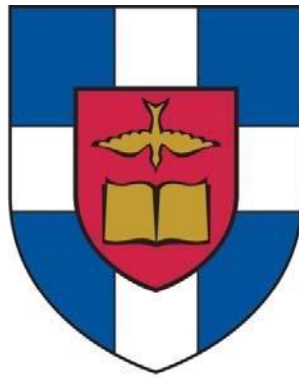


Professional Doctoral Writing Guide



THE
SOUTHERN BAPTIST
THEOLOGICAL SEMINARY

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1. PREFACE

1.1. Disclaimer

The *Ministry Research Project Writing Guide* (Project Writing Guide) serves only as a guide and in no way functions as a contract. The Professional Doctoral student acknowledges that the requirements for the program and the evaluations of the student's work lie solely with The Southern Baptist Theological Seminary and its personnel. Moreover, the *Project Writing Guide* is subject to periodic revision. Professional Doctoral students must follow the guidelines of the *Project Writing Guide* as it is revised and updated. A current copy of the *Project Writing Guide* is available at <http://www.sbts.edu/doctrinal/dmin/pds-student-resources/writing-resources/> .

The academic policies outlined here are only those that relate directly to the Ministry Research Project Writing stage and are provided as an easy reference. Students should refer to the *Southern Seminary Student Catalog* and the *Professional Doctoral Student Manual* for further academic policies.

1.2. Accreditation

The Southern Baptist Theological Seminary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master, and doctoral degrees. The seminary is also accredited by the Association of Theological Schools in the United States and Canada and is an accredited institutional member of the National Association of Schools of Music.

1.3. Office of Doctoral Studies Academic Integrity Policy

In light of changing technologies and resources, and in an effort to maintain the highest academic and ethical standards, the Office of Doctoral Studies is instituting the following practices to ensure the academic integrity of our doctoral degrees. Failure to abide by this policy may result in disciplinary action. The new policy includes the following guidelines:

- According to the Academic Catalog, "Plagiarism is the use or theft of intellectual property without attribution. It is both a moral and educational transgression."
- The Student Manual clarifies, "Whatever the type of borrowing, or the context of its use, the appropriated material should be attributed to its source, without exception."
- In accordance with this policy, students may not employ third-party research consultants, including executive summaries, for any portion of their academic degree including but not limited to coursework, seminar papers, comprehensive examination preparation, and prospectus/thesis/project/dissertation writing, with the exception of quantitative statistical analysis previously approved by a student's supervisor.
- A student must conduct his or her own research, specifically: finding and identifying resources as well as processing, summarizing, and synthesizing material to produce original research projects.

- All proposals, prospectuses, culminating projects, theses, and dissertations must be accompanied by a signed copy of the “Statement of Academic Integrity.” (See Appendix A)

2. THE MINISTRY RESEARCH PROJECT

The D.Min. and D.Ed.Min. program requires the development and implementation of a ministry research project. This element of the program is intended to help the student apply skills acquired in a way that grounds ministry in sound biblical-theological principles. As the culmination of the Professional Doctoral program of study, the project should demonstrate the student's ability to relate professional knowledge—documented in research—to a particular situation, problem, challenge, or need in the student's area of ministry. It should demonstrate the student's writing ability to communicate clearly and effectively. The ministry research project should ultimately be both a means of ministry and an experience of growth and development for the student.

2.1. General Information on the Ministry Project

The requirements for and evaluations of ministry research projects stress the correlation of professional knowledge with performance. The appropriate context for a ministry research project is the student's own ministry setting.

The ministry research project must be between 80 and 125 double-spaced pages, not including the table of contents, bibliography, and appendices. The bibliography and appendices may not exceed fifty pages. Students may exceed these page limits only if the faculty supervisor and the Director of Professional Doctoral Studies grant permission.

2.2. Choosing an Appropriate Area for the Project

Students will choose an appropriate area for their project (see *Contextualized Writing Seminar* Section). A satisfactory area of research for a ministry research project should be able to stand the test of the following questions:

- Does the project address an area of need/weakness in the minister's ministry context? An adequate project will target an area of weakness in the church, such as the need for a men's discipleship program or a revised Sunday school curriculum.
- Can the project be applied to another ministry context? A good project will often be transferable to other ministry contexts.
- Does this project involve the church or constituency served by the minister? A good topic involves the persons with whom the minister works and does not represent simply the single-handed undertaking of the minister.
- Does this project go beyond the previous experiences or skills of the minister? A good area for research adds to the knowledge and skills already possessed by the minister and thus brings new dimensions to the previous routine job description. The student should not plan simply to write up what he/she is already expected to do routinely.

2.3. Research Thesis

The PDS Research Thesis is an option for Professional Doctoral students with exceptional writing and research skills. Students must apply for permission to present a PDS Research Thesis in place of the Ministry Research Project during the first semester of 80710 Contextualized Writing Seminar.

The *PDS Research Thesis Request* should include:

1. Completed *PDS Research Thesis Request Form* (see Appendix B) [www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/]).
2. A 10-15 page sample research paper including footnotes and a bibliography. This should be an exemplary paper that displays evidence of the following: (1) a clear thesis statement supported throughout the paper; (2) exceptional writing; and (3) superb research skills.
(Note: This research paper is for the purpose of demonstrating strong research and writing skills. It is not part of your thesis writing and can therefore be a paper written during your master's level work.)
3. A 3-4 page Outline for PDS Research Thesis Proposal (download template at <https://www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/>). The proposal outline includes the following material: 1) working title, 2) reason for study, 3) observations from primary and secondary sources, 4) statement of the problem, 5) thesis statement, 6) methodology, 7) working bibliography, and 8) chapter outline. (Note: this is not your thesis proposal, rather an outline. You will submit a complete proposal after your Project/Thesis Methodology course.)

The Office of Professional Doctoral Studies and an SBTS faculty member from the student's area of study will review the submitted thesis request. Following their review, the Professional Doctoral Studies Office will inform the student whether the thesis request has been approved or denied.

The submission of these documents does not constitute approval of a Research Thesis Proposal. Approval of the Thesis Request permits the student to write and submit a Research Thesis Proposal in coordination with participation in the appropriate 80600: Project/Thesis Methodology course.

3. THE MINISTRY PROJECT PROCESS

The authorization to prepare a ministry research project is granted in the approval of the proposal for a project. The student may not begin working on the project until he/she has received the proper approvals from the Project Methodology supervisor, faculty supervisor, and the Professional Doctoral Studies office.

3.1. Preparing the Project Proposal

The purpose of the proposal is to demonstrate that the student has reached a level of competence that qualifies him/her to move ahead in the research and writing phase of the D.Min./D.Ed.Min. program. The proposal must be prepared carefully with attention to both content and form. Careful attention must be given to sentence structure, grammar, and punctuation. Proposals containing errors either in grammar or style will be unacceptable.

Project Methodology (80600) is taken during the student's second semester and focuses on the Project Proposal. Students will be instructed to use the D.Min./D.Ed.Min. Project Template in preparing the project proposal. For a complete description of the proposal, see Appendix D [<https://www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/>].

3.2. Project Proposal Approval Process

There are three phases in the project proposal approval process. The proposal must successfully pass each of these phases before the student begins work on any chapter of the project.

Phase 1: Project Methodology Coach Approval

- During Project Methodology (80600), a Project Methodology coach will guide students in preparing the project proposal. Following Project Methodology, the student will submit a project proposal to the Project Methodology coach by the due date listed in the course syllabus. Failure to submit a project proposal by the deadline will result in a grade of "F" for the course and the student will be put on academic probation and be required to re-take Project Methodology.
- The student may not exceed two resubmissions to the coach. If the proposal is not approved by the second resubmission, the student may be required to retake Project Methodology (80600). Upon the coach's approval, students will be required to submit a hard copy of their proposal to the Professional Doctoral Studies office for Phase 2.

Phase 2: Faculty Supervisor Approval

- Upon approval by the Project Methodology coach, the proposal then goes to the faculty supervisor for review. The PDS office will assign each student a faculty supervisor. During the proposal review process, the student may be asked to make changes or corrections and resubmit the proposal. No more than two resubmissions are permitted.

Phase 3: PDS Office Approval

- Upon approval by both the Project Methodology professor and the faculty supervisor, the PDS office will review for final approval. If necessary, the student may be required to resubmit. No more than one resubmission is permitted.
- Once the proposal has successfully passed each of these phases, the title of the proposal will be presented to the full faculty for formal approval at the monthly faculty meeting. The student will receive an email from the PDS office that states the approved project title. Students who feel they need to change their title to reflect their project accurately must submit that request along with a new outline and description of each chapter. Substantive title revisions must be approved by vote of the full faculty.
- After the proposal is approved, the student will begin writing chapters 2-5 of the project. Each chapter must be approved by the faculty supervisor prior to the submission of additional chapters. For example, a student must have received approval of chapter 2 before moving on to chapter 3.

3.3. Contextualized Writing Seminars

Contextualized Writing Seminars are designed to allow students to work toward the completion of their project while completing coursework seminars. This should enable students to write and receive approval for chapters 1-3 by the time he/she has completed their seminars and be on track to graduate in 36 months. In view of this goal, students will register for Contextualized Writing Seminar (80710) in each of their first four semesters in the program. This is a graded course which has fixed submission deadlines and for which the student must receive at least a B-. (See Appendix C for a sample Contextualized Writing Seminar syllabus.)

Semester 1: Students will submit a Ministry Evaluation Project detailing an area of need in their ministry context and will develop a project title, purpose statement, and goals that address it. During this semester, students who desire to write a Research Thesis will apply and be accepted or denied based on strength of application. If denied, students will default to the Ministry Research Project.

Semester 2: After the proposal has been approved by the Project Methodology professor, students will submit the proposal to the assigned supervisor for review and approval. Once the proposal has been approved by the faculty supervisor and PDS Office, students will submit a clean copy of their project proposal for a style review.

Semester 3: Students will write and submit chapter 2 to their supervisor for review and approval.

Semester 4: Students will write and submit chapter 3 to their supervisor for review and approval. Upon completion of chapter 3 students who are writing a Ministry Research

Project will prepare ethics approval forms (see section 3.4 and Appendix E) for review by their faculty supervisor and the SBTS Ethics Committee.

3.4. Preliminary Style Reading

After chapter 1 is approved by the supervisor, the student will submit a preliminary style reading to the Professional Doctoral Studies office. The preliminary style reading includes the following:

- ✓ One copy of chapter 1/the project proposal, including front and back matter, for review by the seminary style reader.
- ✓ Signed and completed copy of the Style Reading Checklist
(<https://www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/StyleSubmissionChecklist.pdf>)

The student must incorporate all corrections and guidelines given by the style reader into subsequent chapters. If a style reading is returned to a student with an unacceptable rating, he/she will be charged a \$100 style reading fee and required to submit a revised copy for the style reader's review.

3.5. Ethics Approval Forms

After chapter 3 is approved by the supervisor, Ministry Research Project students must submit a completed Ethics Committee approval forms to the Professional Doctoral Studies office. The completed Ethics Committee packet will include the following:

- ✓ Permission to Use Human Subjects in Research
- ✓ Risk Assessment and Informed Consent Guide
- ✓ Approvals for Using Human Subjects in Research

See Appendix E or the Writing Resources page

(<https://www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/#ethics-committee-forms>) for the forms listed above.

3.6. Faculty Supervision

The faculty supervisor is responsible for:

1. guiding the student through the completion of the ministry research proposal;
2. the student's written work in the ministry research project;
3. mentoring the student in aspects of theological writing and ministry;
4. monitoring the implementation of the project;
5. overseeing the final writing of the ministry research project;
6. leading the student's oral examination on the ministry research project;

7. building a relationship with the student that will extend beyond his/her time in the program.

The student should submit the best possible written work for review by the faculty supervisor. The supervisor is not an editor for the student's work. The student will be expected to incorporate any requested revisions along with his/her own further reflections in revised drafts. Students should assume a minimum of two to four weeks duration between their submission and receiving feedback from the supervisor.

As the student submits project chapters, he/she will work with the faculty supervisor to determine a potential graduation date. Students should pay careful attention to the deadlines for graduation, posted in the student manuals and on the PDS webpage (<https://www.sbts.edu/doctorsal/dmin/pds-student-resources/>).

Students who are in the writing stage of the Professional Doctoral program and have completed all seminars must enroll in the appropriate Project Writing course (80700 D.Min.; 80853 D.Ed.Min.) each semester until they graduate. Tuition and fee payments must be kept current to remain in the program. Failure to register or failure to pay student account balances may result in dismissal from the program.

4. COMPLETION OF THE MINISTRY RESEARCH PROJECT

An oral examination is required on each ministry research project. This examination and subsequent corrections of the project complete the requirements for the Doctor of Ministry or Doctor of Educational Ministry degree.

The following are specific guidelines for submitting completed ministry research projects for the oral examination. The student is expected to be familiar with the guidelines and follow them accordingly.

4.1. Submission of the Completed Project for the Oral Examination

Students who intend to graduate must submit to the Professional Doctoral Studies office three unbound copies of the completed project by ***September 1 for December graduation*** and ***February 1 for May graduation***. Though the first copies will likely be revised, the student is to submit these copies as if they were final submissions. The submitted copies must include the pages indicated in the seminary style guide. Incomplete submissions will not be accepted.

The project in its completed form must have been approved by the student's faculty supervisor before its submission to the Professional Doctoral Studies office via email. The PDF submission will then be distributed by the Professional Doctoral Studies office to the oral defense committee members.

The project also must be submitted as a PDF to the seminary style reader via the online submission link. The style reader will review the student's completed draft and will respond via email with any necessary revisions. If the style reader deems the project unacceptable, the student will need to submit a revised copy for a second style reading. A second style reading fee of \$250 will be billed to the student.

4.2. Composition of the Committee for the Oral Examination

Two persons constitute the oral examining committee:

- The faculty supervisor, who serves as chairperson.
- A faculty member who serves as the second reader and is selected by the Director of Professional Doctoral Studies in consultation with the faculty supervisor.

Exceptions to this practice must be approved by the Director of Professional Doctoral Studies. The Professional Doctoral Studies office will schedule the examination at a mutually convenient time for all the participants. An examination should be scheduled to allow for each member of the examining committee to have at least two weeks for the reading of the project.

4.3. Preparing for the Oral Examination

The oral examination involves an intensive and critical examination of the research, contributions, conclusions, implications, presuppositions, and methodology of the Ministry Research Project. The examination is not necessarily limited, however, to the material included in the student's project and may, at the discretion of the committee, deal with the student's view of, commitment to, and involvement in ministry. The examination typically requires one to two hours. Students should do the following in preparing for the oral examination:

- Know your project well.
- Talk with your supervisor about what he expects you to do in the examination.
- Bring a copy of the project to the oral defense.
- Business attire is expected.
- Do not be late for the examination.
- Defend your project, but do not be defensive. The examination is also considered a teaching opportunity, and you should always remain teachable.
- Be ready, if your supervisor so desires, to create a PowerPoint that consists of your project's purpose, goals, summary of methods, results, what you learned, the transformational impact upon your church, etc.

4.4. Results of the Oral Examination

The committee usually requires that the student make specified corrections, alterations, or revisions in the project before it is submitted for publication. Normally, members of the examining committee will notice errors in typing, information, or style that need to be corrected before the ministry research project is finally submitted.

In addition to the matters noted by the members of the committee, the evaluation of the ministry research project done by a form and style reader will frequently result in calling attention to matters that need correction. The student will be required to make these corrections before the faculty supervisor approves the completed project.

The oral exam committee will assign two grades: one for the written work and one for the oral defense. The student must pass both components with a minimum grade of B- in order to complete successfully the oral examination. If a student does not pass the oral examination, the committee has the option of (1) requiring the student to schedule a second examination during the following semester or (2) terminating the student from the program.

4.5. Final Submission of the Ministry Research Project

When the student has completed all of the requirements stipulated by the committee for the oral examination, he/she should submit an electronic copy of the project to the seminary library. Instructions for submitting the final project are available at <http://library.sbts.edu/library-services/etds/>. Projects will be made available through the Boyce Library digital repository and through ProQuest. If desired, students may purchase bound copies of their project at the time they complete the electronic submission process.

4.6. Graduation Deadlines

Students planning on graduating must complete a graduation application on my.sbts.edu while registering for their last semester.

| | December Graduation | May Graduation |
|-------------------------|----------------------------|-----------------------|
| Defense Draft | Sept. 1 | Feb. 1 |
| Graduation Application | Sept. 15 | Feb. 15 |
| Oral Hearing | Nov. 1 | April 1 |
| ProQuest UMI Submission | Dec. 1 | May 1 |

Defense Draft

Fully approved defense drafts of the research project are due in the Professional Doctoral Studies office by the stated deadline. The student's faculty supervisor must have reviewed every chapter in sequence and granted permission to continue with the oral examination prior to submission of the drafts at their own expense.

Oral Hearing

Oral exams must be completed, and any resubmissions required by the Style Reader or the Faculty Supervisor must be submitted by the stated deadline. The date of the oral exam is chosen by the defense committee members in conjunction with the student.

ProQuest Submission

A PDF version of the complete project must be uploaded to ProQuest. Details about electronic submission, creating PDFs, pricing, and other information are available on the library website: <https://library.sbts.edu/library-services/etds/>.

4.7. Deadlines for Continuation Fee Waivers

Students who do not complete the doctoral program within three years will be charged a Continuation Fee ***each semester*** until they graduate. Students who fail to meet graduation deadlines in a given semester and have completed the program fee payment plan will be eligible to have the \$1000 Continuation Fee waived *for the following semester* if they submit the hard copies of their defense drafts, fully approved by the faculty supervisor, prior to the deadlines below.

May 1—*To graduate in December and have the Fall Continuation Fee waived*

December 1—*To graduate in May and have the Spring Continuation Fee waived*

APPENDIX A

The following is a copy of the *Office of Doctoral Studies Academic Integrity Policy* as outlined in the above writing manual.

Office of Doctoral Studies Academic Integrity Policy

In light of changing technologies and resources, and in an effort to maintain the highest academic and ethical standards, the Office of Doctoral Studies is instituting the following practices to ensure the academic integrity of our doctoral degrees. Failure to abide by this policy may result in disciplinary action. The new policy includes the following guidelines:

- According to the Academic Catalog, “Plagiarism is the use or theft of intellectual property without attribution. It is both a moral and educational transgression.”
- The Student Manual clarifies, “Whatever the type of borrowing, or the context of its use, the appropriated material should be attributed to its source, without exception.”
- In accordance with this policy, students may not employ third-party research consultants, including executive summaries, for any portion of their academic degree including but not limited to coursework, seminar papers, comprehensive examination preparation, and prospectus/thesis/project/dissertation writing, with the exception of quantitative statistical analysis previously approved by a student’s supervisor.
- A student must conduct his or her own research, specifically: finding and identifying resources as well as processing, summarizing, and synthesizing material for the production of original research projects.
- All proposals, prospectuses, culminating projects, theses, and dissertations must be accompanied by a signed copy of the following “Statement of Academic Integrity.”

“I, _____, hereby affirm that the following [project/thesis/dissertation] is comprised entirely of my own original research except where explicitly noted. To the best of my knowledge, this work does not contain nor was it produced using any unauthorized resources including but not limited to (1) unattributed published or unpublished material created by someone other than myself, (2) research compiled by a consultant, whether an individual or a group, or (3) any unattributed borrowing of ideas or their expression which the original creator might identify as personal intellectual property.”

APPENDIX B

The following is a copy of the *PDS Research Thesis Request Form*. Please read the instructions carefully. This form is available at

[www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources]).



THE SOUTHERN BAPTIST THEOLOGICAL SEMINARY

PDS Research Thesis Request Form

Office of Professional Doctoral Studies

Student's Name: _____

Address: _____

Email Address: _____ Phone Number: _____

Degree & Concentration: _____

Requested Supervisor: _____ Anticipated Graduation Date: _____

Proposed Thesis Title: _____

Student Signature

Your signature indicates that the work you have submitted is your own.

For office use only

Approved:

Denied:


Comments:

Area Professor

Director of Professional Doctoral Studies

APPENDIX C

The following is a sample of the syllabus for Contextualized Writing Seminar. Refer to the actual syllabus in Canvas for the most current version.

| | | |
|---|--|--|
|  | 80710 Contextualized Writing Seminar The Southern Baptist Theological Seminary <i>Professional Doctoral Studies</i> | |
|---|--|--|

I. Course Description

This seminar requires students to identify various areas of need in their current ministry context and then determine which one they are most interested in addressing. They will then write a project title, purpose statement, and goals that focus on this area. As a result of this course, the student will enter their second semester with the necessary foundation for writing a project proposal. (2 hours)

II. Learning Outcomes

1. Students will familiarize themselves with the standards for project proposals by reading through the D.Min./D.EdMin. project proposal outline and several exemplary proposals.
2. Students will determine an area of need in their ministry context and write a project title, purpose statement, and goals that addresses it.
3. Students will familiarize themselves with the tools and mechanics necessary for continued success in the process of doctoral writing.

Requirements

Semester 1 Students

1. Carefully read Style: The Basics of Clarity and Grace in its entirety. Provide 3 salient points per chapter. Documents must be double-spaced with name and email, but do not need to conform to the SBTS Manual of Style.
2. Carefully read the DMin/DEdMin project proposal outline.
3. Carefully read the two project proposals on the Professional Doctoral Studies Resources Page (<http://www.sbts.edu/doctoral/dmin/pds-student-resources/writing-resources/>). You are encouraged to use these as a model for your own proposal.
4. Carefully review the DMin/DEdMin Project Template.
5. Carefully read the Goal Development Worksheet on the Professional Doctoral Studies Resources page (<http://www.sbts.edu/doctoral/dmin/pds-student-resources/writing-resources/>). You are required to use the approved language from the GDW for your project, inserting your specific information per your ministry context. Review sample proposals for reference.
6. Submit a Ministry Evaluation Project (8-10 pages) that includes the following elements below. Be sure to consult the DMin/DEdMin project proposal outline and the sample proposals. Students must use the DMin/DEdMin Project Template. Any papers not submitted using this template will not be accepted.

- A. Describe the needs or weakness in your current ministry context and identify the one you are most interested in addressing in your project. You will do this as follows: (1) assess the strengths and weakness of your ministry context; (2) describe the weaknesses about which you are most concerned; (3) of these identify one that you desire to strengthen; and (4) detail the ways in which you might go about doing so.
- B. Develop a title for your project. It should clearly and concisely describe your project, and should include the name and location of your church.
- C. Write a purpose statement for your project. This should include the target group, what you hope to accomplish and where. The purpose statement should be a single sentence. (Note: Your purpose and title should agree.) See sample proposals for example.
- D. Write 3-5 goals for your project. Each goal should progressively help you achieve the purpose of your project (points B-D, 1 p.). See the Goal Development Worksheet on Canvas and replicate the language (yes, it's okay to copy and paste and insert your specific church information).

Semester 2 Students

The student will write the ministry project or thesis proposal and submit it to their supervisor for review and approval. Additionally, the student will submit a copy of their approved proposal to the seminary style reader for a preliminary style review.

Semester 3 Students

The student will write chapter 2 of their ministry project or thesis and submit it to their supervisor for review and approval.

Semester 4 Students

The student will write chapter 3 of their ministry project or thesis and submit it to their supervisor for review and approval. Ministry Research Project students will also submit a completed ethics research packet to their faculty supervisor and the Ethics Committee for approval.

III. Required Texts

1. D.Min./D.Ed.Min Project Proposal Outline (available on Canvas)
2. The Southern Seminary Manual of Style. 4th ed. The Southern Baptist Theological Seminary, 2012. This is not required for your reading report, only for helping you format your paper. (available on Canvas)
3. Two Sample Proposals (available through link on Canvas)
4. Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*. 5th Edition. Longman, 2014.

V. Thesis Request Option

Professional Doctoral Studies students have the opportunity to apply to write a thesis for their project. Should you choose this option, you must submit the Thesis Request Form and requested

materials (www.sbts.edu/dmin/resources). This request must be emailed to the PDS Office (dmin@sbts.edu) by September 15 or February 15 at 11:55 PM EST for consideration.

Submission of Thesis Request does not guarantee acceptance. The PDS Office will contact students following evaluation of their thesis request for approval or denial. Should a student be accepted for the thesis track, then your request will serve as your semester one Contextualized Writing Seminar project and you will receive a grade accordingly. Should a student be denied for the thesis track, that student must submit the standard semester one project (see above for details). If you have any questions about the thesis option, please email Dr. Parker for more information.

VI. Due Dates - *Due to the nature of doctoral work, late assignments will not be accepted.*

1. September 15 (Fall) OR February 15 (Spring): For those requesting to do a thesis, submit your request and additional materials to the PDS Office (dmin@sbts.edu). Students will be notified of their approval or denial within two weeks.
2. October 1 (Fall) OR March 1 (Spring): Submit your document that includes 3 salient points for each chapter of Style: The Basics of Clarity and Grace.
3. October 1 (Fall) OR March 1 (Spring): Submit your Ministry Evaluation Project to Canvas that includes (1) the description of the areas of need in your context and the one you will target, (2) your title, (3) purpose, and (4) 3-5 goals. This document must utilize the DMin/DEdMin Project Template.
4. November 1 (Fall) OR April 1 (Spring): Students will receive feedback on their Ministry Evaluation Project

IV. Grading

| | |
|--------------------------|-----|
| Required Reading | 25% |
| Project/Thesis Materials | 75% |

V. Grading Scale

| | | | | | | | | | | | |
|-----------|--|--------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|
| A | 4.0 | 96-100 | B | 3.0 | 86-88 | C | 2.0 | 76-78 | D | 1.0 | 66-68 |
| A- | 3.7 | 93-95 | B- | 2.7 | 83-85 | C- | 1.7 | 73-75 | D- | 0.7 | 63-65 |
| B+ | 3.3 | 89-92 | C+ | 2.3 | 79-82 | D+ | 1.3 | 69-72 | F | 0.0 | 0-62 |
| WP | Withdrew Passing, (Granted only if all assignments due prior to withdrawal have been satisfactorily completed on time.) | | | | | | | | | | |
| WF | Withdrew Failing | | | | | | | | | | |
| I | Incomplete (No grades of incomplete will be issued for this course except in an extreme circumstances as determined by the professor.) | | | | | | | | | | |

APPENDIX D

The following is a copy of the *D.Min./D.Ed.Min. Project Proposal Outline*. All proposals must be in full compliance with this outline. This outline is available at <http://www.sbts.edu/doctrinal/dmin/pds-student-resources/writing-resources/>.



THE SOUTHERN BAPTIST THEOLOGICAL SEMINARY

D.MIN./D.ED.MIN. PROPOSAL OUTLINE

80600 Project Methodology Seminar

ATS standards require that the Doctor of Ministry/Doctor of Educational ministry programs conclude with “the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry.” The project should “demonstrate the candidate’s ability to identify a specific theological topic in ministry, to organize an effective research model, to use appropriate resources, and to evaluate the results, and should reflect the candidate’s depth of theological insight in relation to ministry.” The project includes an oral presentation and evaluation.

To meet this requirement, SBTS professional doctoral students complete a project proposal and written report following this outline:

I. Front and Back Matter (see Southern’s Style Guide for details)

All front and back matter, such as title page, copyright page, table of contents, etc., must be included.

II. Title (see Southern’s Style Guide on formatting titles)

The title must clearly and concisely describe the project. Include the church’s name and location; e.g., “Developing Personal Evangelists at First Baptist Church, Ohio City, Kentucky.”

III. Introduction

Following your title, students will provide an introductory paragraph regarding the nature and direction of your project.

IV. Context (about 2-3 pages)

This section should focus upon issues and descriptors which relate to the purpose of the project. Do not provide general information related to your church’s leadership, demographics, growth patterns, etc., unless they revolve around the project’s purpose. Any information not related to the purpose is superfluous and should be left out of the proposal.

V. Rationale

This section should flow out of your context and establish the need for this project in your ministry. From what you have discussed in the context, it should be evident that there is a need for this project in your ministry setting. The rationale should therefore state what should be evident to your reader.

VI. Purpose

Be specific. You should include the target group, what you hope to accomplish and where. The purpose statement should be a single sentence.

VII. Goals

State your three to five goals. These should be enumerated (“1., 2., 3., etc.”). See project proposals on the Writing Resources website for professional doctoral students. Each goal should progressively help you achieve the purpose of your project. You must also specify a measurement and benchmark of success for each goal. The language for goal development can be found on the Goal Development Worksheet, also located on same website.

VIII. Research Methodology

State in some detail the process you will follow in securing input, data, and feedback from project participants. This will require restating each goal and then providing the appropriate detail for your reader to understand how you will accomplish each one. Will you do a pre-project survey? Post-project survey? Interviews? Be as specific as possible. What statistics will you use to evaluate whether your “intervention” (your project) made any statistically significant difference?

Every student MUST include the following as a footnote to the Research Methodology section of the project proposal: *“All of the research instruments used in this project were performed in compliance with and approved by the Southern Baptist Theological Seminary Research Ethics Committee prior to use.”*

IX. Definitions and Limitations/Delimitations

You will need to define terms that may be ambiguous or unclear, as well as state if you are using a special definition of a term. Alphabetize, indent, and place a period after each term, and provide bibliographic support for each definition. You will also need to identify and explain your limitations and delimitations. The following is an example:

Patristic Christology. This term refers to the understanding of the person of Christ in the period following the NT (100–451 AD).¹ Some of the major councils that shaped Christology during this period are Nicaea (325) and Ephesus (431).

A limitation is something that limits your research that is beyond your control (like the fifteen-week duration of the project). A delimitation is a “fence” you put around the research to limit the size of the data pool, scope of intention, etc. (such as choosing to work with only a certain group of people, like senior adults).

X. Conclusion

You will need to provide a concluding paragraph to your proposal and direct the reader to what they should expect for the remainder of the project.

XI. Outline of Chapters 1, 2, 3, 4, 5

The project should be 80-125 pages in length. Unless otherwise agreed upon, the chapter content should be:

Chapter 1: Introduction (10-12 pages)

Chapter 2: Biblical and theological support (20-25 pages)

Chapter 3: Theoretical/sociological, etc., support (20-25 pages)

Chapter 4: Details of the project (15 pages)

¹Walter A. Elwell, ed., *Evangelical Dictionary of Theology* (Grand Rapids: Baker, 1984), 224. The dating for the patristic period is taken from Alistair McGrath, *Historical Theology: An Introduction to the History of Christian Thought* (Oxford: Blackwell Publishers, 218), 17.

Chapter 5: Evaluation of the project (15-20 pages)

XII. Completion Calendar

This should include the submission of your proposal and chapters, and your intended month of graduation. Include the following dates:

1. Date you expect to receive approval of the proposal (be reasonable and include time for the full process to take place—usually between six weeks to two months).
2. Date you plan to start chapter 2.
3. Date you plan to finish chapter 2 and submit it to your faculty supervisor.
4. Date you plan to start chapter 3.
5. Date you plan to finish chapter 3 and submit it to your faculty supervisor.
6. Date you plan to start chapter 4.
7. Date you plan to finish chapter 4 and submit it to your faculty supervisor.
8. Date you plan to start chapter 5.
9. Date you plan to finish chapter 5 and submit it to your faculty supervisor.
10. Date you plan to graduate.

You will also be required to submit a detailed writing plan for chapter 2 with allotted hours and self-imposed writing deadlines.

XIII. Research Instruments

Place all research instruments (e.g., surveys, questionnaires, etc.) that you propose to use in the project in a separate appendix (Appendix 1, Appendix 2, etc.). Be aware that all instruments must be approved by your faculty supervisor and the SBTS Research Ethics Committee prior to their use.

If you are going to employ a scale, you must use the following *Likert* model. If you wish to employ a different scale, please contact the Professional Doctoral Studies Office for approval.

| | | | | | |
|------------------------------|-----------------|------------------------------|---------------------------|--------------|---------------------------|
| Strongly Disagree | Disagree | Disagree Somewhat | Agree Somewhat | Agree | Strongly Agree |
| SD | D | DS | AS | A | SA |

XIV. Bibliography (at least 50-75 entries)

Include books, periodical articles, dissertations, other projects, and any other material you think is germane to the project. Include at least three commentaries for each book of the Bible used in the chapter. Be sure your commentaries are academic. You may choose your own theological position, but be informed of others.

XV. List of Appendices (if necessary)

XVI. Vita Sheet (follow the guidelines on p. 18 of The Southern Seminary Manual of Style)

XVII. Abstract

XVIII. Signature Sheet

You are required to sign the form attached to the DMin/DEdMin Project Proposal Outline. By signing this form you are saying that your project complies with the standards set forth in the proposal outline. Your project will not be accepted until it has been signed.

Submission Process

After you submit your proposal at the conclusion of Project Methodology, a Project Methodology coach will review your work, return your proposal to you with suggested changes, and submit your final course grade. You will then receive a supervisor who will review your proposal no more than two times. After two submissions (at most), you will submit a revised copy to the Professional Doctoral office for final approval. Please expect a response time of three weeks for each submission.

Description of Chapter Outlines

Chapter 2—List 4-5 major texts that you will cover in an attempt to answer the question, “What does the Bible say about my topic?” Explain your use of each text in a brief sentence. Use sub-points. Be sure to consider Old Testament texts as well as New Testament texts. Be as thorough as you can at this point. Do not leave much to our imagination. This chapter should take on the form of exegeting and applying the text. This will require using the most scholarly commentaries— *do not use weak commentaries*.

Chapter 2 outline will start with an initial “chapter thesis.” The rest of the outline will flow from it, demonstrating how you will argue your thesis statement. Your thesis statement will be the central claim of your chapter. The following is an example of a clear chapter thesis statement: “The thesis of this chapter is that Scripture presents parents as the primary disciple makers of their children.”² If this were your thesis statement, the rest of your chapter would demonstrate its validity. After doing this, you will need to list in your outline (not only in the bibliography) the commentaries/resources you plan on using in your writing. A sample portion of a chapter 2 outline is noted below.

Chapter 2: Biblical and Theological Foundations for Parents as Primary Disciple Makers³

- I. The thesis of this chapter is that Scripture presents parents as the primary disciple makers of their children.
 - A. Deuteronomy 6:1-8 provides some of the clearest evidence of parents as the primary disciple makers. In this passage, parents are called upon to teach the laws and commandments to their children so that they may grow up to fear the Lord. Such a perspective from this passage substantiates the claim that the burden of training children is on their parents.
 1. Christensen, Duane L. *Deuteronomy 1–21:9*. Word Biblical Commentary. Dallas: Word Books, 2001.
 2. Craigie, Peter. *The Book of Deuteronomy*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1976.
 3. Tigay, Jeffrey. *Deuteronomy*. The JPS Torah Commentary. Philadelphia: JPS Society, 2003.
 4. Weinfeld, Moshe. *Deuteronomy 1-11*. Anchor Bible Series. New York: Doubleday, 1991.

Note that the sample outline above begins with a thesis and is followed by the explanation of a verse that demonstrates the validity of the thesis. After doing so, list 4-5 scholarly commentaries that will be employed in this section. Then, you would have several other subpoints that you would employ to validate your thesis— each of them also following the pattern noted above.

²For specific information on developing and constructing thesis statements, See Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), 48–61; Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 2003), 127–50.

³Much of the creative inspiration for this sample outline comes from Michael Paul Rodriguez’s project proposal draft, *Discipling Parents to Be Primary Disciple Makers at First Baptist Church, Andalusia, AL*.

Chapter 3—The goal of this chapter is to answer the question, “What else do I need to study to complete this project?” In short, the format of the chapter 3 outline will follow that of the chapter 2 outline—the main difference being that the chapter 3 outline is theoretical/sociological in essence not biblical/theological. The materials often come from secular sources, though it is not mandatory that they do so. Provide a clear outline indicating the material you study to complete this chapter. You should be able to write your chapter simply by filling in the details of the outline you provide.

As with the chapter 2 outline, you will list your chapter thesis, followed by the subpoints that will validate it. After doing this, you will list 4-5 sources that you will employ in this section. The difference in the chapter 3 outline is that the subpoints will not revolve around biblical verses but theoretical/sociological propositions, and your sources will not necessarily be biblical/theological in nature but theoretical/sociological.

Chapter 4—Describe your project in detail. Your goal should be to provide enough information that someone could take your chapter and duplicate your project for the local ministry context. The outline should clearly indicate what will take place during each of the fifteen weeks of the project.

Chapter 5—Evaluate your project by answering *at least* the following questions. The headings for chapter 5 should look as follows:

- I. Introduction appropriate
- II. Evaluation of the project’s purpose (*Did the project fulfill its purpose?*)
- III. Evaluation of the project’s goals (*Were the goals met?*)
- IV. Strengths of the project (*What were the strengths of the project?*)
- V. Weaknesses of the project (*What were the weaknesses of the project?*)
- VI. What I would do differently (*What would you do differently if you were to do the project again?*)
- VII. Theological reflections (*What did you learn about God, his church, his Word, and so forth, through this project?*)
- VIII. Personal reflections (*What did you learn about yourself as a minister?*)
- IX. Conclusion

APPENDIX E

The following are the Research and Ethics Committee forms required for conducting project related research.



Permission to Use Human Subjects in Research

The Southern Baptist Theological Seminary

Risk Assessment Process for Research Involving Human Subjects

The following procedures cover all academic or professional research conducted by faculty, staff, or students involving human subjects, and research conducted by external scholars involving any member of the Southern Seminary community.

The researcher must complete all of the steps outlined below before conducting data gathering involving human subjects. Failure to comply with and abide by these processes can result in disciplinary action as outlined in the Student Manual and/or Faculty Staff Manual.

Students writing a thesis, project, or dissertation that does not include the use of human subjects, must still complete the Approvals for Using Human Subjects in Research form and the Assessment of Risk to Human Subjects in Research form and file them with the Research Ethics Committee before engaging in the collection of data.

Permission to conduct research by the Research Ethics Committee does not constitute permission to conduct the research in a specific institution or organization. The researcher is responsible for securing institutional approval to conduct research in a specific institution or organization as required by those bodies.

An application to conduct research is not necessary under the following conditions:

1. The research is being conducted by the seminary internally and/or externally for the purposes of institutional assessment and/or institutional development and not for degree research, such as instructional assessments, services assessments, etc.
2. Consultation with an author of published material is for the sole purpose of clarification of the meaning of the published material. However, interviewing an author or multiple authors for peer perspectives requires the filing of a *Research Profile* and the permission of the Research Ethics Committee.

Step One: Create a *Research Profile* to Request Permission to Conduct Research

Prepare a brief, clear, concise, and precise *Research Profile* describing the proposed research with human subjects. If your research does not include human subjects, complete items 1, 2, 3, and 6 only.

1. The *Approvals for Using Human Subjects in Research* form with the top portion completed. This form serves as the cover page.
2. A completed *Assessment of Risk to Human Subjects in Research* form.
3. A copy of the *Title Page* from your study.
4. A copy of the following statements and sections from your study pasted into a single spaced document:

- The precise *Research Purpose* stated in the introduction of your study (not the longer introduction or rationale for the study. Usually this precise research purpose statement is reflected in the title of your study. Include a copy of stated *Delimitations of the Study*, if any.
 - The *Research Questions, Hypotheses, or Goals* from the introduction of your study.
 - The *Research Methods or Design Overview* from the introduction or methodology section of your study as appropriate.
 - The *Population and Sample* statements from the methodology section of your study. Include a copy of stated *Delimitations of the Sample and Limitations of Generalization*, if any. If your study does not include any or all of these items, skip this section in the *Research Profile*.
5. A copy of *Instrumentation* (surveys, inventories, tests, interview instructions, etc.) and/or a description of proposed instrumentation to be used in conducting the research. Instrumentation **MUST** demonstrate *informed consent* according to the highest level of risk identified by the *Assessment of Risk to Human Subjects in Research* form (see the *Risk Accommodation Guide*). Instrumentation completed later in the research process **MUST** be approved by the research supervisor prior to use with human subjects. If no instrumentation is involved in the study, skip this section in the *Research Profile*.
 6. A copy of your *Vitae* from your study or similar short statement of your credentials.

Step Two: Submit the Research Profile for Approval

Submit the completed *Research Profile* to the Research Supervisor (the appropriate course instructor, Project Methodology Supervisor, Thesis Supervisor, Dissertation Supervisor, faculty colleague, Department Chair, Associate Dean, or School Dean directly overseeing the researcher of the study). The *Research Profile* must then undergo three (3) levels of approval *prior to conducting the research with human subjects*.

1. *Approval Level 1: Research Supervisor*—the research supervisor *immediately* evaluates the *Research Profile* upon receipt from the researcher and either:
 - A. Signs the approval form and forwards the *Research Profile* to the Research Ethics Committee for evaluation at Approval Level 2; or
 - B. Returns the *Research Profile* to the researcher for modifications to informed consents, the assessment of the levels of risk to human subjects in the study, and/or further accommodations of the levels of risk.
2. *Approval Level 2: Research Ethics Committee*—the Research Ethics Committee *immediately* evaluates the *Research Profile* approved by the research supervisor upon receipt and either:
 - A. Signs the approval form and finalizes processing of *Research Profile*, if risk level at or below low risk; or

- B. Signs the approval form and forwards the *Research Profile* to the Senior Vice President for Academic Administration with or without minor modifications to informed consents, the assessment of the levels of risk to human subjects in the study, and/or further accommodations of the levels of risk; or
- C. Returns the *Research Profile* to the research supervisor to forward to the researcher for significant modifications to informed consents, the assessment of the levels of risk to human subjects in the study, and/or further accommodations of the levels of risk.

The evaluation of the *Research Profile* at Approval Level 2 is conducted by a member of the Research Ethics Committee, or a faculty member or administrator of the seminary as appointed by the committee. This evaluation consists of an assessment of the risk to human subjects in the study and the accommodation of risk only—*any other assessment of the study is beyond the purview of the evaluator*. For example, the evaluator is not empowered to critique the research title, the research topic, the level of research, the choice of research design (text based), etc. The only evaluation conducted is that of an assessment of the level of risk to human subjects in the study and the subsequent accommodation of that risk.

The research supervisor of Approval Level 1 cannot also serve as the evaluator of the *Research Profile* at Approval Level 2 and/or Approval Level 3.

The Research Ethics Committee will meet to accept, modify, or reject the *Research Profile* based on the concurrence of the assessment of informed consents, the assessment of the levels of risk to human subjects in the study, and/or further accommodations of the levels of risk at Approval Levels 1 and 2. If research risk is deemed above low risk (Level 2), the profile will proceed on to Level 3 approval to the Senior Vice President for Academic Administration. Otherwise the Ethics committee will finalize processing.

3. *Approval Level 3: Senior Vice President for Academic Administration*—the Senior Vice President for Academic Administration *immediately* evaluates the *Research Profile* approved by the research supervisor and Research Ethics Committee upon receipt and either:
 - A. Signs the approval form and forwards the *Research Profile* to the Research Ethics Committee for final processing; or
 - B. Returns the *Research Profile* to the Research Ethics Committee to forward to the research supervisor and researcher for modification to informed consents, the assessment of the levels of risk to human subjects in the study, and/or further accommodations of the levels of risk.

Step Three: Await Notification of Approval Before Conducting Research

The researcher is free to conduct data gathering with human subjects *only upon receipt of the Approvals for Using Human Subjects in Research* form signed as approved at the three levels. One of two decisions will be noted on the form:

1. *Approved*—the researcher is free to conduct his or her research in accordance with the documentation submitted in the application process, and with required modifications, if any, as noted on the *Approvals for Using Human Subjects in Research* form; or
2. *Not Approved*—the researcher must redesign the research and resubmit the application in full with appropriate modifications.

The following stipulations apply to conducting research with human subjects upon approval at all three levels:

1. Any instrumentation (surveys, interview questions, etc.), informed consents, debriefings, and/or institutional permissions to conduct research developed or obtained after the approval to conduct the research is received must be submitted to the Research Supervisor for approval prior to gathering data with the instrumentation.
2. Raw data and processed data must be kept for seven years and treated with the level of confidentiality indicated to the subject at the time of data gathering.

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<http://www.sbts.edu/doctorsal/doctor-of-philosophy/resources-for-research-doctoral-students/>



Risk Assessment and Informed Consent Guide

The Southern Baptist Theological Seminary

Definitions

The following definitions and categories are used in regard to human subjects in research.

1. **Risk** – the measure of discomfort and/or harm to which a human subject is exposed and/or may experience as a result of participation in research.
2. **Risk Areas with Human Subjects** – *psychological* (mental stress and/or emotional distress), *sociological* (relational stress and/or positional distress), *physiological* (bodily harm to self and/or bodily harm to others), and/or *spiritual* (individual stress and/or religious community distress).
3. **Minors** – any person under the age of 18 regardless of academic standing. Research involving minors automatically requires parent/guardian approval to participate in the research *in addition to* the informed consent for the level of risk to the minor.
4. **Members of a Vulnerable Population** – any person unable to make their own decisions, regardless of age. Research involving members of a vulnerable population automatically requires parent/guardian approval to participate in the research *in addition to* the informed consent for the level of risk to the vulnerable population member.

Instructions

Complete the *Assessment of Risk to Human Subjects in Research* form and calculate the level of risk to human subjects in your study. Include the appropriate *Informed Consent Statement* for the calculated level of risk on instrumentation, permission forms, verbal instructions, etc. as appropriate to the means of gathering data with human subjects.

Low Risk Informed Consent

For cover letters, permission forms, paper-based surveys, electronic-based surveys, Internet-based surveys, etc., add the following to the beginning of the instrument or instructions to participants. Include the “Agreement to Participate” title and the informed consent statement without modification, except as necessary for grammatical purposes. Replace the [bracketed] material with the content indicated. *Italicize content as indicated.*

Agreement to Participate

The research in which you are about to participate is designed to [describe the research purpose in the language of the participant]. This research is being conducted by [insert researcher name] for purposes of [describe the reason for the research, such as project research or dissertation research]. In this research, you will [describe in simple terms what participants will be asked to do]. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this [describe the type of instrument or activity being completed, such as survey or interview], you are giving informed consent for the use of your responses in this research.

Medium Risk Informed Consent

For cover letters, permission forms, paper-based surveys, electronic-based surveys, Internet based surveys, etc., add the following to the beginning of the instrument or instructions to participants. Include the “Agreement to Participate” title and the informed consent statement without modification, except as necessary for grammatical purposes. Replace the [bracketed] material with the content indicated. *Italicize content as indicated.*

Agreement to Participate

The research in which you are about to participate is designed to [describe the research purpose in the language of the participant]. This research is being conducted by [insert researcher name] for purposes of [describe the reason for the research, such as project research or dissertation research]. In this research, you will [describe in simple terms what participants will be asked to do]. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this [describe the type of instrument or activity being completed, such as survey or interview], and checking the appropriate box below, you are giving informed consent for the use of your responses in this research.

☐ I agree to participate

☐ I do not agree to participate

High Risk Informed Consent

For cover letters, permission forms, paper-based surveys, etc., add the following to the beginning of the instrument or instructions to participants. Include the “Agreement to Participate” title and the informed consent statement without modification, except as necessary for grammatical purposes. Replace the [bracketed] material with the content indicated. *Italicize content as indicated.*

Agreement to Participate

The research in which you are about to participate is designed to [describe the research purpose in the language of the participant]. This research is being conducted by [insert researcher name] for purposes of [describe the reason for the research, such as project research or dissertation research]. In this research, you will [describe in simple terms what participants will be asked to do]. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this [describe the type of instrument or activity being completed, such as survey or interview], and signing your name below, you are giving informed consent for the use of your responses in this research.

Name _____

Signature _____
Date _____

For electronic-based surveys, Internet-based surveys, etc., replace the last paragraph of the agreement to participate statement and the signature line with a request for the E-mail address of the participant as follows:

By your completion of this [describe the type of instrument or activity being completed, such as survey or interview], and entering your E-mail address below, you are giving informed consent for the use of your responses in this research.

Name _____

E-mail _____

Date _____

Informed Consent with Minors or Members of a Vulnerable Population

Research involving minors or members of a vulnerable population automatically requires parent/guardian approval to participate in the research *in addition to* the informed consent for the level of risk to the minor or vulnerable population member.

For hardcopy permission forms, use the following statement. *Require a separate form for each participant, even if there are multiple minors or members of a vulnerable population in the study under the supervision of the same parent or guardian.* Include the “Agreement to Participate” title and the informed consent statement without modification, except as necessary for grammatical purposes. Replace the [bracketed] material with the content indicated. *Italicize content as indicated.*

Agreement to Participate

You are being requested to give permission for a minor or member of a vulnerable population under your legal supervision to participate in a study designed to [describe the research purpose in the language of the participant]. This research is being conducted by [insert researcher name] for purposes of [describe the reason for the research, such as project research or dissertation research]. In this research, a person will [describe in simple terms what participants will be asked to do]. Any information provided will be held *strictly confidential*, and at no time will a person’s name be reported, or a person’s name identified with his or her responses. *Participation in this study is totally voluntary, and the person you are giving approval to participate in this study is free to withdraw from the study at any time.*

By signing your name below, you are giving informed consent for the designated minor or member of a vulnerable population to participate in this research if he or she desires.

Participant Name _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

For electronic-based or Internet-based permission forms, replace the last paragraph of the agreement to participate statement and the signature line with a request for the E-mail address of the parent/legal guardian as follows:

By entering your E-mail address below, you are giving informed consent for the designated minor or member of a vulnerable population to participate in this research if he or she desires.

Participant Name _____

Parent/Guardian Name _____

Parent/Guardian E-mail _____

Date _____

END

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Approvals for Using Human Subjects in Research

The Southern Baptist Theological Seminary

| | | | |
|-----------------------|----------------------------------|---|---|
| Researcher | | | |
| Research Type | <input type="checkbox"/> Student | <input type="checkbox"/> Faculty | <input type="checkbox"/> Institutional |
| Human Subjects | | <input type="checkbox"/> Ages 17 or Under | <input type="checkbox"/> Ages 18 or Older |
| Research Title | | | |
| | | | |

Please initial *each* of the following statements as affirmation of your compliance to the protocol, then sign with your full signature and enter the date signed on the lines provided.

___ I have accurately described the informed consents and levels of risk to human subjects in my study to the best of my ability, and will implement the research protocols *as documented*, incorporating modifications as required.

___ I understand that if I make changes and/or additions to these protocols, I *must* seek the approval of my Research Supervisor *prior* to the gathering of data with these protocols.

___ I understand that instrumentation developed and/or revised for use with human subjects in the study *must* be approved by my Research Supervisor *prior* to use with human subjects.

Researcher Signature

Date

SECTION BELOW FOR OFFICE USE ONLY

The documentation of the research protocols submitted by the researcher/research team appropriately informs, acquires consents, and provides accommodations for the projected level/s of risk to human subjects participating in the study . . .

☐ without required modifications. ☐ with required modifications as attached.

| | | | | |
|--|--|------|--|--------------------------------------|
| | | | | Research Ethics |
| Research Supervisor (Printed Name & Signature) | | Date | | Committee Assessment |
| | | | | |
| | | | | <input type="checkbox"/> Low Risk |
| | | | | <input type="checkbox"/> Medium Risk |
| SVP Academic Administration | | Date | | <input type="checkbox"/> High Risk |
| | | | | |



Assessment of Risk to Human Subjects in Research

The Southern Baptist Theological Seminary

Instructions

Read each statement carefully, then mark with an “X” the risk level response for each item. Do not use “Y” or “N” as your response options.

| RISK LEVELS | | | | RISK AREAS |
|-------------|-----|-----|----|--|
| High | Med | Low | NA | |
| | | | | Psychological Risk- mental stress or emotional stress |
| | | | | Subjects are to reflect upon their own behavior, values, relationships, or person in such a way that they are likely to be affected emotionally or psychologically over the short and/or long term. |
| | | | | Subjects will reveal highly personal information in areas such as significant relationships, trauma, sexuality, potentially immoral, unethical, or illegal behavior. |
| | | | | Subjects will give opinions or viewpoints on highly charged issues including but not limited to political, emotional, cultural, spiritual, or psychological matters. |
| | | | | Subjects are to reflect upon their own behavior, values, relationships, or person in such a way that might result in anxiety, regrets, concerns, afterthoughts, or reactions after the procedure is completed. |
| | | | | Subjects will reveal generally accepted personal information regarding individual viewpoints, background, behaviors, attitudes, or beliefs. |
| | | | | Subjects will give opinions or viewpoints on sensitive matters including but not limited to political, emotional, cultural, spiritual, or psychological matters. |
| | | | | Subjects are to give basic identifying information such as age, gender, ethnicity, and other general questions regarding non-personal information. |
| | | | | Subjects will give opinions or viewpoints on common-place matters such as locality, general trends, or other benign topics. |
| | | | | Total the number of responses in each column for this area and enter here. |
| | | | | Sociological Risk- relational stress and/or positional stress |
| | | | | Subjects may experience immediate and/or long-term employment, political, legal, economic, and/or social consequences as a result of participating in the study. |
| | | | | Subjects are required to reflect upon their own behavior, values, relationships, or person in such a way that might result in anxiety or concern regarding themselves in relationship to other persons and/or social groups. |
| | | | | Subjects are to give opinions or viewpoints on common-place social relationships such as community characteristics, census-type data, general trends, or other benign topics. |
| | | | | Total the number of responses in each column for this area and enter here. |
| | | | | Physiological Risk - bodily harm to self and/or bodily harm to others |
| | | | | Subjects may experience or be exposed to bodily harm as a result of the research and/or research methodology. |
| | | | | Subjects may experience or be exposed to bodily harm as a result of participating in the gathering of data, such as entering high risk environments. |
| | | | | The subject may become tired or weakened physically or mentally as a result of the research and/or research methodology. |
| | | | | The subject may become impatient as a result of the time involved in the completion of the research and/or research methodology. |
| | | | | The subject may become impatient as a result of environmental conditions endured in the completion of the research and/or research methodology. |
| | | | | Total the number of responses in each column for this area and enter here. |

Instructions Read each statement carefully, then mark with an “X” risk level response for each item. Do not use “Y” or “N” as your response options.

| RISK LEVELS | | | | RISK AREAS |
|-------------|-----|-----|----|--|
| High | Med | Low | NA | Spiritual Risk- individual stress and/or religious community distress |
| | | | | Subjects may experience immediate and/or long term <i>negative consequences</i> in their relationship to a religious community as a result of participating in the study. |
| | | | | Subjects are required to reflect upon their own behavior, values, or relationships in such a way that <i>might result</i> in anxiety, regrets, concerns, and/or afterthoughts regarding their spirituality, or relationship with God. |
| | | | | Subjects are required to reflect upon their own behavior, values, or relationships in such a way that <i>might result</i> in anxiety, regrets, concerns, and/or afterthoughts regarding their relationship with a religious community, and/or other spiritual matters. |
| | | | | Subjects are to give opinions or viewpoints on <i>common-place spiritual issues</i> such as religious community belief systems and practices, religious community census type characteristics, general religious community trends, or other benign topics. |
| | | | | <i>Total the number of responses in each column for this area and enter here.</i> |
| High | Med | Low | NA | Vulnerability Risk- subjects under age 18 or in a vulnerable position |
| | | | | Subjects will be under the age of 18 regardless of academic standing. |
| | | | | Subjects will be members of a vulnerable population and thus unable to make their own decisions regardless of their age. |
| | | | | <i>Total the number of responses in each column for this area and enter here.</i> |
| High | Med | Low | NA | Scoring – Levels of Risk by area |
| | | | | Psychological Risk totals from previous page |
| | | | | Sociological Risk totals from previous page |
| | | | | Physiological Risk totals from previous page |
| | | | | Spiritual Risk totals from previous page |
| | | | | Vulnerability Risk totals from previous page |
| | | | | |
| | | | | Total – Summary of levels of risk (see <i>Interpretation of Total</i> below) |

Interpretation of Total

1 or more as High: If you scored one or more items as “High,” you must follow the *High Risk Informed Consent* protocols from the *Risk Assessment and Informed Consent Guide*.

0 High, 1 or more as Medium: If you scored no items as “High,” but one or more items as “Medium,” you must follow the *Medium Risk Informed Consent* protocols from the *Risk Assessment and Informed Consent Guide*. **0**

High, 0 Medium, 1 or more as Low: If you scored no items as “High” or “Medium,” but one or more items as “Low,” you must follow the *Low Risk Informed Consent* protocols from the *Risk Assessment and Informed Consent Guide*.

0 High, 0 Medium, 0 Low, 1 or more as Not Applicable: If you scored no items as “High,” “Medium,” or “Low,” but one or more items as “Not Applicable,” you are encouraged to follow the *Low Risk Informed Consent* protocols from the *Risk Assessment and Informed Consent Guide*.

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<http://www.sbts.edu/doctoral/dmin/pds-student-resources/>

Research Doctoral Studies • (800) 626-5525 x4119 • (502) 897-4119 • thmphd@sbts.edu •

<http://www.sbts.edu/doctoral/doctor-of-philosophy/resources-for-research-doctoral-students/>

APPENDIX F

The following is a sample survey that includes a disclaimer and the six-point *Likert* scale that should be used with such instruments. This and other surveys are available in the sample proposals at <http://www.sbts.edu/doctoral/dmin/pds-student-resources/writing-resources/>.

SPIRITUAL LEADERSHIP SURVEY

Agreement to Participate

The research in which you are about to participate is designed to identify the current understanding and practices of spiritual leadership of the participant. This research is being conducted by Greg Birdwell for the purpose of collecting data for a ministry project. In this research, you will answer questions before the project and you will answer the same questions at the conclusion of the project. Any information you provide will be held strictly confidential, and at no time will your name be reported or identified with your responses. Participation is strictly voluntary and you are free to withdraw at any time. By completion of this survey, you are giving informed consent for the use of your responses in this project.

Directions: Answer the following multiple-choice questions by placing a check next to the appropriate answer.

Part 1

1. Do you consider yourself a Christian?
☐ A. Yes
☐ B. No
2. Have you repented of your sin and trusted in Jesus Christ for salvation?
☐ A. Yes
☐ B. No
3. Are you married?
☐ A. Yes
☐ B. No
4. Do you have any children age 18 or younger living in the home?
☐ A. Yes
☐ B. Yes
5. What is your age in years?
☐ A. 18-24
☐ B. 25-34
☐ C. 35-44
☐ D. 45-54
☐ E. 55-64
☐ F. 65 and over

Directions: Answer the following questions: (1) Place a check by the multiple-choice questions. (2) Some questions ask you to give your opinion using the following scale: SD = strongly

disagree, D = disagree, DS = disagree somewhat, AS = agree somewhat, A = agree, SA = strongly agree; please circle the appropriate answer.

Part 2

6. I consider myself to be the spiritual leader of my home.

SD D DS AS A SA

7. I am an effective spiritual leader of my home.

SD D DS AS A SA

8. I desire to lead my family well.

SD D DS AS A SA

9. I have a strong grasp of what it means to be the spiritual leader of my home.

SD D DS AS A SA

10. My spiritual health directly impacts my ability to lead my family spiritually.

SD D DS AS A SA

11. If asked, I could articulate the gospel.

SD D DS AS A SA

12. I consider personal accountability with another man or men to be a vital part of leading my family spiritually.

SD D DS AS A SA

13. I could instruct another man in how to be the spiritual leader of his home.

SD D DS AS A SA

14. I read my Bible (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

15. I meditate on Scripture (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

16. I pray (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

17. I have a specific time set aside for prayer.

- ☐ A. Yes
- ☐ B. No

18. I most often pray for (check only one)

- ☐ A. myself
- ☐ B. family
- ☐ C. friends
- ☐ D. other

19. I most often pray (check only one)

- ☐ A. at church
- ☐ B. at home
- ☐ C. while traveling
- ☐ D. at work
- ☐ E. other

20. I meet with another man or men for the purpose of accountability (check only one)

- ☐ A. several times per week
- ☐ B. once per week
- ☐ C. several times per month

- ☐ D. once per month
- ☐ E. several times per year
- ☐ F. not at all

Part 3 (If you are not married, please skip to Part 4).

21. I understand what the Bible teaches regarding how to lead my wife spiritually.

SD D DS AS A SA

22. The Bible calls me to love my wife as Christ loved the church.

SD D DS AS A SA

23. The Bible calls my wife to submit to me as the church submits to Christ.

SD D DS AS A SA

24. If asked, my wife could articulate the gospel.

SD D DS AS A SA

25. I pray with my wife (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

26. I discuss spiritual matters with my wife (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

27. I read the Bible with my wife (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week

- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

28. I read Christian books with my wife (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

29. I know the areas in which my wife is struggling in her sanctification.

SD D DS AS A SA

30. I encourage my wife to have close accountability relationships with other women.

SD D DS AS A SA

31. I encourage my wife to spend time reading the Bible and to pray.

SD D DS AS A SA

32. I seek to serve in the church with my wife.

SD D DS AS A SA

33. I seek to minimize the impediments to my wife's spiritual growth.

SD D DS AS A SA

34. I value my wife's help in my own spiritual growth.

SD D DS AS A SA

35. When I sin against my wife, I express repentance and ask for forgiveness.

SD D DS AS A SA

36. When my wife and I have conflict, I take the lead in seeking biblical resolution.

SD D DS AS A S

Part 4 (If you do not have children age 18 or younger, please skip Part 4.)

37. I understand what the Bible teaches regarding how to raise my children in the discipline and instruction of the Lord.

SD D DS AS A SA

38. I am an effective spiritual leader for my children.

SD D DS AS A SA

39. I know the areas in which my believing children are struggling in their sanctification.

SD D DS AS A SA

40. I use occasions of my children's sin to instruct them with the gospel.

SD D DS AS A SA

41. I encourage my children to spend time reading the Bible and praying.

SD D DS AS A SA

42. I use everyday situations as opportunities to instruct my children with Biblical principles.

SD D DS AS A SA

43. When I sin against my children, I express repentance and ask for forgiveness.

SD D DS AS A SA

44. When my children have conflict with each other, I lead them to seek biblical resolution.

SD D DS AS A SA

45. I pray with my children (choose only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

46. I read the Bible with my children (choose only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

47. I read Christian books to/with my children (choose only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

48. I lead my home in family worship (specific time of Bible-reading and prayer) (check only one)

- ☐ A. more than once per day
- ☐ B. once per day
- ☐ C. several times per week
- ☐ D. once per week
- ☐ E. several times per month
- ☐ F. once per month
- ☐ G. several times per year
- ☐ H. not at all

Personal Identification Number: _____

APPENDIX G

The following is a sample rubric that may be employed in measuring curriculum. The statements in this rubric may also be adapted to measure a sermon series, Bible study lessons, etc. A copy of this and other sample rubrics are available in the sample proposals at <http://www.sbts.edu/doctrinal/dmin/pds-student-resources/writing-resources/>.

CURRICULUM EVALUATION RUBRIC

| Spiritual Leadership Curriculum Evaluation Tool | | | | | |
|--|---|---|---|---|----------|
| Lesson One Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| The lesson is clearly relevant to the issue of spiritual leadership in the home. | | | | | |
| The material is faithful to the Bible's teaching on spiritual leadership. | | | | | |
| The material is theologically sound. | | | | | |
| The thesis of the lesson is clearly stated. | | | | | |
| The points of the lesson clearly support the thesis. | | | | | |
| The lesson contains points of practical application. | | | | | |
| The lesson is sufficiently thorough in its coverage of the material. | | | | | |
| Overall, the lesson is clearly presented. | | | | | |

APPENDIX H

The following is the Goal Development Worksheet that will assist you in developing your project goals. This document is available at

<http://www.sbts.edu/doctors/dmin/pds-student-resources/writing-resources/>.

Project Methodology

Developing Goals and Measurements

Each goal must: 1) Be clearly stated; 2) Have a defined means of measurement; 3) Detail the “benchmark” of success.

| GOAL TYPE | CLEARLY STATED GOAL | DEFINED MEANS OF MEASUREMENT | BENCHMARK OF SUCCESS |
|------------------------|---|---|--|
| ASSESSMENT | <i>The first goal will be to</i> assess the current discipleship practices among families with teenagers who are members of First Baptist Church. | <i>This goal will be measured by</i> administering the Family Discipleship Practices Inventory (FDPI) to 25 member families who have at least one teenager residing in the home (see Appendix 1). This inventory includes two parts: FDPI-Parents and FDPI-Teenager. Both the parent(s) and the teenager(s) will be surveyed regarding current family discipleship practices within the home. | <i>This goal will be considered successfully met when</i> 25 families (parent and teenager) complete the FDPI and the inventory has been analyzed yielding a clearer picture of the current discipleship practices among FBC families. |
| INCREASE KNOWLEDGE | | | |
| MODIFY ATTITUDES | | | |
| INCREASE PARTICIPATION | | | |

| | | | |
|--------------------------------------|--|--|--|
| EQUIP PARTICIPANTS | | | |
| DEVELOP CURRICULUM | | | |
| DEVELOP SERMON SERIES | | | |
| DEVELOP MINISTRY PLAN | | | |

APPENDIX I

The following is an abbreviated task list to complete a single project chapter. Students should complete a task list for every chapter to ensure that they will graduate within 3 years. This document is also available at

<http://www.sbts.edu/doctorsal/dmin/pds-student-resources/writing-resources/>.

| CHAPTER | TASK | ESTIMATED TIME | TARGET DATE | DONE |
|---------|---|----------------|----------------|------|
| 2 | Determine primary texts to exegete | 10 hrs | | |
| 2 | Study texts as a whole | 10 hrs | | |
| 2 | Write chapter thesis statement | 2 hrs | | |
| 2 | Exegete text 1 with commentary use, etc | 5 hrs | | |
| 2 | Write section based on text 1 | 8 hrs | | |
| 2 | Exegete text 2 with commentary use, etc | 5 hrs | | |
| 2 | Write section based on text 2 | 8 hrs | | |
| 2 | Exegete text 3 with commentary use, etc | 5 hrs | | |
| 2 | Write section based on text 3 | 8 hrs | | |
| 2 | Exegete text 4 with commentary use, etc | 5 hrs | | |
| 2 | Write section based on text 4 | 8 hrs | | |
| 2 | Edit chapter 2 | 8 hrs | | |
| 2 | Submit chapter 2 to two editors (one for content/one for grammar, style, argumentation, fluency, etc) | 1 hrs | | |
| 2 | Retrieve chapter 2 edits from editors | 1 hrs | | |
| 2 | Revise based on editors feedback | 10 hrs | | |
| 2 | Have editors review changes and provide feedback | 1 hrs | | |
| 2 | Make any needed corrections | 3 hrs | | |
| 2 | SUBMIT CHAPTER 2 TO SUPERVISOR | 1 hrs | CWS DUE DATE | |
| 2 | Receive review and feedback from supervisor | | | |
| 2 | Make all necessary changes to chapter 2 | 10 hrs | | |
| 2 | Submit "final" version of chapter 2 to supervisor for approval | 1 hrs | | |
| | | 110 hrs | 80 days | |

APPENDIX J

The following is a copy of the *D.Min./D.Ed.Min. Project Evaluation Tool* that will be used to assess all proposals and projects. This form is available at <http://www.sbts.edu/doctoral/dmin/pds-student-resources/writing-resources/>.

| DMin / DEdMin Project Evaluation Tool | | | | | |
|---|---|---|---|---|----------|
| Chapter 1 Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| Does the title clearly and concisely describe the project? (Does it include the church's name and location?) | | | | | |
| Is the purpose statement clearly and succinctly stated? | | | | | |
| Does the purpose statement include the target group, what is to be accomplished and where the project will take place? | | | | | |
| Do the title and purpose statement agree? | | | | | |
| Are the goals clearly articulated? | | | | | |
| Is there an obvious progression in the sequencing of goals? In other words, do they build upon one another in a logical manner? | | | | | |
| Is it clearly stated how each goal will be measured? | | | | | |
| Is the "benchmark of success" noted in relation to goal accomplishment? (What is success?) | | | | | |
| When the goals are reached, will they achieve the stated purpose of the project? | | | | | |
| Does the context section specially focus upon matters related to the purpose of the project? | | | | | |
| Does the context section adequately describe the issues within the ministry setting that have given rise to the project? | | | | | |
| Does the context section flow from the purpose/goals and lead the reader to understand the rationale for the study? | | | | | |
| Does the rationale section adequately detail the need for the study? | | | | | |
| Does the rationale section convince a skeptical reader that the project ought to be conducted? | | | | | |
| Have the limitations of the study been clearly articulated? | | | | | |
| Have the delimitations of the study been clearly articulated? | | | | | |
| Has special terminology been defined using bibliographic support? | | | | | |
| Has the process that will be followed in securing input, data, and feedback from project participants been clearly stated? | | | | | |
| Has the instrumentation that will be used to collect data from participants been clearly detailed? | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Is a copy of the instrumentation included in the appendix with any needed permission for use if a standardized or adapted instrument was utilized? | | | | | |
| Does the research design stipulate how many participants will be enlisted and the manner in which the enlistment will occur? | | | | | |
| Have the statistics that will be used to determine if the intervention (i.e. the project) has made a statistically significant difference be noted with explanation and bibliographic support? | | | | | |
| Has the means of measurement for each goal been clearly stated with clearly detailed marks of goal accomplishment? | | | | | |

| DMin / DEdMin Project Evaluation Tool | | | | | |
|--|---|---|---|---|----------|
| Chapter 2 Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| In the biblical / theological section, has the writer addressed the most pertinent issue(s) / texts? | | | | | |
| Has the writer relied upon the strongest biblical and theological writers for the topic? | | | | | |
| Is there a clearly stated thesis for the chapter? | | | | | |
| Is it clear how each section of the chapter supports the thesis statement? | | | | | |
| Is it clear how the literature is shaping the proposed project? | | | | | |

| DMin / DEdMin Project Evaluation Tool | | | | | |
|--|---|---|---|---|----------|
| Chapter 3 Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| In the theoretical section, has the writer addressed the most pertinent issue(s) / topics? | | | | | |
| Has the writer relied upon the strongest writers for the topic? | | | | | |
| Is there a clearly stated thesis for the chapter? | | | | | |
| Is it clear how each section of the chapter supports the thesis statement? | | | | | |
| Is it clear how the literature is shaping the proposed project? | | | | | |

| DMin / DEdMin Project Evaluation Tool | | | | | |
|--|---|---|---|---|----------|
| Chapter 4 Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| Has each of the fifteen weeks of the project been described in detail? | | | | | |
| If curriculum (sermons, bible studies, training materials, etc) was utilized, did the writer detail the development process? | | | | | |
| If curriculum (sermons, bible studies, training materials, etc) was utilized, was the material placed in the appendix? | | | | | |

| DMin / DEdMin Project Evaluation Tool | | | | | |
|--|---|---|---|---|----------|
| Chapter 5 Evaluation | | | | | |
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Criteria | 1 | 2 | 3 | 4 | Comments |
| Has the writer demonstrated that the project has fulfilled its purpose? | | | | | |
| Has the writer clearly displayed that the goals have been met? | | | | | |
| If statistics were used to determine the extent of the goal accomplished, were the statistics properly used and fully explained? | | | | | |
| Has the writer correctly assessed the strengths of the project? | | | | | |
| Has the writer correctly assessed the weaknesses of the project? | | | | | |
| Has the writer adequately assessed what should be done differently, if the project were to be done again? | | | | | |

| The following questions relate to the writer's writing style: | | | | | |
|--|--|--|--|--|--|
| 1= insufficient 2=requires attention 3= sufficient 4=exemplary | | | | | |
| Is the structure of the chapter intuitive?—is the flow logical and appropriate to the topic? | | | | | |
| Do the subheadings flow logically? | | | | | |
| Has the writer included everything the reader would expect pertaining to their topic and nothing more? | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Has the writer included extra "stuff"—stuff that may seem interesting but is unnecessary. | | | | | |
| Has the writer used the most significant works in the field? | | | | | |
| Has the writer relied upon primary and secondary sources rather than tertiary and popular sources? | | | | | |
| Has the writer narrowed the scope of their discussion of the literature to the most pertinent topics? | | | | | |
| Has the writer used good transitions between paragraphs and topics? | | | | | |
| Has the writer used appropriate grammar, syntax, and diction? | | | | | |
| Has the writer organized the literature review well? | | | | | |
| Has the writer moved in a definitive way to a climax of the discussion? | | | | | |
| Is the author's work in accord with the <i>Southern Seminary Manual of Style</i> ? | | | | | |
| | | | | | |