I. PROJECT IN MINISTRY

A. Purpose
B. Goals
   1. Ministry Skills
   2. Ministry Setting and Christian Community
C. Orientation
   1. Types of Models
   2. Nature
D. Identifying a Project in Ministry
E. Preliminary Project Proposal
   1. Description
   2. Components
   3. Project Model Examples
F. Final Project Proposal Planning Grid
   1. Description
   2. Project Model Examples
G. Final Project Proposal
   1. Description
   2. Components
   3. Length
   4. Submission Process
   5. Approval Process
H. Final Project Report
   1. Description
   2. Components
   3. Project Report Guidelines
   4. Length
   5. Initial Submission and Evaluation
   6. The Exit Interview and Submitting the Final Report
   7. Eligibility for Graduation

II. STYLE OF WRITING

A. Official Style Guides
B. Title Page. ......................................................... 16
C. Footnotes and Bibliographical Entries. ................................. 16
D. Writing Suggestions. ................................................. 21
E. Abbreviations of Books of the Bible. ................................. 22
F. Inclusive and Respectful Language. ................................... 23

APPENDIXES. .................................................................. 24

A. Preliminary Project Proposal Examples

1. Equipping Program Model. ............................................. 24
2. Ministry Skill Enhancement Model. ................................. 25
2. Strategy Planning Model............................................... 26
4. Community Needs Assessment Model. ............................ 27
5. Ministry Research Model. ............................................. 28

B. Project Proposal Planning Grid Examples

1. Equipping Program Model. ............................................. 29
2. Ministry Skill Enhancement Model. ................................. 31
2. Strategy Planning Model............................................... 33
4. Community Needs Assessment Model. ............................ 36
5. Ministry Research Model. ............................................. 38

C. Component Samples

1. Title Page Sample. ..................................................... 40
2. Table of Contents Sample - Proposal............................... 41
3. Table of Contents Sample - Report................................. 42
4. Abstract Page Sample. ................................................ 44
5. Copyright Page Sample. ............................................. 45
6. Vita Sample. ............................................................. 46
I. PROJECT IN MINISTRY

A. Purpose

The purpose of the Project in Ministry is to develop the student’s ministry skills and to provide ministry benefit to the participating church, agency, or institution, and the larger Christian community. The project experience aims to enhance both the student’s personal ministry skills as well as those germane to his or her specific ministry context. Consequently, the student must have occupied his or her current ministry position at least one year prior to taking the Project in Ministry Design Workshop, and the student must remain in that position throughout the duration of the project.

B. Goals

1. Ministry Skills:
   - To develop conceptual, analytical, and organizational skills.
   - To develop skills for critical theological reflection about ministry.
   - To develop leadership skills.
   - To develop evaluative skills.
   - To demonstrate oral and written communication skills.
   - To gain self-understanding and a sense of identity as a minister.

2. Ministry Setting and Christian Community:
   - To provide a context-specific ministry program which responds creatively to an acknowledged need.
   - To provide the ministry setting with a leader who has enhanced ministry skills.
   - To contribute to the field of ministry by providing documentation of the ministry project through evaluation and theological reflection.

C. Orientation

1. Types of Models

Each student must develop a project based on one of the five models that follow. A description of representative models is provided below. A student desiring to follow a model not described below first should consult the Director of the D.Min./D.Ed.Min. program.

- Equipping Program—Developing materials and using them to train a small group of believers in some phase of direct ministry (e.g., training a ministry team to minister to persons in grief and working with them in the early stages of implementation). [See Appendix A.1]
• **Ministry Skill Enhancement**—Improving some personal ministry skill (e.g., the development of goals and related exercises for improving diction, word selection, gestures, etc. in preaching, and the implementation and evaluation of those plans). [See Appendix A.2]

• **Strategy Planning**—Developing a strategy of Christian ministry among a targeted people group and beginning the early stages of implementation (e.g., an on-site study of a ski resort community and an ensuing strategy for reaching the population). [See Appendix A.3]

• **Community Assessment**—Assessing social needs in a community and developing specific recommendations for meeting those needs (e.g., researching the social crises in an urban area and making recommendations for establishing a crisis pregnancy ministry). [See Appendix A.4]

• **Ministry Research**—Researching a general subject that culminates in the development of conferences or workshops that address a related ministry concern (e.g., studying Mormonism and developing a workshop that equips believers to share Christ with Mormons). [See Appendix A.5]

2. **Nature**

A good project in ministry:

• addresses the student’s own ministry skills by contributing to his or her understanding and development of those skills.
• addresses a significant need in the student’s ministry context.
• involves other persons from the ministry context in some phase of research, planning, and/or implementation.
• reflects substantial research and ministry beyond routine activities, the implementation of a “packaged” program, or reporting on a completed project.
• involves extensive reflection and evaluation of the student’s performance and growth as well as the effectiveness of the project.
• requires that a student exhibit competency in analyzing needs, proposing a creative project, researching significant resources, formulating and expressing theological foundations for Christian ministry, developing skills in the practice of ministry, gaining self-understanding and a sense of identity, and writing clearly, effectively, and professionally in reporting the outcome.

D. **Identifying a Project in Ministry**

Each student should begin to think about the project in ministry at the beginning of his or her program. No later than the second trimester in the program, the student should begin to
do the following in order to identify a worthy project in ministry:

1. Analyze the ministry context, identify strengths and needs, and prioritize three or four primary ministry concerns.

2. Analyze himself or herself as a minister, identifying strengths and weaknesses, and prioritizing three or four primary professional concerns.

3. Look for a project idea that addresses one or more primary ministry concerns and one or more primary professional concerns.

4. Ask a series of questions as to the appropriateness of the proposed idea:
   - Does the topic correlate professional knowledge and performance?
   - Can the project be completed in a 4-6 month period including research, development, and related implementation?\(^1\)
   - Does the project hold promise of contribution to the student’s growth as a minister?
   - Does the project hold promise of addressing a ministry concern?
   - Does the project hold promise of making a contribution to the field of ministry?

5. Write a one-page description of the ministry setting and concern, including a one paragraph statement of the ministry proposal.

6. Identify and write 2-4 ministry goals and 2-4 professional goals that the student would like to accomplish.

7. Develop an initial bibliography (10-20 books and periodicals) relevant to the project idea.

8. Formulate some ideas regarding the shape or structure of the proposed project, such as the various components needed to accomplish the goals.

9. Review the sections in the D.Min/D.Ed.Min. handbook that deal with the project in ministry.

10. As soon as the syllabus for the Project in Ministry Design workshop is available on the web site, begin work on the related assignments:

    - Dialogue with and enlist a Faculty Mentor using the contract form available on the program web site.

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\(^1\)Occasionally a project may take longer, but students with longer projects should be aware that their program may be delayed one graduation period.
• Be prepared to discuss items 1-8 above.
• Secure the Faculty Mentor’s oral approval of the project idea.
• Write a Preliminary Project Proposal (see guidelines below).
• Submit the Preliminary Project Proposal to the Faculty Mentor thirty (30) days prior to the Project in Ministry Design workshop.

E. Preliminary Project Proposal

1. Description

The Preliminary Project Proposal is a brief, formal document summarizing the proposed ministry project. The student is responsible for sending four (4) copies of the document to the ProDoc office no later than two (2) weeks prior to the first meeting of the workshop. Students must submit these documents in a timely manner to provide workshop professors with adequate time for proposal reviews. Students must submit their revised Preliminary Project Proposals to the workshop coordinator and their faculty mentors no later than two weeks after the workshop’s completion.

2. Components

The student should include the following components in the preliminary project proposal and follow the guidelines for each:

• Title Page and Table of Contents

• Ministry and Professional Concerns (2 paragraphs)
  ▶ Dedicate one paragraph each to the ministry setting concern and the professional concern(s) to be addressed in the project.

• Project Proposal (1 page)
  ▶ Provide a one-sentence statement of the project. Then, in several paragraphs, briefly describe the project proposal in such a way that an objective reader clearly understands the direction. Include in the description the kind of relevant experiences and components that will be involved in the project (such as specialized research, surveys, sermons, teaching/training sessions, retreats, mentoring, practice of ministry, etc.).

• Project Goals (2 paragraphs)
  ▶ Identify 2-3 ministry goals and 1-3 professional goals. Project goals relate to the overall project, and professional goals relate to the student’s personal growth as a professional minister.
• Biblical Rationale (1 or two paragraphs)
  ▶ Identify two to four biblical themes addressed by this project proposal. Discuss these themes, providing scriptural support. Utilize the original biblical languages as appropriate in your discussion.

• Proposed Time Schedule (1 paragraph)
  ▶ Give a time schedule that includes the following: dates of enrollment in the Project in Ministry Design workshop, projected date of submission of the Final Project Proposal to the Faculty Mentor, projected dates of project implementation/research, and anticipated graduation date.

• Initial Bibliography (2-3 pages)
  ▶ Include relevant works (books and periodical articles) and key resources in the field that have been examined (probably 15-30 sources).

3. Project Model Examples

See Appendix A to see examples of different project models:

• Equipping Program Model
• Ministry Skill Enhancement Model
• Strategy Planning Model
• Community Needs Assessment Model
• Ministry Research Model

F. Project Proposal Planning Grid

1. Description

The Project Proposal Planning Grid details the proposed project and professional goals along with the associated evaluation methods. Each student must submit a completed grid to the workshop coordinator, the student’s faculty mentor, and the project coordinator no later than two weeks after workshop completion. Click here to access the planning grid form: Project Proposal Planning Grid.

2. Project Model Examples

See Appendix B for samples of different proposal planning grids:

• Equipping Program Model
G. Final Project Proposal

1. Description

The Final Project Proposal is a formal document submitted to the Faculty Mentor describing ministry project details. Serving as a blueprint for the ministry project, the document answers the following questions: What? Why? Who? How? When? and Where? **The Final Project Proposal becomes the first appendix of the Final Project Report.**

2. Components

The student should include the following components in the Final Project Proposal and follow the guidelines for each component.

- Blank Sheet—one page
- Title Page—i, page number not included on page- see Title Page sample
- Table of Contents—ii, page number included on page- see Table of Contents sample
- Abstract—iii, page number not included on page - see Abstract sample
  - Write a brief, one-page summary of the project.
- Chapter 1 - Description of the Ministry Setting and Need (3-4 pages)
  - Describe the ministry setting, including appropriate demographic information, etc.
  - Identify the ministry need, its nature, and its effects in quantifiable terms.
- Chapter 2 - Project Proposal (1-2 pages)
  - *One-Sentence Statement:* Provide a one-sentence statement of the project proposal. In the same paragraph, clearly and concisely describe how you plan to address the ministry need.
  - *Project Goals:* Identify 2-4 project goals that you hope to accomplish through the implementation of the ministry project. An ideal goal is one that is attainable within the time frame of the project, is stated in terms of desired results instead of action plans, and is specific enough to be evaluated.
• **Definitions of Terms:** Identify and define any specialized project terms.

• **Chapter 3 - The Project Director (2-3 pages)**
  
  • **Resources:** Briefly describe your current ministry position. Chronicle your education and ministry experience. Identify potential strengths such as gifts and skills as well as weaknesses and biases that may affect the project.
  
  • **Professional goals:** Identify 2-3 professional goals for yourself as the project director.

• **Chapter 4 - Doctrinal Foundations (8-10 pages)**
  
  • Identify and discuss two to four Christian doctrines which undergird and inform the proposed project. Your Doctrinal Foundations section should identify which classic Christian doctrines (theology, soteriology, ecclesiology, etc.) are most foundational to the project, presupposed by the project, or addressed in the project. Focus your discussion on these broader foundational doctrines and the implications of these doctrines rather than merely exegeting biblical passages. However, do provide biblical support for these doctrines, utilizing good hermeneutics and avoiding eisegesis or proofexting. Utilize the original biblical languages as appropriate in your discussion. In your discussion you also may identify how key issues, thinkers, or movements in theology (Calvinism vs. Arminianism, Lordship salvation vs. grace salvation, etc.) are informed by the project.

• **Chapter 5 - Review of Alternative Programs (2-3 pages)**
  
  • Briefly describe programs/methods/projects which others have used in an attempt to meet similar needs. Evaluate those efforts and show how your proposed project will address the need in a unique or creative way.

• **Chapter 6 - Ministry Resources (4-6 pages)**
  
  • Identify and describe eight to twelve key literary resources. Briefly state the thesis/purpose of each book, summarize the contents, and analyze the source’s contribution to the field of ministry. If applicable, include information about persons or ministry programs.

• **Chapter 7 - Description of the Project (3-5 pages)**
  
  • In a narrative format, provide a chronological overview of the steps necessary for the completion of the project, including approaches to research, enlistment procedures, summaries of training sessions, descriptions of ministry activities, etc.
Chapter 8 - Project Evaluation (3-4 pages)

- Explain how you will learn whether you have met your project and professional goals. Avoid the two extremes of pure subjectivity (i.e., no objective evaluation) and overemphasis on empirical research using only statistical analysis. Develop the necessary instruments for all procedures and provide samples in your appendixes. Allow the following principles to guide the development of evaluation procedures:

  * Each goal requires at least two means of evaluation. One evaluation tool per goal is not adequate to validate the goal.
  * Each goal is validated through two steps. Each step culminates in a resulting product which is subsequently evaluated by a credentialed evaluator.
  * Develop evaluation methods for both project and professional goals.
  * Carefully research and understand the issues related to your methods.
  * You must pre-enlist credentialed evaluators, naming them in the proposal. Reference their agreements to participate and vitae in the appendixes.
  * Plan to reflect upon and interpret the results in the final project report.

Appendixes

- If the project incorporates some type of training sessions, sermons, or other similar material, list for each teaching session or sermon the following:

  * Teaching objective(s)
  * Outline—enough for a reader to see the direction and content of the session or sermon.

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2 Some methods/tools for consideration are: ministerial reflection, pre-test/post-test (standardized or created), post-test, questionnaire/survey, interviews (in-depth and structured), classroom assessment projects, expert evaluator (deal with the qualifications of the expert), role-play, structured observation of ministry, examination of performances that if observed would cause you to agree that the objective has been achieved (see especially Major, Goal Analysis), and case studies.

3 When selecting evaluation methods, students should study how to make tests, construct questionnaires, conduct interviews, and so forth. A few examples of some of the issues to be considered are cited below. Those using a pre-test/post-test with experimental and control groups must be aware of the peculiar issues related to this methodology. Some of those issues are: (1) Experimental and control groups must be “identical;” (2) Results are only as good as the quality of the test. The quality of the test must be evaluated; and (3) What is being measured, The type of questions, and the statistical tool used are interrelated. Those using tests must include the following for each test: (1) A statement of what is being measured, such as cognitive change, attitudinal change, skill development; (2) A copy of the test questions and information regarding validation of the instrument; and (3) An indication of the statistical tools used to evaluate the results. Those using questionnaires or interviews need to identify the data needed. Be sure the questions are worded to secure the proper data. Interview questions should be structured and included in the proposal.
* Indication of teaching methodologies for various components of each session.
* Key resources and citations to be used in each session or sermon.

- Include all tools and/or instruments used in the evaluation of the project.
- Include evaluators’ agreements to participate and vitae.

• Selected Bibliography

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

3. Length

The Final Project Proposal should be no more than 25-35 pages, exclusive of the appendixes and selected bibliography. The total length should not exceed 75 pages with a left margin of 1-1/2 inches.

4. Submission Process

Students must submit their proposals to the ProDoc office at least sixty (60) days prior to the projected implementation date for review. Students may submit these documents electronically or in hard copy. Students should check with their faculty mentors for any additional requirements.

ProDoc will review the proposal’s goals and evaluation methods; the style reader will provide a more comprehensive review of the entire document. The student will revise the proposal document according to ProDoc, style reader, and faculty mentor feedback. The faculty mentor will evaluate this final document for ProDOC recommendation.

5. Approval Process

After the faculty mentor evaluates the student’s proposal, he or she will notify ProDOC of one of the following decisions:

a. **Rejection:** This action would take place if the mentor believes that the Final Project Proposal does not constitute a worthy project. The student must begin again the process of designing a worthy project.

b. **Resubmission:** If the Final Project Proposal reflects a potentially worthy project, but contains significant conceptual and/or stylistic problems, the Final Project Proposal will be returned to the student for correction and resubmission. The Faculty Mentor will notify the ProDOC committee of the resubmission by sending the Final Project Proposal Evaluation Guide used in the decision for resubmission and the revised evaluation form showing the acceptance of the
revision. The student is responsible for sending two corrected copies to the ProDoc office where a reader will be assigned (usually from the ProDOC committee). Upon the approval of the Faculty Mentor, the assigned reader, and subsequently the ProDOC committee, the student will be allowed to implement the project.

c. **Conditional Approval:** If the proposal document contains easily correctable conceptual and/stylistic problems, the Faculty Mentor may approve the proposal plan conditionally, requiring the student to address concerns identified in the evaluation. After the ProDOC committee authorizes this approval, the student can proceed with implementing the project while making the corrections suggested by the mentor.

d. **Approval:** If the Final Project Proposal is approved by the Faculty Mentor, the Faculty Mentor will submit the Final Project Proposal Evaluation Guide to the ProDOC committee. Subsequently, when the committee approves the project the student may begin implementation.

H. **Final Project Report**

1. **Description**

   The Project Report is the final document describing the ministry project and evaluating its results. Written upon completion of the ministry project in consultation with the Faculty Mentor, the report is more than a mere recapitulation of the Final Project Proposal, but includes insights learned in the process of the ministry project. Students should be careful to follow the style guidelines outlined in related sections of this handbook.

2. **Components**

   Students should include the components delineated below in the Project Report and follow the respective guidelines. Students may view samples of selected components on the ProDoc website resources page or in Appendix C of this handbook.

   - Blank Sheet—one page
   - Title Page—i, page number not included on page—see Title Page sample
   - Copyright Page—ii, page number not included on page—see Copyright Page sample
   - Project Report Evaluation—iii, page number not included on page; inserted by ProDoc
• Dedication–optional, page number not included on this page

• Acknowledgments–optional, page number included on page

• Table of Contents–page number(s) included on page(s)–see Table of Contents - Project Report sample

• Lists–of illustrations, of tables, of figures, of plates, of abbreviations, if applicable–page number(s) included on page(s)

• Abstract–page number not included on page–see Abstract sample

• Chapter 1 - Introduction (2-4 pages)
  ▶ Introduce the Project Report in a narrative fashion as opposed to repeating the introductory material of the Final Project Proposal.
  ▶ Reference to the Final Project Proposal should be made in the Introduction and properly footnoted.

• Chapter 2 - Project Description (25-50 pages)
  ▶ For Equipping Program, Ministry Skills Enhancement, and Community Needs Assessment Projects (25-35 pages): Provide a narrative description of the major activities of the project. The summary should be complete, but not exhaustive, focusing on the significant events of the project rather than minor details.
  ▶ For Strategy Planning and Ministry Research Projects (40-50): Provide a narrative description of the fruit of the research and a complete but not exhaustive summary focusing on the significant findings rather than on minor details.

• Chapter 3 - Project Evaluation (10-12 pages)
  ▶ Examine the project from two perspectives:
    * Project goals (5-6 pages)
    * Professional goals (5-6 pages)

• Chapter 4 - Project Analysis and Reflection (10-14 pages)
  ▶ Ministry Reflection (5-7 pages) - Reflect upon how you grew or changed, what you learned about yourself, what you learned about ministry, what you learned about the ministry context, etc.
Theological Reflection (6-8 pages)

Identify and discuss two to four key theological issues that were raised in the implementation of the project. Although this section may address some of the same general issues that were raised in the Doctrinal Foundations section of the Final Project Proposal, do not merely recapitulate the Doctrinal Foundations discussion. You may address issues surfacing in the implementation of the project, your theological reflections as you directed the project, or the issues raised in the project which have informed your pastoral theology.

Chapter 5 - Suggestion for Further Implementation (3-5 pages)

- Depending upon the nature of the project, indicate ways in which the ministry begun in this project can be adapted and used in future ministry applications (Research-oriented projects should have substantially more detail at this point).

Appendixes

- The Final Project Proposal must be listed as the first Appendix, numbered continuously with bracketed numbers according to Turabian, 6th ed. - see Final Project Proposal on Appendix A sample.

- Include lesson plans.

  For example, a lesson plan should include at a minimum the following elements for each session:

  - Session title or description
  - Session goal or objective
  - Suggested time frame
  - List of necessary items, handouts, equipment, etc.
  - List of preparation actions necessary to lead session
  - Step-by-step list of procedures for the session including both content and the teaching and learning methodology
  - Additional materials such as copies of handouts to be used, copies of computer presentation slides, illustrations of posters, scripts for role plays.
  - Include sermon manuscripts.
  - Sermon manuscripts should be the full text of the sermon and should contain the following components: Sermon title, Biblical text, Introduction, Main Sermon Divisions, Illustrations, and Conclusion.

Selected Bibliography
Include all the sources cited in the project report as well as other significant sources which informed the development and implementation of the ministry project.

- Vita—optional, page number not included on page- see Vita sample
- Blank Sheet

3. **Project Report Guidelines**

1. Generally, margins should be one and one-half inches on the left to allow space for binding and one inch on the top, bottom, and right margins. See Turabian for different margin requirements for items in the front matter and for first pages of chapters.

2. Proportional and even spacing are both acceptable. Justified right-hand margins are not acceptable in most cases.

3. Only fonts with serifs are acceptable. Use standard fonts, such as Times New Roman or Courier New, in 12-point size. Use the same font and size for text, headings, and pagination. You may use smaller type only for superscript footnote numbers. Script or other eccentric type faces are not acceptable.

4. Line spacing preferably should be six lines per inch and may be no smaller than six lines per inch and no larger than five lines per inch.

5. Only printers such as laser printers which produce letter-quality type are acceptable.

6. Duplication of Project Reports by high quality photocopiers is required.

7. Footnotes must be used. Endnotes and parenthetical notes are not acceptable.

8. On the acknowledgments page the students may acknowledge a specific person or persons who contributed significantly to the study.

9. The title page, copyright page, abstract, and vita should follow the forms adopted by NOBTS (see the “Resources” page of the CME website).

4. **Length**

   The length of the Project Report should range from 50-85 pages, exclusive of preliminary pages, appendixes, and selected bibliography. The total length of the report
should not exceed 250 pages with a left margin of 1-1/2 inches.

5. Initial Submission and Evaluation

Students anticipating December graduation must turn in their project reports by August 15th—or January 15 for May grads—for style reader review. Students may submit reports electronically via email. Or students may mail in hard copies on standard copy paper. Students are to revise their reports accordingly, mailing in three, standard copy paper sets by September 15th--February 15th for May grads. The exit committee, comprised of the student's faculty mentor and two other faculty readers, will evaluate these three copies in preparation for the student's exit interview.

Upon receiving the documents, the Associate Dean of Professional Doctoral Programs will do the following:

- Assign a second and third reader to join the Faculty Mentor in reading and evaluating the Project Report. A standard evaluation form will be used to assist the faculty members in completing the evaluation. The Project Report will receive a grade of Fail, Low, Satisfactory, or High (pluses and minuses are permissible).
- Schedule a tentative date for the Exit Interview in conjunction with the student and the three faculty members. Most interviews will be scheduled during the first two weeks in November (for December graduation) or the first two weeks in April (for May graduation).

Once the report has been evaluated by the three faculty members, the Faculty Mentor should submit the appropriate report forms to the Office of Professional Doctoral Programs no later than two weeks prior to the scheduled Exit Interview.

Students whose reports receive a High, Satisfactory, or Low evaluation will be notified by the Faculty Mentor at least two weeks prior to the scheduled interview regarding any corrections/changes that must be made in the report prior to final submission. If a student does receive a Low evaluation, professors reserve the right to pass final judgment until after the Exit Interview. The Exit Interview may take on a different nature in these cases. The Faculty Mentor will keep a record of the required corrections/changes in order to verify that they have been made upon final submission of the report.

Students whose reports receive a Fail evaluation will be notified by the Faculty Mentor. The Faculty Mentor, in consultation with the Associate Dean of Professional Doctoral Programs will determine a plan for completion of the degree program. Project Reports may receive a Fail evaluation for the following reasons:

- Inadequate implementation— If major problems are determined with the way the project was implemented, the student may be required either to repeat the
implementation or to resign a new project altogether. In cases where a new project
must be designed, the student will need to retake the Project in Ministry Design
workshop.

- Inadequate evaluation— When implementation is acceptable but the student fails to
evaluate the project adequately, a re-evaluation of the project may be required. In
such cases, graduation will be delayed and the entire project will need to be re-
submitted.
- Inadequate report— In cases where project implementation and evaluation are
adequate, but the project report is poorly written, the student may be required ro
rewrite the project completely. In such cases, graduation will be delayed and the
project will need to be re-submitted in its entirety.

6. The Exit Interview and Submitting the Final Report

Students whose Project Reports receive a High, Satisfactory, or Low evaluation should
make all required corrections and/or changes on the Project Report prior to coming to
campus for the Exit Interview.

In conjunction with the two Faculty Readers, the Faculty Mentor will conduct the one-
hour Exit Interview. The Exit Interview will focus on the following areas:

- Self-evaluation
  - How has the student grown during the program?
  - What has the student learned?

- Project Evaluation
  - Can the student orally describe and evaluate the Project in Ministry?
  - What difference will the project make in the student’s ministry?
  - Has the student addressed the changes and/or corrections required by the faculty
    members since initial submission?

- Program Synthesis
  - How did the student’s seminar work inform the project?
  - How did the student’s program as a whole fit together?

- Vision
  - How will the D.Ed.Min. experience impact the student’s ministry?
  - What new goals has the student developed during the program?

The Faculty Mentor and readers will grant a Pass/Fail evaluation of the Exit Interview
and report their evaluation to the ProDOC. Students who receive a Fail evaluation of
the Exit Interview will be asked to repeat the interview at a date determined in
conjunction with the Faculty Mentor. Such an evaluation likely will delay the student’s
graduation by one graduation period.
Upon successful completion of the Exit Interview, the student will submit a library preview copy to the ProDoc office. See the Project Report/Dissertation Processing Notebook for further details, located in the seminary’s web page under the following tabs: Academics, D.Min/D.Ed.Min, Resources, then Student Forms.

7. Eligibility for Graduation

Students who receive a High, Satisfactory, or Low evaluation on the Project Report and a Pass evaluation on the Exit Interview are eligible for graduation. See the guidelines for graduation in Section III, “Policies and Procedures.” Consult with the Office of Professional Doctoral Programs for binding fees, copyright, and any other graduation fees.

II. STYLE OF WRITING

A. Official Style Guides

Students are required to use the style guides approved by NOBTS faculty for all seminar papers, the Preliminary Project Proposal, Final Project Proposal, and the Project Report. Professors may allow some exceptions related to seminar work, such as allowing single spacing within paragraphs in order to save on copy cost.

The official NOBTS style guides are:


B. Title Page

A sample of NOBTS's accepted format for the title page for seminar papers, the Preliminary Project Proposal, the Final Project Proposal, and the Project Report is available on the “Resources” page of the CME website ([http://www.nobts.edu/cme](http://www.nobts.edu/cme)).

C. Footnotes and Bibliographical Entries

Footnotes and bibliographical entries should follow the forms indicated in the official seminary style guides. At times more than one form seems to be applicable to certain works. Students should consult with the Faculty Mentor as well as seminar professors for specific guidance. Below are sample bibliographical and footnote entries preferred by this seminary for some of the more ambiguous forms.
1. **Commentaries in a Series**

Students should give the author of a commentary priority over the editor of a series. For example:

Separately titled volume in a series


Work within a volume


2. **Articles in a Multi-Volume Work** (including dictionaries and encyclopedias)

Several options exist for this format, but what is most important is that the author of the individual article cited be prominent in the citation, as in the following example.


3. **Ancient Sources**

If cited in English, the source of the translation must be shown. If the student originates the translation, that also should be noted, as in the second illustration.

B. Josephus *The Wars of the Jews*. Translated by William Whiston. The Works of


B. Cicero *De Republica*.

N. 5Cicero *De Republica* 2.25.22. Student's own translation.

4. Electronic Sources

Computer program or software


N. 6*Microsoft Windows 95*, computer software, ver. 4, CD-ROM (Redmond, Wash.: Microsoft, 1995), MS-DOS 3.1, 386DX, 4MB.

Computer software with information on availability


Material from electronic database, CD-ROM


Magnetic tape

B. “Pomona College.” *Peterson’s College Database*. Magnetic tape. Prince-
Electronic database with print equivalent


Electronic material requiring more than one medium


Material from an online service


Online journal article with print equivalent


N. Peterson’s, 1992.

Online journal without print equivalent


Electronic texts


N. William Shakespeare, The Tempest, online, available from FTP@quake.think.com Directory: Gutenberg/shake/Comedies/ Tempest

E-mail

B. Deel, Norman. “Main Sources for the Text of United States Treaties.” In Georgia State University, College of Law Library, Revision of Treaties Guide. 1992. Online. Available from E-mail@ law-lib%liberty.uc.wlu.edu

N. Norman Deel, “Main Sources for the Text of United States Treaties,” in Georgia State University, College of Law Library, Revision of Treaties Guide, 1992, online, available from E-mail@ law-lib%liberty.uc.wlu.edu

Electronic Book

There are a number of electronic book sources now available for general use and some materials only exist in that format. When citing an electronic book of e-Book the reference must contain the actual type or model of e-Book being used (Amazon Kindle, Microsoft, Sony, etc.) and the location number of the quote (since actual page numbers are not created).

For example:
Brent Laytham, ed., God Does Not...: Entertain, Play Matchmaker, Hurry, Demand Blood, Cure Every Illness (Grand Rapids: Brazos Press, 2008), Kindle e-book, locations 552–53
D. Writing Suggestions

1. Students should avoid overuse of the passive voice. This practice does not preclude the use of the passive voice whenever feasible and not overly cumbersome.

2. The use of first person (I or we) and second person (you) generally is not allowed. Formal writing style demands that arguments be presented in such a manner so as to eliminate the need for all but third person references. Exceptions to this rule may be granted by a professor on selected assignments.

3. The uses of past tense and present tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials; and present tense is utilized to present arguments, interact with opinions and viewpoints, and cite extant texts.

4. Footnotes and bibliographical entries must be uniform in style and form. Consistency in all matters of style and grammatical usage is required.

5. Students should strive to be concise both in verbiage and argumentation. The quality of the content of the work is not measured by its length.

6. Avoid unusually long and/or choppy sentences.

7. Avoid one-sentence paragraphs.

8. Avoid wordiness. Restrict use of adjectives, avoid circumlocutions, be direct, edit!

9. Avoid sermonic rhetoric that appeals to the emotion rather than the mind.

10. Avoid cliches, archaisms, and neologisms.

11. Personifications are to be avoided as much as possible. For example, do not give books animate qualities. Books are inanimate.

12. Do not use indefinite pronouns.

13. Do not use split infinitives.

14. Do not overuse split verbs.

15. Avoid the excessive use of adverbs such as "very."

16. Do not end a sentence with a preposition.
17. Avoid overuse of references such as "this student," "this researcher," and "this writer."

E. Abbreviations of Books of the Bible

Students should use the following list of biblical abbreviations taken from the *Oxford Annotated Bible*.

<table>
<thead>
<tr>
<th>Gen.</th>
<th>Job</th>
<th>Hab.</th>
<th>1 Th.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Ps. (Pss.)</td>
<td>Zeph.</td>
<td>2 Th.</td>
</tr>
<tr>
<td>Lev.</td>
<td>Pr.</td>
<td>Hag.</td>
<td>1 Tim.</td>
</tr>
<tr>
<td>Dt.</td>
<td>S. of S.</td>
<td>Mal.</td>
<td>Tit.</td>
</tr>
<tr>
<td>Ru.</td>
<td>Lam.</td>
<td>Lk.</td>
<td>Jas.</td>
</tr>
<tr>
<td>1 Kg.</td>
<td>Hos.</td>
<td>Rom.</td>
<td>1 Jn.</td>
</tr>
<tr>
<td>2 Kg.</td>
<td>Jl.</td>
<td>1 Cor.</td>
<td>2 Jn.</td>
</tr>
<tr>
<td>1 Chr.</td>
<td>Am.</td>
<td>2 Cor.</td>
<td>3 Jn.</td>
</tr>
<tr>
<td>2 Chr.</td>
<td>Ob.</td>
<td>Gal.</td>
<td>Jude</td>
</tr>
<tr>
<td>Neh.</td>
<td>Mic.</td>
<td>Phil.</td>
<td></td>
</tr>
</tbody>
</table>

F. Inclusive and Respectful Language

The faculty of this institution affirms the importance of using inclusive and respectful language regarding gender, race, social or economic class, religion, and nationality. In documents submitted to this institution, certain guidelines must be followed to avoid stereotyped language in both explicit and implicit references to people.

In references to people, these guidelines require sensitivity that neither stereotypes nor denigrates on the basis of gender. The equality of men and women should be respected in attitude, thought processes, grammar, and style. The attitude and thought processes should seek to recognize the prominence and contributions of both genders in God's kingdom.

Grammatical usage should reflect the respectful attitude behind the document through the use of such terms as people, humanity, humankind, persons, men and women, and human beings. References to people in general should use gender inclusive language instead of treating only one gender with the other implied or omitted from reference. Note the following acceptable and unacceptable approaches.
In the presentation of life-styles, roles, job descriptions, and skills, students should take care so as not to stereotype the genders (for example, portraying all elementary teachers as female and all leaders as male). In cases where the subjects generally are considered to be of one gender or another, exclusive use of one gender may be acceptable (for example, portraying pastors and preachers as male). In such cases, however, students should consult with the respective professor or Faculty Mentor. Reference to deity always should employ the male gender.

Racial slurs and derogatory language about people groups must be avoided. No people groups should be denigrated or depicted as being second-class.

As an aid to understanding the application of this requirement, a few examples of stereotyped and biased language with suggested alternatives follow.

<table>
<thead>
<tr>
<th>Stereotyped/Biased</th>
<th>Suggested Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>When great men had great dreams, new horizons were opened.</td>
<td>When great men and women had great dreams, new horizons were opened.</td>
</tr>
<tr>
<td>Ministers and their wives will be evaluated in the study.</td>
<td>Ministers and their spouses will be evaluated in the study.</td>
</tr>
<tr>
<td>The music minister should not change his style for convenience sake alone.</td>
<td>Music ministers should not change their style for convenience sake alone.</td>
</tr>
<tr>
<td>Third-world theologians hold to that view, but major thinkers do not.</td>
<td>Many Asian, African, and Latin American theologians disagree with Western theologians on that issue.</td>
</tr>
<tr>
<td>Jesus came to save all men.</td>
<td>Jesus came to save all persons.</td>
</tr>
</tbody>
</table>
Appendix A

PROJECT EXAMPLES
The Equipping Program Model

Context: A small group of believers need to be equipped in some phase of direct ministry. Many models are available in the field for this type of training, but the project director will utilize research in the field and the existing models to synthesize a creatively new approach.

Scope: This project begins with the project director's research and ends with the select group of believers being equipped. The future work of the group is out of the scope of the project.

Emphasis: Training believers in some phase of direct ministry

Product: A group of believers equipped in some phase of direct ministry

One-Sentence Statement:
The purpose of this project is to equip selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.

Project Goals:
1. To research the field of evangelism in order to determine the essential skills needed for personal evangelism training.
2. To develop a workshop to equip the selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.
3. To equip the selected members of Calvary Baptist Church, Slidell, Louisiana, in personal evangelism skills.

Professional Goals:
1. To increase the project director's knowledge of personal evangelism.
2. To increase the project director's skill in instructional theory and practice (or curriculum design).
PROJECT EXAMPLES
The Ministry Skill Enhancement Model

**Context:** The project director is in need of personal improvement in some ministry skill area. The ministry skill has a direct relationship to the ministerial concern.

**Scope:** This project begins with the project director's process of identifying the ministry skill that needs enhancement and ends with implementation of the skill enhancement. The future results of the enhancement are out of the scope of the project.

**Emphasis:** A ministry skill area

**Product:** The implementation of skill improvement

**One-Sentence Statement:**

The purpose of this project is to enhance the project director’s apologetic preaching skill at First Baptist Church, Junction City, Texas, in order to increase congregational worldview awareness.

**Project Goals:**

1. To research the field of apologetic preaching in order to identify the essential components necessary to address congregational worldview awareness.
2. To develop a series of apologetic sermons incorporating the common components necessary to address congregational worldview awareness.
3. To preach the series of sermons at First Baptist Church, Junction City, Texas.

**Professional Goals:**

1. To increase the project director's knowledge of apologetic preaching as it relates to congregational worldview awareness.
2. To increase the project director's skill in the delivery of apologetic sermons
PROJECT EXAMPLES

The Strategy Planning Model

Context: A targeted population exists to which some form of ministry is to be accomplished. The strategy will have a single purpose, but it will utilize multiple means to accomplish its objective.

Scope: This project begins with the project director's exploration of demographics and existing methods and ends with the early stages of implementation. The carrying out of the strategy and its results are out of the scope of the project.

Emphasis: A multifaceted strategy

Product: A strategy with early stages of implementation such as: presentation of the strategy, approval of the strategy, or the first steps of the strategy (pilot projects, demographics, etc.)

One-Sentence Statement:

The purpose of this project is to develop a church relocation strategy for Central Baptist Church, Savannah, Georgia.

Project Goals:

1. To explore the demographics of Chatham County, Georgia, in order to determine population densities and future growth initiatives.
2. To examine strategy planning processes in order to inform the strategy planning team.
3. To develop a strategy for Central Baptist Church, Savannah, Georgia, for the purpose of relocation.
4. To present the relocation strategy to the Deacons and Church Council of Central Baptist Church for approval.

Professional Goals:

1. To increase the project director's knowledge of strategy-building techniques.
2. To increase the project director's skill in interpreting demographic data.
PROJECT EXAMPLES  
*The Community Needs Assessment Model*

**Context:** A social need exists in the community that needs to be met. This is not a generic need, but it is an expressed need in the project director's community.

**Scope:** This project begins with the project director's identification of demographic data and existing needs and ends with specific recommendations. The carrying out of those recommendations and their results are out of the scope of the project.

**Emphasis:** Social need

**Product:** Specific recommendations

**One-Sentence Statement:**

The purpose of this project is to assess the social crisis of teenage pregnancy in Jefferson County, Tennessee, and to present specific recommendations to Central Baptist Church, Garden City, Tennessee, for establishing a crisis pregnancy ministry.

**Project Goals:**

1. To identify the demographic data and community needs related to the crisis of teenage pregnancy in Jefferson County, Tennessee.
2. To research how a crisis pregnancy ministry could be used to meet the needs created by the crisis.
3. To make specific recommendations to Central Baptist Church, Garden City, Tennessee, for the development of a crisis pregnancy ministry.

**Professional Goals:**

1. To increase the project director's knowledge of the community needs related to teenage pregnancy.
2. To increase the project director's skill in the development of a new church ministry.
**PROJECT EXAMPLES**

*The Ministry Research Model*

**Context:** The need exists for a new approach in a cutting edge ministry for which few models exist and which will require further research and development.

**Scope:** This project begins with the project director's research and ends with the development of a workshop, conference, module, etc. The offerings of the product or its results are out of the scope of the project.

**Emphasis:** Research in a field of study.

**Product:** The development of new materials for ministry.

**One-Sentence Statement:**

The purpose of this project is to research ethnography in order to develop a workshop to equip members of Second Baptist Church, Port Hudson, Florida, to evangelize Hispanic migrant workers.

**Project Goals:**

1. To research the field of ethnography as it relates to evangelizing Hispanic migrant workers.
2. To examine the demographic data of Port Hudson, Florida, in order to identify the Hispanic migrant worker population.
3. To develop a workshop that would equip members of Second Baptist Church, Port Hudson, Florida, to evangelize Hispanic migrant workers.

**Professional Goals:**

1. To increase the project director's knowledge of evangelizing Hispanic migrant workers.
2. To increase the project director's skill in curriculum design.
Appendix B

GRID EXAMPLES

*The Equipping Program Model*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ethan Quipper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Jones</td>
</tr>
</tbody>
</table>

### Project Goal One
To research the field of evangelism to determine essential skills needed for personal evangelism training.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of evangelism.</td>
<td>Annotated bibliography</td>
<td>Dr. Evangeline</td>
</tr>
<tr>
<td>2. To determine essential personal evangelism skills.</td>
<td>Report on Essential Personal Evangelism Skills</td>
<td>Dr. Evangeline</td>
</tr>
</tbody>
</table>

### Project Goal Two
To develop a curriculum to equip selected members of CBC, Slidell, LA, in personal evangelism skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research curriculum writing.</td>
<td>Annotated bibliography</td>
<td>Dr. M. E. Dee</td>
</tr>
<tr>
<td>2. To write a curriculum . . .</td>
<td>Finished curriculum</td>
<td>Dr. M. E. Dee</td>
</tr>
</tbody>
</table>

### Project Goal Three
To equip selected members of CBC, Slidell, LA, in personal evangelism skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To equip – cognitive domain.</td>
<td>Pre-test/post-test</td>
<td>Domains of Learning (cognitive)</td>
</tr>
<tr>
<td>2. To equip – psychomotor domain.</td>
<td>Role play</td>
<td>Domains of Learning (psychomotor)</td>
</tr>
<tr>
<td>3. To equip – affective domain.</td>
<td>Commitment card</td>
<td>Domains of Learning (affective)</td>
</tr>
</tbody>
</table>

See next page for professional goals.
### Professional Goal One

To increase the project director’s knowledge of personal evangelism.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of evangelism.</td>
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<td>Dr. Evangeline</td>
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<td>Report on Essential Personal Evangelism Skills</td>
<td>Dr. Evangeline</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in curriculum writing.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research curriculum writing.</td>
<td>Annotated bibliography</td>
<td>Dr. M. E. Dee</td>
</tr>
<tr>
<td>2. To write a curriculum . . .</td>
<td>Finished curriculum</td>
<td>Dr. M. E. Dee</td>
</tr>
</tbody>
</table>
# GRID EXAMPLES

*The Ministry Skill Enhancement Model*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Dat Preacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Shepherd</td>
</tr>
</tbody>
</table>

## Project Goal One

To research the field of expository preaching to communicate key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of expository preaching.</td>
<td>Annotated Bibliography</td>
<td>Dr. Expositor</td>
</tr>
<tr>
<td>2. To identify key Baptist doctrine.</td>
<td>Report – Key Baptist Doctrine</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

## Project Goal Two

To write an expository sermon series to address key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To write the sermon series based on the principles of expository preaching.</td>
<td>Rubric – Expository Preaching</td>
<td>Dr. Expositor</td>
</tr>
<tr>
<td>2. To write the sermon series to effectively communicate key Baptist doctrine.</td>
<td>Rubric – Incorporating Baptist Doctrine into an Expository Sermon</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

## Project Goal Three

To preach an expository sermon series to address key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To seek listener feedback.</td>
<td>Listening Guides</td>
<td>Selected congregants</td>
</tr>
<tr>
<td>2. To seek expert feedback.</td>
<td>Rubric – Measure Preaching Effectiveness</td>
<td>Dr. Graham</td>
</tr>
</tbody>
</table>

See page two for professional goals.
**Professional Goal One**

To increase the project director’s knowledge of key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify key Baptist doctrine</td>
<td>Report – Key Baptist Doctrine</td>
<td>Dr. Baptisto</td>
</tr>
<tr>
<td>2. To write the sermon series to effectively communicate key Baptist doctrine.</td>
<td>Rubric – Incorporating Baptist Doctrine into an Expository Sermon</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

**Professional Goal Two**

To increase the project director’s skill in preaching expository sermons.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To seek listener feedback.</td>
<td>Listening Guides</td>
<td>Selected congregants</td>
</tr>
<tr>
<td>2. To seek expert feedback.</td>
<td>Rubric – Measure Preaching Effectiveness</td>
<td>Dr. Graham</td>
</tr>
</tbody>
</table>
GRID EXAMPLES

The Strategy Planning Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Futura D’Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Sam Inairy</td>
</tr>
</tbody>
</table>

### Project Goal One
To explore the field of mentoring in order to determine the best practices for mentoring ministers.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore literature in the field of mentoring.</td>
<td>Annotated Bibliography</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To determine best practices for mentoring ministers.</td>
<td>Report – Best Practices for Mentoring Ministers</td>
<td>Dr. Min Tour</td>
</tr>
</tbody>
</table>

### Project Goal Two
To examine the characteristics and needs of ministers serving in the Anchorage Baptist Association.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conduct a survey of all ministers serving in . . .</td>
<td>Survey Summary and Interpretation</td>
<td>Dr. D. O. Emm</td>
</tr>
<tr>
<td>2. To interview selected ministers in the ABA to determine characteristics and needs.</td>
<td>Interview Summary and Interpretation</td>
<td>Dr. D. O. Emm</td>
</tr>
</tbody>
</table>

See next page.
## Project Goal Three

To develop a peer-mentoring strategy for ministers serving in the ABA.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To review and approve the strategy planning process adopted by the project director.</td>
<td>The Chosen Strategy Planning Process</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>2. To evaluate the instruments chosen for inclusion in the peer-mentoring process. (pre-test/post-test, personality inventories, etc.)</td>
<td>The Chosen Instruments</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>3. To evaluate the peer-mentoring strategy for ministers serving in the ABA.</td>
<td>The Finished Strategy, using a Strategy Evaluation Rubric</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>

## Project Goal Four (strategy model only)

To present the strategy to members of the ABA board of directors.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present the strategy to a feedback group of selected ABA ministers.</td>
<td>Feedback Summary</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To develop a multimedia presentation based on ABA minister feedback.</td>
<td>Multimedia Presentation</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>

See next page for professional goals.
### Professional Goal One

To increase the project director’s knowledge in the field of mentoring in order to determine the best practices for mentoring ministers.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore literature in the field of mentoring.</td>
<td>Annotated Bibliography</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To determine best practices for mentoring ministers.</td>
<td>Report – Best Practices for Mentoring Ministers</td>
<td>Dr. Min Tour</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in strategy development.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To review and approve the strategy planning process adopted by the project director.</td>
<td>The Chosen Strategy Planning Process</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>2. To evaluate the instruments chosen for inclusion in the peer-mentoring process. (pre-test/post-test, personality inventories, etc.</td>
<td>The Chosen Instruments</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>3. To evaluate the peer-mentoring strategy for ministers serving in the ABA.</td>
<td>The Finished Strategy, using a Strategy Evaluation Rubric</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>
The Community Needs Assessment Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Missions Pastor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Local Missions</td>
</tr>
</tbody>
</table>

### Project Goal One
To assess the demographic data and community needs related to single-mother families in Beau, Iowa.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gather and assess demographic data . . .</td>
<td>Demographics Study of Single-Mother Families . . .</td>
<td>Dr. Jeff Farmer</td>
</tr>
<tr>
<td>2. To determine community needs . . .</td>
<td>Questionnaire – Selected Single Mothers and Their Children</td>
<td>State Convention Community Needs Strategist</td>
</tr>
</tbody>
</table>

### Project Goal Two
To discover resources available to single-mother families in crisis.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To interview agency practitioners serving s-m fams.</td>
<td>Interview Questions</td>
<td>Dr. Social Worker</td>
</tr>
<tr>
<td>2. To compile a report of available resources for s-m fams.</td>
<td>Resources Available to S-M Families</td>
<td>Dr. Social Worker</td>
</tr>
</tbody>
</table>

### Project Goal Three
To recommend development of a program to serve S-M Families in Beau, Iowa.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present a mock presentation . . .</td>
<td>Mock Presentation and Evaluation</td>
<td>Presentation Group Evaluation</td>
</tr>
<tr>
<td>2. To present a formal recommendation . . .</td>
<td>Formal Presentation and Evaluation</td>
<td>Evaluation by Board of Directors</td>
</tr>
</tbody>
</table>

See next page for professional goals.
### Professional Goal One

To increase the project director’s knowledge of community needs related to single-mother families...

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gather and assess demographic data . . .</td>
<td>Demographics Study of Single-Mother Families . . .</td>
<td>Dr. Jeff Farmer</td>
</tr>
<tr>
<td>2. To determine community needs . . .</td>
<td>Questionnaire – Needs of Selected Single Mothers and Their Children</td>
<td>State Convention Community Needs Strategist</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s presentation skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present a mock presentation . . .</td>
<td>Mock Presentation and Evaluation</td>
<td>Presentation Group Evaluation</td>
</tr>
<tr>
<td>2. To present a formal recommendation . . .</td>
<td>Formal Presentation and Evaluation</td>
<td>Evaluation by Board of Directors</td>
</tr>
</tbody>
</table>
## GRID EXAMPLES

### The Ministry Research Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Chappy Laine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. R.E. Surcher</td>
</tr>
</tbody>
</table>

### Project Goal One

To research the fields of mentoring, leadership, and interpersonal relationships to identify skills needed to mentor a professional chaplain through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the fields ...</td>
<td>Annotated Bibliography</td>
<td>Dr. Menn Tour</td>
</tr>
<tr>
<td>2. To identify skills needed ...</td>
<td>Report – Essential Mentoring Skills</td>
<td>Dr. Menn Tour</td>
</tr>
</tbody>
</table>

### Project Goal Two

To develop a tool by which professional chaplains may determine their availability to commit to mentoring through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop the tool ...</td>
<td>Mentoring Self-Assessment Tool</td>
<td>Chaplain Mauldin</td>
</tr>
<tr>
<td>2. To administer the tool to selected professional chaplains.</td>
<td>Summary of Mentoring Self-Assessment Tool Results</td>
<td>Chaplain Mauldin</td>
</tr>
</tbody>
</table>

### Project Goal Three

To develop a mentoring handbook for professional chaplains mentoring through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an outline for ...</td>
<td>Handbook Outline</td>
<td>Dr. Hightower</td>
</tr>
<tr>
<td>2. To develop a mentoring handbook ...</td>
<td>Mentoring Handbook</td>
<td>Dr. Hightower, using a rubric</td>
</tr>
</tbody>
</table>

See next page for professional goals.
### Professional Goal One

To increase the project director’s knowledge of skills needed to mentor a professional chaplain through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
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<td>Annotated Bibliography</td>
<td>Dr. Menn Tour</td>
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<tr>
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<td>Report – Essential Mentoring Skills</td>
<td>Dr. Menn Tour</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in handbook development.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
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<td>Handbook Outline</td>
<td>Dr. Hightower</td>
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<tr>
<td>2. To develop a mentoring handbook . . .</td>
<td>Mentoring Handbook</td>
<td>Dr. Hightower, using a rubric</td>
</tr>
</tbody>
</table>
PLACE TITLE HERE IN ALL CAPS, DOUBLE-SPACED,

IN THE SHAPE OF AN INVERTED PYRAMID,

TOP LINE ≥ 48 CHARACTERS

A Project in Ministry Report

Submitted to the Faculty

of the

New Orleans Baptist Theological Seminary

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Ministry

No spaces between the components of B.A. or M.Div., followed by a comma.

Your Name Here

B.A., Louisiana State University, 2002

M.Div., New Orleans Baptist Theological Seminary, 2012

Proposal date: month of committee approval and year, with no comma between.

Month 20#

The title page counts as page 1, but this page number does not appear on the page.

Report date: graduation month and year, with no comma between.
CONTENTS

ABSTRACT

Chapter

1. DESCRIPTION OF MINISTRY NEED ........................................ 1
2. MINISTRY PROPOSAL AND ITS SETTING ............................... 5
3. THE PROJECT DIRECTOR .................................................. 7
4. DOCTRINAL FOUNDATIONS .............................................. 10
5. REVIEW OF ALTERNATIVE PROGRAMS ................................. 20
6. MINISTRY RESOURCES .................................................... 23
7. DESCRIPTION OF THE PROJECT ....................................... 27
8. PROJECT EVALUATION .................................................... 31

Appendix

A. DEMOGRAPHICS ............................................................ 36
B. EVALUATOR AGREEMENTS .............................................. 40
C. EVALUATOR VITAE ........................................................ 43
D. SAMPLE LESSON PLANS ................................................ 46

SELECTED BIBLIOGRAPHY ................................................ 52

Page number, bottom center.
Same font and size as text.
CONTENTS

ACKNOWLEDGMENTS ........................................ vi

ABSTRACT

Chapter

1. INTRODUCTION ........................................... 1
2. PROJECT DESCRIPTION ................................... 5
3. PROJECT EVALUATION .................................... 35
4. PROJECT ANALYSIS AND REFLECTION ................... 45
5. SUGGESTIONS FOR FURTHER IMPLEMENTATION ........... 55

Appendix

A. FINAL PROJECT PROPOSAL ........................... 62
B. ANNOTATED BIBLIOGRAPHY ......................... 132
C. ANNOTATED BIBLIOGRAPHY EVALUATION ............ 142
D. ESSENTIAL DISCIPLESHIP SKILLS REPORT .......... 147
E. ESSENTIAL DISCIPLESHIP SKILLS REPORT EVALUATION 150
F. LESSON PLANS ........................................... 153
G. LESSON PLANS EVALUATION .......................... 163
H. WORKSHOP POWERPOINT SLIDES ..................... 168
I. STUDENT HANDOUTS .................................... 183
J. PRE-/POST-TEST SURVEY ............................... 188
K. PRE-/POST-TEST SURVEY RESULTS .................... 190

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Two line spaces.

For the spacer dots, use a monospaced font like Courier New.

Three spaces to chapter number.

One-and-one-half inch left margin.

Page number, bottom center. Same font and size as text.

vi

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ABSTRACT

PLACE TITLE HERE, IN ALL CAPS, DOUBLE-SPACED,

REPLICATING THE SAME TITLE FORMATTING

AS FOUND ON THE TITLE PAGE

Your name here, D.Min. (or D.Ed.Min.)
New Orleans Baptist Theological Seminary, 2015
Faculty Mentor: Dr. Reggie Ogea, Associate Dean, Professional Doctoral Program

Abstract text begins here. Note that the names associated with the project are single-spaced while the text that follows is double-spaced. Provide a succinct, descriptive account of your work indicating your purpose, project model, and results. For proposals, use present tense, and for reports, use past tense.

Leave a two-inch margin at the top of the abstract page. Set the left margin to one and a half inches; set both the right, bottom, and top margins to one inch. Note the extra line of space between Abstract and the title, between the title and the names associated with the project, and between the names associated with the project and the text.

The abstract is the last page in the front matter, immediately preceding the text. Although the abstract page number is not included at the bottom of the page, the page is included in the total page count. Limit the abstract to one page.

(Do not include page number.)
VITA

Christopher M. Thomas

PERSONAL
Born: 7 June 1950, Jacksonville, Florida
Parents: James R. and Marjorie J. Thomas
Married: Julianna S. Hughes, 9 June 1971
Children: Christopher Michael, Jr., 12 September 1975; Jamie Rae, 6 December 1978

EDUCATIONAL
Public School, Montgomery, Alabama, and Jacksonville, Florida, 1956-68
B.A., Samford University, 1972
M.Div., New Orleans Baptist Theological Seminary, 1975

MINISTERIAL
License: 15 May 1969, First Baptist Church, Jacksonville, Florida
Ordination: 3 February 1973, First Baptist Church, Jacksonville, Florida
Minister to Youth, Littlewoods Baptist Church, Littlewoods, Mississippi, 1972-73
Associate Pastor, First Baptist Church, Denham Springs, Louisiana, 1973-76
Pastor, First Baptist Church, Cedarville, Mississippi, 1976-present

PROFESSIONAL
Moderator, Riplock Baptist Association, Folsom, Louisiana, 1976-77
Trustee, New Orleans Baptist Theological Seminary, New Orleans, Louisiana, 1979-present

PROFESSIONAL SOCIETIES
Member, Society of Biblical Literature, 1976-present
Member, American Academy of Religion, 1976-present