zoom (an online program available through SEBTS—please contact the DMin director for Zoom information, if needed). The student must set up the meeting(s). The Faculty Chair must approve the Preliminary Project Outline (PPO) and send Dr. Harvey an email stating the PPO has been approved.

2. Meet monthly with the student to discuss the project proposal, project, and project report. These meetings will begin at the conclusion of the Project Design Workshop and may be conducted face-to-face, by telephone, or by Zoom (an online program available through SEBTS—please contact the DMin director for information).

   - **Important:**
     - The student must set up these meetings.
     - Meetings must take place **at least** once per month.
     - If a student fails to set up a meeting, the faculty chair will be responsible for connecting with the student to facilitate student responsibility in setting up meetings.
     - If a student does not respond to the faculty chair's request for setting up meetings or fails to meet for meetings, the faculty chair will report the negligence to the DMin office.

3. Guide the student in developing the Ministry Project Proposal.

4. Read the Ministry Project Proposal and sign the Research Ethics Packet supplied by the student with the proposal.

5. Read and approve the Ministry Project Proposal and the Research Ethics Packet
    - Please send approved Ministry Project Proposal to student and DMin Office
    - Please send the signed Research Ethics Packet and send to the student.
6. Guide the student in developing each chapter.
7. Evaluate the completed chapters. The faculty chair has the option of reading the chapter before or after the proofreading by the DMin proofreader but should advise the student of such a preference.
8. Provide a grade of Pass or Fail for DMN 8151 and DMN 8152. These courses supervised by the faculty chair occur after the completion of DMN 8141.
    - To receive a pass in DMN8151, students must complete Chapters 1, 2, and 3. If these chapters are not completed, students must repeat the course until the chapters are completed.
    - To receive a pass in DMN8152, students must at least complete the implementation of the project. Students are encouraged to complete Chapters 4 and 5.
9. Lead the oral examination, involving the evaluation of the ministry project and project report.
10. Administer the completion of the approval forms after the oral examination.

The Faculty Readers

The DMin Office will assign two faculty readers prior to the oral examination. Normally, an elected faculty member will serve as a faculty reader, though adjunctive and appointed faculty may serve with the approval of the DMin director.

The faculty readers will:
- Evaluate Chapter 2 or 3, if requested by the faculty chair.
- Evaluate the completed project report final draft.
- Participate in the oral examination of a student.

Objectives of Supervision

1. The student should grow in the capacity to reflect upon the meaning of his/her Christian ministry, to critically analyze the context in which ministry is performed, and to understand and articulate the reasons, purposes, objectives, and actions of contextual ministry.
2. The student should show progress toward the goals of true maturity in the practice of ministry, including objectivity, thorough commitment to master and employ needed knowledge and techniques, and sensitivity to the proper expressions of his/her responsibilities in ministry.
3. The student should show perceptible improvement and exercise of skills in ministry.

VI. MINISTRY PROJECT AND PROJECT REPORT

Definition of the Ministry Project

The ministry project is a specific, planned involvement in the practice of ministry, involving integrated learning to resolve a compelling and current professional/ministry problem in a manner which is systematically-developed, theoretically-informed, theologically-reflective, and practically-applied. The project should bring benefit to the particular ministry setting and beyond.

The ministry project should demonstrate the student's ability to identify a specific topic in ministry, select and organize an effective research model, apply appropriate resources, evaluate results, and reflect a depth of theological insight in relation to ministry. (Adapted from 1996 Association of Theological Schools, Standards of Accreditation, Section F.3).

Objectives of the Ministry Project

1. Engages the student in something not already addressed in the ministry setting.
2. Demonstrates the student's ability to relate professional knowledge and documented research with professional performance in reference to a particular ministry situation, problem, challenge, or need.
3. Allows the student to meet specific spiritual, intellectual, and emotional needs related to his or her professional objectives.
4. Meets a critical need in the student's place of ministry.
5. Offers the potential for usefulness to others sharing similar ministry positions or needs.

6. Demonstrates the student's ability to communicate clearly and effectively through the written word.

Nature of the Ministry Project

1. Addresses the student's own ministry skills by contributing to his/her understanding and development of those skills.
2. Addresses a significant need in the student's ministry context.
3. Involves others from the ministry context in some phase of research, planning, and/or implementation.
4. Reflects substantial research and ministry beyond routine activities.
5. Involves extensive reflection and evaluation of the student's performance and growth as well as the effectiveness of the project.
6. Requires a student to exhibit competency in analyzing needs; researching significant resources; formulating and expressing theological foundations for Christian ministry; proposing solutions; developing skills in the practice of ministry; gaining a sense of identity through self-understanding; and writing clearly, effectively, and professionally.

Criteria for Identifying and Planning a Ministry Project

Each student should begin to think about the project in ministry at the beginning of his/her program. Before the fourth semester in the program, the student should be able to identify a potential project in ministry. Below are some things to consider in identifying a ministry project:

1. Analyze the ministry context, identifying needs and prioritizing two to three primary ministry concerns.
2. Analyze one's personal ministry practice identifying professional weaknesses and prioritizing two to three primary professional concerns.
3. Look for a project idea that addresses one or more primary ministry or professional concerns.
4. Consider if the potential project has substantial research and ministry resources.
5. Decide if the potential project addresses a ministry concern within the present ministry context.
6. Decide if the potential project offers the student opportunity for professional development or improvement.
7. Guarantee the involvement of people within the ministry context.

8. Consider if the project will contribute beyond the present ministry field and to the particular field of ministry.
9. Write a description of the ministry setting.
10. Develop a rationale for the project.
11. Identify and write two to four (2–4) ministry objectives and two to four (2–4) professional objectives the student would like to accomplish.
12. Formulate a plan or strategy for addressing the possible objectives.
13. Develop a bibliography of forty or more books and periodicals relevant to the project idea.
14. Prepare the project following the assignments for the project design workshop and the guidelines for writing the ministry project proposal and ministry project report.

Types of Ministry Projects

Each student may choose to develop a project from a variety of types of projects as listed below. A student desiring to follow a type not described below should consult the DMin Director.

- **Equipping Program**
  Train a small group of believers in some phase of ministry.
- **Ministry Skill Enhancement**
  Develop a plan to improve a personal ministry skill.
- **Strategy Planning**
  Develop a strategy of Christian ministry among a targeted people group and begin the early stages of implementation.
- **Community Assessment**
  Assess the social needs in a community and develop specific recommendations for meeting those needs.
- **Ministry Research**
  Research a subject leading to the development of a conference or workshop addressing a related ministry concern. This model normally fits the need of denominational workers or leaders of para-church ministry organizations. (special permission required!)

Criteria for an Excellent Project
1. Is it related to the ministry of the participant?
2. Is it based on an adequate knowledge of the theory and theology which underlies the topic covered?
3. Does it employ valid methodology with which the participant has sufficient competence to achieve desired results?

4. Is it sufficiently focused to allow a concentration of effort and the best use of resources (time, finances, abilities)?
5. How does it give evidence of careful planning and execution?
6. Does it incorporate honest evaluations of the process and results based on well-defined criteria and evaluative procedures?
7. Is the report written in clear, correct language?
8. Is it in correct form as defined by the current Turabian style manual?
9. Is it written with careful attention to the correct use of source material, documentation, etc.?
10. Is the report written with logical progression of thought and with careful definition of key terms?
11. Is the report written in formal research style and avoids polemics, exaggerated claims or tangential issues?
12. Puts emphasis on developing a program or project and on evaluating its effectiveness. Demonstrates representative understanding of the ministry problem undertaken.
13. Stresses innovation in the sense of doing something in the participant's ministry that one has not done before, but not to the exclusion of simply upgrading expertise.
14. Bridges theory and practice, action and reflection, by testing new ways of doing ministry and then, as a theologian, asks what it means. Expects integration of theory and practice.
15. Tests and evaluates creative, new ways of doing ministry, and solving ministry problems.
16. Is written in a style and format acceptable to the academic community but is addressed primarily to ministry professionals and the practitioners of ministry.
17. Requires involvement with the project in a leadership role, plus baseline skill in doing credible evaluation. When appropriate, demonstration of research skills may be necessary.
18. Demands a respectable level of knowledge of theory in the area of the project, plus a high level of competence in the practice of ministry in this area.
19. Expects mastery of selected viewpoints concerning a particular issue.
20. Tends to incorporate the humanities qualitative and applied research paradigm.

Ministry Project Process

Important: The student will schedule **required** monthly meetings with the faculty chair to discuss the development and progress of the project.

Prior to the Project Design Workshop
1. ___The student will prepare a Preliminary Proposal Outline (PPO) for CLE 3 and DMN 8141.
2. ___The student will discuss possible project ideas with the faculty chair during the student's participation in CLE 3 of the third semester.

3.   ___The student will submit the PPO, an outline approved by your faculty Chair, on Moodle to the professor of the Project Design Workshop (DMN 8141) before the workshop.

Project Design Workshop

4.   ___The student will attend the Project Design Workshop (DMN 8141).
5.   ___The student will submit a final PPO on Moodle on the last day of DMN 8141.
6.   ___The DMin director will evaluate the PPO and approve the transfer of the PPO to the faculty chair.
7.   ___The DMin director will send the PPO to the faculty chair for approval.
8.   ___The faculty chair will inform the student and the DMin Office of the approval of the PPO. If needed, the faculty chair will work with the student to prepare an acceptable proposal.
9.   ___The student will write the Ministry Project Proposal (MPP).
   a. Please use the SBL Chapter Template. The template will be provided during the DMN 8141 workshop.
10.   ___Students will send the MPP to the Writing Center for evaluation.

(Please send a work request with the proposal and chapters to the Writing Center, saying: *We have a special SBL Template for DMin writing, so I am only looking for help with good organization of ideas, proper scholarly support, good paragraph structure, proper sentence structure, and clarity (not setup, spacing, page numbers, Table of Contents, footnotes, and bibliography).*

How can one send a draft paper to the Writing Center?

- Please address an email message to the Writing Center at **write@sebts.edu** with your attached document and the following information:
  - Your name, student number, and current city and state
  - Course number and professor's name
  - Course type: DMin Seminar or Project
  - Assignment description or type and the due date
  - Specific questions or topics with which you would like help or feedback
    - Write: *We have a special SBL Template for DMin writing, so I am only looking for good organization of ideas, proper scholarly support, good paragraph structure, proper sentence structure, and clarity*
    - Thank you. Lacking this information, we may reply asking you for it.
  - Note on file compatibility: Our computers have Adobe PDF Reader and Microsoft Office with Word 2013, so we can always open PDF files and Word documents saved as [.docx] or [.doc] or Rich Text [.rtf]. We recommend PDF files for preserving special fonts, such as Greek and Hebrew/Aramaic.

Very Important: Do not send your original because The Writing Center's attendant may accidentally alter your SBL settings. Use a copy of the original and then make the changes on your original!!!

11.   ___Students will correct the MPP based on the Writing Center's suggestions.

Project Proposal Completion

12.   ___The student will forward the <u>digital</u> copy of the completed MPP to htucker@sebts.edu and send payment for proofreading via PayPal to dmin@sebts.edu by the assigned deadline in the Project Design Workshop (DMN 8141) syllabus. **(The proofreading cost is $2.00 per page; contact Hannah Tucker for PayPal instructions.)**

—And—

___Submit the Research Ethics Packet signed by the student and faculty chair to htucker@sebts.edu along with the MPP.
13.   ___The DMin Office will forward the proposal to the official proofreader.
14.   ___The proofreader will return the digitally proofread proposal to the DMin Office.
15.   ___The DMin Office will forward the proofread proposal to the faculty chair for approval.
16.   ___The faculty chair will evaluate the MPP.
17.   ___The faculty chair will send the evaluated MPP to the DMin Office, acknowledging approval or rejection, and notify the student of approval or rejection. The student will receive a grade for the Project Design Workshop at this time.

18. ___The faculty chair may suggest minor changes for the student to make but will release the student to begin working on the ministry project.

19. ___Upon faculty chair approval, students will become candidates for the Doctor of Ministry degree.

After Approval of the Project Proposal

20. ___Students will proceed with the next phase of the project.

    Remember: Students may not enroll for DMN 8151 and DMN 8152 during the same semester.

21. **___REGISTER FOR DMN 8151 THE SEMESTER AFTER DMN 8141.**

22. ___Students will complete Chapters 2 and 3 before the end of DMN 8151 (failure to do so will cause the student to repeat DMN 8151)

    a. Please use the SBL Chapter Template provided in DMN 8141.

23. ___Students will send the Chapters 2 and 3 to the Writing Center for evaluation.

    (Please send a work request with the proposal and chapters to the Writing Center, saying: *We have a special SBL Template for DMin writing, so I am only looking for help with good organization of ideas, proper scholarly support, good paragraph structure, proper sentence structure, and clarity (not setup, spacing, page numbers, Table of Contents, footnotes, and bibliography).*

    ### How can one send a draft paper to the Writing Center?

    - Please address an email message to the Writing Center at **write@sebts.edu** with your attached document and the following information:
        - Your name, student number, and current city and state
        - Course number and professor's name
        - Course type: DMin Seminar or Project
        - Assignment description or type and the due date
        - Specific questions or topics with which you would like help or feedback
            - Write: *We have a special SBL Template for DMin writing, so I am only looking for good organization of ideas, proper scholarly support, good paragraph structure, proper sentence structure, and clarity*
            - Thank you. Lacking this information, we may reply asking you for it.
        - <u>Note on file compatibility</u>: Our computers have Adobe PDF Reader and Microsoft Office with Word 2013, so we can always open PDF files and Word documents saved as [.docx] or [.doc] or Rich Text [.rtf]. We recommend PDF files for preserving special fonts, such as Greek and Hebrew/Aramaic.

    <u>**Very Important**</u>**: Do not send your original because The Writing Center's attendant may accidentally alter your SBL settings. Use a copy of the original and then make the changes on your original!!!**

24. ___Students will correct the MPR based on the Writing Center's suggestions.

25. ___Students will submit each chapter digitally to the DMin Office— htucker@sebts.edu —for proofreading and send payment for proofreading via PayPal to the dmin@sebts.edu. **(The proofreading cost is $2.00 per page; contact Hannah Tucker for PayPal instructions.) Important!!!** The faculty chair may choose to evaluate the content of each chapter before or after the required proofreader evaluates the chapter. The student will be informed by the Faculty Chair of the preference.

26. ___Students will proceed with the completion of the project upon approval of Chapter 2 and Chapter 3 by the faculty chair.

27. **___REGISTER FOR DMN 8152 THE SEMESTER AFTER DMN 8151**

28. ___Students will implement the project and complete Chapters 4 and 5 during DMN 8152 (failure to implement the project will cause the student to repeat DMN 8152).

    ***No need to send these chapters to the Writing Center, unless you desire help.

29. ___Students will submit the <u>digital</u> copies of Chapters 4 and 5 to htucker@sebts.edu and send payment for proofreading via PayPal to the dmin@sebts.edu. **(The proofreading cost is $2.00 per page; contact Hannah Tucker for PayPal instructions.)**

> **Important!!!** The faculty chair may choose to evaluate the content of each chapter before or after the required proofreader evaluates the chapter. The student will be informed by the Faculty Chair of the preference.

30. ___Students will receive and correct the proofread chapters.
    a. Students must repeat 8151 and 8152 until the designated chapters are complete.
        i. 8151 – The completed Project Proposal and Chapters 2 and 3 submitted to the Faculty Chair
        ii. 8152 – The completed Chapters 4 and 5 submitted to the Faculty Chair

Completion of the Project Report

31. ___Important!!! Students are responsible for registering for graduation the semester of the intended graduation.
32. ___Students will proceed with the completion of the Final MPR upon approval of Chapter 4 and 5 by the faculty chair.
    a. Please use the SBL Report Template for the MPR.
33. ___Students will convert the MPP into Chapter 1, following the conversion instructions.
34. ___Students will complete the MPR.
35. ___Students will send the MPR to the Writing Center for evaluation.
36. ___Students will correct the MPR based on the Writing Center's suggestions.

Proofreading Process

37. ___Students will submit a <u>digital</u> copy of the final, complete draft of the entire MPR, including the extra pages (appendices, bibliography, etc.), to the DMin office for proofreading **no later than February 15 for Spring graduation and September 15 for Fall graduation.**
    (The proofreading service will cost $2.00 per page for all pages not previously proofread and $1.00 per page for any secondary reading.)
38. ___The DMin Office will forward the MPR to the official proofreader.
39. ___The proofreader will return the digitally proofread report with suggested corrections via the tracked changes feature to the DMin Office.
40. ___Students will receive the proofread copy and proceed to make corrections.
41. ___Students will send the <u>digital</u> copy of the corrected MPR to the DMin Office and to the faculty chair.
42. ___After the review, the faculty chair will inform the students and DMin Office of approval, sending the reviewed document to the DMin Office and the students, with any final corrections needing to be made.
43. ___Upon correcting the document, the student may repeat the proofreading action with the official project reader for a cost of $1.00 per page, if necessary.)

Submission of the Ministry Project Report

44. ___The student will submit three hard copies of the final corrected MPR to the DMin Office.
    a. Students should email a PDF of the final MPR to The Locker on campus (locker@sebts.edu). They will print your project for 5 cents per page (single-sided, copy paper) and deliver it to the DMin Office. For more information, contact the DMin Office for instructions.
45. ___The student *must* submit the hard copies of the final project report to the DMin Office at least <u>two weeks before the oral exams.</u> No exceptions will be given.

Oral Examination Process

46. ___The student will schedule the oral exam through the DMin Office.
    a. Scheduling will occur early in the semester of the planned graduation.
47. ___The **oral exam must occur at least three weeks prior to graduation** to allow time for corrections to the ministry project report after the examination and prior to the established deadlines.
48. ___The members of the supervisory committee will convene for a conference at the scheduled time of the oral exam to discuss the criteria for evaluation and the process for the examination (see DM Form 7).
49. ___After the conference, the student will join the supervisory committee for the oral examination.

50. ___The oral examination involves an intensive and critical examination. The examination will include consideration of the research, contributions, implications, presuppositions, and methodology of the ministry project. Also, the committee will ask questions concerning the program experience of the student. The examination typically requires two hours.
51. ___The supervisory committee will ask the student to leave the room following the oral exam while the committee members discuss, compare, and agree upon the final grade (pass or fail) for both the ministry project report and the oral exam (see Ministry Project Report Criteria for Evaluation, DM Form 7).
52. ___The student will return to the meeting for a report of the evaluation, to receive any further instruction, to complete any necessary forms, and for closure of the exam for graduation.
53. ___The faculty chair will complete a single summary copy of DM Form 7, one signed copy of DM Form 9, and one signed copy of DM Form 8. The DMin Office will have provided all the forms to the faculty chair at the time of the oral examination for signatures.
54. ___The faculty chair will return the signed copies to the DMin Office immediately after the oral exam.

After the Oral Exam
55. ___The student will make required corrections to the final ministry project report as directed by the supervisory committee during the oral exam and re-submit the report to the faculty chair in coordination with the catalog deadline for binding.
56. ___In addition, the student will schedule a meeting with the Administrative Assistant to the Director of Library Services, Bradley Eaves, on the same day of the oral exam to be clear on the final copy format, binding issues, and prices.
57. ___Following all final and approved corrections, the student will submit the completed ministry project report to Hannah Tucker for a final formatting review. Once Hannah returns the ministry project report to the student, he/she will submit the final PDF copy of the project to the Administrative Assistant to the Director of Library Services for binding no later than the catalog deadline for submission.
    a. The student is required to purchase one copy for his/her faculty chair, and one personal copy.
    b. The student may order additional bound copies at the time of submission and additional fees for these extra copies will be required.
    c. The student is required to mail the printed copy to the faculty chair once it is received.
58. ___The student must submit the copies of the project report to the Library for binding no later than the catalog deadline for submission, or the DMin Office may postpone graduation, extending enrollment to another semester.
59. ___The handbook provides additional information concerning the submission of the ministry project report in Appendix C, Library Submission Guidelines.
60. ___The Library will keep the PDF of the final ministry project report in the SEBTS digital database for public view.

The Preliminary Project Outline (PPO) Report

The PPO report is a brief, informal document designed to help students identify a ministry project. **The student should consult with the faculty chair on the proposal idea before entering the Project Design Workshop**. The student will submit the project PPO report to the professor of the Project Design Workshop (DMN 8141) as directed, and then, the professor will submit the PPO to his/her faculty chair. The faculty chair will inform the student and DMin Director of approval.

Components of the Preliminary Proposal Outline:
- **Ministry Proposal** (Paragraph Form)
  - Provide a one-sentence statement of what you plan to do in sentence form.
- **Project Rationale**
  - List the reasons for the Ministry Project
- **Biblical and Theological Foundations:**
  - List the Biblical passages to support the Ministry Project (see 8172 assign)
- **Assumptions**
- **Limitations and Delimitations**
- **Project Objectives**
  - List **2–4 ministry objectives** and **1–3 professional** *(personal)* **objectives in outline form (see below)**

    - **The Objective:**
      - **Knowledge Needed**
        - List of things to know
      - **Actions Needed**
        - List of things to do to get the knowledge
      - **Measurement(s) Needed**
        - Identify the evaluation method (Qualitative or Quantitative) and tool(s) (expert evaluation, survey, pre-test/post-test, etc)
      - **Special note on measurement items:**
        - Add the kind of measurement for each instrument (qualitative, quantitative, or mixed)
        - Add the testing tool(s)—inventories, questionnaires, interviews, surveys, evaluations, approvals, etc.
          - These tools should show the progress toward meeting the objective in the development of the ministry project.

The Ministry Project Proposal (MPP)

The ministry project proposal serves as a formal document describing the proposed ministry project. The approved proposal should demonstrate the student has reached a level of competence qualifying for the research and writing phase. The proposal should consist of eighteen to twenty-four pages, not counting the title page, table of contents, and bibliography.

***Students should use the SBL format, give careful attention to both content and form, and the SBL template given in DMN8141. Proposals containing errors in grammar or style will be unacceptable.

Please send a copy of the proposal to the Writing Center, make the center's suggested changes, use the 3-time proofread process, send to DMin Office for the proofreader, make the suggested proofreader changes, and send to your faculty chair.

Components: (The student may change the order of the outline below if desired, but all components should be included in the final project proposal.)

Title Page: Title of the project with the other expected entries (see handbook)
Table of Contents
Introduction of Ministry Project: (18–24 pages)

> **Introductory Paragraph:**
>> The introduction should capture your readers' interest, making them want to read the rest of your paper. Opening with a compelling thought to get your readers to see why your topic matters serves as an invitation for them to join you for an engaging conversation.
>>
>>> Example:
>>>> Jesus in Matt 28:19–20 instructed his followers to make disciples. The writer of Blank Book says that church leaders today may be familiar with the concept of disciple-making but do not understand this mandate as Jesus gave it to his early followers.[1] These leaders need to understand Jesus' mandate to develop an appropriate disciple-making strategy. An appropriate strategy will allow churches to pursue making disciples in a manner expected by Jesus.
>
> **Purpose (1/2–1 page)**
> - A purpose statement announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what the specific focus will be.
> - A purpose statement makes a promise to the reader about the development of the argument but does not preview the particular conclusions that the writer has drawn.
> - A purpose paragraph should be clear, concise, and specific at a bird's eye view
> - Explain the desired results of the project
>
> **Project Objectives (2–3 pages)**
> - Identify two to four (2–4) ministry objectives and one to three (1–3) personal/professional objectives to accomplish in the process of completing this project.

- o Remember:
  - ▪ A good objective is:
    - ▪ **Attainable within the time frame of the project.**
    - ▪ **Stated in terms of desired results instead of action plans.**

    - ▪ **Specific enough to be evaluated.**
    - ▪ **Measurable in terms of knowledge, attitude, values, behavior, and/or ministry effectiveness.**
- Each objective should be explained in paragraph form with the actions below:
  1. **State the objective.**
  2. **Identify the knowledge needed to accomplish the objective.**
  3. **Describe the process for accomplishing the objective.**
  4. **Explain the importance of the objective to the execution of the project?**

Ministry Context (4–6)

- Describe the ministry context,
  - o Include a description of the project director's relationship to the situation in which the project occurs.
  - o Include appropriate demographic information.
    - ▪ Location of church or ministry
    - ▪ Description of surrounding community
      - Background, population make-up and numbers, etc.
    - ▪ Description of church
      - Qualitative terms: description of staff, organizational structure, significant past events, etc
      - Quantifiable terms: Facilities, worship service attendance, size of organization, Sunday School or Small Group membership and attendance data, baptisms, new members, etc.

Remember:

- o If you use information from an interview, please supply a copy of the interview in the appendix.
- o Offer as much verifiable information with sources as possible.

Project Rationale (1 page)

- Identify the critical problem, concern, or need.
- Focus on a description of the specific ministry need.
- Document the extent of the need in **quantifiable terms**.
- Describe the nature and causes of the need.
- Explain why the project is critical.
- Identify the benefits expected from this project.

Remember:

- If you use information from an interview, please supply a copy of interview in the appendix.
- Offer **verifiable information**.
  - o Verifiable information includes books, studies, articles, surveys, interviews, or conversation. Remember to write up the survey, results of the survey, interviews, and conversations for the appendix.

Assumptions (1 page)
- Identify any assumptions (something taken for granted) influencing the ministry project.

Limitations/Delimitations (2 pages)
- Identify and explain the limitations and delimitations.
  - A **limitation** is something that limits research beyond the control of the project director (such as: the duration of the project or required ministry context).
  - The **delimitation** is a "fence" put around the research by the project director to limit the size of the data pool, scope of intention—such as choosing to work with only a certain group of people, such as senior adults—and the focus on a particular topic.

Project Description (3 pages)
- In a narrative format, provide a very brief logical report of the steps needed to complete the project. (The description should be in such detail an outside reader could understand the ministry project process.)
  - Include:
    - A brief description of the logical steps necessary for the completion of the project including research actions, enlistment procedures, summary of training sessions or classes, description of ministry activities, etc.

Definition of Terms (1 page)
- Identify and define any specialized terms to be used in the project. **Please format your definitions in a list with a one sentence, concise definition—not a description—of each term.** You will need to provide a footnote for each definition to show where your research came from when you crafted your definition.

Research Design (recommended: 3–6 pages of the 24–32 pages)
- Project Model:
  - Identify the project model to be used (equipping model, strategy model, skill enhancement model, etc.).
  - Explain the reason(s) for choosing the project model as opposed to the alternate models.
- Research Tools:
  - Identify the ministry objectives
  - Explain how each ministry objectives will be measured.
    - Identify whether qualitative or quantitative.
    - Identify the necessary evaluation instruments for each objective
      For example:
      - Will the evaluation require a pre-test/post-test tool, survey(s), interviews, etc.? Be as specific as possible.
      - Be sure to explain thoroughly how the evaluation tools will be used.
        For example:
        - Explain how the pre-test and post-test will be used.

- Explain how the test results will determine if change occurred.
  - **For example:**
    - Explain how the statistics will help in determining whether the project made a significant difference.

Project Schedule (recommended: 1 page of the 18–24 pages)

Give a time schedule listing that includes the following:
- Date of submission of the project proposal
- Date of submission of Chapter 2
- Date of submission of Chapter 3
- Date of ministry project implementation
- Date of submission of Chapter 4
- Date of submission of Chapter 5
- Date of the Ministry Project Report submission to the proofreader
- Date of the hard copy submission of the Ministry Project Report to the supervisory committee for the oral exam.
- Suggested date for the oral examination
- Date of anticipated graduation

Conclusion (recommended: 1–2 pages of the 18–24 pages)
- A good conclusion includes the following:
  - A wrap up with the purpose, thesis (idea behind the project), process, and goal of the project.

Bibliography
- Include books and other resources to be used in finalizing the development of the ministry project.

Ministry Project Report

Explanation:

- The ministry project report serves as the final document describing and evaluating the ministry project.
- Written upon completion of the ministry project in consultation with the faculty chair, the report provides more than a mere recapitulation of the ministry project proposal, by including insights learned in the development and implementation of the ministry project.

Report Requirements

- The actual body of the ministry project report should consist of eighty to one hundred and twenty (80–120) double-spaced pages, not including the table of contents, appendices, bibliography, or other extra pages. The page limits may be exceeded with permission from the faculty chair.
- Each page should have left and right margins of **1 ¼ inches (1.25)** and top and bottom margins of **1** inch.
- The bibliography and appendices should be no more than fifty (50) pages in length.
- Students will follow *The SBL Handbook of Style*, 2nd edition and the guidelines outlined in the student handbook.
- Students should use the SBL template provided by the DMin Office.
- ***Please send the report to the Writing Center, make the center's suggested changes, use the 3-time proofread process, send to DMin Office for the proofreader, make the suggested proofreader changes, and send to your faculty chair.***

Contents:
The student should include the following components in the final project report:

Title Page
Blank Page
Approval Form (inserted by Office of Professional Doctoral Programs)
Permission for Access Form
Dedication Page—optional
Table of Contents
Lists (illustrations, tables, plates, abbreviations, etc.) —if applicable
List of Figures—if applicable
Acknowledgments—optional
Abstract
> **The Writing of the Abstract**
> > o   Include a formal abstract that states:
> > > ▪   The research problem,

- The nature of the project
- The conclusions drawn from the analysis.
- Use concise language
- Use no more than three hundred words double-spaced and printed according to the same standards as the Project Report itself.
- Employ no footnotes
- For other matters related to form, follow the guidelines and principles of *The SBL Handbook of Style*, 2nd edition.

Chapter 1—Introduction (15–24 pages)
Outline of Chapter 1:
- Special Instructions:
  - **The MPP serves as Chapter 1 in the converted form (see below)**
  - **Please use the conversion instructions below:**
    - Use the project proposal as the basis for chapter one, expanding and deleting when appropriate or requested.
    - Write the introductory chapter in the **past tense**.
    - Take the bibliography and move it to the end of the project report.
    - Delete the Project Description, Research Design, and Schedule sub-headings.
  - **Remember: Check the page numbers to make sure the page number requirements have been met.**

Introductory Paragraph: (without a first-level subheading)

The introduction should capture your readers' interest, making them want to read the rest of your paper. Opening with a compelling thought to get your readers to see why your topic matters serves as an invitation for them to join you for an engaging conversation.

Example:

Jesus in Matt 28:19–20 instructed his followers to make disciples. The writer of Blank Book says that church leaders today may be familiar with the concept of disciple-making but do not understand this mandate as Jesus gave it to his early followers.[1] These leaders need to understand Jesus' mandate to develop an appropriate disciple-making strategy. An appropriate strategy will allow churches to pursue making disciples in a manner expected by Jesus.

Purpose
- Provide a one-sentence statement of the ministry proposal/purpose. In the same paragraph, clearly and concisely describe how the ministry concern was addressed.
  - A purpose statement announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what the specific focus will be.
  - A purpose statement makes a promise to the reader about the development of the argument but does not preview the particular conclusions that the writer has drawn.
  - A purpose paragraph should be clear, concise, and specific at a bird's eye view
  - Explain the desired results of the project
  - Include the achievement of success or failure of the project

Project Objectives
- Identify the ministry objectives and personal/professional objectives accomplished during the project. (see MPP)
  - Each objective should be explained in paragraph form with the actions below:

Ministry Context

- o Describe the ministry context, including appropriate demographic information. (see MPP)

Project Rationale

- o Identify the critical problem, concern, or need.
- o Provide a description of the specific ministry need. (see MPP)
  - a. Document the extent of the need in **quantifiable terms**.
  - b. Describe the nature and causes of the need.
  - **c.** Explain why the project was critical.
  - **d.** Identify the benefits received from the project.

Assumptions

- o Identify any assumptions (something taken for granted) influencing the ministry project. (see MPP)

Limitations/Delimitations

- o Identify and explain the limitations and delimitations. (see MPP)
  - ▪ A **limitation** is something that limited the research beyond the control of the project director, such as the fifteen-week duration of the project or the requirement for the project to be done in the student's ministry context.
  - ▪ The **delimitation** is a "fence" put around the research by the project director to limit the size of the data pool, scope of intention, etc., such as choosing to work with only a certain group of people, such as senior adults.

Definition of Terms

- o Identify and define any specialized terms you will be using in the project. Format your definitions in a list with a one sentence, concise definition—not a description—of each term. You will need to provide a footnote for each definition to show where your research came from when you crafted your definition. (see MPP)

Conclusion

- o Brief summation of this chapter (see MPP)

Chapter 2—Biblical and Theological Foundations (20–25 pages)

Chapter 2 should be completed by the end of DMN 8151 and before the implementation of the project!!!

- o **Introduction**
- o Identify and thoroughly discuss one to four (1–4) biblical passages that support the proposed project. The content should answer four questions:
  1. **Biblical Passage: What biblical passage supports this project?**
  2. **Biblical Exegesis: What does the biblical passage say?**
     - o Identify social-world context: the socio-historical, political, and religious contexts
     - o Identify genre: the literary category of the writing being studied
     - o Identify the text's meaning in its original context
     - o Carefully study the text using appropriate methods and tools: a detailed analysis consisting of study of words, phrases, sections, etc.
     - o Summarize the key idea and supporting ideas of the text
     - o What biblical exegesis is not:
       - ▪ A theological reflection of a biblical passage
       - ▪ A personal commentary on the passage
       - ▪ A sermon
       - ▪ A verse-by-verse explication of a passage
       - ▪ A review of the literature on a passage
  3. **Theological Implications: What does the passage mean?**
     - o What are the theological concepts embedded in the passage that address or support the project idea?
       Or

- Integrate conclusions with larger biblical-theological story (Theological content)
- **Example:** In Matt 28:19–20, the theological concepts could be:
  - Christ gave his followers a mission.
  - Christians have the responsibility to make disciples.
  - Baptism represents an important part of disciple-making.
  - Disciple-making involves teaching.
  - The Great Commission is meant for people of all nations

4. **Application: How do the biblical passages and the theological implications apply to the project?**
   Ask:
   - **Why does the passage matter to this project?**
     ——Or——
   - **How does the passage support the project?**

VERY IMPORTANT!!!
- Please avoid *eisegesis* **(Your personal opinion or understanding of the text, including words, phrases, or theology)**
  —and—
- Please avoid *proof-texting* **(Using a verse or <u>string of verses to make your point (regardless of how evident) without scholarly explanation</u>).**
  - The avoidance means:
    - **Using support from commentaries, journals, and articles considered scholarly and located in the list of accepted scholarly works in your student handbook.**
    - **Refraining from the use of personal opinions or accepted views without scholarly support.**
- End the chapter with **a good summary conclusion.**
  - A good conclusion involves:
    - Reiterating the main points that have been presented
    - Restating the thesis in the light of its substantiation and presentation
    - Reflecting on the journey that has led to this concluding moment

Remember: **Chapter 2 should be completed by the end of DMN 8151 and before the implementation of the project!!!**

Chapter 3—Ministry Foundations (20–35 pages)
Remember: **Chapter 3 should be completed by the end of DMN 8151 and before the implementation of the project.** This chapter is research intensive and should contain a minimum of 30 sources. Most projects will contain 40–60 sources in this chapter**!!!**

- The **goal of the chapter** is to provide research data informing the project and serving as the ministry foundations for the project.
  - **Remember: Use scholarly or expert support and not what you think or know!**

- The **project objectives** will help shape the content of the chapter.
  - Take each objective:
    - What should you know to complete the objective?
    - The answers will set up the outline for Chapter 3.

o The content should first be developed into **an outline with a good flow of ideas**. The listing under **Knowledge Needed** in the PPO serves as a good outline.

o The student should submit a copy of the **Chapter 3 outline to his faculty chair** PRIOR to beginning the writing of Chapter 3. The faculty chair can suggest changes regarding the chapter.

o The student's **continued research will likely expand the outline**.

o Depending upon the type of project being done and the availability of resources, the chapter **content can vary widely from one project to another**.

- **Types of Content:**
  - **Answers to probing questions**, like **what, who, why, how, where, and when**, may be used to help develop the content for each objective comprising the Chapter 3 content.

  - **Particular information** at various places in the outline or as the outline of Chapter 3. The information includes:
    - Theoretical information on subject
    - Philosophical information on subject
    - Historical information on subject
    - Contemporary information on subject
    - Biblical information serves Chapter 2.

  - **Alternative programs, models, or examples**
    - Should use at least three alternatives to discuss
    - Identify, describe, and evaluate
    - These alternatives should include both source and interview research.
    - Each alternative should follow a similar format allowing for comparisons between the models.
    - Decide on a model, program, or example to use and give rationale for the decision
    - If a new model, program, or example created, describe how the alternatives helped in the development of the model

  - **Key principles, topics or ideas** central to the accomplishment of the project.
    - These principles, topics, or ideas should come from the research and serve to support the content of the project.
    - Identify and describe the principles, topics, or ideas
    - Inclusion of theoretical, philosophical, historical, and contemporary information may help in the explanation of each principle, topic, or idea.
    - Include any contrary views on the principle, topic, or idea.
    - Describe how the principles, topics, or ideas serve to inform the content of the project.
  - **Key resources (literature review)** by ministry leaders of the past and present used for developing the ministry project.
    - Give a brief statement of the thesis/purpose of each book, summary of the contents, and an explanation of the contribution(s) to the ministry project.

- **Ways to Write Chapter 3.**
  - The examples listed below provide an idea of how the content can be organized. *(The suggestions below should not be considered exhaustive.)*

EXAMPLE 1 (Models or Programs Approach)
- Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
- Identify, describe, and evaluate four to six (4–6) models or programs related to the subject of the project. (12–15 pp.)
  - These models should include both source and interview research.
  - Each model description and evaluation should follow a similar format allowing for comparisons between the models.
  - Comparison of the models or programs.
- Decide on a model to use and give rationale for the decision (3–6 pp.)
  —**or**—
- If a new model is created, describe how the other models helped in the development of the model. (3–6 pp.)
- Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

EXAMPLE 2 (Principles, Ideas, or Topics Approach)
- Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
- Identify and describe six to twelve (6–12) key principles, topics, or ideas central to the accomplishment of the project. (18–24 pp.)
  - These principles should come from the research and serve to support the content of the project.
- Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

EXAMPLE 3 (Hybrid Approach)
- Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
- Identify and describe five to seven (5–7) key resources by ministry leaders of the past and present used for developing the ministry project. (8–10 pp.)
  - Give a brief statement of the thesis/purpose of each book, summary of the contents, and an explanation of the contribution(s) to the ministry project.
- Identify, describe, and evaluate three to four (3–4) models or programs related to the subject of the project. (6–8 pp.)
  - These models should include both source and interview research.
  - Each model description and evaluation should follow a similar format allowing for comparisons between the models.
- Identify and describe key principles, topics or ideas central to the accomplishment of the project. (6–8 pp.)
  - These principles should come from the research and serve to support the content of the project.

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- Describe how the principle, topic, or idea serves to inform the content of the project.
- Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

Chapter 4—Project Description (10–15-pages)

- o In a **narrative format (no listing)**, provide a logical and detailed description of the steps (step-by-step) used in implementation of project. **(Please do not offer background information before the project implementation.)**
- o **Include:**
  1. Brief introduction of the project director's relationship to the situation in which the project occurred. (½–1-page)
  2. Detailed description of implementation process: (9–12-pages)
     - o **Equipping Model: Steps in the process**
       Suggested topics in description:
       - Approvals in church for project, if any
       - Research steps
       - Expert evaluation of research data
       - Preparation for teaching sessions
       - Development and Approval of measurement tools: Pre-test/Post-test, Evaluations, etc.
       - Expert Evaluation of teaching plans
       - Selection process of team
       - Location of meetings
       - Description of each session
       - Study or work between each session
       - Evaluation process: Pre-test/Post-test, Evaluations, etc.
       - Project Analysis process
     - o **Strategy Model:**
       Suggested topics in description:
       - Approvals in church for project, if any
       - Research steps
       - Development and Approval of measurement tools: Evaluations, Approvals, etc.
       - Expert evaluation of research data
       - Preparation for process
       - Selection process of team
       - Location of meetings
       - Description of each session
       - Study or work between each session

       - Evaluation process: Approvals, Evaluations, etc.
       - Project Analysis process

     - o **Skill Enhancement Model:**
       Suggested topics in description:

- Approvals in church for project, if any
- Research steps
- Expert evaluation of research data
- Preparation for skill enhancement
- Development and Approval of measurement tools: Evaluations, etc.
- Location of skill enhancement
- Description of steps in skill enhancement
- Study or work between each session
- Evaluation process: Pre-test/Post-test, Evaluations, etc.
- Evaluation(s)
- Project Analysis process

3. Summary of chapter (1-page max)

Remember: **The description should be a step-by-step report in such detail that an outside reader could duplicate the ministry project in another setting.**

Chapter 5—Project Analysis (15–20 pages)

- In a narrative description:
  - Summarize the overall results of the project.
  - Evaluate the project objectives.
    - Report the evaluation data.
    - Critically interact with the collected data.
    - Provide analysis of findings
  - Address the strengths, weaknesses, and/or patterns
  - Evaluate the project process.
  - Offer conclusions drawn from the experience.
  - Identify the lessons learned
  - Include suggestions for further implementation of the project.
  - Reflect upon: (The personal pronoun may be used in the section.)
    - How you grew or changed because of the project,
    - What you learned about yourself during the project,

    - What you learned about ministry because of the project,
    - What you learned about your ministry setting-context because of the project.

Appendices

- Include lesson plans, sermon manuscripts, etc.
- Lesson plans should include at a minimum the following elements for each session:
  - Session title or description,
  - Session goal or objective,
  - Suggested time frame,
  - Necessary items: handouts, equipment, etc.
  - List of actions necessary to prepare and lead sessions,
  - Step-by-step list of procedures for the session including both content and teaching/learning methodology,
  - Provide footnotes to the appendices with additional materials such as copies of handouts, hard copies of PowerPoint presentations,

illustrations of posters, scripts for role-plays or dramas, sermon manuscripts, etc.

- o Sermon manuscripts should include a comprehensive outline of the sermon, containing the following components:
    - Sermon title
    - Biblical text
    - Introduction
    - Main sermon divisions
        - Ideas (one sentence) and illustrations for each division
    - Conclusion
- o Include questionnaires or other data gathering devices.
- o Include raw data, such as phone call reports, meeting notes, emails, etc.

Selected Bibliography

- o Include all the sources cited in the project report as well as other significant sources that informed the development and implementation of the ministry project.

Vita (1 page)

- o The Vita serves as the biographical data sheet for the student.
- o Example:

VITA

John T. Baptist

PERSONAL
  Born: July 4, 1776, Big City, OK
  Parents: Zack and Elizabeth Baptist
  Married: Mary Baptist
  Children: Joshua, Rachel, and Josiah

EDUCATIONAL
  Diploma, Big City High School, Big City, OK, 1980
  B.A., Religion, Baptist University, 1984
  M.Div., Southeastern Baptist Theological Seminary, 1990

MINISTERIAL
  Minister to Youth, Calvary Baptist Church, College Town, TX, 1983–1986
  Senior Pastor, First Baptist Church, Small Town, OK, 1986–1990
  Senior Pastor, Immanuel Baptist Church, County Seat, OK, 1990–1997
  Senior Pastor, I Have Arrived Baptist Church, Big City, AL, 1997–2010

ACADEMIC or DENOMINATIONAL (whichever might apply)
  Adjunct Faculty Member, Baptist College, Big City, AL, 1999–2010
  Associational Moderator, Go Get Em Association, Country Seat, OK, 1993–1995

Blank Page

The Order of Contents in Ministry Report

- Title Page
- Blank Page
- Approval Form (inserted by Office of Professional Doctoral Programs)
- Permission for Access Form
- Dedication Page—optional
- Table of Contents
- Lists (illustrations, tables, plates, abbreviations, etc.) —if applicable
- List of Figures—if applicable
- Acknowledgments—optional
- Abstract
- Text
- Appendices
- Bibliography
- Vita
- Blank Page

Technical Requirements for the Ministry Project Report

In order to avoid last-minute problems when submitting the ministry report for deposit in the Library, the student must consult with the Administrative Assistant to the Director of Library Services regarding conformity to technical requirements after the oral examination. The student must make the appointment for the consultation prior to preparation of the final copies.

Requirements
- Students are **required** to use the provided DMin SBL project report template.
- Pages are to be double-spaced and printed in twelve (12) point Times New Roman (including page numbers).
- A margin of 1 ¼ inches is required on the left and right margins; the top and bottom margins must be 1 inch.
- Project reports must use footnotes rather than endnotes. Footnotes are single-spaced and begin with one at the beginning of each new chapter.
- Footnotes may be printed two (2) points less than the twelve-point to ten-point (12–10 points) text. The font style should be the same in the text, which is Times New Roman.
- For all matters related to form, presentation, and style, the research project must conform to the guidelines provided by *The SBL Handbook of* Style, 2nd edition with special attention and care taken for the preparation of the final manuscript. For other matters not addressed by *The SBL Handbook of* Style, 2nd edition, *The Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010) must be consulted. The student should consult the faculty chair for additional questions. In addition, please

carefully consult the "Common Writing Errors" guide provided in this handbook (see pgs. 46–54). The version of the Bible the student has used should also be acknowledged.

- o Sample forms for the project ministry report title page, the approval form, and the permission for access form are provided (see Title Page Sample Appendix D, Project Report Approval Form Sample DM Form 8, and Project Report Permission for Access Form Sample DM Form 10). These forms must conform to the above stated margin requirements, be accurate in content and spacing, and be placed in the following order:
  - Title Page (See Appendix D)
  - Copywrite Page
  - Approval Form (See DM Form 8)
  - Permission for Access Form (See DM Form 10)
    The DMin Office will distribute the Approval Form and Permission for Access Form on the day of the oral examination.
- o Competent proofreading of the project report will be very important.
  - The DMin Office will provide an official proofreader. The cost of this service will be $2.00 per page and $1.00 per page for any secondary reading. The student will send a check covering the cost of proofreading with the project report to the DMin Office. Please leave the recipient of the check space blank, to be filled in by the DMin Office. All proofreaders will remain anonymous.
- o If the supervisory committee finds typographical, stylistic, grammatical, or content errors not deemed sufficient to disqualify the ministry project report for approval, the student will be required to correct the errors before the printing for submission to the Library. Before submitting the corrected copies to the Library, the student will submit the corrected pages to the faculty chair of the supervisory committee for approval.
- o The project report becomes the property of Southeastern Baptist Theological Seminary upon acceptance and is not to be published in any form nor made available to others by electronic means without the express permission of the Provost and Dean of Graduate Studies on the recommendation of the Doctor of Ministry Committee.

VII. GRADUATION

Graduation Process

1. **Students must apply for graduation with the Registrar's Office at the beginning of the final semester** and pay any required fees (as listed in the Seminary Catalog, see Tuition, Fees and Financial Aid).
2. Students must purchase academic regalia as required by their policies and deadlines. Information concerning academic regalia will be provided by the Registrar's office once a student has applied for graduation.
3. The responsibility lies solely with the students expecting to graduate to conform to stipulations regarding graduation as stated in the current seminary catalog and by the Office of the Registrar.
4. Students will find the graduation application and final procedures for graduation in the Student Portal at www.sebts.edu in the Registrar Information section.
5. Failure to comply with posted deadlines will result in additional fees and/or delay in graduation.
6. Please note the DMin Office has additional final procedures for Graduation (see DM Form 11, Graduation Checklist).

Graduation Attendance

1. Attendance is mandatory at graduation rehearsal the day before the commencement exercise.
2. **Participation in the commencement exercise is required of all students unless permission is granted to miss.**
3. Requests for permission to graduate without attending the commencement should be made in writing to the Dean of Doctoral Studies. Permission will be granted only in cases of extenuating circumstances or emergencies.

VIII. COURSE NUMBERS AND DESCRIPTIONS

General Courses

DMN 8000—Continuous Enrollment
DMN 8160—Program Orientation Workshop
This workshop is designed in a one-day format meeting the full day before the first seminar. The workshop provides orientation on the various aspects of the program. One credit hour.

DMN8161—The Minister as Person and Professional
This workshop is designed in a two-day format and considers the minister's life from a personal and professional perspective. Special attention will be given to understanding emotional, relational, and spiritual issues that hinder ministerial effectiveness. Ministerial ethics will also be considered, especially in the areas of abuse reporting, confidentiality, dual relationships, and counseling. Three hours.

DMN 8170—Integrative Theology Workshop
This workshop focuses upon a contextual examination of the biblical and theological basis and nature of missions, evangelism, and church growth. The workshop is designed in a two-day format, meeting the full day before the third seminar. Two credit hours.

DMN 8141—Project Design Workshop
A practicum designed to equip the student with the appropriate methods of research leading to a valid project proposal. Attention will be given to research and assessment tools as well as ministry project paradigms. Three credit hours.

DMN 8151—Ministry Project and Project Report Writing I
A practicum designed to provide interaction between the student and the Faculty Chair during the writing phase of the project. Three credit hours.

DMN 8152—Ministry Project and Project Report Writing II
This course is a continuation of DMN 8151. Three credit hours.
Prerequisite: DMN 8151.

Seminars and Contextualized Learning Experiences

Next Generation Ministry

DMN 8201—Leading Next Generation Ministry
This seminar offers an advanced study of the foundational issues of Christian leadership in Next Generation Ministry. Topics include examining the culture issues shaping Next Generation ministry, leading a Next Generation ministry, facing critical issues in developing Next Generational ministry in the local church, and investigating future implications for Next Generation ministry. The content will be inclusive of all age groups in a next generation ministry rather than a focus just on youth ministry. Three credit hours.

DMN 8202—Care and Guidance for Marriage and Family
The seminar will involve an advanced study on ministry to the family. Issues and approaches related to the family will receive attention during the course. The students will exam contemporary methodologies used in the local ministry context will be required. Three credit hours.

DMN 8806—Strategies in Disciple-Making and Evangelism
The purpose of this course is to equip the minister in leading a culture of disciple-making following the pattern established by Jesus and His disciples. Careful attention will be given to disciple-making and evangelism strategies within the Christian faith. Contemporary approaches will be examined both in the context of the church and Christian organizations.

DMN 8803—Leading a Sending Church
An advanced study of the biblical, theoretical, and foundational issues of evangelism, missions, and church planting with specific focus on their relevance to the practice of Great Commission Mobilization. Topics defined and examined include current, critical issues facing the church. Three credit hours.

Contextualized Learning Experiences (CLEs)
DMN 8211 – Contextualized Learning Experience
Students will participate an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.
DMN 8213 – Contextualized Learning Experience
Students will take 8213 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

Church Growth and Revitalization
DMN 8301—Turnaround Strategies in the Church
This seminar examines turnaround churches to identify strategies, principles, and ideas needed when leading a plateaued or declining church. Attention will be given to becoming the kind of leader needed to revitalize or grow a Christian ministry or local church. Three credit hours.
DMN 8302—Critical Issues in Church Growth and Revitalization
The seminar is designed to equip students to deal appropriately with issues affecting church revitalization. Attention will be given to various internal and external issues within the revitalization process. Students will learn approaches, responses, and practices to prevent serious interruptions of the process. The expectation is students will know how to deal with the various issues arising during initiation and implementation in order to facilitate effective and healthy revitalization. Three credit hours.
DMN 8305—Spiritual Warfare in Church Growth and Revitalization
An examination of spiritual warfare, with a particular focus on therelationship between warfare and church growth and revitalization. Three Credit Hours
DMN 8306—Foundations of Church Growth and Revitalization
This course examines foundational principles for churchgrowth and church revitalization. Three Credit Hours

Contextualized Learning Experiences (CLEs)
DMN 8311—Contextualized learning Experience
Students will participate in an advanced practicum designed to utilize field experience in the ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.
DMN 8313—Contextualized Learning Experience
Students will take 8313 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

Intentional Disciple-Making

DMN 8401—Recovering the Heart of the Great Commission: Foundations in Disciple-making
Disciple-making is at the heart of the Great Commission. Recovering the centrality of disciple-making is integral to any ministry context. This seminar will address the biblical, theological, and historical foundations for disciple-making through rigorous reading, thoughtful discussion, intensive research, and focused writing. Three credit hours.

DMN 8402—Cultivating Spiritual Formation through the Disciplines
The seminar delineates the source, character, and dynamics of spiritual formation. Spiritual formation is viewed as foundational in the Christian experience. Combining analyses of contemporary practices in spiritual formation with insights and analyses from Scripture and the classics of Christian devotion, the study sets forth the classical spiritual disciplines as essential ingredients of authentic formation. The seminar constitutes an urgent call for spiritual maturity in Christian ministry and provides clear directives for achieving it. Three credit hours.

DMN 8403—Critical Issues in Disciple-Making
The seminar focuses on identifying and overcoming critical issues related to Christian disciple-making. Three credit hours.

DMN 8806—Strategies in Disciple-Making and Evangelism
The purpose of this course is to equip the minister in leading a culture of disciple-making following the pattern established by Jesus and His disciples. Careful attention will be given to disciple-making and evangelism strategies within the Christian faith. Contemporary approaches will be examined both in the context of the church and Christian organizations.

Contextualized Learning Experiences (CLEs)

DMN 8411—Contextualized learning Experience
Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to disciple-making. Two credit hours.

DMN 8413—Contextualized Learning Experience
Students will take 8413 the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to disciple-making. Two credit hours.

Faith and Culture

DMN 8504—The Church in its Cultural Context
An examination of issues at the intersection of theology, culture, and church which builds a theology of culture and contextualization, critiques current contextualization models and practices, and provides an appropriate framework for contextualizing the gospel and the church especially for North American contexts.

DMN 8505—Gender and Sexuality
An examination of issues at the intersection of theology, culture, and church that are particularly related to gender and sexuality.
DMN 8506—Cultural Apologetics
An examination of practical apologetics for cultural engagement within a twenty-first century context.
DMN 8508—Human Dignity
An examination of the doctrine of humanity as it relates to the intrinsic value of the human person. The examination will include biblical study and study of Christian scholarly writings on the doctrine of humanity to recognize the intrinsic value of the human person. Critical theological issues raised by contemporary ethical, philosophical, scientific, and medical developments will be addressed. The study will deepen the students' understanding of biblical teaching on the major issues involved in the doctrine of humanity.

Contextualized Learning Experiences (CLEs)

DMN 8511—Contextualized Learning Experience
Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

DMN 8513—Contextualized Learning Experience
Students will take 8513 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

Christian Leadership

DMN 8601—Foundations for Leadership in Ministry
The purpose of the seminar is to equip the minister in leading to a transformational culture of disciple-making Careful attention will be given to identifying leadership principles and characteristics needed for leading a disciple-making strategy, evaluating contemporary practices of disciple-making, and developing an intentional strategy of disciple-making. Three credit hours.

DMN 8602—Leading and Developing Leaders in Your Ministry
The seminar is an advanced study on developing and leading leaders in a ministry context. Special attention will be given to the selection of new leaders and the developmental process for leaders. Students will evaluate various approaches to leadership development to identify key components and skills needed to develop leaders. Students will receive instruction on coaching and mentoring. The developmental process will lead to an extensive study on how to lead leaders and work with teams toward the same vision with the same mission. Three credit hours.

DMN 8603—Conflict Resolution and Reconciliation
A practical and analytical study of conflict and conflict resolution related to Christian groups and local churches will occur in this course. Strategies attention will be given to church polity, the role of personality, and the role of power and authority in conflict and conflict resolution. Students will learn new methodology and skills to resolve

organizational and personal conflict. Biblical and theological insights will provide the guidance necessary to facilitate reconciliation. Three credit hours.

DMN 8604—Strategic Leadership

The seminar helps Christian Leaders to become strategic leaders. Attention will be given to characteristics and spiritual development of strategic leaders. The students will participate in an advanced examination of strategic approaches used in secular and church contexts. The examination will include the integration of theory and practice, leading to an understanding of the strategic planning process. Three credit hours.

Contextualized Learning Experiences (CLEs)

DMN 8611—Contextualized Learning Experience

Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

DMN 8613—Contextualized Learning Experience

Students will take 8613 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry. Two credit hours.

Biblical Counseling

DMN 8701— Issues in Biblical Counseling

Students will participate in an advanced examination of the practical and strategic issues relevant to counseling as well as the integration of theory and practice into strategic methodologies for the local ministry context. Strategies for approaching current issues will be developed. Three credit hours.

DMN 8702—Crisis, Trauma and Emotional Disorders

The seminar is a theoretical and practical study of trauma, crisis situations, and selected emotional disorders. The course will give special attention to equipping pastors, ministers, and counselors to walk with others who are suffering as a result of some of life's most difficult situations. Three credit hours.

DMN 8703—Care and Guidance for Marriage and Family

The seminar will involve an advanced study of the approaches and issues of biblical counseling related to marriage and family issues. The practical evaluation of contemporary methodologies used in the local ministry context will be required. Three credit hours.

DMN 8704— Methodologies and Micro-Skills in Biblical Counseling

The seminar is an advanced study in methodologies and micro-skills used in biblical counseling. This course seeks to establish a baseline of competency in the helping skills (i.e.: listening, problem solving, attending, responding, treatment planning, etc.). Three credit hours.

Contextualized Learning Experiences (CLEs)

DMN 8711—Contextualized Learning Experience

Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry, with specific attention given to biblical counseling. Two credit hours.

DMN 8713—Contextualized Learning Experience

Students will take 8713 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry, with specific attention given to counseling. Two credit hours.

Pastoral Care

DMN 8702—Crisis, Trauma and Emotional Disorders

The seminar is a theoretical and practical study of trauma, crisis situations, and selected emotional disorders. The course will give special attention to equipping pastors, ministers, and counselors to walk with others who are suffering as a result of some of life's most difficult situations. Three credit hours.

DMN 8703—Care and Guidance for Marriage and Family

The seminar will involve an advanced study of the approaches and issues of biblical counseling related to marriage and family issues. The practical evaluation of contemporary methodologies used in the local ministry context will be required. Three credit hours.

DMN 8705—Effective Pastoral Care

An advanced class in providing biblical member care and counseling in a local church. This course seeks to establish a baseline of competency in the helping skills (i.e.: listening, problem solving, attending, responding, treatment planning, etc.). It also seeks to explore some of the current issues related to church membership, discipline, reconciliation, and biblical one another ministry.

DMN 8706—Life Issues and Ministry Practice

This course studies human growth and development and issues that arise across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined. This course includes discussion on current and classical issues individuals encounter across the lifespan, including: developmental issues in physical, cognitive, spiritual and social/emotional from infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood and late adulthood.

Contextualized Learning Experiences (CLEs)

DMN 8711—Contextualized Learning Experience

Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry, with specific attention given to biblical counseling. Two credit hours.

DMN 8713—Contextualized Learning Experience

Students will take 8713 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry, with specific attention given to counseling. Two credit hours.

Missions and Evangelism

DMN 8802—Engaging World Cultures and Religions in Contemporary America with the Gospel

This seminar focuses on helping church leaders understand the multicultural and multi-religious context of the church in contemporary America. Attention will be given to key beliefs and practices of communities within the church's orbit. Leaders will be equipped to fulfill the Great Commission among these communities. Three credit hours.

DMN 8803—Leading a Sending Church

An advanced study of the biblical, theoretical, and foundational issues of evangelism, missions, and church planting with specific focus on their relevance to the practice of Great Commission Mobilization. Topics defined and examined include current and critical issues facing the church. Three credit hours.

DMN 8805—Developing a Missional Church Culture

The purpose of this seminar is to examine how to develop a missionary culture within the local church. Students will study the missiological vision presented in the Bible as well as the works of missiologists. The seminar will also explore the importance of changing a church's culture as well as developing a well-thought out and complete mission strategy. 3 semester hours

DMN 8806—Strategies in Disciple-making and Evangelism

The purpose of this course is to equip the minister in leading a culture of disciple-making following the pattern established by Jesus and His disciples. Careful attention will be given to disciple-making and evangelism strategies within the Christian faith. Contemporary approaches will be examined both in the context of the church and Christian organizations.

Contextualized Learning Experiences (CLEs)

DMN 8811—Contextualized Learning

Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to Great Commission mobilization. Two credit hours.

DMN 8813—Contextualized Learning Experience in Missions and Evangelism

Students will take 8813 after the third seminar. The course will involve an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to Great Commission mobilization. Two credit hours.

Expository Preaching

DMN 8901—Engaging Exposition
Students will participate in an advanced study of the theoretical and foundational issues of expository preaching with specific focus on their relevance to the practice of preaching. Topics defined and examined include current and critical issues facing the church. Three credit hours.

DMN 8902—Preaching from the Genres of the Bible
Students will participate in an advanced study of the connection between the practice of expository preaching and the text of the Bible. Attention will be given to methods of dealing with the genres of the Bible, particularly in the Old Testament. Three credit hours.

DMN 8903—Christ-Centered Exposition
The seminar will involve an advanced study on Christocentric hermeneutics and homiletical theory. Students will apply theories of Christ-centered exposition to their own ministry contexts. Three credit hours.

DMN 8904—Leading Through Exposition
Students will participate in an advanced examination of the practical and strategic issues relevant to expository preaching as well as the integration of theory and practice into strategic methodologies for the local ministry context. Strategies for approaching current issues will be developed. Three credit hours.

Contextualized Learning Experiences (CLEs)

DMN 8911—Contextualized Learning Experience in Expository Preaching I
Students will participate an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to expository preaching. Two credit hours.

DMN 8913—Contextualized Learning Experience in Expository Preaching II
Students will take 8913 after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to expository preaching. Two credit hours.

Ministry to Women

DMN 8407— Strategies in Disciple-making and Evangelism for Ministry to Women
An evaluation of how to lead women to engage in evangelism and discipleship and how to implement Great Commission strategies through churches and Christian organizations. The course includes an exploration of writing and teaching expository Bible curriculum that applies to women from various life stages and demographics.

DMN 8509— Biblical, Historical, and Cultural Issues Related to Ministry to Women
A theological analysis of Biblical passages from Genesis to Revelation regarding God's unique and consistent plan for women and implications for women in ministry. Significant time will be given to the exploration of historical, philosophical, and cultural influences upon ministry to women.

DMN 8505—Gender and Sexuality
An examination of issues at the intersection of theology, culture, and church that are particularly related to gender and sexuality.
DMN 8707 --Counseling and Caring for Women
Care and Counseling for Women is a theoretical and practical study of the major sources addressing the counseling relationship with particular focus on women. The course will survey key authors and texts within Biblical Counseling. This course will also examine biblical approaches to common life struggles for women.

Contextualized Learning Experiences (CLEs)
DMN 8X11—Contextualized Learning Experience
Students will participate an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to Ministry to Women. Two credit hours.
DMN 8X13—Contextualized Learning Experience
Students will take this course after the third seminar. Students will participate in an advanced practicum designed to utilize field experience in the student's ministry setting to test and apply theory and methodology in the practice of ministry with specific attention given to Ministry to Women. Two credit hours.
***The CLE's for Ministry to Women correspond with whichever seminar taken. If you have any questions, please contact the DMin office (dmin@sebts.edu).

IX. Common DMin Writing Issues and Guidelines

All course work and ministry project work requires the guidelines below.
You may find a few listings fitting only the ministry project work.

General

- Use *The SBL Handbook of Style* 2nd edition and the Student Handbook.

- Read and carefully follow the assignment instructions in the syllabus.

- Follow the deadlines for assignments and the ministry project report.

- Listen to the faculty chair for special guidance on the ministry project report.

Proofreading

- Proofread all papers numerous times and use others to help with the proofreading. Never proofread a paper just once or twice.

- Reading out loud during the proofreading sessions may prove helpful in overcoming the familiarity of the text.

- A good proofreading process:

    o First Read: Read for strong idea flow and paragraph structure.

    o Second Read: Read for proper sourcing and footnoting. Remember strong research requires more sources and little personal opinion, except in designated areas.

    o Third Read: Read for style and form issues using the student handbook writing guidelines as well as *The SBL Handbook of Style* 2nd edition.

- **Remember: If a professor discovers an inordinate number of basic errors due to the obvious lack of proofreading, the professor will stop reading or grading the paper and return the paper to the student to revise.**

Capitalization

- Do not capitalize for emphasis and do not capitalize job titles. Follow standard capitalization rules (beginning of sentence, proper nouns, but not common nouns replacing proper nouns, etc.).

- Learn *The SBL Handbook of Style* 2nd edition capitalization rules for specific religious words such as: Bible, biblical; Scripture, scriptural; and church.

- The *The SBL Handbook of Style* 2nd edition requires divine pronouns to be lower-case.

Punctuation

- **Use semicolons sparingly (better to begin a new sentence in some situations).**

- **Use dashes appropriately and sparingly:**

  - An **em-dash** is used for interruptions in sentences with no spaces before or after dashes. In other words, the em-dash is typically used to act as a comma or parenthesis to separate out phrases—or even just a word—in a sentence for various reasons.
    - Examples where an em-dash should be used:
      - Sentence begins here—interruption—then goes back
      - School is based on the three R's—reading, writing, and arithmetic.
      - Against all odds, Charlie—the unluckiest man alive—won the match.

  - An **en-dash** is used to connect values in a range, such as when expressing a "to" relationship, or related numbers, such as between a series of numbers.
    - Examples where an en-dash should be used:
      - John 3:16–17
      - In years 1939–1945
      - Pages 31–32 may be relevant
      - New York beat Los Angeles 98–95
      - When American English would use an em-dash—following British and Canadian conventions.

  - A **hyphen** is used between words to join in a compound construction, signify separate syllables of a word, such as during a line break, or hyphenate self-evident names.
    - Examples where a hyphen should be used:
      - First-rate
      - Pro-American
      - Cruelty-free eggs
      - It's pronounced hos-pi-tal-it-tee
      - Disciple-making

- **Quotation Marks:**

  o Periods and commas are placed inside of quotation marks, while semi-colons and colons go outside quotation marks.

  o Question marks and exclamation points are placed outside of quotation marks unless they are part of the quotation.

  o Any change you make in a quote must be within brackets [ ]. These changes include a change in capitalization.

  o Do not start or conclude a paragraph with a direct quotation.

- **Commas:**

  o Use commas appropriately

    o Use a comma between items in a series (the sun, the moon, and the stars).

    ▪ A comma may also follow an introductory clause. Ex. As the storm approached, the students went inside. **However, please avoid the overuse of introductory clauses!**

    ▪ Use a comma before a conjunction if both clauses in the sentence are independent clauses. Ex: (The wages of sin is death**, but** the gift of God is eternal life in Christ Jesus our Lord.)

    ▪ Do not use a comma before a conjunction if one clause in a sentence is a dependent clause. Ex: All have sinned **and** fall short of the glory of God.

    ▪ A dependent clause cannot stand alone as a sentence, and an independent clause can stand alone as a sentence.

- **Ellipses:**

  o Use ellipses points correctly:

    ▪ A space should come **before and after** each dot.

    ▪ If an ellipses follows a period, place the period as usual, then space and start with the first dot.

    ▪ Do not use before or after an obviously incomplete sentence.

Grammar and Composition

- **Paragraph structure:**

  o Write paragraphs as tight units of thought.

  o Begin with a topic sentence (think of a topic sentence as a thesis for a paragraph) and make sure the entire paragraph supports the topic sentence.

  o Each paragraph should be about one topic.

  o The last sentence in a paragraph should conclude the topic, thesis, or idea of the paragraph and may introduce the next paragraph.

  o Do not start or close a paragraph with a direct quotation.

  o Create a new paragraph when the topic changes.

  o Every sentence should make a contribution to the paragraph and every paragraph to the section.

  o General practice:

    ▪ **Avoid paragraphs of less than three sentences.**

    ▪ Most long paragraphs are not necessary and can be divided into two or more topics.

    ▪ No extra space or half space between paragraphs.

  o Use headings appropriately and make certain every paragraph under a heading is about that topic.

  o Use a limited number of block quotes. Make sure the entire quote is really significant. Remember the five-line rule for block quotations. Check to see whether parts may be left out using ellipses points.

- **Sentence Structure:**

  o Avoid unnecessary words in sentences: Peter Steinke wrote the book *Healthy Congregations*. In the book, he stated . . .
    o Instead, write "In *Healthy Congregations*, Peter Steinke stated . . ."

  o Avoid long sentences with several subordinate clauses.

  o Use words, such as *however* or *therefore*, **sparingly** to begin sentences.

- If these two words are used, follow each one with a comma.

- o Do not begin or end sentences with prepositions.

- o Do not start a sentence with a conjunction.

- o Do not use rhetorical questions.

- **Word Usage:**

  - o Do not use **"there are"** or **"there is."** These phrases are vague and do nothing to further meaning in a sentence.

  - o Write in the active voice.

    - Avoid the passive voice used to indicate that the grammatical subject of the verb is the recipient (not the source) of the action denoted by the verb.

      - Example: **"The ball was thrown by the boy"** uses the passive voice while **"The boy threw the ball"** identifies the source of the action as **"the boy."**

  - o **Avoid the overuse of the "to be" verbs (am, is, are, was, were, be, being, been, etc.).**

    - o Replace these verbs with strong active verbs.

  - o Use **"that"** and **"which"** correctly in a sentence.

  - o If the sentence makes sense without the "that" in the middle, leave it out.

  - o Avoid the use of vague pronouns, such as **"it"** and **"this"** without a noun for identification. Ex: This *text* or this *approach* and not simply *this*.

  - o The use of the first or second person pronouns, such as **"I"** or **"you,"** should be limited to specific assignments calling for such use.

    - **Avoid overusing pronouns in general. Attempt to use specific, concrete nouns instead.**

  - o Choose appropriate words, especially when introducing quotes.

    - All sourcing should be written in present literary tense, even if the author is deceased. Spurgeon **"writes"** or **"claims."**

- For variety use **"argues,"** **"states,"** **"illustrates,"** etc. (as long as these verbs appropriately describe the author's intent). The verbs **"remarks"** or **"notes"** are not strong enough in most cases to correctly describe the author's intent.

o Ensure subject and verb agreement.

- For instance, **"The group consider the response"** should be **"the group considers the response."**

o Make sure that the pronouns in your subordinate clauses agree with the subject and verb in the main clause.

o Do not make general references like **"many"** or **"some."**

- These references will always lead the reader to wonder, **"How many?"**

o Do not use overarching statements, **"Everybody knows . . . "**

o Stating truths and statistics without referenced research is not appropriate.

- **"Most," "All," "Every," "Some,"** and **"Each"** are all statistical claims.

o Avoid assumed terminology that is usually biblical or religious in nature: **"lost people," "people outside of Christ," "unbelievers,"** or **"build God's kingdom."**

- While most readers will be Christians, knowing the terminology, some may not be, needing understandable terminology.

o Do not credit or blame unless names and references can be used.

- **"There are those who say...."** Who? What did they actually say?

o Do not use contractions when writing academically. Contractions should be spelled out.

- Examples: **Could've, isn't, etc.**

o Do not sermonize.

- Quit preaching unless you are writing a sermon.

- Do not use words, such as **"shall," "surely,"** and **"certainly."**

o Avoid moralizing, editorializing, and illustrations.

o Avoid the overuse of figurative language, metaphorical language, or clichés.

- Cliché examples: **"off the top of my head"** and **"right off the bat."**

o Avoid personification of your paper or study, such as **"this paper seeks"** or **"this project will demonstrate."**

- People do such things not papers.

o Do not overstate or exaggerate.

- **Ex: the unbelievable story, earth-shaking ideas, etc.**
- **Do not use: always, never, definitely, etc.**

o Do not use the % symbol. The % symbol should be spelled out. **Ex: 20 percent.**

- **Paragraph Introductions**

o Good writers create introductions with at least four features, features taking slightly different forms depending on the project. An argument's four-part framework consists of the following:
> (1) Prelude (hook as a creative first sentence),
> (2) Shared context (relevant background information and brief context of prior research, called a literature review),
> (3) Research question (often connected to a practical or conceptual problem to create significance), and
> (4) Thesis statement (answer to the question, or main claim).

Good introductions have these four features because arguments develop as a question-answer genre, mode of inquiry, and writing process. **For more details of writing introductions, refer to Turabian,** *A Manual for Writers***, §6.2 and §10.1.**

- **Introducing a quotation**
One of your jobs as a writer is to guide your reader through your text. Don't simply drop quotations into your paper and leave it to the reader to make connections.

Integrating a quotation into your text usually involves two elements:
- o A **signal** that a quotation is coming--generally the author's name and/or a reference to the work
- o An **assertion** that indicates the relationship of the quotation to your text

Often both the signal and the assertion appear in a single introductory statement, as in the example below.
- o Notice how a transitional phrase also serves to connect the quotation smoothly to the introductory statement.
    - a. Ross (1993), in her study of poor and working-clas mothers in London from 1870–1918 **[signal]**, makes it clear that economic status to a large extent determined the meaning of motherhood **[assertion]**. Among this population **[connection]**, "To mother was to work for and organize household subsistence."
  The signal can also come after the assertion, again with a connecting word or phrase:
    - b. Illness was rarely a routine matter in the nineteenth century **[assertion]**. As **[connection]** Ross observes **[signal]**, "Maternal thinking about children's health revolved around the possibility of a child's maiming or death."

Research:

- **Do not offer unsupported opinions in research papers or the project report.**

  - o **Document every idea and remember the student (project director) is not an authoritative expert.**

    - ▪ If the student (project director) fails to cite a source for any statement made, by default the student researcher has claimed authorship, like an expert scholar.

    - ▪ The project director's opinion should only be included in conclusions and reflections.

    - ▪ See approved sources in Appendix F.

- The project director does not argue for something, demonstrate something, or seek to prove something but seeks to research something and, then, honestly draw conclusions directly from the research.

  - o Do not create a list of claims and then proof text resources to support the claims (This guideline includes scriptural texts).

  - o Do the research and allow the research to form your claims and lists.

- Scripture references should be parenthetical.

  - o Do not plagiarize the Bible. If you refer to a truth from Scripture you must include the reference.

- Do not quote out of context or plagiarize any source.

Footnotes:

- Know the proper formatting and spacing for footnotes. Begin new footnote references and numbering at the beginning of each chapter.

- Do not paraphrase an author for entire paragraphs covering several pages of their material and then place one footnote at the end of the paragraph for all the material cited. You need several footnotes and Ibids. When in doubt about citing a source, footnote.

Appendix:

- Understand what needs placing in an appendix and what should go in the body of the paper.

  o Almost without exception, all raw research data (including reports of meetings in person or by phone), sermon and curriculum content, and most tables and charts should be in an appendix.

Bibliography:

- Choose the right bibliography.

- **Do not quote secondary sources.**

- Use scholarly sources instead of non-academic sources or non-authoritative online sources.

Mechanics:

- DMin Paper Templates:
  o The DMin office provides pre-formatted templates for all seminar papers, project chapters, and the final ministry project report. Templates are provided to students upon acceptance, and instructional videos are available at http://www.vimeo.com/sebtsdmin.

- Margins: Top and bottom margins should be 1 inch and the left and right margins should be 1 ¼ inches. Page numbers are included within the margin, not outside the margin.

- Margins: Do not exempt supplemental material found in the appendices from the margin rule. Documents, e-mails, photos, certificates, examples and PowerPoint slides (with or without notes) should be shrunk to the correct margins.

- Numbering: Page numbers should all be at the bottom center of the page. Front matter utilizes lower-case Roman numeral page numbers and the body of the paper utilizes Arabic numerals.

Miscellaneous Notes about Ministry Project Reports

1. Date: The date on the title page should be the month and year only.

2. Vitas and Approval documents: Include vita and approval documentation for each expert evaluator/tutor in separate appendices, referenced via footnotes in the document.

3. Page numbering: Numbers should be in a consistent font and all appendices should be numbered.

4. Order of Chapters: Make sure to follow the proper order of chapters for the Ministry Project Proposal and Report. Review the information in the DMin Handbook concerning contents and ordering.

5. Font Size: Beware of footnote font and font size not matching the font and font size of the document.

6. Improper Spacing between Text/Footnote Separator Line and Footnote.

7. Lengthy Paragraphs: Do not use one paragraph encompassing an entire page but instead use a minimum of two to three paragraphs per page.

8. Do not use Ibid: SBL requires a short note instead of Ibid for all recurring sources.

9. Order of Appendices: Appendices should be in order of when referenced in the document. All appendices should be referenced with footnotes in the body of the paper at least once.

10. Avoid widows and orphans in your document. A widow is the last line of a paragraph left by itself at the top of a page. An orphan is the first line of a paragraph left by itself at the bottom of a page. Avoid both, as they break the flow of the text.

X. DOCTOR OF MINISTRY PROGRAM FORMS

Program Handbook Covenant	DM Form 1
Schedule of Courses	DM Form 2
Withdrawal from Enrollment	DM Form 3
Continuous Enrollment Extension Request	DM Form 4
Copies to Accounting and Registrar	
Faculty Chair Approval Form	DM Form 5
Faculty Chair Semester Report	DM Form 6
Ministry Project Report Criteria for Oral Exams	DM Form 7
Project Report Approval Sheet Sample	DM Form 8
Original to Library, Copy for Student File	
Project Report Approval Notification	DM Form 9
Original to Library, Copies to Registrar	
Project Report Permission for Access Sample	DM Form 10
Original to Library	
Graduation Checklist	DM Form 11

Forms are available online at <u>www.sebts.edu/dmin</u> under "Program Policies."

MISSION STATEMENT
Southeastern Baptist Theological Seminary seeks to glorify the
Lord Jesus Christ by equipping students to serve the church and
Fulfill the Great Commission

DMin Program Handbook Covenant

I have read 100% of the Doctor of Ministry Program Handbook. I
understand the contents and accept responsibility to follow the guidelines,
directions and requirements throughout the course of my study. I further
agree to participate in and strive to complete my degree in a timely fashion
based upon the guidelines set forth in the Handbook unless superseded by
the Seminary Catalog and/or the Director of the Program.

_____

Student Name

_____   _____

Student Signature   Date

Doctor of Ministry
Schedule of Courses

Name_____Semester_____

<u>**DMIN Core**</u>
<u>**21 hours**</u>

_____	DMN 8X0X	3 hrs
	_____	
_____	DMN 8X0X	3 hrs
	_____	
_____	DMN 8X0X	3 hrs
	_____	
_____	DMN 8X0X	3 hrs
	_____	
_____	DMN 8160 Program Orientation	1 hr
	_____	
_____	DMN 8161 The Minister as Person and Professional	3 hrs
	_____	
_____	DMN 8170 Integrative Theology Workshop	2 hrs
	_____	
_____	DMN 8141 Project Design Workshop	3 hrs
	_____	

<u>**Contextualized Learning Experience**</u>
<u>**4 hours**</u>

_____	DMN 8X11 CLE I	2 hrs
	_____	
_____	DMN 8X12 CLE II	2 hrs
	_____	

<u>Writing Phase</u>
<u>6 hours</u>

_____   DMN 8151 Writing I   3 hrs
         _____

_____   DMN 8152 Writing II   3 hrs
         _____

<u>Continuous Enrollment</u>
<u>0 hours</u>

_____   DMN 8000 Continuous Enrollment   0 hrs

         _____

<u>Total hours</u>
<u>31 hours</u>

WITHDRAWAL FROM ENROLLMENT
IN THE DOCTOR OF MINISTRY

Date of Withdrawal: _____

Full Name: _____ Student ID: _____

Mailing Address: _____ Phone Number: _____

_____ Email: _____

Reasons for Withdrawal:

_____

_____

_____

_____

I am currently enrolled in the following courses:

Course Name   Professor   Course Name   Professor

_____   _____   _____   _____

_____   _____   _____   _____

Instructions: Complete this form and submit it to the DMin Office.

_____   _____   _____
 Faculty Supervisor/Chair   Director of DMin Studies   Dean of Faculty

_____   _____   _____
    Accounting Services   Library   Registrar

120 S. Wingate St
Wake Forest, NC 27588-1889
919-761-2216 * 919-761-2396 FAX
dmin@sebts.edu

DMN 8000 CONTINUOUS ENROLLMENT EXTENSION REQUEST

Student Name: _____

Date: _____

Rationale for the extension of time (include dates):

_____

_____

_____

_____

The student must register for the DMN 8000 - Continuous Enrollment Course and pay the equivalent of one hour at the current tuition rate for each semester of the extension.

•••

Student Signature: _____

Date: _____

Faculty Supervisor/Chair Approval: _____

Date: _____

Director's Approval: _____

Date: _____

Extension: _____

FACULTY CHAIR APPROVAL FORM
For Doctor of Ministry Supervisory Committee

STUDENT'S NAME: _____

FACULTY CHAIR: _____

CONTRIBUTIONS OF FACULTY CHAIR TO SUPERVISION OF STUDENT:

To take a directive role in the guidance of a student's ministry project and to lead the Supervisory Committee in the consideration and evaluation of the Project Proposal, the Ministry Project, and the Ministry Project Report.

FACULTY CHAIR SIGNATURE TO SERVE:

Signature: _____

Date: _____

DIRECTOR'S SIGNATURE:

Signature: _____

Date: _____

- o The Faculty Chair will be compensated as specified in the SEBTS Faculty Handbook.
- o Copies of this form must be presented to the Director when the Faculty Chair agrees to serve on the committee.

FACULTY CHAIR SEMESTER REPORT

Student: _____ Date: _____

Faculty Chair: _____

Supervisory Conferences
Time, place, and length of your conferences? Agenda and accomplishments?

Observations
What are your observations about facts, feelings, and relationships in your supervisory experiences with the student this semester?

Recommendations
What recommendations do you have for the other members of the supervisory committee and the DMin Director?

o The Faculty Chair will submit a semester report of the student's progress to the DMin Office until the completion of the Project Report.

In addition, please answer these questions relative to the student's progress.

At the student's initiative, has the student had contact with you this semester?

Yes   No

Has the student submitted any written material to you this semester?

Yes   No

Is the student making satisfactory progress in the areas of research and writing?

Yes   No

Comments: _____

_____

_____

All things considered, I think the student's work has been:

Satisfactory   Unsatisfactory

Faculty Chair Signature: _____

Note: A grade of <u>unsatisfactory</u> may place the student on academic probation for the next semester. The student will be terminated from the program if he/she receives two successive semesters of <u>unsatisfactory</u> work.

ORAL EXAMINATION AND MINISTRY PROJECT REPORT EVALUATIONS

Student _____ Chair _____

Reader_____ Mentor_____

Process for Evaluation and Oral Examination
(Please distribute a copy of this sheet to each member of the Supervisory Committee):
(1)   Each member of the Supervisory Committee will read the written report and give Pass or Fail ratings for the report based upon the criteria below.
(2)   The Committee will convene for an Oral Examination with the candidate and give Pass or Fail ratings based upon the criteria for the exam found below.
(3)   The Committee will ask the candidate to leave the room following the oral exam while the members discuss, compare and agree upon the final ratings for both the report and the oral.
(4)   The student will rejoin the Committee for a report of the ratings, receive any needed further instruction from the Committee, complete any other necessary forms and bring closure to their work together.
(5)   The Faculty Chair will complete a single summary copy of DM Form 15, a signed copy of DM Form 17 and the four signed copies of DM Form 16 and bring them to the DMin Office.

Ministry Project Report:
Please give a HIGH PASS, PASS, LOW PASS or FAIL (P+, P, P- or F) rating for each of the following:
1.   ____Clarity of the purpose of the project including the perceived problem, intended direction, planned objectives, and the rationale guiding the project.
2.   ____Integration of biblical and theological principles and practices in defining the problem, assessing the critical need, and interpreting the outcome of the ministry.
3.   ____Engagement in action that meets a need with a ministry clearly identified as an expression of the mission of Christ's Church.
4.   ____Identification and appropriate use of resources needed for carrying out the project, including the use of appropriate research, consultation, training experiences, and needed materials.
5.   ____Evidence of the student's personal development in the project including self-awareness, self-evaluation, professional competence, and teachability.
6.   ____Clear description and critical interpretation of the process of the project itself.
7.   ____Statement of a process that includes the intended objectives of the project, the method of evaluating progress toward the objectives, the assessed outcomes, and adequate documentation of the outcomes.
8.   ____Presentation of the report in a form and style that includes clear writing, effective arrangement of material, cogent presentation of empirical data, and appropriate documentation of the use of written resources.

_____**Overall Evaluation of the Ministry Project Report (High Pass, Pass, Low Pass or Fail)**

Oral Examination: Please give a HIGH PASS, PASS, LOW PASS or FAIL (P+, P, P- or F) rating for each of the following:
1.   ____ The candidate was able to articulate and defend the treatment of the perceived problem, intended direction, planned objectives and the rationale guiding the project.
2.   ____ The candidate was able to adequately state the strengths and weaknesses of the process of the project and the evaluation of the outcomes.
3.   ____ The candidate was able to effectively express evidence of personal development, professional competence, and teachability.

4.   ____Other specific objective criteria/concerns raised by a member of or the Committee as a whole:

_____ Overall Evaluation of the Oral Examination (High Pass, Pass, Low Pass or Fail)

PROJECT REPORT APPROVAL SHEET

Student Name: _____   Student ID # _____

Ministry Project Title:

TITLE

This Ministry Project Report has been approved.

Date of Defense: _____

Faculty Chair: _____
Dr. xxxx
Senior Professor of Preaching

Faculty Reader: _____
Dr. xxxx
Associate Professor of Missions

Faculty Reader: _____
Dr. xxxx
Associate Professor of Missions

o The DMin Office will provide the **final version** of the Approval Form at the time of the oral examination for signatures.

PROJECT REPORT APPROVAL NOTIFICATION

_____ Student ID # _____ has

successfully completed the Ministry Project and Ministry Project Report in the Doctor of

Ministry Program and is to receive six credit hours as assigned to this requirement.

The title of the Ministry Project Report is:

The report has been approved: ( ) unanimously

( ) by a majority of the Supervisor Committee

_____   _____
           Faculty Chair   Date

_____   _____
             Director   Date

_____

PROJECT REPORT PERMISSION FOR ACCESS SAMPLE

Upon acceptance, every DMin Ministry Project Report becomes the property of Southeastern Baptist Theological Seminary and is not to be published without the permission of the Provost on the recommendation of the Director of the Doctor of Ministry Program.

In some instances, highly sensitive material will have been used in Ministry Project Reports; therefore, the student is required to choose one of the options listed below.

_____ 1)   I consent to the use of this Ministry Project Report by any person entitled to use the Library of Southeastern Baptist Theological Seminary, so long as quotations from it are not made without my permission.

_____ 2)   Because of sensitive material contained in my Ministry Project Report, I want its use to be restricted to the Seminary Faculty and to such other persons as may have my written permission to use it. Therefore, I prefer my Ministry Project Report to be filed on closed shelves. I understand that this restriction expires twenty years from the date on which the Ministry Project Report is submitted to the Library.

_____ 3)   Because of sensitive material contained in my Ministry Project Report, I desire that its use be restricted to the Seminary Faculty. I understand that this restriction expires fifty years from the date on which the Ministry Project Report is submitted to the Library.

Date	Student's Name

o   The DMin Office will provide the **final version** of the Approval Form at the time of the Oral Examination for signatures.

Graduation Checklist

Three Months Before Graduation:

__Apply for Graduation by completing the <u>Seminary Graduation Application</u> in CampusNet
__Order Academic Regalia (information provided by the registrar's office)
__Schedule the Oral Defense with the DMin Office (919) 761-2216

Before the Oral Defense:

__Submit a digital copy of your completed project to the DMin Office for proofreading a **minimum of six weeks** before the oral defense date. (Deadlines are Feb. 15 for Spring graduation and Sept. 15 for December graduation.)
__Send three hard copies of the final draft of the ministry report to the DMin Office for the faculty supervisory committee two weeks before the oral examination. This is a **firm** deadline and cannot be missed.
__Contact the Administrative Assistant to the Director of Library to discuss final formatting prior to binding: beaves@sebts.edu or (919) 761-2250

Day of the Oral Defense:

__The DMin Office will provide an Oral Examination Packet prior to defending your project: Includes DM Forms 7, 8, 9, 10.

After the Oral Defense:

__If revisions have to be made before copying the final draft, please make sure to submit the final draft no later than the Library's deadline for that semester.
__ Submit the final Word document to the DMin Office for a final review.
__Submit the final PDF (given to you by the DMin Office) to the Library Administrative Assistant for ProQuest submission approval.
__Confirm the personal information for the commencement program (Title and Current Place of Ministry) with the DMin Office.

Week of Graduation:

__Attend Graduation Rehearsal*   Binkley Chapel
__Attend the <u>Graduation Reception</u> (RSVP required)*   Magnolia Hill
__Attend the Commencement Exercise*   Binkley Chapel
__Pick up Bound copy of Ministry Project Report   Library

> o   Visit the Registrar's "Forms & Info" section of CampusNet for all <u>Graduation</u> Forms, Instructions, and Checklist

APPENDIX A

SAMPLE GUIDELINES FOR CRITICAL BOOK REVIEW

I.   Preliminary Considerations

First, one must understand that a critical book review is not a book report (a summary of the contents of a book). A critical book review is a vehicle for examining and discussing the issues raised or ignored in the book and informing readers of the merits and/or shortcomings of the book. From the information of a well-written review, the reader may conclude that this book is either indispensable or inconsequential.

II.   Components of a Critical Book Review

- o Give complete bibliographical information at the top of the page (title, author, publisher, place of publication, date of publication, number of pages, and name of reviewer).

  Use the following format:
  Kaiser, Jr., Walter C. *Toward Rediscovering the Old Testament*. Grand Rapids: Zondervan, l987. 250 pages. Reviewed by Randy C. Slocum.

- o Briefly state the reason this book was chosen for review. State the author's credentials (education, place of employment, previous achievements, etc.) as a preface to giving the book a serious hearing. Biographical information about the author should be included only as it demonstrates the author's competency to write the book. Within the context of the paper, do not use titles (Dr., Rev., etc.). In most brief reviews, you will likely need to limit the introduction to one or two paragraphs.

- o Briefly (in one or two well-written sentences) summarize the thesis of the book.

This is a crucial step because the thesis contains the reason why the author produced this particular book (there may be dozens on the market with similar subject matter). The thesis will state the author's basic presuppositions and approach. The critical nature of the book review will then grow from the reviewer's conclusion that the book does or does not achieve the author's stated purpose.

- o The main body of a critical book review will be concerned with "thesis development." The reviewer will deal with whether the author achieved the stated purpose? In this section, the reviewer will inspect each of the chapters of the book to see how the thesis is (or is not) developed. If the author makes progress and develops the thesis convincingly, providing

adequate information and statistical data, the reviewer says so, providing concrete examples and citing their page numbers in the text.

o Given the limited amount of space in a brief book review, footnotes should not be utilized. The reviewer should follow quotations or ideas from the book with a page number(s).
The abbreviation for page(s) (p./pp.) should not be used.

Example:

Rainer argues that evangelistic churches should focus on reaching youth (20). Indeed, he writes, "Many churches fail to recognize that adolescence is a critical time of receptivity to the gospel" (21).

If the thesis is poorly developed or if the examples are inadequate to support the assertions of the author, the reviewer will point this out as well. Most critical book reviews will contain both praise and criticism, carefully weighed and balanced against one another.

Remember the purpose of a critical book review is not to provide a summary of the book. You may assume that the professor and the grader know the contents of the book.

Questions the reviewer will seek to answer in this section might include:
- Is there an adequate, consistent development of the author's stated thesis? Why or why not?
- What is the author's purpose, i.e., what does he/she hope to accomplish through this book? Does the author accomplish the purpose? If so, how does he/she do so? If not, why not?
- Does the author approach the subject with any biases, i.e., do the author's theological, experiential, philosophical, denominational, or cultural perspectives influence his/her conclusions?
- Does the author properly support his/her thesis? Does the author adequately consider and refute opposing viewpoints? Is the book limited in application to specific types of churches? Is the book relevant to contemporary culture?
- Does the author have to resort to suppression of contrary evidence in order to make the thesis credible (slanting)? If so, what additional evidence would weaken the case?
- Is the thesis sound or marred by a flawed procedure?
- Is the author's case proven, or would another thesis have been more appropriately chosen?

o Finally, a summary section should be attached. How does this book differ from other treatments of the same subject matter? What is unique and

valuable about this approach as opposed to the others? Would the reviewer recommend this book above others? Why or why not?

This final summary should include the major strengths and weaknesses of the book and evaluation of its value for readers who may be interested in the particular field of inquiry. The primary purpose in this section is to respond both positively and negatively to the book's contents and presentation. Needless to say, the response should be more than, "This book is a good book that should be recommended reading for everyone." On the other hand, "This book is a lousy book not worth reading" is also inadequate. Central to this is the basic question of whether or not the author has achieved the book's stated purpose.

Answer questions such as:
- What are the strengths of the book, i.e., what contributions does the book make?
- Why should a person read this book?
- What did you learn from this book?
- How might you apply the lessons of this book in your ministry context?
- Would you recommend the book to other ministers? to seminary students? to laypersons? Why, or why not?

Do not allow your response to this question become lengthy (for this paper is not primarily an evaluation of your ministry), but do make some application.

Throughout your critique, be specific in your evaluations. Do not just tell the reader about the book; tell and show the reader with concrete examples from the book. As previously suggested, include page numbers when making specific reference to the book.

o The length of the review should be between five and seven pages, double-spaced.

III. Style Issues for a Critical Book Review

The SBL Handbook of Style 2nd edition is the accepted standard for style issues. Students should be familiar with the manual.

The following guidelines are included to counter common style errors:

A. Utilize this suggested outline to guide your book review, but do not include the specific subheadings ("Bibliographical Entry," "Summary of the Book," etc.) in the essay. The brevity of the review demands a smooth flow from one section to another without including the subheadings.

B. Use the first-person sparingly, except when referring to a personal opinion of the text.

C. Avoid contractions in formal writing.

D. Use active voice as much as possible.

E. Be clear and concise. A brief review allows no room for wandering from your objective.

F. Use your spell-checker, but do not trust it. A spell-check will not catch the error in such sentences as, "The whole church voted too pass the amendment." Use your eyes as well as your spell-checker.

G. Proofread! Proofread! Proofread! Lay the review aside and proofread at a later time. If you do not catch your errors, someone else will.

APPENDIX B
(TITLE PAGE FOR SEMINAR PAPERS)

SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY
WAKE FOREST, NORTH CAROLINA

[FIRST LINE OF TITLE]

[SECOND LINE OF TITLE]

SUBMITTED TO THE FACULTY
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF MINISTRY

BY
NAME
DATE

APPENDIX C

LIBRARY SUBMISSION GUIDELINES
DMIN MINISTRY PROJECT REPORT

<u>FORMAT REQUIREMENTS</u>

STYLE: Follow *The SBL Handbook of Style* 2ⁿᵈ edition and the Student Handbook.

CITATION: Make sure footnotes begin with number one at the beginning of every chapter.

FONT: 12 pt, double spaced, Times New Roman font (including page numbers); 10 pt Times New Roman for footnotes

MARGINS: No justified right margins. Left and right margins are 1.25 inches, all others 1 inch; this includes page numbers. **Page numbers should be 1 inch from the edge of the paper**.

PAGE NUMBERING: Front matter page numbers (lowercase Roman numerals) are bottom center; all numeric page numbers are bottom center (beginning with page 1 in chapter one).

All SBL templates are provided by the DMin Office.

ORDER FOR PROJECT REPORT:
> Title Page (counted but not numbered)
> Copyright Page (counted and not numbered)
> Approval Sheet (original signatures and date, numbered with small Roman numeral iii centered 1" from the bottom edge of the page)
> Permission for Access Sheet (with original signature and date, numbered with small Roman numeral iv at the bottom of the page)

> *The DMin Office will provide the Approval Sheet and the Permission for Access Sheet documents when your project has been approved by the committee.

NOTES ON PRELIMINARY PAGES:
- Title Page (**counted but not numbered**)
- Copyright Page (**counted but not numbered**)
- Approval Sheet, signed and dated with original signatures (prepared and emailed to you by your program office, pending approval)
- Dedication page is **counted but not numbered**; acknowledgements section *does* receive page numbers.
- Your abstract should be in the preliminary pages, not at the end.

TIMELINE FOR SUBMISSION

FINAL DEFENSE: After your oral defense and once any required corrections are made to the Ministry Project Report, submit the final Word document to the Doctor of Ministry Office so the Administrative Assistant can insert your digital approval pages and signatures into the report and do a final formatting check. These pages will let the Library Administrative Assistant know that the Thesis is ready for submission.

LIBRARY REVIEW: Upon final approval after the Oral Defense, the student should make an appointment with the Library Administrative Assistant for review of the Thesis. The student will be asked to bring a printed, one sided, unbound copy of the Thesis (plain paper is fine) to the appointment. (Email appointments are also possible under certain conditions—contact the Library Administrative Assistant.) The Library has authority to request any necessary stylistic or formatting changes.

FINAL SUBMISSION TO PROQUEST: Graduate candidates must **NOT** attempt to submit their work to ProQuest until they have received approval from the DMin Office (step 1) and from Library Review (step 2). Step by step information about submission is provided in our Library Guide at http://sebts.libguides.com/etds. Many questions about submission are answered in the FAQ section, please read this section **BEFORE** beginning the submission process.

SUBMISSION FEES: Fees involved with the electronic submission of the Thesis depend upon the type of publishing, copyright, and binding choices made.

BOUND COPIES: The student is required to purchase two bound (hardcover) copies of the Ministry Project Report for the student and Faculty Chair; the purchase of any other bound copies is optional. (At this writing, the ProQuest cost for each bound copy ranges from $34.00 to $56.00.) The thesis will become part of the Library's digital collection but will not be bound and placed in the physical collection. See the Library's website (http://sebts.libguides.com/etds) for further information.

LIBRARY SUBMISSION CHECKLIST – **Check with library for submission deadline**
- ✓ Notification of approval from program office
- ✓ Library review and approval
- ✓ Final Theses/Project/Dissertation Submission to ProQuest

AFTER SUBMISSION: A Final memo will be sent to the registrar's office and your program office once final submission to ProQuest has been completed. This memo

will notify the Registrar's Office and your program office that you are ready to graduate and have finished the submission process.

<u>CONTACT</u>

Bradley Eaves, Library Administrative Assistant, beaves@sebts.edu
Phone: 919-761-2250, Fax: 919-761-2150
Mailing Address: 114 N. Wingate Street, Wake Forest, NC 27587

APPENDIX D
(TITLE PAGE FOR MINISTRY PROJECT REPORT)

SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY
WAKE FOREST, NORTH CAROLINA

[FIRST LINE OF TITLE]

[SECOND LINE OF TITLE]

SUBMITTED TO THE FACULTY
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF MINISTRY

BY
NAME
MONTH YEAR

APPENDIX E

VITA

John T. Baptist

PERSONAL
      Born: July 4, 1776, Big City, Oklahoma
      Parents: Zack and Elizabeth Baptist
      Married: Mary Baptist
      Children: Joshua, Rachel, and Josiah

EDUCATIONAL
      Diploma, Big City High School, Big City, Oklahoma, 1980
      B.A. Religion, Baptist University, 1984
      M.Div., Southeastern Baptist Theological Seminary, 1990

MINISTERIAL
      Minister to Youth, Calvary Baptist Church, College Town, Texas, 1983-1986
      Senior Pastor, First Baptist Church, Small Town, Oklahoma, 1986-1990
      Senior Pastor, Immanuel Baptist Church, County Seat, Oklahoma, 1990-1997
      Senior Pastor, I Have Arrived Baptist Church, Big City, Alabama, 1997-2010

ACADEMIC or DENOMINATIONAL (whichever might apply)
      Adjunct Faculty Member, Baptist College, Big City, Alabama, 1999-2010
      Associational Moderator, Go Get Em Association, Country Seat, Oklahoma,
      1993-1995

APPENDIX F

RESOURCE GUIDELINES FOR CHAPTER 2 OF REPORT

<u>Approved Sources</u>
Students may use other sources with the approval of the Professor or Chair

Types of Scholarly Journal Articles

Biblica

Biblical Theology Bulletin

Bibliotheca Sacra

Catholic Biblical Quarterly

Expository Times

Southeastern Theological Review

Interpretation

Tyndale Bulletin

Journal for the Study of the Old Testament

Ex Auditu

Revue Biblique

Journal of the Evangelical Theological Society

Journal of Biblical Literature

New Testament Studies

Novum Testamentum / Vetus Testamentum

Review and Expositor

Trinity Journal

Journal for the Study of the New Testament

Journal for Theological Interpretation

Horizons in Biblical Theology

European Journal of Theology

Commentaries and Works

Two Horizons OT/NT Commentary

Brazos Theological Commentary

NIV Application Commentary

New International Biblical Commentary

Anchor Bible

Expositor's Bible Commentary

International Critical Commentary

New International Greek Testament Commentary

Old Testament Library

International Critical Commentary

Interpretation Commentary Series

Paideia Commentary Series

Hermeneia

Harper New Testament Commentaries

New American Commentary

Pillar NT Commentaries

Word Biblical Commentary   *New Century Bible*

Baker Exegetical Commentary   *New Interpreter's Bible*

Tyndale New Testament / Old Testament Commentary

New International Commentary on the Old Testament / New Testament

Zondervan Exegetical Commentary

Unapproved Sources

The following commentaries should not be used in your report for exegesis.

One-Volume Commentaries (of any kind)   *Luther's Commentary*

Poor Man's Commentary   *J. Vernon McGee*

Matthew Poole   *John Phillips*

B.H. Carroll   *Calvin's Commentary*

Matthew Henry   *Charles Spurgeon*

Jamieson-Fausset Brown   *Warren Wiersbe*

John MacArthur   *Pulpit Commentary*

Keil & Delitszch   *Charles Swindoll*

RC Sproul   *Any commentary prior to 1950*

Christ-Centered Exposition Series

Your professor or faculty chair has the right to approve any book or commentary on the list.

APPENDIX G

SEMINAR AND WORKSHOP CYCLE
2019–2021

Week 1 of seminar weeks

Winter 2019	Summer 2019	Winter 2020	Summer 2020	Winter 2021	Summer 2021
Workshops:					
Jan 2 (Wed)	**July 23**	**Jan 7**	**July 28**	**Jan 5**	**July 27**
8160	8160	8160	8160	8160	8160
	Student Orientation (8 a.m.–6 p.m.)				
Jan 2 (Wed only)	**July 22–23**	**Jan 6–7**	**July 27–28**	**Jan 4–5**	**July 26–27**
8161	8161	8161	8161	8161	8161
	The Minister as Person and Professional (8 a.m.–6 p.m. daily)				
Seminars:	**Seminars:**	**Seminars:**	**Seminars:**	**Seminars:**	**Seminars:**
Jan 3–5(Thu-Sat)	**July 24–26**	**Jan 8–10**	**July 29–31**	**Jan 6–8**	**July 28–30**
8201	8202	8201	8202	8201	8202
8301	8306	8301	8306	8301	8306
8401	8402	8401	8402	8401	8402
8504	8505	8504	8505	8504	8505
8601	8602	8601	8602	8601	8602
	8702	8701	8702	8701	8702
		8706		8706	
8801	8805	8802	8805	8802	8805
8902	8901	8902	8901	8902	8901
		8707	8509	8407	8505

Week 2 of seminar weeks

Winter 2019	Summer 2019	Winter 2020	Summer 2020	Winter 2021	Summer 2021
Workshops:					
Jan 7–8	**July 29–30**	**Jan 13–14**	**Aug 3–4**	**Jan 11–12**	**Aug 2–3**
	8170	**8170**	**8170**	**8170**	**8170**
	Integrative Theology (8am–6pm)				
8141	**8141**	**8141**	**8141**	**8141**	**8141**
	Project Design Workshop (8 am–6 pm daily)				
Seminars:	**Seminars:**	**Seminars:**	**Seminars:**	**Seminars:**	**Seminars:**
Jan 9–11	**Jul 31–Aug 2**	**Jan 15–17**	**Aug 5–7**	**Jan 13–15**	**Aug 4–6**
	8803	8203	8803	8203	8803
8305	8306	8305	8302	8305	8302
8806	8403	8806	8403	8806	8403
		8508	8506	8508	8506
8604	8603	8604	8603	8604	8603
8704	8703	8704	8703	8704	8703
		8705		8705	
8806	8803	8806	8803	8806	8803
8904	8903	8904	8903	8904	8903

Specializations and Courses

Next Generation Ministry
DMN 8201—Leading Next Generation Ministry
DMN 8202—Care and Guidance for the Family in NGM
DMN 8803—Leading a Sending Church
DMN 8203—Leading in Intentional Disciple-making for Next Generation

Church Revitalization and Growth
DMN 8301—Turnaround Strategies in the Church
DMN 8306—Foundations of Church Growth and Revitalization
DMN 8302—Critical Issues in Church Growth and Revitalization
DMN 8305—Spiritual Warfare in Church Growth and Revitalization

Intentional Disciple-making
DMN 8401—Recovering the Heart of the Great Commission: Foundations in Disciple-making
DMN 8402—Cultivating Spiritual Formation through the Disciplines
DMN 8403—Critical Issues in Disciple-making
DMN 8806—Strategies in Disciple-making and Evangelism

Faith and Culture
DMN 8504—Church in its Cultural Context
DMN 8505—Gender and Sexuality
DMN 8506—Cultural Apologetics
DMN 8508—Human Dignity

Christian Leadership
DMN 8601—Foundations for Leadership in Ministry
DMN 8602—Leading and Developing Leaders in Your Ministry
DMN 8603—Conflict Resolution and Reconciliation
DMN 8604—Strategic Leadership

Biblical Counseling
DMN 8701— Issues in Biblical Counseling
DMN 8702—Crisis, Trauma and Emotional Disorders
DMN 8703—Care and Guidance for Marriage and Family
DMN 8704— Methodologies and Micro-Skills in Biblical Counseling

Pastoral Care and Counseling
DMN 8705—Effective Pastoral Care
DMN 8702—Crisis, Trauma and Emotional Disorders
DMN 8703—Care and Guidance for the Family
DMN 8706—Life Issues and Ministry Practice

Missions and Evangelism
DMN 8802—Engaging World Cultures and Religions in Contemporary America with the Gospel
DMN 8805—Developing a Missional Church Culture
DMN 8806—Strategies in Disciple-making and Evangelism
DMN 8803—Leading a Sending Church

Expository Preaching
DMN 8902—Preaching from the Genres of the Bible
DMN 8901—Engaging Exposition
DMN 8903—Christ-Centered Exposition
DMN 8904—Leading Through Exposition

Ministry to Women
DMN 8707—Care and Counseling for Women
DMN 8509—Biblical, Historical, and Cultural Issues Related to Ministry to Women
DMN 8407—Strategies in Disciple-making and Evangelism for Ministry to Women
DMN 8505—Gender and Sexuality

Non-Specialization
Take any 4 seminars of the student's choice.

MINISTRY PROJECT PROPOSAL
(Remember: Please send the proposal to the Writing Center, make the center's suggested changes, use the 3-time proofread process, send to DMin Office for the proofreader, make the suggested proofreader changes, and send to your faculty chair.)

Title Page: **Title of the project with the other expected entries** (see handbook)
Table of Contents
Introduction of Ministry Project: **(18–24 pages)**
        Introductory Paragraph:
                The introduction should capture your readers' interest, making them want to read the rest of your paper. Opening with a compelling thought to get your readers to see why your topic matters serves as an invitation for them to join you for an engaging conversation.
        Purpose (1/2–1 page)
- A purpose statement announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what the specific focus will be.
- A purpose statement makes a promise to the reader about the development of the argument but does not preview the particular conclusions that the writer has drawn.
- A purpose paragraph should be clear, concise, and specific at a bird's eye view
- Explain the desired results of the project

        Project Objectives (2–3 pages)
- Identify two to four (2–4) ministry objectives and one to three (1–3) personal/professional objectives to accomplish in the process of completing this project.
  - Remember:
    - A good objective is:
      - **Attainable within the time frame of the project.**
      - **Stated in terms of desired results instead of action plans.**

      - **Specific enough to be evaluated.**
      - **Measurable in terms of knowledge, attitude, values, behavior, and/or ministry effectiveness.**
- Each objective should be explained in paragraph form with the actions below:
  5. **State the objective.**
  6. **Identify the knowledge needed to accomplish the objective.**
  7. **Describe the process for accomplishing the objective.**
  8. **Explain the importance of the objective to the execution of the project?**

Ministry Context (4–6)

- Describe the ministry context,
  - Include a description of the project director's relationship to the situation in which the project occurs.
  - Include appropriate demographic information.
    - Location of church or ministry
    - Description of church with quantifiable terms
      - Facilities, worship service, size of organization, Sunday School or Small Group data,
    - Description of surrounding community
      - Background, population make-up and numbers, etc.

Project Rationale (1 page)

- Identify the critical problem, concern, or need.
- Focus on a description of the specific ministry need.
- Document the extent of the need in **quantifiable terms**.
- Describe the nature and causes of the need.
- Explain why the project is critical.
- Identify the benefits expected from this project.
  ### Remember:
  - If you use information from an interview, please supply a copy of interview in the appendix.
  - Offer **verifiable information**.
    - Verifiable information includes books, studies, articles, surveys, interviews, or conversation. Remember to write up the survey, results of the survey, interviews, and conversations for the appendix.

Assumptions (1 page)

- Identify any assumptions (something taken for granted) influencing the ministry project.

Limitations/Delimitations (2 pages)

- Identify and explain the limitations and delimitations.
  - A **limitation** is something that limits research beyond the control of the project director (such as: the duration of the project or required ministry context).
  - The **delimitation** is a "fence" put around the research by the project director to limit the size of the data pool, scope of intention—such as choosing to work with only a certain group of people, such as senior adults—and the focus on a particular topic.

Project Description (3 pages)

- In a narrative format, provide a very brief logical report of the steps needed to complete the project. (The description should be in such detail an outside reader could understand the ministry project process.)
  - Include:
    - A brief description of the logical steps necessary for the completion of the project including research actions, enlistment procedures, summary of training sessions or classes, description of ministry activities, etc.

Definition of Terms (1 page)

- Identify and define any specialized terms to be used in the project. **Please format your definitions in a list with a one sentence, concise definition—not a description—of each term.** You will need to provide a

footnote for each definition to show where your research came from when you crafted your definition.

Research Design (recommended: 3–6 pages of the 24–32 pages)

- Project Model:
  - Identify the project model to be used (equipping model, strategy model, skill enhancement model, etc.).
  - Explain the reason(s) for choosing the project model as opposed to the alternate models.
- Research Tools:
  - Identify the ministry objectives
  - Explain how each ministry objectives will be measured.
    - Identify whether qualitative or quantitative.
    - Identify the necessary evaluation instruments for each objective
      For example:
      - Will the evaluation require a pre-test/post-test tool, survey(s), interviews, etc.? Be as specific as possible.
      - Be sure to explain thoroughly how the evaluation tools will be used.
        For example:
        - Explain how the pre-test and post-test will be used.
    - Explain how the test results will determine if change occurred.
      For example:
      - Explain how the statistics will help in determining whether the project made a significant difference.

Project Schedule (recommended: 1 page of the 18–24 pages)

Give a time schedule listing that includes the following:

- Date of submission of the project proposal
- Date of submission of Chapter 2
- Date of submission of Chapter 3
- Date of ministry project implementation
- Date of submission of Chapter 4
- Date of submission of Chapter 5
- Date of the Ministry Project Report submission to the proofreader
- Date of the hard copy submission of the Ministry Project Report to the supervisory committee for the oral exam.
- Suggested date for the oral examination
- Date of anticipated graduation

Conclusion (recommended: 1–2 pages of the 18–24 pages)

- A good conclusion includes the following:
  - A wrap up with the purpose, thesis (idea behind the project), process, and goal of the project.

Bibliography

- Include books and other resources to be used in finalizing the development of the ministry project.

MINISTRY PROJECT REPORT

Chapter 1—Introduction (15–24 pages)

- o Special Instructions:
  - **The MPP serves as Chapter 1**
  - **Please use the conversion instructions below:**
    - Use the project proposal as the basis for chapter one, expanding and deleting when appropriate or requested.
    - Write the introductory chapter in the **past tense**.
    - Take the bibliography and move it to the end of the project report.
    - Delete the Project Description, Research Design, and Schedule sub-headings.

    Remember: Check the page numbers to make sure the page number requirements have been met.

Outline of Chapter 1:

Introductory Paragraph: (without a first-level subheading)

The introduction should capture your readers' interest, making them want to read the rest of your paper. Opening with a compelling thought to get your readers to see why your topic matters serves as an invitation for them to join you for an engaging conversation.

> Example:
>
> Jesus in Matt 28:19–20 instructed his followers to make disciples. The writer of Blank Book says that church leaders today may be familiar with the concept of disciple-making but do not understand this mandate as Jesus gave it to his early followers.[1] These leaders need to understand Jesus' mandate to develop an appropriate disciple-making strategy. An appropriate strategy will allow churches to pursue making disciples in a manner expected by Jesus.

Purpose

- o Provide a one-sentence statement of the ministry proposal/purpose. In the same paragraph, clearly and concisely describe how the ministry concern was addressed.
  - o A purpose statement announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what the specific focus will be.
  - o A purpose statement makes a promise to the reader about the development of the argument but does not preview the particular conclusions that the writer has drawn.
  - o A purpose paragraph should be clear, concise, and specific at a bird's eye view
  - o Explain the desired results of the project
  - o Include the achievement of success or failure of the project

Project Objectives

- o Identify the ministry objectives and personal/professional objectives accomplished during the project. (see MPP)
  - Each objective should be explained in paragraph form with the actions below:

Ministry Context
- o Describe the ministry context, including appropriate demographic information. (see MPP)

Project Rationale
- o Identify the critical problem, concern, or need.
- o Provide a description of the specific ministry need. (see MPP)
  - a. Document the extent of the need in **quantifiable terms**.
  - b. Describe the nature and causes of the need.
  - **c.** Explain why the project was critical.
  - **d.** Identify the benefits received from the project.

Assumptions
- o Identify any assumptions (something taken for granted) influencing the ministry project. (see MPP)

Limitations/Delimitations
- o Identify and explain the limitations and delimitations. (see MPP)
  - ▪ A **limitation** is something that limited the research beyond the control of the project director, such as the fifteen-week duration of the project or the requirement for the project to be done in the student's ministry context.
  - ▪ The **delimitation** is a "fence" put around the research by the project director to limit the size of the data pool, scope of intention, etc., such as choosing to work with only a certain group of people, such as senior adults.

Definition of Terms
- o Identify and define any specialized terms you will be using in the project. Format your definitions in a list with a one sentence, concise definition—not a description—of each term. You will need to provide a footnote for each definition to show where your research came from when you crafted your definition. (see MPP)

Conclusion
- o Brief summation of this chapter (see MPP)

Chapter 2—Biblical and Theological Foundations (20–25 pages)
Chapter 2 should be completed by the end of DMN 8151 and before the implementation of the project!!!
- o **Introduction**
- o Identify and thoroughly discuss one to four (1–4) biblical passages that support the proposed project. The content should answer four questions:
  - 5. **Biblical Passage: What biblical passage supports this project?**
  - 6. **Biblical Exegesis: What does the biblical passage say?**
    - o Identify social-world context: the socio-historical, political, and religious contexts
    - o Identify genre: the literary category of the writing being studied
    - o Identify the text's meaning in its original context
    - o Carefully study the text using appropriate methods and tools: a detailed analysis consisting of study of words, phrases, sections, etc.
    - o Summarize the key idea and supporting ideas of the text
    - o What biblical exegesis is not:
      - ▪ A theological reflection of a biblical passage
      - ▪ A personal commentary on the passage
      - ▪ A sermon
      - ▪ A verse-by-verse explication of a passage
      - ▪ A review of the literature on a passage
  - 7. **Theological Implications: What does the passage mean?**
    - o What are the theological concepts embedded in the passage that address or support the project idea?
    - **Or**

- Integrate conclusions with larger biblical-theological story (Theological content)
- **Example:** In Matt 28:19–20, the theological concepts could be:
  - Christ gave his followers a mission.
  - Christians have the responsibility to make disciples.
  - Baptism represents an important part of disciple-making.
  - Disciple-making involves teaching.
  - The Great Commission is meant for people of all nations

8. **Application: How do the biblical passages and the theological implications apply to the project?**
   Ask:
   - **Why does the passage matter to this project?**
     ——Or——
   - **How does the passage support the project?**
   - What are the relevant implications for today (Application to Project)

VERY IMPORTANT!!!

- Please avoid *eisegesis* **(Your personal opinion or understanding of the text, including words, phrases, or theology)**
  —and—
- Please avoid *proof-texting* **(Using a verse or <u>string of verses to make your point (regardless of how evident) without scholarly explanation</u>).**
  - The avoidance means:
    - **Using support from commentaries, journals, and articles considered scholarly and located in the list of accepted scholarly works in your student handbook.**
    - **Refraining from the use of personal opinions or accepted views without scholarly support.**
- End the chapter with **a good summary conclusion.**
  - A good conclusion involves:
    - Reiterating the main points that have been presented
    - Restating the thesis in the light of its substantiation and presentation
    - Reflecting on the journey that has led to this concluding moment

Remember: **Chapter 2 should be completed by the end of DMN 8151 and before the implementation of the project!!!**

Chapter 3—Ministry Foundations (20–35 pages)

Remember: Chapter 3 should be completed by the end of DMN 8151 and before the implementation of the project. This chapter is research intensive and should contain a minimum of 30 sources. Most projects will contain 40-60 sources in this chapter**!!!**

- The **goal of the chapter** is to provide research data informing the project and serve as the ministry foundations for the project.
  - **Remember: Use scholarly or expert support and not what you think or know!**

- The **project objectives** will help shape the content of the chapter.
  - Take each objective:

- What should you know to complete the objective?
- The answers will set up the outline for Chapter 3.

o The content should first be developed into **an outline with a good flow of ideas**. The listing under **Knowledge Needed** in the PPO serves as a good outline.

o The student should submit a copy of the **Chapter 3 outline to his faculty chair** PRIOR to beginning the writing of Chapter 3. The faculty chair can suggest changes regarding the chapter.

o The student's **continued research will likely expand the outline**.

o Depending upon the type of project being done and the availability of resources, the chapter **content can vary widely from one project to another**.

- **Types of Content:**
  - **Answers to probing questions**, like **what, who, why, how, where, and when**, may be used to help develop the content for each objective comprising the Chapter 3 content.

  - **Particular information** at various places in the outline or as the outline of Chapter 3. The information includes:
    o Theoretical information on subject
    o Philosophical information on subject
    o Historical information on subject
    o Contemporary information on subject
    o Biblical information serves Chapter 2.

  - **Alternative programs, models, or examples**
    o Should use at least three alternatives to discuss
    o Identify, describe, and evaluate
    o These alternatives should include both source and interview research.
    o Each alternative should follow a similar format allowing for comparisons between the models.
    o Decide on a model, program, or example to use and give rationale for the decision
    o If a new model, program, or example created, describe how the alternatives helped in the development of the model

  - **Key principles, topics or ideas** central to the accomplishment of the project.
    o These principles, topics, or ideas should come from the research and serve to support the content of the project.
    o Identify and describe the principles, topics, or ideas
    o Inclusion of theoretical, philosophical, historical, and contemporary information may help in the explanation of each principle, topic, or idea.
    o Include any contrary views on the principle, topic, or idea.
    o Describe how the principles, topics, or ideas serve to inform the content of the project.
  - **Key resources (literature review)** by ministry leaders of the past and present used for developing the ministry project.

- o Give a brief statement of the thesis/purpose of each book, summary of the contents, and an explanation of the contribution(s) to the ministry project.

- **Ways to Write Chapter 3.**
  - The examples listed below provide an idea of how the content can be organized. *(The suggestions below should not be considered exhaustive.)*

  EXAMPLE 1 (Models or Programs Approach)
  - Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
  - Identify, describe, and evaluate four to six (4–6) models or programs related to the subject of the project. (12–15 pp.)
    - o These models should include both source and interview research.
    - o Each model description and evaluation should follow a similar format allowing for comparisons between the models.
    - o Comparison of the models or programs.
  - Decide on a model to use and give rationale for the decision (3–6 pp.)
    —or—
  - If a new model is created, describe how the other models helped in the development of the model. (3–6 pp.)
  - Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

  EXAMPLE 2 (Principles, Ideas, or Topics Approach)
  - Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
  - Identify and describe six to twelve (6–12) key principles, topics, or ideas central to the accomplishment of the project. (18–24 pp.)
    - o These principles should come from the research and serve to support the content of the project.
  - Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

  EXAMPLE 3 (Hybrid Approach)
  - Introduce the topic with any pertinent theoretical, historical, and/or contemporary information pertinent to the subject of the chapter. (2–5 pp.)
  - Identify and describe five to seven (5–7) key resources by ministry leaders of the past and present used for developing the ministry project. (8–10 pp.)
    - o Give a brief statement of the thesis/purpose of each book, summary of the contents, and an explanation of the contribution(s) to the ministry project.
  - Identify, describe, and evaluate three to four (3–4) models or programs related to the subject of the project. (6–8 pp.)
    - o These models should include both source and interview research.
    - o Each model description and evaluation should follow a similar format allowing for comparisons between the models.

- Identify and describe key principles, topics or ideas central to the accomplishment of the project. (6–8 pp.)
  - These principles should come from the research and serve to support the content of the project.
  - Describe how the principle, topic, or idea serves to inform the content of the project.
- Conclude the chapter by summarizing how this chapter served to inform the project. (1–2 pp.)

Chapter 4—Project Description (10–15-pages)

- In a **narrative format (no listing)**, provide a logical and detailed description of the steps (step-by-step) used in implementation of project. **(Please do not offer background information before the project implementation.)**
- **Include:**
  4. Brief introduction of the project director's relationship to the situation in which the project occurred. (½–1-page)
  5. Detailed description of implementation process: (9–12-pages)
     - **Equipping Model: Steps in the process**
       Suggested topics in description:
       - Approvals in church for project, if any
       - Research steps
       - Expert evaluation of research data
       - Preparation for teaching sessions
       - Development and Approval of measurement tools: Pre-test/Post-test, Evaluations, etc.
       - Expert Evaluation of teaching plans
       - Selection process of team
       - Location of meetings
       - Description of each session
       - Study or work between each session
       - Evaluation process: Pre-test/Post-test, Evaluations, etc.
       - Project Analysis process
     - **Strategy Model:**
       Suggested topics in description:
       - Approvals in church for project, if any
       - Research steps
       - Development and Approval of measurement tools: Evaluations, Approvals, etc.
       - Expert evaluation of research data
       - Preparation for process
       - Selection process of team
       - Location of meetings
       - Description of each session
       - Study or work between each session
       - Evaluation process: Approvals, Evaluations, etc.
       - Project Analysis process
     - **Skill Enhancement Model:**

Suggested topics in description:
- Approvals in church for project, if any
- Research steps
- Expert evaluation of research data
- Preparation for skill enhancement
- Development and Approval of measurement tools: Evaluations, etc.
- Location of skill enhancement
- Description of steps in skill enhancement
- Study or work between each session
- Evaluation process: Pre-test/Post-test, Evaluations, etc.
- Evaluation(s)
- Project Analysis process

6. Summary of chapter (1-page max)

Remember: **The description should be a step-by-step report in such detail that an outside reader could duplicate the ministry project in another setting.**

Chapter 5—Project Analysis (15–20 pages)
- In a narrative description:
  - Summarize the overall results of the project.
  - Evaluate the project objectives.
    - Report the evaluation data.
    - Critically interact with the collected data.
    - Provide analysis of findings
  - Address the strengths, weaknesses, and/or patterns
  - Evaluate the project process.
  - Offer conclusions drawn from the experience.
  - Identify the lessons learned
  - Include suggestions for further implementation of the project.
  - Reflect upon: (The personal pronoun may be used in the section.)
    - How you grew or changed because of the project,
    - What you learned about yourself during the project,

    - What you learned about ministry because of the project,
    - What you learned about your ministry setting-context because of the project.

Appendices
- Include lesson plans, sermon manuscripts, etc.
- Lesson plans should include at a minimum the following elements for each session:
  - Session title or description,
  - Session goal or objective,
  - Suggested time frame,
  - Necessary items: handouts, equipment, etc.
  - List of actions necessary to prepare and lead sessions,
  - Step-by-step list of procedures for the session including both content and teaching/learning methodology,
  - Provide footnotes to the appendices with additional materials such as copies of handouts, hard copies of PowerPoint presentations,

    illustrations of posters, scripts for role-plays or dramas, sermon
    manuscripts, etc.
- o Sermon manuscripts should include a comprehensive outline of the sermon, containing the following components:
  - Sermon title
  - Biblical text
  - Introduction
  - Main sermon divisions
    - Ideas (one sentence) and illustrations for each division
  - Conclusion
- o Include questionnaires or other data gathering devices.
- o Include raw data, such as phone call reports, meeting notes, emails, etc.

SOUTHEASTERN
BAPTIST THEOLOGICAL SEMINARY

DMin Office
P.O. Box 1889
Wake Forest, NC 27588