

Doctor of Educational Ministry Handbook



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Abbreviation Key

ATS	=	Association of Theological Schools
CIV	=	Compressed Interactive Video
D.Ed.Min.	=	Doctor of Educational Ministry
GPA	=	Grade Point Average
GRE	=	Graduate Record Exam
I. D. Card	=	Identification Card
M.Div.	=	Master of Divinity
NOBTS	=	New Orleans Baptist Theological Seminary
ProDOC	=	Professional Doctoral Oversight Committee
TOEFL	=	Test of English as a Foreign Language

I. GENERAL INFORMATION

A. Purpose of the Degree

The D.Ed.Min. degree is a professional degree designed to enhance the practice of and theological reflection on educational ministry for qualified students. The degree is built on the prerequisite of the MRE or MACE degree or equivalent theological preparation, high intellectual achievement and professional capability, and three years of substantial professional experience in ministry between the completion of the master's degree program and application for the D.Ed.Min. degree program.

The D.Ed.Min. program will provide advanced level study of the theological, educational, and administrative disciplines including:

- An advanced and critical study of Christian formation from theological and historical perspectives as well as behavioral and social science perspectives;
- An advanced and critical standard of organizational and leadership development, and the social contexts of ministry;
- An advanced and critical study of educational theory and practice as it relates to congregational and other ministry contexts;
- The development of skills and competencies necessary for research, planning, and evaluation of the practice of educational ministry in congregations or other settings.

The Program will provide a variety of learning opportunities, including:

- Peer learning and evaluation as well as self-directed learning experiences;
- Significant interdisciplinary learning experiences that provide integration of theological understanding and ministerial practice, require thoughtful use of the student's ministerial context as a learning environment, and cultivate reflective practice of educational ministry;
- Opportunities for personal and spiritual growth;
- Opportunities to learn how to engage in educational ministry in culturally and racially diverse contexts.

The D.Ed.Min. program normally requires four to six years of study beyond the Master's degree. Components of the program are a combination of workshops, seminars, and a ministry project designed to meet a major need in the student's ministry context. A formal written Project Report is required. Careful evaluation is made of the student's potential and motivation at all stages of the program. Factors considered in the evaluation are scholarship, level of commitment to the ministry, demonstrated effectiveness in the ministry, and Christian character.

The goals of this professional doctorate include the following:

- To facilitate an advanced understanding of the nature and purposes of educational ministry;
- To develop an enhanced capacity to reflect theologically on issues and practices related to educational ministry;
- To aid in the acquisition and refinement of skills and competencies for more effective ministry;
- To facilitate an understanding of emerging models in educational ministry and ability to critically evaluate those models;
- To foster continued growth in spiritual maturity.

B. Accreditation

The New Orleans Baptist Theological Seminary (hereafter NOBTS) is accredited by the Association of Theological Schools (hereafter ATS) and the Southern Association of Colleges and Schools (SACS). The D.Min. degree is approved by ATS and is supervised by the Professional Doctoral Oversight Committee (hereafter ProDOC) of NOBTS.

C. Handbook for the Doctor of Educational Ministry Degree Program

The Doctor of Educational Ministry Handbook is the official handbook for students enrolled in the program and for related faculty and administration. While this handbook intends to describe these programs and related procedures and policies, NOBTS retains the right to change programs, policies, courses, schedules, teachers, requirements, and all other aspects of the curriculum at any time.

Students as well as faculty members will find this resource invaluable in understanding the format, policies, procedures, and related matters for the D.Ed.Min. program at NOBTS. Both students and faculty members are expected to master the contents of this handbook and abide by its stipulations. Each new student will need to download a copy of the handbook from the website.

II. ADMINISTRATION

A. Faculty

The NOBTS faculty has ultimate responsibility to determine policy matters related to the general program and curriculum for the degree. Specifically, the faculty is responsible for:

- Establishing standards for admission, candidacy, and graduation.
- Determining degree requirements.
- Recommending candidates for degrees.
- Reviewing the degree programs.
- Promoting the program and recruiting students.

B. Academic Affairs Committee

The Academic Affairs Committee has responsibility to consider and recommend to the faculty all matters involving the standards of instruction, the determination of requirements for degrees, testing programs, class schedules, and in general, the formulation of the educational policy regarding doctoral programs.

Also, the committee works with the Associate Dean of the Professional Doctoral Programs in administering the program as needed. Duties include the following:

- Review doctoral programs and policies and recommend changes to the faculty.
- Acknowledge withdrawals from the program.
- Acknowledge terminations from the program.
- Consider petitions and appeals from students as requested by the ProDOC.

C. Associate Dean of the Professional Doctoral Programs

The Associate Dean of the Professional Doctoral Programs is the chief administrator of the D.Ed.Min degree program. The Associate Dean is responsible for the administration and implementation of the academic policies and curricular programs related to this program as follows:

- Process applications for admission.
- Chair the ProDOC.
- Certify applications and reports of doctoral progress.
- Present matters for consideration to the Academic Affairs Committee.
- Represent the doctoral program to the Academic Affairs Committee.
- Notify the Academic Affairs Committee of decisions concerning requests for changes in program status.

The Associate Dean will be assisted by the Director of the Doctor of Educational Ministry Program and the Director of the Doctor of Ministry Program.

D. Professional Doctoral Oversight Committee

The Professional Doctoral Oversight Committee (ProDOC) is composed of the Associate Dean (chairperson), the Director of D.Ed.Min., the Director of D.Min., and a representative from each of the academic divisions appointed by the Committee on Committees. It is a regular standing faculty committee and will meet at least monthly during the Fall and Spring semesters and during the Summer if necessary. It reports to the Academic Affairs Committee.

The ProDOC has the responsibility to:

- Provide administrative oversight for the doctoral programs.
- Provide comprehensive and cohesive management of the students in the doctoral program from recruitment through graduation.
- Approve students for admission to the professional doctoral degree programs (based on the admissions process), faculty for doctoral supervision, and doctoral candidates for graduation on the recommendation of the Faculty Mentor and readers.
- Adjudicate recommendations concerning time extensions, Program Delay status, Inactive status, transfer of credits, terminations, etc.
- Make programmatic and operational decisions relating to the professional doctoral degree programs.
- Recommend significant policy changes in the professional doctoral programs to the Academic Affairs Committee.
- Implement and interpret existing policies regarding the professional doctoral program.
- Approve or reject the Final Project Proposal.
- Assign a Faculty Reviewer to read and evaluate the Final Project Proposal for recommendation.
- Assign Faculty Readers to read and evaluate the Project Report.
- Assist students to determine a plan for completion of the doctoral program when their Project Reports are not approved.

E. Academic Divisions

The faculty of the New Orleans Baptist Theological Seminary is subdivided by specialty into five divisions: Biblical Studies (BS), Christian Education Ministries (CE), Church Music Ministries (CM), Pastoral Ministries (PM), and Theological and Historical Studies (T/H). The academic division is composed of a division chairperson and all of the full-time faculty teaching in the division.

Academic divisions have the responsibility to:

- Develop and propose curriculum design.
- Provide faculty members to design and teach seminars at campus locations.
- Provide faculty members to design and teach Specialized Directed Study seminars.
- Provide faculty members to design and teach Special Event seminars.
- Provide faculty members to read, review, and/or administrate various components of the Project in Ministry.
- Develop and support relevant specialization tracks.
- Schedule seminars in conjunction with the Office of Professional Doctoral Programs.

F. Faculty Mentor

One to three months prior to the student registering for the Project in Ministry Design workshop, he or she will enlist a faculty member who will serve as a mentor, guiding the student through the project stage of the program. Students will not be allowed to register for the Project in Ministry Design Workshop if they have not enlisted a Faculty Mentor. The Faculty Mentor will: . . .

- Provide the student with guidance, direction, and evaluation from the submission of a Preliminary Project Proposal to the Exit Interview.
- Approve or reject the project idea.
- Approve or reject the Preliminary Project Proposal.
- Forward the Preliminary Project Proposal to the professor(s) leading the Project Design workshop no later than two weeks prior to the first meeting.
- Approve or reject the Final Project Proposal.
- Submit the Final Project Proposal to the ProDOC for final approval.
- Represent the student to the ProDOC.
- Assist the student in enlisting a qualified Field Mentor.
- Provide guidance and accountability during project implementation.
- Assist the student in analyzing and articulating implications for theological and ministerial leadership in the Project Report.
- Guide the student in writing a high quality Project Report, both in content and form.
- Approve or reject the Final Project Report in conjunction with assigned Faculty Readers.
- Administer the Exit Interview in conjunction with assigned Faculty Readers.
- Submit the decision concerning evaluation of the Project Report to the ProDOC.
- Instruct the student to follow procedures for graduation and project binding.
- Provide guidance for the student if his or her project is rejected.

G. Field Mentor

In consultation with the Faculty Mentor, the student will enlist an appropriate Field Mentor upon the completion of the Project in Ministry Design workshop. **The Final Project**

Proposal will not be approved if the student has not enlisted a Field Mentor. The Field Mentor serves as an important resource for the student during the project implementation. This person will provide guidance and support for the D.Min. student during this phase. His or her goal is to help the student succeed in quality project completion.

The Field Mentor must be qualified to advise the student on the field during the process of the project. This person could be a specialist in a particular area (e.g., gerontology, youth ministry, chaplaincy, etc.) or a generalist in ministry (e.g., Director of Missions for an association, state convention staff member, a local pastor, etc.). Significant educational training (at least a master's degree, and preferably an earned doctorate) and/or specialized expertise in the area of the project also are required.

Responsibilities of the Field Mentor include:

- Learn the purpose and design of the project.
- Meet with the student on a regular basis. This includes a minimum of: once prior to implementation, twice during implementation, and once after implementation is completed.
- Hold the student accountable for personal spiritual development.
- Examine the content of the project for quality control.
- Review the project work completed.
- Assist in careful analysis of the data.
- Help the student to assess the theological implications.
- Guide the student through introspection of personal ministry implications.
- Report monthly progress to the Faculty Mentor on forms provided by the Office of Professional Doctoral Programs.
- Communicate any concerns to the Faculty Mentor.
- Maintain a supportive role in the contract relationship.

In consultation with the Faculty Mentor, the student will select and enlist a qualified Field Mentor upon the completion of the Project in Ministry Design workshop. The student will provide the Field Mentor/Student Contract (available on the program web site) to the prospective Field Mentor. The Field Mentor guidelines outlined in the D.Min. handbook will be forwarded to the prospective mentor from the Office of Professional Doctoral Programs. The Field Mentor/Student Contract is an agreement between the student and Field Mentor to engage in regular meetings for the purposes of review, discussion, and guidance during the project implementation.

The prospective mentor will sign the contract and return it to the student along with a copy of his or her personal vita. The student then will sign his or her part of the contract and forward it to the Office of Professional Doctoral Programs along with the prospective mentor's vita.

The Associate Dean of Professional Doctoral Programs will validate the proposed Field Mentor's eligibility upon reception of the completed contract and vita. Copies of the contract will be sent to the Faculty Mentor, Field Mentor, and the student.

The approved Field Mentor then will receive from the Office of Professional Doctoral Programs a packet of information concerning the student-mentor relationship.

If a problem or question emerges, the mentor is responsible for contacting the Associate Dean of Professional Doctoral Programs for guidance. All materials must be received in the Office of Professional Doctoral Programs before the student and mentor may begin their working relationship.

While the student has the responsibility of facilitating and maintaining the contract relationship, the Field Mentor should take the initiative to insure accountability for the student. A breach in the student's contract would require the Field Mentor to report the matter to the Faculty Mentor in the monthly report.

The Field Mentor will receive a small stipend upon submission of his or her report to the Office of Professional Doctoral Programs and the student's subsequent graduation.

H. Faculty Readers

When a student submits his or her Project Report, two faculty members will be enlisted to assist the Faculty Mentor in evaluating the entire Project in Ministry. Responsibilities include:

- In consultation with respective Faculty Mentors, read and evaluate Project Reports as assigned by the ProDOC.
- Determine grades of the Project Reports in consultation with the respective Faculty Mentors.
- In conjunction with respective Faculty Mentors, plan and conduct a one hour Exit Interview for qualified D.Ed.Min. candidates.
- Report evaluations of the Project Report and the Exit Interview to the ProDOC.
- Recommend necessary changes (form and content) to be made in the Project Report before its binding for placement in NOBTS's library.

I. Student Responsibilities

The student has final and ultimate responsibility for performance throughout the doctoral program. The student will:

- Adhere to the applicable dates published in the *Graduate Catalog* and the guidelines outlined in this handbook for registration and submission of various program documents.

- Be responsible and accountable for content, form, style, and editing of all written materials submitted to NOBTS. All written materials must be the work of the student.
- Maintain regular contact with the Faculty Mentor during the project process.
- Take a writing equivalency course if deemed necessary by the professors of the Program Overview and Research Writing workshop.

J. Graduate Catalog

NOBTS publishes a *Graduate Catalog* for each academic year. The student enrolled in a doctoral program is encouraged to read carefully through the *Graduate Catalog* each year. In particular, the student will find helpful information regarding the academic calendar, current fees, financial aid, etc.

Students should be aware that the *Catalog* is intended to describe the seminary, its programs, and its life. It is not an offer to make a contract. The seminary retains the right to change programs, policies, courses, schedules, teachers, requirements, and all other aspects of its ministry at any time.

K. Websites

The Office of Professional Doctoral Programs maintains a website on an ongoing basis at <http://www.nobts.edu/cme>. The student enrolled in a doctoral program is encouraged to visit the site regularly in order to stay abreast of current program information, policy changes, course offerings, and other important data. In addition, the student will find helpful information regarding the academic calendar, current fees, financial aid, and more on the NOBTS website at <http://www.nobts.edu>.

III. POLICIES AND PROCEDURES

A. Application

1. Entrance Requirements

- **Educational Foundations**

Applicants must have earned a Master’s degree in Religious Education (MRE, MARE, or MACE) or its equivalent from an ATS accredited school.

- **Vocational Competency**

Applicants must have served in a vocational ministry position for at least three years after graduation with the Master of Religious Education degree and demonstrated vocational competency acceptable by the ProDOC.

D.Min. and D.Ed.Min. applicants who do not meet the requirement of three years of substantial ministerial experience after their first graduate theological degree may be considered for admission based on age and the number of years of service in ministry. The following chart will serve as a guide for potential exceptions for those applicants age thirty-five (35) and above:

Age	Years of Min. Exp.	Years post-theol. degree exp. required
35-40	5	2
35-40	10	1
35-40	15	0
40-45	5	1
40-45	10	0
45-49	3	1
45-49	5	0
50+	3	0

The above exceptions do not supersede the importance of the quality of the student’s previous academic performance and ministerial background as being of utmost concern in evaluating the student’s potential admission under this exception provision. In no case will a student be allowed to enter the program without three years of substantial ministry experience.

Potential students must be aware that only 10% of the total program enrollment can be admitted under the exception provision. Final judgment in regard to exceptions will be made by the ProDoc Committee which will consider a number of factors as

to what constitutes an applicant to be qualified for the level of competence and reflection appropriate for advanced, professional doctoral studies.

- **Church Relationship**

Applicants must be employed or hold an official position in vocational Christian ministry during the time they are enrolled in the degree. Furthermore, the employer must approve the applicant's participation in the doctoral program.

- **Scholarship**

Applicants must have a minimum grade point average (hereafter GPA) of 2.0 out of a 3.0 or a 3.0 out of a 4.0. Probational Admission may be granted to students with lower GPAs contingent upon satisfactory completion of the Graduate Record Exam (hereafter GRE). (See III., B. Probational Admission).

- **International Student Requirement**

International students are required to take the Test of English as a Foreign Language (hereafter TOEFL). The minimum score for admission into the D.Ed.Min. Program is 550. The ProDOC will reserve the right to require additional English proficiency courses taken concurrently with the D.EdMin. work

2. Application Process

Step #1: A prospective student should complete an Application Request Form on the Seminary web site or from the Office of Professional Doctoral Programs reflecting:

- an MRE, MARE, or MACE from an ATS accredited school, or its equivalent
- a 3.0 out of 4.0 GPA (2.0 out of 3.0)
- 3 years of substantial post-Master's ministry experience

Step #2: Upon receiving a formal application packet, the applicant should submit:

- an official transcript verifying the above requirements
- an autobiographical essay
- a statement of church support
- a health certificate and immunization form
- personal, professional, and academic references
- verification of Internet/e-mail capability (not required but *strongly*

- encouraged)
- verification of English language requirements under certain circumstances as outlined in the previous section (foreign students only)

Step #3: Upon receiving notification of the completed application, an interview will be scheduled with the Director of D.Ed.Min.

Step #4: Upon receiving notification of acceptance into the program, the applicant should complete additional requirements specifically related to his or her specialization (if any).

3. Consideration Process

The application process is monitored by the Office of Professional Doctoral Programs. If the applicant meets all of the requirements upon completion of the application process, the application will be presented to the ProDOC for consideration at its next regularly scheduled meeting. The ProDOC will grant an applicant Unconditional Admission, Probational Admission, or Denial of Admission.

If Unconditional or Probational Admission, the applicant will be notified by the Office of Professional Doctoral Programs and given a beginning date. If admission is denied, the Office of Professional Doctoral Programs will not state, either in writing or orally, the reason for declining the applicant. Regardless of the decision, the applicant will be

informed of the ProDOC's decision in writing by the Associate Dean of Professional Doctoral Programs.

4. Ethical and Academic Concerns

The ProDOC reserves the right to decline admission or continue enrollment of students who fail to meet any established qualification or who for any reason conduct themselves in a manner deemed to be inconsistent with qualifications or conduct becoming to a Southern Baptist minister. Ethical and moral concerns will be referred by the ProDOC to the Dean of Students for appropriate action. Academic concerns will be addressed by the ProDOC. Strict adherence to academic policy will be followed.

B. Admissions

In addition to the following guidelines, students interested in the D.Ed.Min. program should review the general catalog guidelines regarding international students, immunizations, and divorce or estrangement. Those guidelines can be found in the current edition of

the graduate catalog. The ProDOC grants applicants Unconditional Admission, Probational Admission, or Denial of Admission.

1. Unconditional Admission

Admission is granted based upon meeting the requirements for application and approval by the ProDOC. Following acceptance into the program, students should download a copy of the *Doctor of Educational Ministry Handbook* from the website. This handbook will serve as a guide for the student regarding specific policies and procedures throughout the entire program. Some students may be required to remove deficiencies in their preparation for particular specializations by taking courses from the master's level curriculum for credit. In any case, students are encouraged to audit master's level classes in their field. If the applicant for doctoral studies does not begin resident study within a year from the date of approval, a new application must be processed.

2. Probational Admission

At the discretion of the ProDOC, applicants having a 1.75 - 1.99 GPA on a 3.0 scale (or 2.75 - 2.99 GPA on a 4.0 scale) may be considered for probationary enrollment upon demonstrating academic potential by scoring 450 on the verbal section and 800 over all on the two categories of the Graduate Record Exam (GRE). In addition a 3.5 is required on the writing exam. Any exceptions to these probational admission standards will be considered primarily upon demonstration of evidence that the applicant's low GPA was due to extenuating circumstances. Probationary candidates must make at least a "B" in each of their first three seminars to remain in the program.

3. Denial of Admission

An applicant who is denied admission to the D.Ed.Min. degree program must wait at least one year to reapply and must meet all requirements which have been implemented in the intervening time period.

C. Enrollment Status

Students who have been accepted into the program and who have enrolled in the first trimester of seminar work automatically attain active status. Active status is maintained by registering for at least one workshop or seminar per year and by paying the appropriate fees.

1. Continual Enrollment

Students who are not registering for at least one workshop or seminar or who are not working on their Project in Ministry must register for Continual Enrollment. Students

are allowed to register for Continual Enrollment status for **no more than two** consecutive trimesters before they either must register for some component of their program or must request a Program Delay or Inactive status (see below) from the ProDOC. No fee is charged for Continual Enrollment status. Normally, all students will register for Continual Enrollment during the trimester after completing the Project in Ministry Design workshop while they are obtaining approval of their Final Project Proposal.

2. Program Delay

If a student plans not to register for at least one workshop or seminar per year, and has registered for Continual Enrollment for the two previous, consecutive trimesters, he or she may register for Program Delay Status and pay the fee stated in the current catalog. If a student fails to apply for such status and does not register for at least one workshop or seminar per calendar year, the fee stated in the current catalog will be charged to his or her account automatically. The student's program continues to be tracked during the Program Delay period. **Students must register each trimester for Program Delay during the period of time they are delaying their program.**

3. Inactive

Students who have extenuating circumstances which demand Program Delay for an indefinite period of time may appeal to the ProDOC for Inactive status. If the request is approved, the Program Delay fee will be waived for up to one year. The ProDOC will review the student's status on an annual basis. As long as the ProDOC determines the Inactive status is justified, the student may reactivate his or her program as circumstances permit. No fee is charged during the Inactive period. Trimesters on Inactive status do not count toward the student's five-year program limit. **Students must register for Inactive Status every trimester during this time.**

4. Non-degree

Students who hold a Master's Degree from a theological institution accredited by the Association of Theological Schools in the United States and Canada, but who do not wish to apply for admission to a doctoral program, may apply to take one seminar as a Non-degree student. Non-degree students may be admitted to one D.Ed.Min. seminar provided they have met the following requirements: (1) a GPA of at least 2.0 (on a 3.0 scale) on all previous seminary work and (2) the completion of all prerequisites for the seminar. Non-degree students may not take workshops or Directed Study seminars. NOBTS is under no obligation to accept the credit earned by a Non-degree student as credit toward any doctoral program should the student decide to apply for doctoral work at a later time. Masters hours earned for equivalency by taking D.Ed.Min. seminars can never be used to meet doctoral requirements. Students should request Non-degree enrollment in writing through the Office of Professional Doctoral Pro-

grams.

D. Registration

1. New Student Registration

New students will be mailed registration forms for their first trimester. The student will return the forms along with the appropriate payment to the Office of Professional Doctoral Programs. Students registering after the deadline must pay a substantial late fee as listed in the catalog. Registration will not be validated until all accounts are settled. Checks are to be made out to New Orleans Baptist Theological Seminary.

2. Registration After First Trimester

After the first trimester, all students will register online. Payment of tuition and fees must be made to the business office by the student by the deadlines mentioned in the catalog. Students who register or pay tuition or fees late are subject to a substantial penalty as listed in the catalog. Problems with online registration should be addressed to the registrar's office.

3. Pictures and Automobile Registration

Students wishing to have their pictures and addresses in the Student Directory should check with the Office of Public Relations to be sure a photo and current address is on file. New pictures for male students require a coat and tie. All new students attending the New Orleans campus must register their automobile(s) with campus security and get a student I. D. card from the recreation center during their first campus visit.

4. Course Syllabi

In most cases, course syllabi will be posted on the web site within a few days after registration. Many assignments are often due before the seminar begins. Therefore, as soon as possible, the student should examine the syllabi and begin working on pre-seminar assignments. Students are responsible for getting the assignments to the professors in a hard copy form on the due date listed in the syllabus.

5. Drop/Add Policy

Students may drop and/or add courses up to thirty (30) days after the registration deadline for the fee stated in the current Graduate Catalog. No courses may be added after that time. **Courses may be dropped from thirty (30) to sixty (60) days after the registration deadline with a forfeiture of fifty percent (50%) of tuition per course. Any changes made in registration status after sixty (60) days from the**

registration deadline will result in forfeiture of one hundred percent (100%) of tuition per course. All requests for changes in registration status must be made in writing to the Office of Professional Doctoral Programs and be received by the aforementioned deadlines.

6. Schedule

	Winter Trimester	Spring Trimester	Fall Trimester
Registration Opens	October 1	February 1	June 1
Registration Deadline	October 15	February 15	June 15
Drop/Add Deadline	November 15	March 15	July 15

E. Transfer of Credit for Seminars Taken at Other Institutions

Credit for a doctoral seminar taken at another institution accredited by the Association of Theological Schools and/or a regional accrediting agency (such as the Southern Association of Colleges and Schools) may be considered for transfer to NOBTS in the following cases.

1. Concurrent Enrollment at Another Institution

A student enrolled in a doctoral program at NOBTS may take a doctoral seminar at another seminary or university to be applied toward the degree requirements at NOBTS.

Request for permission to take a doctoral course at another institution must be submitted in writing to the Associate Dean of Professional Doctoral Programs for consideration by the ProDOC. The Associate Dean of Professional Doctoral Programs will notify the student in writing regarding the committee’s decision. Request for permission may be submitted at any time during the program. Following the completion of the course work, the student must submit a copy of the grade report to the Associate Dean of Professional Doctoral Programs and request that a transcript from the institution be sent to the Registrar.

2. Prior Work

A student who has completed post-graduate courses at another accredited seminary, college, or university may request credit for courses completed at the former institution. Formal requests for consideration of transfer of credit should be made in writing to the Associate Dean of Professional Doctoral Programs. Transcripts will be evaluated on an individual basis by the Associate Dean in consultation with the Registrar and the

ProDOC. The maximum number of transfer course credits must not exceed one half of the total hours required for the degree. Transcript credits may affect the flexibility of the remainder of a student's program. Any restrictions will be communicated to the student by the Associate Dean of ProDoc after the decision of the ProDoc Oversight Committee. The Associate Dean will notify the student in writing regarding the final decision.

F. Program Length and Time Requirements

1. Program Time Limits

Students may take no more than 8 hours per trimester (usually 1 workshop and 2 seminars). The period allowed for the completion of the D.Ed.Min. program generally is 4-6 years from initial registration.

2. Time Extensions

Time extensions and/or accelerations, as well as course load exceptions, may be granted for students with extenuating circumstances. Students should make request for program extensions and other exceptions to the ProDOC through the Associate Dean of Professional Doctoral Programs. Approval for extensions and exceptions will be given by the ProDOC and the student will be notified in writing.

G. Program Cost

1. Tuition

Tuition costs are posted in the seminary graduate catalog.

2. Housing/Food

Housing and food during workshop and seminar meetings are available on the New Orleans campus and at near-by locations at minimal cost. Students may inquire about housing by calling the Providence Guest House at (504)944-4455 or (888)886-7276. Housing information at extension center sites may be obtained through the Office of Professional Doctoral Programs. Students are encouraged to cooperate with one another in sharing housing costs in order to minimize expenses during the program.

3. Books/Materials

The cost of books and/or other materials for each workshop or seminar will vary. After acquiring the syllabus for each workshop and seminar, students may acquire resources through their local bookstores or through the Lifeway Christian Store on the NOBTS

campus by calling (504)282-2626 or 800-570-0250.

H. Withdrawal From the Program

A student desiring to withdraw from the doctoral program first should seek counsel from the Director of the D.Ed.Min. Program. Requests for withdrawal from the D.Ed.Min program should be submitted in writing to the Office of Professional Doctoral Programs. The Director will notify the ProDOC.

I. Termination of Doctoral Program

In consultation with the Associate Dean of Professional Doctoral Programs, the Dean of Students, and the ProDOC, a student's program may be terminated before completion when circumstances dictate such action.

1. Reasons for Termination

- Failure to maintain proper GPA.
- Failure to register and pay fees.
- Failure to be actively engaged in doctoral work.
- Failure to stay within program time limits.
- Failure to maintain ethical standards of NOBTS.
- Separation or divorce.
- Plagiarism (see NOBTS Student Handbook)

2. Procedures for Termination

A recommendation for termination of a student's doctoral program may be initiated by the Dean of Students, the Associate Dean of Professional Doctoral Programs, any faculty member, or a member of the ProDOC. The ProDOC will make the final decision. The Associate Dean of Professional Doctoral Programs will notify the student in writing.

J. Readmission to the Program

Upon termination of a student's program, readmission will be determined according to the following guidelines:

1. A student whose doctoral program has ended before completion and who desires to resume doctoral studies must submit a new application and complete the admission process. Any new admission requirements instituted since the original enrollment must be fulfilled. At least one year must elapse between termination and readmission. An

application will not be accepted from an applicant whose professional doctoral program was terminated at the initiative of the institution and who was subsequently denied readmission to the program.”

2. In an interview with the Associate Dean of the Professional Doctoral Programs, the applicant will be questioned concerning the circumstances of withdrawal or termination, the desire for readmission and continuation, the academic pursuits during the period of absence, and other pertinent information necessary in determining the acceptability for readmission of the student.
3. Depending on the length of time since withdrawal or termination and other factors considered in the interview, the Associate Dean may recommend one of the following:
 - Admission at the status achieved prior to withdrawal.
 - Admission with the recommendation that additional seminars, qualifying examination, and/or other degree requirements be complete.
 - Admission to the program without credit for previous work.
 - Recommendation against readmission.
4. The final decision concerning the recommendation will be determined by the ProDOC. The Associate Dean will inform the student of the decision in writing.

K. Change of Specialization

Students may change their specialization any time prior to the submission of the Preliminary Project Proposal. When a change is granted all program requirements must be met in view of the new specialization.

Students desiring a change in specialization must first consult the Associate Dean of Professional Doctoral Programs. Prerequisites for admission into the new specialization must have been completed before a change can be considered. A written request for a change shall be submitted to the Associate Dean of Professional Doctoral Programs. The request should include the rationale for the proposed change. The Associate Dean of Professional Doctoral Programs will make the decision and inform the student of the decision in writing.

L. Minimum Enrollment

If enrollment in a seminar or workshop is below the minimum established by the ProDOC, students who have registered for the course will be notified by the Office of Professional Doctoral Programs regarding alternatives. Every effort will be made in such cases to accommodate each student’s interests and program schedule. The current standards for

course enrollment can be obtained from the Office of Professional Doctoral Programs.

M. Graduation

1. Application

When the student's initial submission of the Project Report (see guidelines in Section V, "Project in Ministry") is received in the Office of Professional Doctoral Programs, the student will be sent an application for graduation that must be filled out and submitted to the Registrar's Office. The student will also be notified of binding, copyright, diploma, and any other graduation related fees.

2. Cap and Gown Order

The doctoral cap and gown should be ordered early in the student's anticipated final trimester as a writing candidate. These may be ordered through the Lifeway Christian Store or another suitable supplier. Students desiring an alternative supplier should contact the Registrar's Office for the proper colors for gown trim, hood, and tassel.

3. Practice

Attendance is required at graduation practice, and students should bring their hoods to the Registrar's Office prior to practice.

4. Ceremony

Participation in graduation exercises is required of all students unless permission is granted to graduate in absentia. Requests for permission to graduate in absentia should be made in writing to the Registrar. Permission is granted only in the cases of extenuating circumstances or emergencies.

IV. PROGRAM COMPONENTS

A. Curriculum Requirements (Total of 49 hours)

1. **Workshops:** (Total of 7 hours)
 - Program Overview and Research Writing (2 hours)
 - Mid-Career Assessment (2 hours) (Must be taken on New Orleans campus)
 - Project in Ministry Design (2 hours) (Must be taken on New Orleans campus)
 - PDRC8100 Doctoral Orientation (1 hour)

2. **Seminars:** (Total of 30 hours)
 - 4 Divisional seminars (12 hours)¹
 - 6 Christian Education seminars (18 hours)²
 - 4 Specialization Seminars (12 hours)
 - 2 Christian Education Elective seminars (6hours)

3. **Professional Development:** (Total of 6 hours)
 - Internship or Field Mentorship (3hours)
 - Conference Attendance or Report (3hours)
 - Reading List (3 hours)

4. **Project in Ministry:** (Total of 6 hours)
 - Project implementation, Project Report, and Exit Interview

B. Program Specializations

At the beginning of the program, each student will select a specialization area.

1. **On-going Specializations:** Selected divisional and inter-divisional emphases are offered on a regular basis. A list of current offerings may be obtained from the Office of Professional Doctoral Programs or viewed on the Seminary web site.

2. **User-driven Specializations:** Students may request a user-driven specialization not listed among the regular offerings. The request must be approved by the ProDOC and then presented to the division(s) relevant to the designated area of interest. Every effort

¹The four divisional seminars must be chosen from four different divisions among the five academic divisions mentioned in Section II, "Administration."

²These seminars must be germane to the student's designated area of specialization. In the case where seminars are sponsored by more than one division, the student may designate which division he or she intends to apply the seminar. Only one of the student's divisional seminars may be taken from the division(s) sponsoring the student's specialization.

will be made to offer seminars germane to the request.

- 3. Non-specialization:** Students preferring a more flexible program may choose not to designate a specialization. In such cases, the student's specialization seminars may be taken from any division.

C. Curriculum Description

Each workshop and seminar will have advance assignments which are communicated to the student in the syllabus, which is posted on the web site. Assignments are practical and ministry-oriented, reflecting the practice of ministry in the respective field. The meetings are designed to be practical, ministry-oriented, and interactive. All research writing during the student's program, including the Project Report, must be prepared according to the 6th edition of the D.Ed.Min. Handbook approved by the faculty, *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian, and *A Manual of Style* (University of Chicago Press). Exceptions may be made for selected assignments in a particular seminar as directed by the professor(s).

1. Workshops

The three workshops are designed to provide students with selected ministry assessment opportunities and personalized guidance in their D.Ed.Min. programs. Workshops are led by elected or adjunct faculty members and involve students in independent study, group discussions, presentations, and one-on-one dialogue. All workshops must be completed at one of the campus locations in the order listed below. The three workshops include:

- ***Program Overview and Research Writing workshop*** is designed to provide students with an overview of the D.Ed.Min. program and an introduction to research writing. This workshop must be taken during the student's first trimester in the program.
- ***Mid-Career Assessment workshop*** provides an assessment of the minister's leadership style, personality, interpersonal relationship skills, spiritual vitality, family relationships, and character utilizing psychometric tools and classroom activities for the purpose of affirming strengths and improving weaknesses. **A student must have successfully completed two seminars before taking this workshop.**
- ***Project in Ministry Design workshop*** offers the student guidance in designing a defensible final proposal for a worthy D.Ed.Min. project. This workshop is offered at least once 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 are not permitted to take more than one on-campus seminar**

in addition to this workshop in the same trimester. All students must take this workshop at the New Orleans campus and should plan to remain on campus for all workshop sessions in order to fulfill requirements, utilize the library, and receive personal guidance from professors. 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 been in 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.

2. Seminars

Seminars are designed to lead students to wrestle with contemporary ministry issues in dialogue with the various theological disciplines. Most seminars are taken concurrent with the workshops and may be completed in any order. All seminars must be completed prior to or concurrent with the completion of the Project in Ministry Design workshop. A variety of seminar types may inform the student's program:

- At least five of the student's ten seminars must be taken as *On-campus seminars* at one of the campus locations (or extension centers), two of which must relate to the student's area of specialization.
- No more than five of the student's ten seminars may be taken as *Directed Study seminars*, independent of campus meetings under the direction of an elected faculty member. Requirements for Directed Study seminars are commensurate with those in On-campus seminars (including assignments which compensate proportionately for class time). Registration and assignment deadlines also correspond with those of On-campus seminars in the same trimester. At the discretion of the ProDOC, selected seminars taken through other institutions may be counted toward a student's Directed Study seminar requirement. Two kinds of Directed Study seminars are available. **Directed Studies paralleling On-campus seminars** enable students to take a seminar meeting on campus as a Directed Study. Each syllabus for On-campus seminars will have an additional component for students taking the seminar as a Directed Study. If possible, the Directed Study students will be integrated into the on-campus seminar by means of e-mail, Internet discussion groups, and other avenues. **Specialized Directed Studies** allow students to petition a professor to design a Directed Study which addresses some specific area related to their specialization or project in ministry. In addition to assigned readings and research, these Directed Studies may require participation in and reflection on a conference, training event, or ministry experience (e.g., mission trip, CPE, etc.). E-mail, fax, and phone conversations are utilized to enrich the experience. When several students are studying the same subject, interaction and integration will be

encouraged. All Specialized Directed Studies must be approved by the cooperating professor and the Associate Dean of Professional Doctoral Programs prior to registration for the trimester in which the seminar is to be completed. The form used for requesting and obtaining approval for a Specialized Directed Study is available on the D.Ed.Min. web site. The student is responsible for initiating this process and checking to be sure that an approval form is on file in the Office of Professional Doctoral Programs by the time registration begins.

- Periodic *Special Event seminars* may be offered in conjunction with selected campus and off-campus events. Special Event seminars will involve substantial contact hours with a professor at the site of the Special Event. No more than half of a student's seminars can be taken as Special Events or Directed Studies. A list of Special Event seminars offered for each upcoming trimester can be obtained from the Office of Professional Doctoral Programs or the D.Ed.Min. web site. These offerings also will be listed on the registration form for each trimester.

3. Professional Development

The Professional Development component is a self-development process in which the student seeks to develop particular ministry skill areas in two of three possible methods. The student in conjunction with the Professional Doctoral Office develops the work. When a student registers for this work on the registration form, he or she should e-mail the professor coordinating the professional development for the trimester. The professor will guide the student to select one of the following models and will provide a syllabus establishing specific requirements. All required work for a professional development course must be submitted by the end of the trimester.

1. *Reading List* is designed to permit the student to encounter and reflect upon significant works related to a particular ministry skill area.
2. *Conference Attendance and Report* is designed to allow the student to attend a particular conference in order to improve an identified ministry skill area.
3. *Internship or Field Mentorship* is designed to enable the student to seek out professional help from someone who is a recognized expert in the ministry skill area chosen for improvement.

D. Delivery System

The D.Ed.Min. program is conducted according to three trimesters per year. The Winter Trimester runs from November-February, with most seminars and workshops meeting the second and third weeks of January. The Spring Trimester runs from March-June, with most seminars and workshops meeting the two weeks immediately after Spring graduation in May. The Fall Trimester runs from July-October, with most workshops and seminars meeting the two weeks in September immediately after the week of Labor Day.

Workshops and seminars are offered at the New Orleans, Atlanta, Orlando, Birmingham, Pensacola, Jacksonville, Pineville, Shreveport, Little Rock and Nashville campuses. Many seminars and workshops held on the New Orleans campus are broadcast via Compressed Interactive Video (CIV) to the various extension center sites.

Workshops and seminars meet in a variety of formats. Selected workshops are available in a one-weekend format. Other seminars follow two-weekend, one-week, or other concentrated formats. Periodically Special Event Seminars are offered in conjunction with selected campus and off-campus events. The delivery format for each course is noted on the registration form for each trimester or can be found on the CME website.

E. Grading System

Evaluations for workshops are granted on a "Pass/Fail" basis. Letter grades are given for seminars. No seminar grade below "B" (3.0) will count toward degree requirements. Students making a grade of "C" or below must consult with the ProDOC. Two grades of "C" or below will result in the student's dismissal from the doctoral program. The grading scale for seminars is:

A = 93-100	C=77-84	F=75 or below
B = 85-92	D=70-76	

Grades are posted on IQ Web. Normally grades are posted within sixty days of the due date of the completion of the course assignments. NOBTS may withhold a grade report or a transcript of any present or former student if financial obligations are outstanding. Problems in receiving grades should initially be reported to the professor.

V. 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 been in 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 contextualized 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 program with evaluation and theological reflection.

C. Orientation

1. Models

a. Types of Models

Each student may choose to develop a project around a variety of models. A description of representative models is provided below. A student desiring to follow a model not described below first should consult the Director of D.Min.

- *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 1]
- *Ministry Skill Enhancement*—A personal improvement program of some 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 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 3]
- *Community Assessment*—The assessment of social needs in a community and development of 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 4]
- *Ministry Research*—Research of a general subject that issues forth into 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 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?³
 - 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) germane 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.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.
 - 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

³Occasionally a project may take longer, but students with longer projects should be aware that their program may be delayed one graduation period.

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. Upon approval by the Faculty Mentor, the student is responsible for forwarding five (5) corrected copies of the document to the ProDoc office no later than two (2) weeks prior to the first meeting of the workshop. The Faculty Mentor is responsible for forwarding the appropriate Preliminary Project Proposal Evaluation Guide to the Office of Professional Doctoral Programs as soon as he or she completes the evaluation of proposal.

2. Components

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

- 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.
- Ministry 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. Ministry 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 for enrollment in the Project in Ministry Design workshop, date of submission of the Final Project Proposal to the Faculty Mentor, 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).

F. Final Project Proposal

1. Description

The Final Project Proposal is a formal document submitted to the Faculty Mentor describing the proposed ministry project. The Faculty Mentor will submit the appropriate Final Project Proposal Evaluation Guide to the ProDOC committee for final approval. Proposals that are recommended for approval to the ProDOC committee by the Faculty Mentor must be submitted to the committee at least sixty (60) days prior to the implementation date. The student is responsible for submitting two corrected copies to the ProDoc office two weeks prior to the ProDOC committee meeting.

The Final Project Proposal is to be included as an addendum of the Final Project Report.

Serving as a blueprint for the ministry project, the document answers the following questions: What? Why? Who? How? When? and Where?

2. Components

In addition to a title page and table of contents, the student should include the following components in the Final Project Proposal and follow the guidelines for each component.

- Abstract (1 page)
 - ▶ Write a brief summary of the project.

- Description of the Ministry Need (3-4 pages)
 - ▶ Reference to the Final Project Proposal should be made in the Introduction and properly footnoted.
 - ▶ Describe the ministry context, including appropriate demographic information, etc.
 - ▶ Identify the people to whom you will minister, the needs you intend to address, and/or the ministry concern you have? End the section by focusing on a description of the specific ministry need. If possible, document the extent of the need in quantifiable terms. Describe the nature and causes of the need.

- ▶ Ministry Proposal and Its Setting (1-2 pages)
 - ▶ *Ministry Statement*: Provide a one-sentence statement of the ministry proposal. In the same paragraph, clearly and concisely describe how you plan to address the ministry concern.
 - ▶ *Goals*: Identify 2-4 goals that you hope will be accomplished through the implementation of this project in ministry. A good 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*: If needed, identify and define any specialized terms you will be using in the project.

- ▶ The Project Director (2-3 pages)
 - ▶ *Resources*: Briefly address gifts, skills, and training that you bring to this ministry. Deal with potential strengths, weaknesses, and biases that affect the project.
 - ▶ *Professional goals*: Identify 2-4 professional goals for you as the project director.

- ▶ 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 prooftexting. Utilize the original biblical languages as appropriate in your discussion. In your discussion you may also identify how key issues, thinkers, or movements in theology (Calvinism vs.

Arminianism, Lordship salvation vs. grace salvation, etc.) are informed by the project.

- ▶ Review of Alternative Programs (2-3 pages)
 - ▶ If applicable, briefly describe programs/methods 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.
- ▶ Ministry Resources (4-6 pages)
 - ▶ Identify and describe 8-12 key literary works you will use as resources for developing the ministry project. Give a brief statement of the thesis/purpose of each book, summary of the contents, and an analysis of its contribution to the field of ministry. If applicable, include information about persons or ministry programs.
- ▶ The Description of the Project (3-5 pages)
 - ▶ In a narrative format, provide a logical overview of all the steps necessary for the completion of the project, including approach to research, enlistment procedures, summary of training sessions, description of ministry activities, etc.
- ▶ Project Evaluation (3-4 pages)
 - ▶ Explain how you will learn whether you have met your ministry 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 reference them in your appendixes. Allow the following principles to guide the development of evaluation procedures:
 - * Use multiple evaluation tools.⁴ One evaluation tool is not appropriate.
 - * Carefully research and understand the issues related to your methods.⁵

⁴Some methods/tools for consideration are: ministerial reflection, pretest/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.

⁵When 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 pretest/post-test with experimental and control groups must be aware of the peculiar issues related to this

- * Plan to reflect upon and interpret the results.
 - * Develop evaluation procedures for both ministry and professional goals.
- Appendixes
 - ▶ The Final Project Proposal must be listed as the first Appendix, numbered continuously with bracketed numbers according to Turabian, 6th ed.
 - ▶ 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.
 - * Indication of teaching methodologies for various components of each session.
 - * Key resources and citations to be used in this session or sermon.
 - ▶ Include all tools and/or instruments used in the evaluation of the project.
 - ▶ Selected Bibliography
 - ▶ Include books and other resources to be used in finalizing the development of the project in ministry.

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 be no more than 75 pages with a left margin of one and one-half inches..

4. Order of Contents

- ▶ Title page
- ▶ Abstract
- ▶ Table of Contents

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. (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.

- ▶ Text
- ▶ Appendixes
- ▶ Selected Bibliography

5. Approval

When the Final Project Proposal is submitted to the Faculty Mentor, he or she will notify the student of the decision of one of the following:

- 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 there are easily correctable conceptual and/stylistic problems, the Final Project Proposal can be approved conditionally through correcting the concerns raised by the Faculty Mentor. The Faculty Mentor will send the evaluation form to the ProDOC committee notifying them of the specific corrections required. Upon the authorization of the ProDOC committee, 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.

G. 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

In addition to normal blank pages and preliminary pages (title page, copyright page, abstract, acknowledgments, dedication, and table of contents), students should include the components delineated below in the Project Report and follow the respective guidelines. Samples of selected components may be viewed on the “Resources” page of the CME Website.

- Abstract (1 Page)
- Introduction (2-4 pages)
 - ▶ Introduce the Project Report in a narrative fashion as opposed to repeating the introductory material of the Final Project Proposal.
- Project Description (25-50 pages)
 - ▶ For Implementation-oriented 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 Research-oriented 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.
- Project Evaluation (10-12 pages)
 - ▶ Examine the project from two perspectives:
 - * Ministry goals (5-6 pages)
 - * Professional goals (5-6 pages)

- 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.

- 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

- ▶ Include lesson plans, sermon manuscripts, etc.

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 or dramas, etc.

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 (1 page)
- Addendum
 - ▶ Final Project Proposal
 - In the Table of Contents the Addendum will be listed last with no leader dots or page number as follows: ADDENDUM: FINAL PROJECT PROPOSAL

3. Length

The Project Report is to be from 50-85 pages, exclusive of preliminary pages, appendices, and selected bibliography. The total length of the report should be no more than 225 pages with a left margin of one and one-half inches..

4. Order of Contents

- Blank sheet
- Title page
- Project Report Evaluation (inserted by Office of Professional Doctoral Programs)
- Copyright page – optional
- Abstract
- Acknowledgments – optional
- Dedication – optional
- Table of Contents
- Lists (illustrations, tables, figures, plates, abbreviations, etc.) – if applicable
- Text
- Appendixes
- Selected Bibliography
- Vita
- Addendum
- Blank sheet

5. Initial Submission and Evaluation

The D.Ed.Min. Project Report must be turned in at least ninety (90) days before graduation, but earlier submissions certainly are encouraged to ensure ample time for careful evaluation. Specifically, students anticipating December graduation must turn in their Project Reports by September 15th, and students anticipating May graduation must turn in their Project Reports by February 15th. Three (3) copies of the Project Report are submitted to the Office of Professional Doctoral Programs. Regular copy paper may be used for the initial submission.

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 allowable).
- 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 to rewrite the project completely. In such cases, graduation will be delayed and the project will need to be re-submitted in its entirety.

6. Final Submission and Exit Interview

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 the final copies of the Project Report to the Office of Professional Doctoral Programs. Final copies of the Project Report must be submitted no later than two weeks before graduation. The final copies should be printed on 20 pound, white, 100% cotton paper.

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.

VI. 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:

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th edition. Chicago: University of Chicago Press.

University of Chicago Press. *The Chicago Manual of Style*. Current edition. Chicago: University of Chicago Press.

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>).

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

B. B. Lane, William L. *The Gospel According to Mark: The English Text with Introduction, Exposition and Notes*. The New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1974. [The series title is not italicized.]

- N. ¹William L. Lane, *The Gospel According to Mark: The English Text with Introduction, Exposition and Notes*, The New International Commentary on the New Testament (Grand Rapids: Wm. B. Eerdmans Publishing Company, 1974), 121.

Work within a volume

- B. Stagg, Frank. "Matthew." *The Broadman Bible Commentary*, vol. 8. Nashville: Broadman Press, 1969.

- N. ²Frank Stagg, "Matthew," *The Broadman Bible Commentary*, vol. 8 (Nashville: Broadman Press, 1969), 27.

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.

- B. Conzelmann, Hans. "skotos." *Theological Dictionary of the New Testament*, vol. 7. Edited by Gerhard Kittel. Translated by G. W. Bromiley. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1971.

- N. ³Hans Conzelmann, "skotos." *Theological Dictionary of the New Testament*, vol. 7, ed. Gerhard Kittel, trans. G. W. Bromiley (Grand Rapids: Wm. B. Eerdmans Publishing Co., 1971), 427.

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 Josephus. Lynn, MA: Hendrickson Publishers, 1980.

- N. ⁴Josephus *The Wars of the Jews*, trans. William Whiston. The Works of Josephus (Lynn, MA: Hendrickson Publishers, 1980): 45.

- B. Cicero *De Republica*.

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

4. Electronic Sources

Computer program or software

- B. *Microsoft Windows 95*. Computer software. Ver. 4. CD-ROM. Redmond, Wash.: Microsoft, 1995. MS-DOS 3.1, 386DX, 4MB.
- 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

- B. *Quotation Reference Collection*. Computer software. Reno: AAPEX, 1995. IBM, Windows. Available from AAPEX Software, 955 South Virginia, Suite 116, Reno, Nev. 89502.
- N. ⁷*Quotation Reference Collection*, computer software (Reno: AAPEX, 1995), IBM, Windows.

Material from electronic database, CD-ROM

- B. Guerrini, Anita. "The Ethics of Animal Experimentation in Seventeenth-Century England." *Historical Abstracts on Disc, 1982-1995*. Spring 1995 update. CD-ROM. Retrieval Software, 1992.
- N. ⁸Anita Guerrini, "The Ethics of Animal Experimentation in Seventeenth-Century England," *Historical Abstraction on Disc, 1982-1995*, Spring 1995 update, CD-ROM, Retrieval Software, 1992.

Magnetic tape

- B. "Pomona College." *Peterson's College Database*. Magnetic tape. Princeton: Peterson's, 1992.
- N. ⁹"Pomona College," *Peterson's College Database*, Magnetic tape, Princeton: Peterson's, 1992.

Electronic database with print equivalent

- B. Laroche, Jacques M. "Typology of Instructional Theories." *International Review of Applied Linguistics in Language Teaching*. 22 (Feb. 1984): 41-52. DIALOG, PsycINFO file 11, 72-03548.

- N. ¹⁰Jacques M. Laroche, "Typology of Instructional Theories," *International Review of Applied Linguistics in Language Teaching* 22 (Feb. 1984): 41, DIALOG, PsycINFO file 11, 72-03548.

Electronic material requiring more than one medium

- B. *Perseus 1.0: Interactive Sources and Studies on Ancient Greece*. CD-ROM, videodisc. New Haven: Yale University Press, 1992.
- N. ¹¹*Perseus 1.0: Interactive Sources and Studies on Ancient Greece*, CD-ROM, videodisc (New Haven: Yale University Press, 1992).

Material from an online service

- B. U.S. Congress. Senate. *Line Item Veto Act*. 104th Congress, 1st sess., 10 Jan. 1995. Online. Available from Netscape@ftp://ftp.loc.gov/pub/thomas/C104/S206.ris.FTP
- N. ¹²U.S., Congress, Senate, *Line Item Veto Act*, 104th Cong., 1st sess., 10 Jan. 1995, online, available from netscape@ftp://ftp.loc.gov/pub/thomas/C104/S206.ris.FTP

Online journal article with print equivalent

- B. Jacobson, Margaret. "Pregnancy and Employment: Three Approaches to Equal Opportunity." *Boston University Law Review* 68 (Nov. 1988): 1019-25. Online. Available from LEXIS Library@LAWREV File: ALLREV
- N. ¹³Margaret Jacobson. "Pregnancy and Employment: Three Approaches to Equal Opportunity," *Boston University Law Review* 68 (Nov. 1988): 1019, online, available from LEXIS Library@LAWREV File: ALLREV

Online journal without print equivalent

- B. Taylor, Charles. "Reflections on Windows Word Processing." *Buffer: The Newsjournal of Computing at the University of Denver*, 10 Aug. 1992. Online. Available from Telnet@du.edu Directory: buffer/08-1992 File: windows

- N. ¹⁴Charles Taylor, "Reflections on Windows Word Processing,"
Buffer: The Newsjournal of Computing at the University of Denver, 10 Aug.
1992, online, available from Telnet@du.edu Directory: buffer/08-1992 File:
windows

Electronic texts

- B. Shakespeare, William. *The Tempest*. Online. Available from FTP
@quake.think.com Directory: Gutenberg/shake/Comedies/Tempest
- N. ¹⁵William 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. ¹⁶Norman 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

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 view-points, 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*.

Gen.	Job	Hab.	1 Th.
Ex.	Ps. (Pss.)	Zeph.	2 Th.
Lev.	Pr.	Hag.	1 Tim.
Num.	Ec.	Zech.	2 Tim.
Dt.	S. of S.	Mal.	Tit.
Jos.	Is.	Mt.	Philem.
Jg.	Jer.	Mk.	Heb.
Ru.	Lam.	Lk.	Jas.
1 Sam.	Ezek.	Jn.	1 Pet.

2 Sam.	Dan.	Acts	2 Pet.
1 Kg.	Hos.	Rom.	1 Jn.
2 Kg.	Jl.	1 Cor.	2 Jn.
1 Chr.	Am.	2 Cor.	3 Jn.
2 Chr.	Ob.	Gal.	Jude
Ezra	Jon.	Eph.	Rev.
Neh.	Mic.	Phil.	
Est.	Nah.	Col.	

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.

Acceptable

alternating he and she
 he or she
 his or her

Not Acceptable

he (or she) exclusively
 (s)he
 she/he or he/she

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.

<u>Stereotyped/Biased</u>	<u>Suggested Correction</u>
When great men had great dreams, new horizons were opened.	When great men and women had great dreams, new horizons were opened.
Ministers and their wives will be evaluated in the study.	Ministers and their spouses will be evaluated in the study.
Paul views God's work in men's lives as a new act of creation.	Paul views God's work in people's lives as a new act of creation.
The music minister should not change his style for convenience sake alone.	Music ministers should not change their style for convenience sake alone.
Third-world theologians hold to that view, but major thinkers do not.	Many Asian, African, and Latin American theologians disagree with Western theologians on that issue.
Jesus came to save all men.	Jesus came to save all persons.

G. Workshop and Seminar Paper Standards

1. The specific nature of the workshop or seminar paper is designed by the professor, taking into consideration the purpose and design of the courses. Thus, seminar papers may vary in content and approach from one course to another.
2. Papers should be written in formal English style.
3. Unless otherwise noted, papers should adhere to the official style guides and specific form and style requirements previously presented. Individual professors may allow for some variations (such as single-spacing for copy cost reduction) according to the needs of the course.
4. Alternate form and style may be required by the professor in the case of non-formal research presentations and projects in special technical disciplines.
5. In preparing papers, students should use primary sources wherever those sources are available. Papers should reflect careful and complete research in the field.

6. Copies of papers normally should be prepared for the professor and other members of the seminar. Submission of papers generally is required in advance of the session in which the paper is to be presented in order to allow ample time for reading and critique of the research. Thus, the student's presentation will not be a reading of the paper to the seminar; rather the student will be a leader of the dialogue. Professors are free to set due dates for paper submissions and specific guidelines concerning presentations. Failure to comply with the stipulations set forth by the seminar professor may result in the delay of the presentation and/or grade penalty.
7. Students frequently will be required to send copies of papers to fellow students in advance of course meetings. Normally, mailing addresses of each student enrolled in a course will be provided for every student for such purposes. E-mail may be used, but the sender is responsible for making sure his or her paper is sent and received in a format conducive for proper critique of both content and style.
8. Book reviews should contain the following elements (unless otherwise authorized by the professor):
 - bibliographic entry
 - information concerning the author
 - the author's thesis and purpose
 - analysis of the contents
 - critique of the book as a whole including the author's style and the presentation and reasoning of the thesis.
9. Book reports, on the other hand, generally include the first three components listed above followed by:
 - a synopsis of each chapter or part
 - a summation of contributions to ministry.

H. Project Report Guidelines

1. The paper used for all final copies should be 20 pound, white, cotton with 100 percent rag content. Fan-folded paper, used by some computer printers, is acceptable only if, after separation, all edges are as smooth as those of other high quality paper.
2. Margins should be one and one-half inches on the left and one inch on the other margins.
3. Proportional and even spacing are both acceptable. Justified right-hand margins are not acceptable in most cases.

4. Only fonts with serifs are acceptable. If a typewriter is used, pica is preferred although elite is permissible. If a computer is used, standard fonts should be used, such as Times New Roman or Courier New.

Normally a standard 12-point size should be used. Irregularities in size due to the nature of the font require ProDOC approval. The same font size should be used for text and headings. Smaller type may be used only for superscript footnote numbers and, with Faculty Mentor approval, for footnotes. Script or other eccentric type faces are not acceptable.

5. 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.
6. Only printers such as laser printers which produce letter-quality type are acceptable. Under extreme circumstances certain 24 pin dot matrix printers may be acceptable.
7. Duplication of Project Reports by high quality photocopiers is required. The student may submit the original and three photocopies or four photocopies. The original should be designated. If four photocopies are submitted, one of the copies should be designated as the original.
8. Footnotes must be used. Endnotes and parenthetical notes are not acceptable.
9. On the acknowledgments page the students may acknowledge a specific person or persons who contributed significantly to the study.
10. The title page, copyright page, abstract, and vita should follow the forms adopted by NOBTS (see the "Resources" page of the CME website).

Appendixes

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.

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 a select group of believers of First Baptist Church Genericville, USA to share Christ with Postmoderns.

Project Goals:

1. To research how to share Christ with Postmoderns.
2. To develop a workshop to train a select group of believers of First Baptist Church Genericville, USA in how to share Christ with Postmoderns.
3. To equip a select group of believers of First Baptist Church Genericville, USA to share Christ with Postmoderns.

Professional Goals:

1. To increase the project director's knowledge of how to share Christ with Postmoderns.
2. To increase the project director's skill in instructional theory and practice.

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.

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 preaching style to be more effective in the reaching of Postmoderns in Generic County, USA.

Project Goals:

1. To identify styles of preaching that are effective for reaching Postmoderns.
2. To develop a series of sermons incorporating the styles of sermons identified as being effective among Postmoderns.
3. To preach the series of sermons at First Baptist Church Genericville, USA.

Professional Goals:

1. To increase the project director's knowledge of styles of sermons that are effective in reaching Postmoderns.
2. To increase the project director's skill in the delivery of sermons that are effective in reaching Postmoderns.

PROJECT EXAMPLES

The Strategy Planning Model

- Context: There is a targeted population to which some form of ministry is to be accomplished. The strategy will have a single purpose but 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.
- 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 strategy to share Christ with Postmoderns in Generic County, USA.

Project Goals:

1. To explore the demographics concerning Postmoderns in Generic Co., USA and existing methods which are effective in reaching Postmoderns.
2. To develop a strategy for reaching Postmoderns in Generic Co., USA.
3. To present the strategy to First Baptist Church Genericville, USA 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 the gathering of demographic data.

PROJECT EXAMPLES

The Community Assessment Model

Context: There is a social need in the community that needs to be met. This is not a generic need but 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.

Emphasis: Social need.

Product: Specific recommendations.

One Sentence Statement:

The purpose of this project is to assess the social crisis of teenage pregnancy among Postmodern families in Generic County, USA and to make specific recommendations to First Baptist Church Genericville, USA for establishing a crisis pregnancy ministry.

Project Goals:

1. To identify the demographic data and needs related to the crisis of teenage pregnancy among Postmodern families in Generic County, USA.
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 First Baptist Church Genericville, USA 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 the development of specific recommendations.

PROJECT EXAMPLES

The Ministry Research Model

Context: The need for a new approach in a cutting edge ministry for which few models exist and there is a need for 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.

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 Postmodernism and develop a workshop that would equip believers at First Baptist Church Genericville, USA to share Christ with Postmoderns.

Project Goals:

1. To research the field of Postmodernism.
2. To develop a workshop that would equip believers at First Baptist Church Genericville, USA to share Christ with Postmoderns.

Professional Goals:

1. To increase the project director's knowledge of Postmodernism.
2. To increase the project director's skill in curriculum development.