

BAKKE GRADUATE UNIVERSITY



Doctor of Ministry **Transformational Leadership for the Global City**

2008-09
DISSERTATION HANDBOOK

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DISSERTATION PROJECT GUIDELINES

Introduction

The BGU Doctor of Ministry (DMin) degree offers two options: Plan 1 and Plan 2. The Plan 1 approach allows students to write a standard traditional-style well-prepared and argued dissertation, comprised of 6-7 chapters of 125-150 pages in total length, not including frontal pages, Table of Contents, Acknowledgement, References Cited, and Appendices. If the student chooses to write over 150 pages of text, there will be an additional \$5.00 per page charge. This dissertation plan includes the traditional information such as an abstract, the addressing of a ministry problem, a literature review, a description of the biblical, theological blueprint that gives a foundation for the proposed solution to the problem, and a final summary of the project.

Plan 2 has two parts. The first part is an “academic piece” of 50-60 pages with the same elements as the Plan 1 dissertation piece described above and includes the following sections: 1) an abstract; 2) the statement of the ministry problem; 3) solution proposed by others, i.e., the literature review; 4) the thesis proposing a real world solution to the ministry problem as will be demonstrated in the media piece; 5) the theological underpinnings of the project; 6) the specs of the project; and 7) a postscript that evaluates the overall project and offers ideas for further research. This “academic piece” is the philosophical underbelly for the second part of the Plan 2 dissertation project. Written in traditional dissertation style and tone, it presents the author’s reasons why the second part of the dissertation exists. The second part of the Plan 2 Dissertation Project is the media piece, e.g. a book, video, etc., which will appear in your bound dissertation as an appendix.

The goal of either Dissertation Project option should be a description of how the student has utilized concepts of Transformational Leadership for the Global City to lead ministry in a specific location toward significant renewal for mission by means of a well-developed ministry model using research data effectively. Course work, field experiences, and research come together in this final, written project based on the student’s ministry context. The Dissertation Project must be practical in design, have research parameters, and implementation steps. The project must demonstrate immediate applicability to the student’s ministry and to persons related to that ministry, while also serving as a possible resource to persons with similar roles in similar contexts. In selecting a project, students should determine a target audience for whom their project would be replicable and determine a publication strategy to serve the intended audience.

The project must demonstrate professional ability to identify a specific problem or opportunity in ministry, organize an effective research model, utilize appropriate resources, evaluate the results, and reflect depth of theological and sociological insights in relation to ministry. The project shall make a contribution to the practice of ministry with a potential for application in other contexts of ministry. Besides the written Project, each student will participate in an Oral Review process designed to review the value of the Dissertation Project implemented and the conclusions drawn from the project in relation to the purpose of the student’s academic program. The final copy of the project and any other supporting documentation will be maintained in the library of Bakke Graduate University (BGU).

The final Dissertation Project topic is selected and approved after the first year of a student's degree program after the student has taken both the Overtures I and II and upon conclusion of the on-line Research Bridge course (all three of which are requirements for all DMin students). The dissertation topic that is selected should be developed and implemented during the student's second year of the program. In the third year, the Dissertation Project is documented in a formal report and written in accordance with appropriate academic writing standards. BGU has selected the book entitled *A Manual for Writers* by Kate L. Turabian (version 7) as the writing standard for all written assignments submitted to the school. Students from other countries or writing in other languages may petition the Academic Affairs Committee for permission to use an alternative style. Each Dissertation Project is expected to be worthy of publication and distribution to the Christian community.

Summary of Project Steps

Deadlines for 2008	Task
July 1	Obtain supervisor
August 1	Obtain signed contract and W9 form from supervisor and submit to Registrar with payment of your tuition so supervisor can be paid
August 15	20-25 page Dissertation Project Proposal written, approved by supervisor, and submitted to Dr. Gwen Dewey and to the Registrar for Academic Affairs Committee approval
September 1	Turn in the introduction and Chapter 1 to dissertation supervisor
	Receive supervisor's approval for Chapter 1 before proceeding to next chapter
October 1	Turn in Chapter 2 to supervisor
	Receive supervisor's approval for Chapter 2 before proceeding to full draft
November 1	Submit entire first draft to supervisor
	Receive supervisor's approval before submitting final draft to BGU
December 1	Submit the Penultimate approved draft to Dr. Gwen Dewey, Director of Dissertations
(any time)	Submit Request for Candidacy to Registrar once all courses have been completed except dissertation
December 15	Once you have received recommended changes from supervisor, make those changes and then hire an editor to check grammar, etc. If you have not used Turabian for any of your other BGU projects (only applicable to students who have not taken classes in the past three years), you might also want to consider hiring a Turabian stylist.

Deadlines for 2009	Task
January 1	Make editor's changes and submit second draft to Second Reader
	Make changes recommended by Second Reader
February 1	Submit second draft to Registrar for forwarding to Technical Reader
	Make changes recommended by Technical Reader
March 1	Settle on a date for orals with assistance of Dr. Gwen Dewey
March 15	Send final copies for binding to Registrar with disc or email pdf of final
April 1	Email photos of: 1) you; 2) ministry setting; and 3) with your family
April 1	Send measurements to Registrar for gown and cap
May 1	Deadline for completing oral review
May 31	Submit self-evaluation
May 31	Ask Personal Learning Community to complete Evaluation #3
June 6	Attend your graduation—celebrate!

Introduction of Dissertation Project

DMin students are introduced to the Dissertation Project during the first course of their program entitled "Overture I." This phase is designed to ensure an understanding of the Dissertation Project process and for the student to formulate a project concept, but is more thoroughly addressed in the on-line course entitled "Research Bridge."

- **Phase 1.** Students will be asked in Overture 1 and 2 to add to their journal an entry asking the question: What did I learn today that will inform my dissertation project?
- **Phase 2.** During Overture 1, students will be presented an assignment that will be used to prepare them for Overture 2 and the Bridge course in terms of thinking about their dissertation project. This assignment will be due at the beginning of the Bridge course which follows Overture 2.
- **Phase 3.** Students take the Bridge course and write their *Beginning Dissertation Project Proposal* as the terminal project for the course. They upload their papers within the online course. Instructor reads, comments, grades, and returns to students.
- **Phase 4.** The *Beginning Dissertation Project Proposal* will be forwarded to Dr. Gwen Dewey after it has been read and graded for the Bridge course. She will review them and begin the process of helping the student discover a dissertation project advisor.
- **Phase 5.** Student will be asked during the Bridge course to begin to think about a pool of electives (about six) from which they can create their remaining course work (three electives) at BGU. This pool of courses will be turned over to Dr. Lowell Bakke and he will assist the student to narrow the possibilities to a

maximum of 12 credits and find a Professor of Record for the courses. Of course, students can take courses that are being offered at BGU as well, but Dr. Lowell Bakke can function as their curriculum guidance advisor.

- **Phase 6.** Student signs up for Part 1 (the first half) of the Dissertation Project Writing course and with his/her dissertation supervisor review and improve on the Dissertation Project Proposal from the Bridge course. Once the dissertation supervisor approves the revised proposal, the student submits it to the Registrar who will place it on the agenda for the Academic Affairs Committee's approval.
- **Phase 7.** Student takes remaining elective courses including extended courses if on that track and, at the conclusion of those courses, signs up for Part 2 of the Dissertation Project Writing course and begins the dissertation writing project.

Dissertation Topic Development

Upon completion of Overtures I, Overture II, and the Research Bridge course, the student will have identified a Dissertation topic. The student should contact the Director of Dissertations, Dr. Gwen Dewey, to present his/her project idea via either telephone or email. After discussing the topic with Dr. Dewey, the student will be assisted in identifying a dissertation supervisor if the student has not already identified someone. The development of a dissertation topic is the primary tool in the selection of the specialization courses to be completed by the student for his or her specific degree.

Assignment of the Dissertation Supervisor

Prior to the approval of the Dissertation Project proposal, the student should select a Dissertation Supervisor with the assistance of Dr. Dewey. A list of approved supervisors is available from Dr. Dewey. If the student's desired Dissertation Supervisor is not currently on the approved list, the student should arrange for potential supervisor's vita to be submitted to Dr. Dewey. Although Dr. Dewey can provide some guidelines, the ultimate approval of the Dissertation Supervisor rests with the Academic Affairs Committee at the time the Formal Project Proposal is approved.

Dissertation Supervisors are required to have a terminal (doctoral-level) degree and are expected to be familiar with mentoring DMin candidates. The Dissertation Supervisor is responsible for guiding the student through all phases of the Dissertation Project, articulating the program and institutional standards, and serving as the primary reader for both content and writing style.

It is important that the student and Dissertation Supervisor share expectations for how each will contribute to and facilitate the various working relationships, including the roles and expectations of other readers, editors, and proofreaders. Below are guidelines for building an effective relationship between the student and Dissertation Supervisor.

1. Submit work in sections or chapters at clearly established due dates.

2. Identify standards for the evaluation and revision process. Include reference to standards honored by course instructors if recommendations enhance the final product.
3. Discuss the process for and shared expectations of the editor to be honored in student's work with the editor.
4. Establish guidelines regarding the balance between writing that requires bibliographic source documentation and writing for which such documentation is not required.
5. Determine lengths of chapters and the percent of content integration appropriate for the particular area of discussion to maintain a coordinated and harmonious relationship between the parts to achieve a holistic presentation.
6. Arrange a mutually acceptable feedback process. Prior to revisions of chapters or the entire project, it is recommended that the student review feedback for each section or chapter with the Dissertation Supervisor and reader. Part of a feedback session with the Dissertation Supervisor or other readers should be written instructions to guide any revisions.

Each student will work with his or her Dissertation Supervisor to determine the right interaction pattern and schedule required for effective project development. Given the context-specific factors associated with the demands of each project, the program recognizes the need to allow the Dissertation Supervisor and the student freedom to determine their meeting schedule. These meetings can be face-to-face or by telephone. If for any reason the student or Dissertation Supervisor experiences repeated difficulty in keeping an agreed upon meeting schedule, the Academic Dean should be contacted. Students and Dissertation Supervisors are strongly encouraged to keep a work record of the meetings to facilitate communication and a productive workflow.

Students and Dissertation Supervisors should discuss the essential issues and questions to be addressed in the Dissertation Project. Such discussion will help the student develop the project and prepare for the Oral Review. The following questions represent a starting point, but are not exhaustive in their scope:

1. Does the project improve your understanding of how Transformational Leadership can be employed in a ministry?
2. Does the project reflect personal transformation and growth in your ability to exercise transformational, incarnational ministry?
3. Does the project require you to reflect on your ability to use any newly acquired knowledge that contributes to your ability to be a transformational, incarnational leader in your ministry?
Does the project demonstrate appropriate use of research and other practical tools, which help transform, revitalize, enlarge, extend and/or multiply a ministry?
4. Does the project contain new insights, findings, research outcomes, or other knowledge about Transformational Leadership from which other professional Christian leaders might profit?

These and similar questions revisited throughout the project implementation and writing process may strengthen the student's ability to keep the project in focus and enhance the value of its reporting for a wider sphere of readership.

While the types of issues and questions discussed above may need to be context-specific, the assessment of all projects will be guided by a set of standards, which will be equally applicable to each project.

1. Does the project vividly demonstrate a Transformational Leadership core for the transforming, revitalizing, enlarging, extending and/or multiplying of the student's mission or ministry?
2. Does the project intentionally integrate theory and praxis?
3. Does the project articulate a theological and biblical foundation and a content-specific cultural-social analysis?
4. Does the project apply a research methodology that is suited for the context of the ministry or mission and supportive of the intended results?
5. Does the project demonstrate a clear understanding of the student's role in working with individuals, communities, congregations, and other ministry organizations affected by the project?
6. Are the project's problem, design, implementation, and outcomes well conceived, clearly stated, realistic, and sufficiently focused to protect the project writing from over-expectation and reduced effectiveness?
7. Does the project contain knowledge and understanding in an area of ministry that would be useful to other professional Christian leaders?
8. Does the student acknowledge and follow the recommended writing style, including the correct use of reference materials, resource documents, and other bibliographic sources as defined by the school's writing standards for projects (see the seventh edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian). Footnotes, endnotes, or parenthetical referencing are all acceptable for the appropriate referencing of sources.
9. Does the final document represent a level of editorial competence that meets acceptable publication standards?

The goal of BGU's various degree programs is not limited to the student's own experience in Transformational Leadership. Rather, it is to enable persons, congregations, communities, and organizational systems to be transformed and revitalized by experiencing Transformational Leadership. Relationships exist among the student, BGU, and the ministry organizations involved.

It is highly recommended that students form a Personal Learning Community (PLC) to counter the experience of "walking alone" without the support of others in his/her ministry setting. The PLC should consist of approximately three to five persons. They should be significant leaders in or related to the student's ministry context. The PLC's responsibilities will include an evaluation of the student's ministry needs to determine an appropriate Dissertation Project for the student; assisting in guiding the student in design, implementation, and evaluation of the Dissertation Project; and providing counsel and support to the student.

Developing a Dissertation Project Proposal

The Dissertation Project Proposal is designed to define the ministry to be implemented and the research methods to be used. The Dissertation Project Proposal

must be approved by the AAC before implementation and research can continue. The student is encouraged to remember that the DMin Dissertation Project is to be centered on the application of Transformational Leadership and integrated with theological reflection.

The Dissertation Project Proposal is to be a 20-25 page document submitted to Dr. Dewey for approval once the Dissertation Supervisor has given his/her approval and after sufficient research and ministry planning has been accomplished for a detailed description of the ministry and research methods to be implemented. This document should contain a discussion of these topics along with a project outline and bibliography. The Dissertation Project Proposal will contain the following topics discussed in the Project proposal, with a bit more detail:

1. Define the problem or ministry opportunity to be addressed.
2. Describe the context (the historical background and current situation).
3. Describe the desired outcome.
4. Discuss how the Dissertation Project will integrate and demonstrate various dimensions of Transformational Leadership, including: a) relevant personal, congregational, community, and global issues; b) theological and missiological basis for the project; c) description of how the project will help to transform, revitalize, enlarge, extend, or multiply a particular aspect of Christian ministry.
5. Describe the research methods to be used.
6. Identify any specific studies necessary to make the project viable, such as, demographic studies, theological research, contextual analysis, observations on new ministry practices, leadership assessments, and evaluation of missional church approaches.
7. Provide a preliminary working outline of the Dissertation Project, which includes first and second level subheadings for each of the chapters for the report.
8. Provide an expanded bibliography, which consists of at least 35-50 sources being used for the research and development of the Dissertation Project. The bibliography is to be written in standard Turabian format.

Once the Dissertation Project Proposal is approved, any other changes in the ministry plan or research methods must be approved by the Academic Dean. It will be assumed that the Dissertation Project will be implemented and reported in accordance with the Dissertation Project Proposal unless the Academic Dean is otherwise notified.

The Dissertation Project Proposal for students who have *not* taken the Research Bridge course includes the following:

- **Section 1:** Audience: Defines the specific audience to whom the dissertation is being written.
- **Section 2:** The Problem. Defines the problem to which the dissertation is addressed. Within this section the student discusses the following: The Background of the Project; The Proposed Outcome of the Project; The Contribution of the Project to Transformational Leadership; and The Context of Ministry.

- **Section 3:** Other Proposed Solutions (The Literature Review. Defines five basic pieces of literature that informs the present dissertation project with interest on how the author thinks about the topic, what the author could have said about the topic, how the present project author might disagree or position him/herself differently about the topic at hand over against the book author.
- **Section 4:** The Biblical and Theological Basis. Defines the roots from which the project grows its theological basis.
- **Section 5:** Methods of Research. Reviews the specific research methods that will be used in the dissertation project.
- **Section 6:** Proposed Outline. This is a preliminary working outline of the dissertation project.
- **Section 7:** Action Plan. A beginning plan to accomplish the project in by a specific date.
- **References Cited.** References cited in the preparation of the proposal.
- **Bibliography.** An expanded bibliography of at least 35-50 sources that will be used in the dissertation project.

The student is provided a Turabian template to accomplish the dissertation proposal and appears as Appendix A of this handbook.

Role of the Second Reader

Second Readers are chosen by the student and are not paid by BGU. If the student wishes to personally thank the Second Reader with a gift, that decision is up to the student. Second Readers are expected to provide service to the dissertation process by:

- Reading the second draft of the dissertation after the dissertation supervisor has signed off on the first draft;
- Providing critical feedback on the problem statement, design and outcome;
- Supporting the highest possible academic standards;
- Providing an objective perspective of someone who is outside the process to ask the question, “Does this project make sense?”; and
- Participating in the oral assessment.

Second Readers are required to have a terminal degree. The Second Reader, who may or may not have any prior association with the candidate’s project, represents the wider marketplace of church workers. He or she will read the dissertation document and assess if the narrative tells a story helpful for ministry. Being the key reader of the second draft, his or her evaluation and/or sign-off is sent to the participant’s dissertation supervisor.

The Second Reader is a member of the candidate’s Oral Review committee. If the Second Reader is not a member of the BGU Faculty or Adjunct Faculty, the candidate must send a copy of their Second Reader’s Vita to the Director of Dissertation Development.

Please submit the name, Vita, e-mail address and telephone number of your Second Reader to the Director of Dissertation Development, Dr. Gwen Dewey, gwend@bgu.edu.

First Draft of Dissertation Project

The preparation of the Dissertation Project is the summation of the student's work and must be of high quality and worthy of publication. The first draft of the Project is to be a complete document written in good English grammar and sentence structure, in accordance with standard Turabian writing format (version 7). Proper documentation must be included for all statistics, graphs, tables, direct quotations, and summarized opinions of other authors. Broad generalizations and opinions without proper documentation will not be accepted. As stated before, footnotes, endnotes, or parenthetical referencing are all acceptable methods for the appropriate referencing of sources. Projects that do not meet these minimal writing standards will be returned to the student to be re-written before a Technical Reader from the school reviews the first draft. The Project must also be approved by the Dissertation Supervisor before it is submitted to the school for the technical reading.

An *Editor* who is familiar with academic editorial preferences should be selected early in the project development process. Students are strongly advised to secure an editor to ensure that the project has a quality of content and style worthy of publication. *Remuneration for the editor is the responsibility of the student.*

A good *Proofreader* is also a critical asset to the overall presentation of the final document. Many editors are also good proofreaders. However, the student is advised not to use his or her editor as a proofreader, but to select someone who is unfamiliar with the project document.

BGU is firm in its commitment to the equality of women and men of every race and ethnic background and strictly enforces respect and reverence for all persons regardless of age, economic status, ethnicity, gender, race, and other forms of marginalization. The school requires all members of the community, board, administration, faculty, staff, and students to use language that exemplifies equality in public discourse, in classroom discussions, and in writing.

Students are expected to strive for accurate, unbiased communication and avoid debasing terms, stereotypes, and language that is oppressive. Students are strongly encouraged to read *Guidelines for Bias-Free Writing* by Marilyn Schwartz before they start to write their projects.

Given the availability of computer technology, it is expected that students will avail themselves of the appropriate technology required for producing a first-rate written product. The quality of the work should reflect attention to writing techniques such as grammar, spelling, content, and style. The quality of content and selection of style must be worthy of publication. Minimally it will be listed in dissertation abstracts and will likely be drawn upon by future DMin program students, as well as other students who are studying Christian leadership in the city.

The final document is to be typed on one side only of standard 8½ by 11 inch white paper, doubled-spaced, with 1½ inch left margin and one inch top, right, and bottom margins. In regard to obtaining permission to quote published sources, accuracy of

quoted material, complete and detailed references, and other matters related to the final written format and production, the student is responsible for following the seventh edition of the Turabian manual for writers.

As discussed in the Turabian manual for writers, the final project should contain clearly discernable sections (Title Page, Copyright Page, Dedications or Epigraphs, Table of Contents, etc.). The body of the report is to include the Introduction and other project chapters. The Introduction should give a clear description of what the reader should expect in the overall document as well as in each chapter, including some of the information as developed in the Project Proposal. Chapter headings, content and length should be reviewed and approved by the Dissertation Supervisor. It is recommended that the total Dissertation Project should be at least 125 pages, and not more than 150 pages, excluding the final section, which includes the Appendices and Bibliography or Works Cited.

Revision of First Draft

Once the Dissertation Supervisor and the Second Reader have approved the first draft, Dr. Dewey will then review the draft for conformity to BGU standards. Once Dr. Dewey has completed her review, the project will be returned to the student for necessary revisions. All required revisions must be made before the final draft can be submitted to the Technical Reader.

When the final draft is submitted to the Registrar's Office, it will be emailed to the Technical Reader, who is appointed to this task by BGU. The Technical Reader fee is included in the graduation fee. The Technical Reader will mark the document anywhere it does not conform to Turabian standards. This document, which has been marked by the Technical Reader, should be submitted by the student to the Registrar's Office to insure accountability for the revisions. The Technical Reader will only review the "academic piece" of a Plan 2 dissertation project.

Final Draft of Dissertation Project

Once the final revisions are completed, a final draft may be requested by Dr. Dewey before permission is given for the final printing. Once the final draft is approved, a final manuscript of the Project can be laser-printed on a minimum of 20-pound, acid free paper. By March 1, two boxed manuscripts are to be sent to the school, which will be sent out for binding. Binding charges for two copies of the dissertation are included in the final graduation fees. However, if the student wishes to provide extra copies of the project for binding for use as gifts, etc., the student may send additional copies and a charge of \$15 per additional bound copy will be added to the student's account. All final manuscripts must be accompanied by a computer disc copy (floppy or CD Rom) or a pdf version of the project should be emailed to the Registrar for the School's permanent files. One bound manuscript will be given to the graduate and one copy will be placed in the BGU library.

Oral Review

It is the responsibility of the candidate's Dissertation Supervisor to determine that the Dissertation Project has been 1) well designed and well implemented, and 2) the written report of the ministry is acceptable. At this point, the Dissertation Supervisor will grant approval for the candidate to proceed to Oral Assessment.

The Oral Review Board, consisting of the Academic Dean or his/her designated Faculty Representative, the Dissertation Supervisor, the Second Reader, and at least one member of your Personal Learning Community, will be convened for the student's Oral Review. Each member of the student's Oral Review Board is to receive a copy of the final document from the candidate no less than one week before the date of the oral review. This can be either sent electronically or by hard copy. The date of the oral review will be set by mutual consent of the student, the members of the Oral Review Board, and the Academic Dean/BGU Faculty Representative.

It is anticipated that the Oral Review will require approximately one hour, after which the student is excused from the deliberations and called back to receive the report of the committee or to respond to other inquiries. Two votes of approval are required to "Pass" and three votes would be required if the motion is to "Pass with Distinction." In considering its deliberations, the project committee will decide between the following options:

1. **Pass with Distinction** – High level of competence, strong initiative, excellent implementation skills, and clear comprehension of the process, a replicable model utilizing transformational leadership for ministry renewal, exceptional writing skills, and exemplary Oral Review.
2. **Pass** – Good competence, satisfactory implementation, comprehension, writing skills and Oral Review. May require minor revisions to the final document, which must be reviewed and approved by the Dissertation Supervisor prior to graduation.
3. **Conditional Pass** – Significant changes in substance and/or style. Revisions must be reviewed and approved by the Dissertation Supervisor prior to graduation.
4. **Fail** – Weak competence in either the project preparation or its Oral Review. The student may, with the written permission of the project committee, work with the Dissertation Supervisor to determine the appropriate corrective action. Without the written permission of the project committee, the student will be recommended for termination.

It will be the responsibility of the Dissertation Supervisor to complete the Oral Review Evaluation Form, which will be filed in the student's permanent file. Upon approval of the assessment, the project document will be submitted to a final quality control process. The Dissertation Supervisor sends the approved dissertation to the Registrar's Office for final binding, along with the completed Supervisor Verification Form, which certifies his/her approval of the final draft of the dissertation and verifies that the dissertation has incorporated all of the changes recommended by the Oral Review Board.

The Dissertation Supervisor also notifies the Director of Doctoral Dissertations when the dissertation is approved. The Director of Doctoral Dissertations then notifies the Academic Dean and the Registrar that all of the requirements of the dissertation process have been completed satisfactorily.

The Oral Review presentation guidelines required of the student are as follows:

1. What was the ministry issue addressed? (define specifically the ministry issue)
2. What was the context? (provide background for the ministry issue)
3. What was your role in the problem? (personalize the ministry issue)

4. What was your proposed plan to address the issue? (strategize the approach)
5. What sources contributed to your research and implementation of the ministry? (Review the contributors to your knowledge and skills development.):
 - A. Literature
 - B. Bible/theology
 - C. Ethnography, sociology/demography
 - D. Courses
 - E. Interview with practitioners and specialists
 - F. Other
6. What transformational changes occurred as a result of your intervention? (Identify the transformational process observed in the ministry addressed.)
 - A. Personal
 - B. Congregational
 - C. Community
 - D. Ministry
7. What did you learn? (Reflect on the principles learned in the Dissertation Project.)
8. How do you see yourself as a transformational, incarnational change agent? (Propose how transformational, incarnational principles learned can be applied to other situations.)

Note: The student's presentation should not exceed 20 minutes (15 minutes is preferred), allowing 40 to 45 minutes for discussion.

Approval & Recommendation for Graduation

Once all candidacy requirements are fulfilled, the student will be recommended to BGU's Board of Directors to be approved for graduation. A letter will be sent the student indicating acceptance for graduation. Graduation activities are generally held during the first weekend of June. All graduation candidates are encouraged to attend the graduation activities unless extenuating circumstances prevent such attendance. The graduate's diploma and a bound copy of the final Dissertation Project will be presented to students at the graduation activities. The graduate will also be "hooded" during the ceremony. The student may either purchase a gown or rent one. Details about graduation will be sent to candidates in the months preceding graduation.

Writing Your Project as a book/MEDIA

Occasionally students want to use their dissertation as material for a published book, audio, video, or website project. If this is the case, you must present your idea to the Academic Affairs Committee at the time you submit your project proposal for approval. Once the AAC has approved your proposal and the fact that it can be used for a published book or media piece, you must follow certain guidelines for putting your project together.

1. Your dissertation must still contain the following elements in Turabian style:
 - A. Title page;
 - B. Dissertation signature page;

- C. Front matter;
 - D. Table of contents;
 - E. Abstract;
 - F. Introduction;
 - G. Conclusions and the future/next steps;
 - H. Bibliography;
 - I. Footnotes; and
 - J. The book
2. The body of your dissertation is separate from the book/media contents and would be formatted in Turabian, but the book/media portion would not, although the book/media portion should be attached as an appendix to the dissertation.
 3. Two copies of your project will be bound just like your fellow students, one of which will be maintained in the BGU Library and the other will be for your own library.
 4. Due dates remain consistent with other students in your graduating class.

COMMON PROJECT ELEMENTS

The following elements are generally included in a graduate level project in the sequence shown, although all items may not apply to every project (the sequence of elements is listed according to the 7th edition of *A Manual for Writers* by Kate Turabian).

1. Title Page
2. Copyright Page (or blank page)
3. Signatures Page (the school will provide this page).
4. Dedication Page (if applicable)
5. Epigraph (a pertinent quote or scripture, if applicable)
6. Table of Contents: Provide a listing of all chapter headings and first level sub-headings.
7. List of Figures or Illustrations (if applicable)
8. List of Tables and Graphs (if applicable)
9. Preface and Acknowledgments (if applicable)
10. List of Abbreviations: Provide this section if the project includes many organizational or technical abbreviations which are used in the writing.
11. Glossary: Provide this section if the project includes many technical terms.
12. Abstract Page: Provide a brief summary of the project, including the scope and limitations (300 words or less).
13. Project Chapters (see “General Project Chapters Outline” above)
14. Appendices: Include in this section all miscellaneous items not suitable for the body of the project such as sample teachings, outlines, survey forms, statistical tabulations, etc.
15. Works Cited: Provide this section only if you use a parenthetical referencing system to cite your references.
16. Bibliography: Provide a listing of all books, periodicals, internet sites, and other sources used in the project (not necessary if a Works Cited is used).
17. Vita Sheet: Provide a one-page vital statistics sheet giving some general information about the student’s education, ministry, family and other facts of interest.

Chapter names and organization may be developed to fit unique cases, but the basic content must be included.

PROJECT CHAPTERS FOR PLAN ONE

After receiving approval of the Dissertation Project Proposal, the student is to proceed with the writing of the first draft. Although the content and order of Project may vary in accordance with the topic addressed, the following is an outline of typical chapters' content.

1. **First Chapter:** Provide a general *introduction* to the project, which includes the general content of the Dissertation Project Proposal such as follows:
 - A. Define the ministry issue addressed
 - B. Provide a brief description of the background for the project
 - C. Describe the intended outcome of the project
 - D. Describe how the project contributes to an understanding of transformational leadership principles
2. **Second Chapter:** This section interacts with relevant literature pertaining to the essence of the proposed problem and how that literature offers solutions to the problem to which you are offering a solution. Develop a *Literature Review* that discusses the best major sources related to the project topic. Rather than including all the sources used for the project, discuss the best sources. This Literature Review chapter is generally organized according to specific topics pertaining to the designated field of study. A combination of biblical, theological, ecclesiastical, historical, sociological, and psychological sources may be included. A literature review chapter is not an annotated bibliography, nor is it a list of book reviews. The chapter should be written in a prose text format, which discusses and summarizes how various authors have contributed to the major issues related to the project topic.
3. **Third Chapter:** Develop a chapter describing the *context* of the ministry issue. This chapter should include such as historical background, geographical descriptions, demographic statistics, identification of major stakeholders, and any other current issues that shed light on the context for the Dissertation Project implemented.
4. **Fourth Chapter:** Indicate the biblical and *theological basis* for the project. This chapter addresses the major biblical issues and theological doctrines related to the study. The student is not to resort to the proof-text method, but to present a comprehensive and careful exegesis of the texts chosen. The link between the biblical texts and the development of the study must be shown. If the entire project addresses a specific biblical theme, as may be the case in a critical issue research, then this chapter may be omitted and the content addressed throughout the project
5. **Fifth Chapter:** Provide a thorough description of the process and *methodology* used to accomplish the research, to develop and implement the ministry program, and to evaluate the results. Discuss research instruments used such as surveys, questionnaires, standardized tests, demographic studies, community analyses, etc.

6. ***Sixth Chapter:*** Provide a description of the *findings and results* of the Dissertation Project and an evaluation of how well it accomplished the intended results. Specific evaluative instruments should be used to provide evaluative information on how effectively the program has accomplished its intended purpose.
7. ***Seventh Chapter:*** Develop a *final summary* of the project, which includes: 1) a summary of the principles learned through the project; 2) applications to other similar ministry situations; 3) recommendations for the future as determined from the project; 4) other final conclusions.

Chapter names may be modified and other chapters added as needed according to the specific topic and structure of the project.

WRITING STYLE

All written materials related to the project must conform to the 7th edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian (7th edition). In addition, the student is urged to consult a manual on English usage and style, such as *The Elements of Style*, by William Strunk, Jr. and E.B. White. Footnotes, endnotes, or parenthetical referencing are all acceptable methods for the appropriate referencing of sources.

The candidate is strongly advised to secure the help of a stylist and/or a grammarian to provide assistance in preparing the first draft as well as all subsequent drafts and the final manuscript. A third party should be asked to read all draft copies and to identify any typographical errors. The academic dean, the advisor, and the professional reader are *not* expected to function as proofreaders for the project in terms of punctuation and typographical errors. Prior to the word processing of the final project manuscript, students should anticipate revisions of the preliminary drafts in accordance with the guidance provided by the project advisor, the academic dean, and the professional reader.

Common Difficulties

Each project is unique. However, there are some fundamental elements of structure, grammar and formatting, which are common to all graduate projects. Anticipating common errors when writing the first draft can eliminate much re-writing. The following sections list common errors, which must be considered beginning with the first draft of the project.

Structural Issues

1. Lack of detail in Table of Contents (provided at least first level subheadings).
2. A weak introduction chapter which does not clearly state the purpose of the project and how each component will contribute to the overall purpose (see the typical components of the introductory chapter listed above under the heading of “General Project Chapter Guidelines”).
3. No introductions to chapters (introductory paragraphs are needed to prepare the reader for the content of the chapter and how it fits with the whole project).
4. No conclusion or summaries for each chapter, which should summarize the major ideas of the chapter and demonstrate how the chapter contributes to the overall purpose of the project.
5. No final conclusion and recommendations section (a summary and conclusions chapter that brings all the project components together and shows that the purpose of the project has been demonstrated).
6. A lack of a focused argument or a clear theme, which integrates the various sections of the project (for example a project is not acceptable that simply includes a compilation of good ideas, research results, opinions, or essays with little specificity or overall connection).
7. Too few first-level and second-level subheadings to organize a chapter. A sufficient number of subheadings are needed to break up long sections of chapters and to provide clarity for the reader. A consistent, logical formatting must be

developed to identify first and second-level subheadings throughout a chapter. For example, a scheme might be developed as follows: a) first-level subheading to be uppercase, bold, centered text; b) second-level subheading to be lowercase, bold, left-side aligned text; c) third-level subheading to be lowercase, underlined, not bold, left-side aligned text, etc).

8. Superfluous material in various chapters, which does not contribute directly to the thought that is being developed.
9. No specific plan for evaluating how well the project accomplished its intended outcome.
10. Generalizations or personal opinions without well-documented and logical conclusions drawn from the research.
11. Too many long block quotes, without much connecting discussion. (The project must be composed of logical prose text, unified by a common purpose with appropriate documentation.) When a block quote is used, a thorough commentary must follow the quote showing how it relates to and supports the point being addressed.
12. Presenting an annotated bibliography rather than a Literature Review chapter. (This chapter is to be formatted as prose text, which discusses the current relevant literature, used in the research for the project.)
13. Outdated reference works. (Example, using five-year-old literature in discussing the Internet.)
14. Use of copyrighted figures without permission.
15. Plagiarism violations through the use of opinions, phrases, or concepts without proper documentation.
16. Failure of the student to demonstrate critical thinking and integrative writing leading to well-thought-out conclusions based on the representative data presented in the Project.

Grammar and Formatting Issues

1. Be consistent in the use of words such as *biblical* (adjective), *Bible* (proper name of the book), *scriptural* (adjective), and *scripture* (noun). The uppercase *Scripture* is acceptable if used consistently throughout the writing. See the *Chicago Manual of Style* and literature from the Society for Biblical Studies for detailed information on formatting of biblical and theological terms.
2. The pronouns *he*, *him*, *his* are not capitalized when referencing God.
3. Avoid common punctuation and typing errors. For example, place periods and commas inside quotation marks; provide commas to set off clauses in a sentence; and use the term “percent” in the body of texts rather than the “%” sign.
4. Avoid poor sentence structure. For example, avoid run-on sentences, incorrect usage of verb tenses, and wrong number agreement between verbs and singular or plural subjects.
5. The use of first person pronouns for reference to the author in academic writing has become acceptable over the past several years, rather than using the editorial *we*. The use of the second person pronoun *you* is not acceptable. A dissertation is

not to be exhortive or sermonic in nature, but rather, an objective discussion providing analysis, documentation, processes, evaluations, and conclusions relating to a ministry model of some type.

6. Use italics to emphasize words or phrases rather than bold formatting. Bold formatting may be used in subheadings and tables as needed.
7. Use bullets sparingly for lists. The use of numbered lists is preferred.
8. Spell out numbers one through one hundred.
9. The school accepts footnotes, endnotes or parenthetical notes, but citations must be consistent and formatted according to Turabian 7 standards. When footnotes are used, a bibliography is to be included, which lists all sources cited as well as other sources consulted. When parenthetical referencing is used, a Works Cited section must be included, which includes only sources cited in the document.
10. The school accepts the use of a consistent indentation of .25 or .5 inches for first lines of paragraphs, first lines of footnotes and block quotes (single-space block quotes). Check Turabian 7 formatting standards for other spacing issues.
11. Do not use justified text.
12. Avoid the use of the vague article *this* without an object when starting a sentence: Always include an object indicating to what you are referring in order to avoid confusion.
13. BGU strives to use gender-neutral language whenever possible. Often an easy way to accomplish this task is to use a plural sentence construction. For example:

Awkward Sentence

If a pastor desires to promote servant leadership among his or her leadership team, he or she must model the desired attitude.

Use of Plural

If pastors desire to promote servant leadership among their leadership team, they must model the desired attitude.

(If your denomination or fellowship holds to a practice of male pastors only, state this qualification the first time you use the male pronouns.)

14. Use trailing commas in a series, i.e., the son, daughter, and mother visited the father at the parish office.

Deadlines and Time Requirements

Missing a deadline will generally result in the student's graduation being delayed until the following year. The time required for the project will vary according to the goals established by the candidate. The normal length of time is approximately one to two years, dating from the approval of the project topic and extending to the submittal of final manuscripts. The maximum time for completing academic programs at the school is seven years (see the most recent edition of the academic catalog). If the student fails to graduate in the year he or she is scheduled to graduate, they will be moved to the

following year, charged the tuition rate for the new year, and be charged an extension fee of \$200. The student may only receive extensions year-by-year up to the maximum completion date of seven years from the date of acceptance into the DMin program. Any extensions beyond the seven year maximum would require AAC approval.

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BAKKE GRADUATE UNIVERSITY

DISSERTATION PROPOSAL

TITLE

SUBMITTED TO ACADEMIC AFFAIRS COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DOCTOR OF MINISTRY PROJECT

BY

STUDENT NAME

SEATTLE, WASHINGTON

DATE SUBMITTED