Professional Doctoral Workshop
PDWS8203  Project in Ministry Design
New Orleans Baptist Theological Seminary

Spring Trimester, May 18-21, 2015

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

NOBTS Core Values and Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. The Core Value for the 2014-2015 academic year is Spiritual Vitality.
Course Description

This workshop offers the student guidance in designing a defensible preliminary proposal for a worthy professional doctoral project. This workshop is offered each trimester and is concerned principally with conceptualizing and designing the project, discovering resources, and determining methods and evaluative procedures. Because of the significant work involved in writing a project proposal, students cannot take more than one on-campus seminar in addition to this workshop in the same trimester. Each student must take this workshop at the New Orleans campus and should remain on campus throughout the week the workshop meets in order to fulfill requirements, utilize the library, and receive personal guidance from the course professors and his or her Faculty Mentor.

Course Methodology:

1. Presentation. The professor and guest lecturers will guide the students to an understanding of the basic principles of both the NOBTS Professional Doctoral Programs and basic research writing skills.

2. Group Discussion. Students will dialogue about the Professional Doctoral Programs and their relationship to their respective ministries.

3. Individual Assignments. The students will complete assignments related to the philosophy of the Professional Doctoral Programs, research writing, and the study of Turabian as a stylistic guide.

Course Objectives

During the workshop, students will:

1. Identify strengths and weaknesses of their Preliminary Project Proposals.

2. Revise and reformat their Preliminary Project Proposals.

3. Compose a concise, clear, complete, and correct one-sentence project statement.

4. Develop clear Project and Professional Goals.

5. Understand the content and format of the Final Project Proposal, to be written following the workshop and to be submitted for approval to their Faculty Mentor for initial approval and to the ProDoc Committee for final approval.

Textbooks

Required:
(Available online – www.nobts.edu/cme, Resources page)

Recommended:

Course Schedule:
The workshop meets according to the tentative schedule listed in the syllabus. Additional meetings during the workshop will be announced as needed. Students must plan to be on campus throughout the days of the workshop for all class sessions, library work, and interaction with professors, their Faculty Mentors, and fellow workshop participants.

Assignments:
For a student to maximize the time in the course and to prepare an acceptable Final Project Proposal, it is crucial that the student do substantive work prior to the course. A Preliminary Project Proposal must be submitted to the ProDoc Office no later than Friday, May 8, 2015.

Pre-assignments include the following:

1. If you have not already done so, please dialogue with and enlist an available faculty mentor using the Faculty Mentor/Student Contract form found on the ProDoc website “Resources” page. Note: You are responsible for enlisting a mentor! Only call the ProDoc office if you have difficulty in enlisting a mentor.
   
   a. Be prepared to discuss with the mentor items 1-8 in the “Identifying a Project in Ministry” section (Chapter I., Section D., page 5) of the *Project in Ministry Handbook.* Also, utilize the attachment to this syllabus entitled, Project Examples.

   b. Secure the faculty mentor's oral/written approval of the project idea. Note: do this before writing the Preliminary Proposal.

2. Write a Preliminary Project Proposal using the guidelines for such in the Preliminary Project Proposal section (Chapter I., Section E., pages 6-7) of the *Project in Ministry Handbook*
   
   a. Make sure that your one-sentence statement of the project clearly matches one of the Project Models.

   b. Mail four (4) hard copies of the Preliminary Project Proposal to the ProDoc office at NOBTS according to the deadline already stated. *No student will be allowed to participate in the workshop without a Preliminary Project Proposal and a signed faculty mentor contract with proposal title included. The proposal must be submitted in a timely manner to assure that it has been reviewed by the workshop professor(s).*

3. Read carefully the entire *Project in Ministry Handbook* and be prepared to discuss the contents in class.
4. Review Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and dissertations*, 6th, 7th or 8th edition. Pay particular attention to chapters related to footnotes, reference citations, and chapter headings as you write the Preliminary Project Proposal. You will need to become familiar with more details as you write your Final Project Proposal and Project Report.

5. Read extensively in the area of your ministry project.
   a. Be able to discuss the Initial Bibliography and why these sources are key sources for the project.
   
   b. Be able to discuss the Biblical Rationale, giving clear biblical support for those themes identified in the Preliminary Project Proposal.
   
   c. Be able to explain and defend your one-sentence statement.

**Post-workshop Assignment:**
Submit a Revised Preliminary Project Proposal via email to the Workshop Coordinator and your Faculty Mentor no later than two weeks following the completion of the PDWS8203 course.

**VERY IMPORTANT:** YOU CANNOT RECEIVE A PASSING GRADE FOR THE COURSE UNLESS YOU COMPLETE THIS POST-WORKSHOP ASSIGNMENT.

**Tentative Workshop Schedule:**

**Session One: Monday, 1:00 - 7:00 P.M.**
1. Devotional and Prayer
2. Introduction to the Workshop: Syllabus discussion, Overview of Workshop
3. Overview of Project Models
4. What Constitutes a Well-written Project?
5. Writing a Good One-Sentence Statement
6. Small Groups
   Assignment for Tuesday: Write a revised one-sentence statement

**Session Two: Tuesday (8:15A.M.—4:00P.M.)**
1. Devotional and Prayer
2. Library Research Orientation
3. Developing Project and Professional Goals
4. Small Groups
5. Assignment for Wednesday: Write Project and Professional goals

**Session Three: Wednesday (8:15A.M—4:00P.M.)**
1. Doctrinal Foundations for the Final Project Proposal
2. Evaluations and Assessments of Project and Professional Goals
3. Small Groups
   Assignment for Thursday: Evaluation and Assessment Options for Project and Professional Goals.

**Session Four: Thursday (8:15A.M—12:00P.M.)**
1. Common Turabian Form and Style Errors
2. Critical Issues in Finishing Well
3. Reflections/Post Workshop Assignments

**NOTE:** The workshop is very time intensive. Students must be prepared to be present through the entire workshop and attend all workshop sessions.
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 men of First Baptist Church, Union, Mississippi, with servant leadership competencies.

Project Goals:
1. To research the servant leadership in order to identify the essential servant leadership competencies.

2. To develop a workshop to equip the selected men of First Baptist Church, Union, Mississippi, with servant leadership competencies.

3. To equip the selected men of First Baptist Church, Union, Mississippi, with servant leadership competencies.

Professional Goals:
1. To increase the project director’s knowledge of servant leadership.

2. To increase the project director’s skill in instructional theory and practice (or curriculum design).
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 topical preaching skills to increase congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton Roads, Hampton, Virginia.

Project Goals:
1. To research the field of topical preaching in order to identify the essential components necessary to address congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton, Virginia.

2. To develop a series of topical sermons incorporating the common components necessary to address congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton, Virginia.

3. To preach the series of sermons at Hampton Roads Baptist Church, Hampton, Virginia.

Professional Goals:
1. To increase the project director’s knowledge of congregational multicultural awareness.

2. To increase the project director’s skill in the delivery of topical sermons.
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 an intercultural church-growth strategy for Sugarloaf International Fellowship, Suwanee, Georgia.

Project Goals:
1. To explore defined demographics around Suwanee, Georgia, in order to determine ethnicities and intercultural church-growth potential.

2. To examine strategy planning processes in order to inform the strategy planning team.

3. To develop a strategy for Sugarloaf International Fellowship for the purpose of intercultural church-growth.

4. To present the strategy to the Leadership Council of Sugarloaf International Fellowship for approval.

Professional Goals:
1. To increase the project director’s knowledge of strategy planning techniques.

2. To increase the project director’s skill in interpreting demographic data.
The Community 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 needs of single-mother families in Corpus Christi, Texas, for South Texas Children’s Ministries.

Project Goals:
1. To assess the demographic data and community needs related to single-mother families in crisis in Corpus Christi, Texas.

2. To discover the resources available to single-mother families in crisis in Corpus Christi, Texas.

3. To make specific recommendations to the ministry committee of South Texas Children’s Home Ministries for development of a program for single-mother families in Corpus Christi.

Professional Goals:
1. To increase the project director’s knowledge of the needs of single-mother families in crisis in the community.

2. To increase the project director’s skill in demographic and community needs analysis.
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 personal conflict resolution techniques in order to develop a conflict resolution manual for incarcerated believers at the United States Penitentiary, Atlanta, Georgia.

Project Goals:
1. To research the field of conflict resolution as it relates to personal conflict resolution and incarcerated individuals.
2. To produce a teaching manual that would equip believers at the United States Penitentiary, Atlanta, Georgia, to manage personal conflict.

Professional Goals:
1. To increase the project director’s knowledge of personal conflict resolution.
2. To increase the project director’s skill in designing a teaching manual.