Bakke Graduate University strengthens leaders who steward resources with and for vulnerable people and places, by contextual, Christian-based education, delivered innovatively throughout the urban world.
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## ABBREVIATIONS

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AC</td>
<td>Academic Council</td>
</tr>
<tr>
<td>APA</td>
<td>American Psychological Association (writing format style)</td>
</tr>
<tr>
<td>BGU</td>
<td>Bakke Graduate University</td>
</tr>
<tr>
<td>DMin</td>
<td>Doctor of Ministry</td>
</tr>
<tr>
<td>DTL</td>
<td>Doctor of Transformational Leadership</td>
</tr>
<tr>
<td>OR</td>
<td>Oral Review</td>
</tr>
<tr>
<td>ORC</td>
<td>Oral Review Committee</td>
</tr>
<tr>
<td>PLC</td>
<td>Personal Learning Community</td>
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INTRODUCTION

This handbook is designed to provide assistance to Doctor of Ministry (DMin) and Doctor of Transformational Leadership (DTL) candidates in developing their Final Projects (Dissertation Project, Transformation Project, or Alternative Format Project). The Final Project represents a culmination of the candidate’s coursework, field experiences, and research. It is therefore important for candidates to begin thinking about and identifying a project focus during their first course at Bakke Graduate University (BGU). Implementation of the research and intervention strategies for the project generally begins in the candidate’s second year, after the Academic Cabinet approves the Final Project Proposal. The writing of the Final Project report generally takes place during the candidate’s third year.

The Final Projects for the DMin and DTL degree programs should not be confused with the kind of research project typically written for a PhD degree. PhD dissertations require the contribution of new knowledge and theory to the body of knowledge in a particular field; the DMin or DTL dissertations are considered applied research. The DMin and DTL final projects will generally involve the practical application of existing knowledge from the field of transformational leadership to a specific context such as a community, a congregation, other organizations, or a culture. While the academic research is as rigorous as a PhD dissertation, the DMin and DTL projects focus on identifying and implementing practical ways to bring about transformation in the lives of people and their environments. The BGU academic programs focus on the concept of Transformational Leadership for the Global City. Transformational leadership involves the ability to empower others, congregations, communities, cities, and organizational systems to experience greater levels of God’s shalom. The Final Project begins with a problem statement that identifies a concise problem or opportunity involving the potential for transformation. The project is to identify and implement a transformation strategy within the specific context of the candidate’s sphere of influence and must include one more of the eight perspectives of transformational leadership taught at BGU, although the optimum goal is to include them all.1

FINAL PROJECT PROCESS SUMMARIZED

As distinct from a PhD dissertation, a DMin or DTL Final Project does not focus only on the gathering and analysis of data; the project must include the development and testing of a practical application of transformational principles. The Final Project is not to be a theoretical treatise in which the candidate has no personal interaction with people. As a participant researcher, the candidate is actively involved as a co-seeker of God’s ways with others who are involved in the project process. The Final Project is not to be written in isolation, but in the context of the candidate’s ministry/work relationships. The candidate’s Personal Learning Community (PLC), which was the small group formed at the time of the candidate’s admission to BGU, is an essential component of the Final Project process designed to facilitate a collaborative learning process of shared thinking and decision-making with others within the

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1 The BGU transformational leadership perspectives include incarnational, servant-based, global, contextual, shalom-producing, reflective, prophetic, and calling-based leadership.
candidate’s work/ministry context. In relation to the Final Project process, PLC members can help to relate the project to a community, an organization, or a local/regional/national church body.

**Essential Final Project Standards**

The Final Project must:

1. address a specific problem or opportunity for transformation related to the candidate’s work/ministry context
2. be practical in design
3. show clear goals and implementation steps
4. include an appropriate quantitative and/or qualitative research approach for collecting data relevant to the project
5. *identify and implement* effective strategies to mobilize appropriate resources
6. include an evaluation strategy to determine how well the project met stated goals
7. be developed within the context and desired purposes of a community or organization (for example, the project should not present a western solution in a nonwestern context)
8. show awareness of the past and present, while interrupting the status quo to produce transformation in the lives of people, organizations, and communities
9. serve as a possible resource to others in similar roles and contexts (target audiences for whom the project would be replicable must be identified in the Audience section of the Introduction chapter along with possible publication/distribution strategies to these audiences)
10. reflect depth of theological and sociological insights in relation to the project
11. demonstrate a clear and concise writing style appropriate to doctoral level work (BGU accepts the APA standard described later in this handbook)
12. show evidence of collaborative learning within the candidate’s PLC and among others affected by the project

**Summary of Final Project Options**

Both the DMin and the DTL programs provide training for transformational leaders. Project options are summarized below with more details given throughout the remainder of this handbook.

**DMin Project Options**

The DMin Dissertation Project may focus on existing ministries or other organizations, possibly analyzing past performances and designing and testing new ways for more effective, transformational work. This approach could also focus on community development in some way. Another approach might be developing a totally new ministry or organizational model designed to more effectively produce transformation in the lives of people and their environments. The project will identify a problem or ministry opportunity, design a research methodology for collecting relevant data related to the issue, design a practical ministry application strategy to address the issue at hand, implement the strategy, develop appropriate methods to evaluate how well the intervention strategy worked, and provide recommendations for future work related to the problem or opportunity. DMin candidates also have the option of an Alternative Project Format (see descriptions later in this handbook).
**DTL Project Options**

The DTL Final Project may focus on some aspect of community development to implement transformation in the lives of people as well as infrastructures. The project could focus on an existing organization or ministry, possibly analyzing past performances, designing and testing new ways of operations for more effective, transformational results. The project could also be used to develop a new organization or ministry model focused on transformation in some way. The DTL degree program includes three different tracks: Option 1, *City Transformation*, Option 2, *Entrepreneurial / Organizational Transformation*, or Option 3, *Cultural Transformation*. Based on these tracks, the following general frameworks are suggested approaches to the project, and more details are given for each later in this handbook.

**Option 1 – City Transformation.** The student could conduct a nine-month process of exegeting her/his city, culminating in a citywide consultation of leaders leading to shalom based outcomes and new alliances.

**Option 2 – Entrepreneurial/ Organizational Transformation.** Students could identify and begin to implement a major project for their NGO/NFPO, institution, organization, department, or business, which either indicates a fresh direction or focus, inaugurates a new system or represents a significant innovation, or enhances its capacity to accomplish existing mission goals but in a broader more transformational way.

**Option 3 – Cultural Transformation.** Students could identify the next steps in their callings as they discern how their gifts, experiences, opportunities, relationships, and spiritual growth prepare them to influence the world around them as agents of cultural transformation. Their project will include specific ways they will model transformation in their own lives; the sphere of influence they are called to address as a communicator, role model or leader; the need and vision for transformation in that sphere as well as the steps they are taking and will take to accomplish that vision. The project should also indicate specifically how the student has begun to implement some transformational principles in their own lives, for example, in areas such as family, church, business, and community. Their discussion would include some results they are observing in their lives.

**Alternative Options for DMin and DTL Projects**

Alternative options for DMin and DTL Final Projects include examples such as a published book, training manual/curriculum, business plan, fundraising plan/grant request, consulting practice start-up, creative audio productions, video documentary, or other visual arts projects. These formats must be consistent with the goals of transformational leadership with appropriate documentation and peer review. These alternative formats are described in more detail later in this handbook.

**Research Design**

Both DTL and DMin Final Projects must include a research design approach to gather data relevant to the project and intervention strategy. Various research methods are available for gathering relevant data and facilitating interaction among the people involved in the project.
Many of these research methods are addressed in the Project Design Methodology course (see table 1 for a sample of research methodologies).

Table 1. Sample of Research Methodologies

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Description</th>
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<tbody>
<tr>
<td>Interview</td>
<td>Face to face or phone conversations</td>
</tr>
<tr>
<td>Survey/Questionnaire</td>
<td>Distributed or web-based written instrument designed to collect data on specific issues related to project</td>
</tr>
<tr>
<td>Case Study</td>
<td>An ethnographic study of the whole environment of a program or people</td>
</tr>
<tr>
<td>Narrative</td>
<td>First-hand personal stories that provide a view of reality from a specific person’s perspective</td>
</tr>
<tr>
<td>Focus Group</td>
<td>Short-term group designed to provide a forum for people to discuss issues related to the project</td>
</tr>
<tr>
<td>Appreciative Inquiry</td>
<td>Consists of a designed set of questions that encourage the best in people or organizations</td>
</tr>
<tr>
<td>City Consultation</td>
<td>Event held in a city that gathers together key community leaders and other community members in an environment designed to promote a free flow of ideas and solutions to community issues</td>
</tr>
<tr>
<td>Participant Observation</td>
<td>Involves researcher as both observer and participant with people in the community projects</td>
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</tbody>
</table>

Writing Standards

Final Projects should be written in accordance with APA or Turabian writing standards, unless permission has been given for another format. Proposal and project templates are available on the BGU website or from the Registrar. APA standards are based on the Publication Manual of the American Psychological Association (6th Edition) and Turabian standards are based on A Manual for Writers of Research Papers, Theses, and Dissertations, 8th Edition, by Kate Turabian. If students write Final Projects in their mother language, they must present a final translated version to BGU, which meets the English standards of grammar and formatting. Each Final Project is expected to be worthy of publication and distribution to the Christian community. A final, bound copy of the project and any other supporting documentation are maintained in the BGU library. Final projects are also available on the BGU website if student/author has signed a release form. Projects should be a minimum of 120 pages and a maximum of 150 pages within the text body, which does not include the front and back matters. Projects that exceed this maximum limit will be charged an extra $5 per page to cover the expense of additional time for a technical review of the project.

Timeline

The following timeline should be started at latest in the year prior to the candidate’s anticipated year of graduation (although the Final Project Methodology course may be taken any time after completing the Overture I course). Any exceptions to these dates must be negotiated.
with the student’s Final Project Supervisor, although the dates shown on the schedule from March 19 to graduation are non-negotiable.

<table>
<thead>
<tr>
<th>2017 Deadlines</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>January to June</td>
<td>Enroll in a Final Project Design Methodology course (may enroll in a class earlier than these dates if desired) and select a Final Project Supervisor approved by the Final Project Director.</td>
</tr>
<tr>
<td>July 3</td>
<td>Request Registrar to send contract to Final Project Supervisor and submit tuition for Part 1 of the dissertation process to Registrar.</td>
</tr>
<tr>
<td>July 31</td>
<td>After receiving comments on a Final Project Proposal draft in the Project Design Methodology course and receiving additional recommendations and approval from your Final Project Supervisor, submit the proposal to the Registrar’s Office for approval from the Academic Cabinet:</td>
</tr>
<tr>
<td>September 11</td>
<td>Write and submit chapter 1 to Final Project Supervisor for approval</td>
</tr>
<tr>
<td>October 16</td>
<td>Write and submit chapters 2-3 to Final Project Supervisor for approval.</td>
</tr>
<tr>
<td>December 4</td>
<td>Submit entire first draft to Project Supervisor for approval.</td>
</tr>
<tr>
<td>December 11</td>
<td>Submit first draft to the Director of Final Projects through the Registrar’s Office. Within two weeks of submission, you will be informed on the possible need to hire an editor to produce a quality final draft.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>2018 Deadlines</th>
<th>Task</th>
</tr>
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<tbody>
<tr>
<td>January 8</td>
<td>Submit Request for Candidacy to the Registrar’s Office anytime by this date, which must be approved by the Academic Cabinet: Graduation.</td>
</tr>
<tr>
<td>January 15</td>
<td>Submit edited final draft to second reader.</td>
</tr>
<tr>
<td>February 5</td>
<td>Submit final draft to Final Project Supervisor and to Registrar who will forward to the BGU Technical Reader.</td>
</tr>
<tr>
<td>March 5</td>
<td>Complete revisions to the final draft based on recommendations from the BGU Technical Reader and send to Final Project Supervisor for approval.</td>
</tr>
<tr>
<td>March 9</td>
<td>By this date, schedule Oral Review through Registrar. Also, provide draft copies of project to your Oral Review Committee.</td>
</tr>
<tr>
<td>March 19</td>
<td>In order to participate in graduation, all coursework must be completed by this date.</td>
</tr>
<tr>
<td>April 2</td>
<td>Email photos of: 1) you; 2) your work/ministry context; and 3) you with your family for use during graduation. ceremony</td>
</tr>
<tr>
<td>April 2</td>
<td>Send measurements to Registrar for cap and gown</td>
</tr>
<tr>
<td>April 2</td>
<td>Submit final approved computer document of the Final Project to Registrar’s Office</td>
</tr>
</tbody>
</table>
April 15  All financial obligations must be paid in full by this date.
May 28  Submit self-evaluation and have your PLC complete Evaluation #3.
June 2  Attend graduation in Dallas, Texas, USA – celebrate!

**Time Limits for Project Completion**

Missing non-negotiable deadlines in the Timeline will generally result in the candidate’s graduation being delayed until the following year. Any exceptions must be approved by the Academic Cabinet and financial penalties will be incurred. The time required for the project will vary according to the goals established by the candidate, but a minimum of nine months is generally required. The maximum time for completing the entire academic program at BGU is seven years. (See the most recent edition of the academic catalog.)

If the candidate fails to graduate in the year he or she is scheduled, graduation will be moved to the following year, and the tuition rate will be adjusted to the new tuition rate. For example, if the candidate initially registered for the course and paid a tuition rate of $2,100 for Part 1 but had to move to the following year and the new rate was $2,300, the candidate would be charged an additional $200. A financial penalty of up to $800 may be incurred by those who are listed as graduates but fail to give timely notice that they will not complete the Final Project and Oral Review process in time for graduation ceremony. Any extensions beyond the seven-year maximum require the Academic Cabinet’s approval.

**Summary of Final Project Phases**

DMin and DTL candidates are encouraged to begin thinking about a Final Project focus during the first course of their program (usually Overture 1). This initial consideration will ensure an understanding of the process early in the program, allowing the candidate to formulate a project concept based on the options available for his or her degree program. This early project concept formulation also allows students to tailor their subsequent courses to inform their Final Project development. The following is a summary of the Final Project phases, and more details are provided throughout this handbook.

- **Phase 1 – Course Journaling.** In every course, doctoral candidates should ask themselves: What did I learn today that will inform my Final Project? Recording these insights into course journals will allow quick access of valuable information when it comes time to write the Final Project. Another useful technique while taking courses is to maintain an ongoing document to store segments from class papers, quotations from reading resources and other research items that may be useful for the Final Project. Students should also be in continual conversations with their PLC communities as they develop a project within the context of their culture.

- **Phase 2 – Project Design Methodology Course.** Candidates are to enroll in the Project Design Methodology course sometime in their second year at BGU and no later than April 1 in the year prior to anticipated graduation. The final paper for this course is a draft Final Project Proposal. The graded proposal document must then be finalized with
the assistance of the candidate’s Final Project Supervisor before it can be submitted to the Academic Cabinet for approval.

- **Phase 3 – Final Project Supervisor.** A Final Project Supervisor is to be selected before or during the Project Design Methodology course. Candidates may suggest a supervisor they have in mind. (Contact the Registrar for qualifications of approved supervisors.) If the candidate selects a supervisor who has not been previously approved by BGU, the candidate should arrange for the potential supervisor’s vita to be submitted to the Registrar who will forward it to the and Director of Final Projects for approval. The candidate’s PLC may also have suggestions for a supervisor. Using a graded copy of the draft Final Project Proposal from the Project Design Methodology course, the candidate and Final Project Supervisor will produce a completed Final Project Proposal, which should be sent to the Registrar’s Office for final approval by the Academic Cabinet.

- **Phase 4 – Final Project Registration.** Candidates should register for Final Project Part 1 by July 1 prior to the year they desire to graduate and pay the Part 1 course fee so that their Final Project Supervisor can be paid for consulting work started. After approval of the Final Project Proposal by the Academic Cabinet, candidates should begin writing the Final Project using the Timeline found on pages 5-6 of this handbook. Students should submit each chapter of their work to their supervisors for recommendations and approvals.

- **Phase 5 – Editors and Proofreaders.** After the Final Project Supervisor has approved the first draft of the Final Project, the document is to be sent to the Director of Final Projects who will determine the level of editing required. If the writing does not meet BGU standards, the candidate will be required to hire an editor. As previous indicated, projects are to be a minimum of 120 pages and a maximum of 150 pages (extra fees are incurred for projects over the maximum).

- **Phase 6 – Second Readers.** After the Final Project has been revised based on recommendations by an editor or proofreader, the project should again be sent to the Director of Final Projects for approval. Then the document is to be sent to the Second Reader who will provide feedback on the project and email an approval to the Registrar.

- **Phase 7 – BGU Technical Reader.** After the student has revised the Final Project document based on recommendations from the Second Reader and PLC, a Microsoft Word document of the project is to be emailed to the Registrar who will forward it to the Technical Reader. The candidate is to revise the Final Project based on recommendations from the Technical Reader. The revised document is then again sent to the Final Project Supervisor for approval.

- **Phase 8 – Oral Review.** In addition to submitting a written Final Project, each candidate is required to participate in an Oral Review process designed to appraise the value of the project. Consideration will be given to: 1) the relevance of the research design, 2) the workability of a specific plan to apply transformation principles to address an identified problem, and 3) the effectiveness of the evaluation process used to determine how well the project accomplished the desired results. After candidates have received recommendations from the Technical Reader, they are to contact the Registrar to schedule an Oral Review. The candidate is to email a copy of the Final Project to the
Registrar and to every member of the Oral Review Committee. Students may schedule the Oral Review before making revisions to the Final Project based on the technical review, unless the Technical Reader has found many incidences of plagiarisms or other serious issues. Specific procedures for the Oral Review are described later in this handbook.

- **Phase 9 – Binding of Final Projects.** Before final submission of the document to the Registrar’s Office, the Final Project document must show satisfactory revisions based on recommendations from the Project Supervisor, Second Reader, Technical Reader, and Oral Review Committee. After these revisions are completed and approved by the Project Supervisor, the final computer document is to be sent by email to the Registrar’s Office by April 1. Two copies of the Final Project will be printed and bound through BGU, which is covered in the graduation fee. One copy is for the candidate and the other will be placed in the BGU library. Additional copies are available for an extra fee of $50 per copy.

**DMIN DISSERTATION PROJECT FORMAT OPTIONS**

**Traditional Dissertation Project Format**

As previously described, the DMin Final Project could focus on community development, an existing ministry organization, or a model for a new ministry organization. The standard format for a DMin Final Project is comprised of seven chapters written in APA format (a minimum of 120 pages and maximum of 150 pages in length). Additional fees will be incurred at a rate of $5 per additional page over the 150-page limit. The seven chapters include:

1. Introduction, including a problem or opportunity to be addressed and a purpose statement describing how the project specifically addresses the issue
2. Context of the Project, showing historical background, demographical information, and the current situation
3. Literature Review, providing interaction with the most significant literature contributing to an action-oriented approach to the project topic
4. Theological Reflection, showing the biblical and theological framework supporting the project
5. Research Methodology, providing a concise project plan that describes: a) research methodology to gather and tabulate data to designed to provide clarity in regards the project problem prepare for the intervention strategy; b) intervention strategy to address the problem, and c) evaluation strategy to determine effectiveness of the project in accomplishing objectives
6. Findings and Results, including tabulation and analysis of the gathered data, description of results of the implemented intervention strategy, and evaluation how well the project met intended objectives
7. Final Discussion, including reflection on principles learned through the project, recommendations for future work based on the data gathered, and the contextual applications implemented in the project
An alternative approach to the DMin Final Project is described in a later section of this handbook (see page 13).

DTL TRANSFORMATION PROJECT OPTIONS

As previously described, the DTL Final Project could focus on community development, analysis and improvements for an existing organization, or a model for a new organization. The following sections describe some possible approaches to the Final Project as related to the various DTL degree track options. Alternative approaches may be possible for each option with the approval of the DTL program director as described later in this handbook (see page 13)

DTL Track Option 1 – City Transformation

If you are in the City Transformation Track (Option 1 of the DTL), your Doctoral Transformation Project (DTP) will be a nine-month process culminating in a citywide leadership event, termed a Consultation. This event is not a conference or crusade where the platform controls everything; it is a process of mobilizing and activating people and other resources. It is a “human scale” event (rarely more than 200 people), but with significant outcomes that transform cities. Your ministry or organization cannot fully own this event, which would marginalize others who are potential participants from your city. Instead, your role is to connect people and facilitate the Consultation. This event is the product of your intentional networking of the leadership of your city (religious, educational, economic, and political), mobilizing them to do focused investigation in key areas, looking for signs of hope and signs of need in the city. Observations and findings from the Consultation and planning leading up to the event are to be included in chapter 5 (Project Design) of your Final Project.

Preparation for a citywide Consultation begins six months before the actual event by bringing together a small but strong “whole Church, whole Gospel, whole city” group of stakeholder leaders for brainstorming and planning. This initial planning group is comprised of perhaps ten influential leaders from the city. Your objective should be to involve leaders from the whole family of faith, if possible, including Orthodox, Evangelical, Catholic, Pentecostal/Charismatic, and Mainline Protestant. Ray Bakke and Jon Sharpe’s book Street Signs can be a helpful guide in this process.

Preliminary Gathering of Stakeholders

The planning phase of the Consultation is your chance to present your vision for the event, which emerged when you did your problem and purpose statements in the Final Project Proposal, your review of relevant literature, initial work on contextual issues of your city, and your biblical and theological work. You may need more than one preliminary meeting. In this initial planning phase, several things need to happen:

- Work together on initial goals for researching and addressing signs of hope and signs of need particular to your context. Areas of need may include issues such as AIDS, teen pregnancy, homelessness, gangs, human trafficking, job creation, etc. Signs of hope might include best practices models and examples of churches and other community
organizations effectively responding to these needs. You are also looking for significant issues in the city that are not being addressed by the churches and other organizations.

- Decide together on creating working groups, with each leader assigned to research in designated areas. (You will have to take strong initiative here, as well as conduct rigorous follow-up.)
- Each stakeholder puts together an invitation list of five or more leaders from his/her sphere of influence (could be from their church, denomination, organization, department or professional network). Your goal is also ethnic, gender, and class diversity. Therefore, this Consultation is not an “everyone invited” event. Your objective in this strategic, by invitation process is to bring together "whole Church" participation, not just a part.
- Establish a series of meeting dates for planning and progress.
- Modify your initial goals to reflect the input of the leaders in this group.
- Construct a plan for recording/documenting the discoveries made during this six-month process (could be videos of the signs of hope & the need that will eventually be presented at the consultation).
- Assess what tools and resources will be needed to facilitate this process.
- Outline what you consider to be the collateral outcomes or benefits for the city
- Create a clear project plan leading up to the Consultation, which includes a list of tasks, schedules, and necessary resources
- Decide how the finances and a few logistical issues will work.

You will need to be sure to document and reflect on this initial gathering, what you learned from the process, the relationships, the input, how it modified your vision, etc. This description and analysis is written up as part of the Project Design section (chapter 5) of your Final Project.

**Subsequent Meetings**

In response to subsequent meetings, you will record and reflect on the progress everyone is making, both in terms of their issue assignments and in terms of the kind of interest and willing involvement of the whole Church that is being generated. These observations should also be included in your Project Design chapter.

The event itself usually lasts three days (for example, a Tuesday noon to Thursday noon). Senior leaders will not stay longer than that. A portion of the consultation is dedicated to presentations of what the committee has learned about the city, and another portion is dedicated to charting a course for the future as leaders newly linked with one another for the benefit of the city. The consultation can consist of several components:

- Presentations of case studies, i.e., best practices of local churches or ministries, and with opportunities to respond
- Site visits to agencies or churches with observable models (Get in a van or bus and go see what is happening!)
- Discussion groups with the purpose of defining a way ahead
- Planned meals linking diverse groups with each other
You are to document each aspect of the Consultation and include your observations and findings in the Design Chapter of the Transformation Project.

**After the Consultation**

After the event, you will work with your committee to conduct an evaluation and summary, assessing these issues among others:

- The breadth of recruitment: to what extent was the whole church represented?
- The quality and helpfulness of the actual reports generated and sites observed
- What was learned about leadership relationships in the process?
- The new knowledge base that was generated about your city. How will this information be disseminated and used? In what form/s?
- The chances for ongoing investigation, plans for the future, new collaborative relationships generated, etc.
- The impact on leadership relationships in the city.
- The logistics and functionality of the event.

You will include these summary and assessment findings in the Project Design chapter of the Final Project, including your reflection and analysis. The outcomes will be discussed in chapter 6 of the Final Project (Outcomes and Results) and Recommendations for a future process will be included in chapter 7 (Conclusions). The DTL Transformation Project can be produced in an alternative format using the same standards described above for an alternative format for DMin Projects if the case can be made that the alternative format will increase the influence and transformational impact of the consultation.

**DTL Track Option 2 – Entrepreneurial/Organizational Transformation**

If you are in the Entrepreneurial/Organizational Transformation Track (Option 2 of the DTL), your Doctoral Transformation Project will involve identifying and executing a major project for your NGO/NFPO organization, institution, department or business, which either:

1. Initiates a *fresh* direction or focus, tackles a *new* problem, inaugurates a *new* system, or represents a significant *innovation*, toward the transformation of your organization, or

2. Enhances its capacity to accomplish *existing* mission goals on a much larger/broader/deeper/more comprehensive scale toward the transformation of your city.

The problem and purpose statements in the Introduction chapter of your Transformation Project will establish which of these you have chosen and why. You must establish the specific link between the project and the ability of your organization to better catalyze transformation.

Then, you will document/detail your project within the appropriate chapters of your Transformation Project, including the following:

- Establish how the project relates to the conclusions of the organizational assessment you did in the ASM 701 course
- Describe the major features of the project, all the moving parts.
- Describe the tools used and analyze their effectiveness.
- Describe the process of involving stakeholders in the project (both internal and external to your organization), and analyze both the process and outcome of this process. How was the project shaped by these stakeholders?
- Conduct an analysis of the project’s limitations.
- Assess how this project adapts, shifts, modifies, or changes the historic focus, methodology or purpose of your organization.
- Determine which significant developments in your work have emerged from the project or process.

The DTL Transformation Project can be produced in an alternative format using the same standards described above. Some options might include a business plan for launching a new organization, division, initiative or project; a large funding request / grant application; a strategic plan focused on cultural, structural or mission change in the student’s organization.

DTL Track Option 3 – Cultural Transformation

If you have chosen the Cultural Transformation Track (Option 3 of the DTL), you have some options for your Doctoral Transformation Project. You may follow one of the plans for either Track Option 1 or 2 as described above. If you are not working with a specific organization or community at this time, your project can involve identifying the next steps in your calling as you discern how your gifts, experiences, opportunities, relationships, and spiritual growth prepares you to influence the world around you as an agent of cultural transformation.

If you follow the second selection as mentioned above, in chapter 1 (Introduction) of the Transformation Project you will articulate the needs you are addressing (the Problem Statement) and the specific ways you are called to do this (the Purpose Statement), which will have been discerned in part through the personal and cultural assessment you did in ASM 702. Within the Final Project chapters that best seem appropriate, you will describe:

- The sphere of influence you are called to work within by explaining who you influence as a leader in your organization, neighborhood, city or church; or as a communicator, counselor, educator or professional
- The need for transformation in the culture, worldview, attitudes, paradigms, perspectives and/or mindsets of those who are in this sphere of influence
- The vision for how this need can be met through cultural transformation
- Specifically how you are called to facilitate this transformation as evidenced through your experiences, natural and spiritual gifts, relationships, and opportunities

In chapter 5 of the Transformation Project (Project Design and Research Methodologies), explain the project you have undertaken to realize that call in a greater way in your life. You will document/detail your project, including:
• Describe the spiritual growth journey that you have undergone to better prepare you to model transformation in your own life.

• Describe the major features of the cultural change project including your role and the parts you will be involved in.

• Describe the tools you will use, including the engagement of other influencers, and analyze their effectiveness.

• Describe the process of involving stakeholders in the project and analyze both the process and outcome of this. How was the project shaped by these stakeholders?

• Conduct an analysis of the project’s limitations and the limits of your role in it.

• Describe how you will be able to measure in specific or general terms evidence of cultural transformation along the way.

The DTL Transformation Project for any of the track options can be produced in an alternative format as described in the next section.

ALTERNATIVE OPTIONS FOR DMIN AND DTL PROJECTS

The DMin and DTL degree programs provide for an alternative approach for a Final Project. Some options might include a published book, curriculum, training program, social media initiative, starting a consulting practice, or a video documentary (see descriptions above in the DMin Alternative Format section). The purpose of the alternative format project is to allow other creative expressions of communication appropriate for various cultures and audiences while still meeting the required standards of BGU’s accredited degree programs.

The Alternative Format allows the candidate to pursue the development of a media piece or some other approved format suitable for publishing that effectively addresses a problem or opportunity in the practice of transformational leadership. In addition to a media piece or other approved form, the Alternative Format requires an academic piece that includes some of the same content as the Traditional Format approach, although possibly in an abbreviated form. The Alternative Format project is organized around two major sections.

**Academic Piece**

The first part of the Alternative Format project is an academic piece (45-75 pages in length) basically consisting of the content of the first four chapters of a Traditional Dissertation Format approach, including problem and purpose statements, context of ministry, literature review, and theological foundations. The fifth chapter should describe any data-gathering methods used, results of the data-gathering and how the data supports the media piece, how and why the media piece is an effective approach to address a problem or opportunity in the practice of transformational leadership, and how the effectiveness of the media piece will be evaluated.

**Media Piece or Other Approved Formats**

The second part of the Alternative Format project consists of a media piece or another approved form considered effective for addressing the project problem or opportunity. This content is generally inserted into the appendix of the project or developed as a separate piece that is bound with the Final Project. The following samples have been accepted as Alternative Format media forms:
1. **Print**: This form may include
   a. publishable book showing publisher galley proofs and contract (publishers generally expect a minimum of a 60,000 word manuscript for a standard book)
   b. full publishable curriculum that can be tested in a real life context
   c. publishable training manual including various approved media

2. **Image**: This option can be a video series, documentary, media-oriented training program, or other creative arts formats that meet professional standards.

3. **Audio**: Audio presentations must be professionally produced and presented in mp3 format and must be of substantial size and scope covering the topic in a minimum of thirteen one-hour sessions. This presentation may not be a sermon series from previously shared material. This selection must consist of work the candidate has done while at BGU.

4. **Computer Application**: This option might be a professionally designed and comprehensive website, which meets the standards of Web 2.0 or greater and includes implementation of social media marketing or other means to distribute the material to accomplish transformation. The creation of software application(s) may also be a choice. Previously developed applications do not qualify.

The Alternative Format project approach often requires more time than the Traditional Format, but provides the student with a media piece for publication to a wider audience. The primary reason BGU allows an alternative format is to encourage the student to apply their doctoral education in a way that accomplishes significant transformation during their course of study.

**PERSONAL LEARNING COMMUNITY**

Candidates are required to identify a Personal Learning Community (PLC) prior to being considered for acceptance into BGU (see the student catalog). This group is comprised of three to five significant people within the candidate’s work or ministry environment. They provide moral support and a collaborative learning opportunity for the candidate throughout his or her learning experience at BGU. The student’s PLC is committed to read the project paper for each course, to pray regularly for the student, and to meet four times a year to provide encouragement and strategic direction. Some of these meetings may involve a BGU program director or faculty member facilitating the conversation. In regards to the Final Project, the PLC should assist the candidate in effectively relating the project to the candidate’s work or ministry context and providing networking opportunities relevant to the project. They often connect the candidate with valuable community resources and key personnel who may be essential for the project to move forward. In regards to the Final Project, the PLC’s responsibilities include:

- evaluating the candidate’s work or ministry context to determine an appropriate Final Project that addresses a real need,
assisting in guiding the candidate in design, implementation, and evaluation of the Final Project; and

- reading the whole Final Project and providing valuable input in regards to its relevance and workability in addressing the stated problem or opportunity.

Since the PLC is committed to read the project papers for each of the candidate’s courses throughout the BGU learning experience, they will be familiar with the development of the project and with items that have informed the Final Project during the candidate’s course of study. Many will also be stakeholders of the Final Project. The candidate is encouraged to continue to involve the PLC throughout the entire Final Project process.

**FINAL PROJECT SUPERVISOR**

**Identifying Final Project Supervisor**

A Final Project Supervisor is to be selected before or during the Project Design Methodology course. Candidates may suggest a supervisor they have in mind. (Contact the Registrar for qualifications of approved supervisors.) If the candidate selects a supervisor who has not been previously approved by BGU, the candidate should arrange for the potential supervisor’s vita to be submitted to the Registrar who will forward it to the Academic Dean and Director of Final Projects. If a Final Project Supervisor has not been selected by the conclusion of the Project Design Methodology course, the Academic Dean or the Director of Final Projects will assist the candidate in identifying someone. The candidate may also review the list of current faculty (full-time, part-time, and adjunct) or advisors in the most recent academic catalog, since they are all generally approved as project supervisors. If the candidate’s desired Final Project Supervisor is not currently listed in the academic catalog, the candidate should arrange for the potential supervisor’s vita to be submitted to the Registrar who will forward it to the Academic Cabinet: Final Projects for approval. The candidate’s PLC may also have suggestions for a supervisor.

**Supervisor’s Role in Developing a Final Project Proposal**

Before candidates can obtain approval of their Final Project Proposal from the Academic Cabinet: Final Projects, they must have approval from the Final Project Supervisor. Using a graded copy of the draft Final Project Proposal from the Project Design Methodology course, the candidate and Final Project Supervisor will produce a completed Final Project Proposal, which should be sent to the Registrar’s Office for final approval by the Academic Cabinet: Final Projects.

**Requirements and Expectations of Final Project Supervisor**

Final Project Supervisors are required to have an earned terminal (doctoral-level) degree and are expected to be familiar with the requirements of mentoring DTL and DMin candidates. The Final Project Supervisor is responsible for guiding the candidate through all phases of the Final Project, articulating the program and institutional standards, and serving as the primary reader for both content and writing style. There are several documents that the Final Project Supervisor will be required to sign:
1. **Final Project Supervisor Contract** – This document will be sent directly to the Final Project supervisor or to the candidate who should forward it to the supervisor for signature. The supervisor should sign and return the contract along with a vita and a signed W9 form. No payment will be issued to the Final Project Supervisor until these documents have been received and the candidate has paid the Final Project tuition.

2. **Final Project Signature Page** – Two copies of the Final Project Signature Page will be mailed to the Final Project Supervisor to be signed. These pages will be inserted into two of the candidate’s bound Final Projects, one of which will be given to the candidate and the other will reside in BGU library. They are due to the Registrar’s Office no later than March 15 of the graduation year so they can be inserted into the Final Project for binding. The Final Project Supervisor may choose to provide an electronic signature to the Registrar, which can then be inserted into the Final Project Signature Page.

3. **Oral Review Form** – Once a candidate’s Oral Review has been scheduled, an Oral Review Form will be emailed to the Final Project Supervisor, who will use the form to provide summary information about the Oral Review proceedings. Immediately following the Oral Review, the Final Project Supervisor is to sign and return the form to the Registrar.

4. **Project Verification Form** – After the candidate has passed the Oral Review and submitted a final, corrected version of the Final Project to the Final Project Supervisor, the supervisor should sign the Project Verification Form (see Appendix 3) and return it to the Registrar. This form must be received by the Registrar before the Final Project Supervisor can be paid the final half of the project stipend.

**Communication Issues with Final Project Supervisors**

It is important that the candidate and Final Project Supervisor understand the expectations for how each will contribute to and facilitate various working relationships, including the roles of other readers, editors, and proofreaders. Below are some suggestions and guidelines for building an effective relationship between the candidate and Final Project Supervisor.

- Agree on reasonable and clearly defined time frames for the candidate to submit work in sections or chapters to the Final Project Supervisor and for the supervisor’s responses (the supervisor should respond with written instructions).
- Identify standards for the evaluation and revision process, including references to comments and recommendations received from the Project Design Methodology course professors.
- Discuss shared expectations for interacting with the hired editors and proofreaders.

Candidates will work with their Final Project Supervisors to determine the right interaction pattern and schedule required for effective project development. Given the specific demands associated with each project, the Final Project Supervisor and the candidate have freedom to determine their meeting schedule. Meetings can be face-to-face, by email, by Skype, or by telephone. If for any reason the candidate or Final Project Supervisor experiences repeated
difficulties in keeping agreed upon schedules or other problems in the working relationship, the Academic Dean should be contacted. Candidates and Final Project Supervisors are strongly encouraged to keep a work record of the meetings and correspondence to facilitate communication and a productive workflow.

**Essential Questions Supervisors Should Ask Candidates**

Candidates and Final Project Supervisors should be aware of several basic standards by which all BGU projects will be evaluated in the Oral Review process. The following questions address these project standards and should guide the candidate and the Final Project Supervisor throughout the Final Project development process:

- Does the project address how Transformational Leadership principles can be specifically employed within the candidate’s own sphere of influence?
- Does the project clearly define the scope, limits, schedules, and funding sources needed to protect the project from over-expectations and reduced effectiveness?
- Does the project include a practical implementation plan to solve a problem or address an opportunity in an organization, community, or church body with clearly defined goals and strategies?
- Did the project include at least some beginning phases to implement the plan to address the defined problem?
- Does the project include a well-developed research design approach for collecting data that is relevant to the projects goals and implementation strategies?
- Does the project include a clearly defined evaluation process to determine how well the project accomplishes the desire results?
- Does the project contain a specific cultural-social analysis of the context in which the project plan is to be implemented?
- Does the project clearly define the candidate’s role in working with individuals and communities?
- Does the project reflect personal transformation and growth in the candidate’s ability to exercise transformational, incarnational leadership?
- Does the project articulate a relevant theological and biblical foundation?
- Does the project contain new insights, findings, research outcomes, practical approaches to an issue or other applications of Transformational Leadership principles that will benefit other professional Christian leaders?
- Does the project fit the cultural context of the organization or community addressed?
- Does the project writing demonstrate good critical thinking skills providing a well-organized sequence of logical arguments with appropriate supporting documentation from reliable sources?
- Does the project writing follow the APA or Turabian standards, including the correct citing of reference materials, resource documents, and other bibliographic sources?
- Does the project show a logical organizational structure within each chapter with a consistent subheading structure?
- Does each chapter include an introductory paragraph summarizing the purpose for the chapter as well as a conclusion paragraph summarizing the chapter content?
• Does the final document represent a level of editorial competence that meets acceptable publication standards?
• If the student chooses to utilize an alternative format, the same principles listed above apply with style adjustments as noted in the Project Options section of this handbook.

While the types of issues discussed above may need to be context-specific, the assessment of all projects will be guided by the standards reflected in these questions and the Final Project Supervisor should evaluate the candidate’s work guided by these standards.

EDITORS AND READERS

Given the availability of computer technology, it is expected that candidates 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, organizational structure, style, and bias-free communication (which is an essential requirement for all BGU Final Projects – see standards described under Nondiscriminatory Language on page 22).

The quality of content and selection of style must be worthy of publication. Minimally it will be listed in Final Project abstracts and will likely be drawn upon by future DMin and DTL program candidates, as well as other candidates who are studying Christian leadership.

Proofreader

In addition to the student’s Final Project Supervisor and Second Reader, a good proofreader is a critical asset to the overall presentation of the Final Project document. The proofreader should also assess the Final Project in terms of issues such as and

Editor

Based on reviews of the Final Project first draft by the Final Project Supervisor and the Director of Final Projects, the candidate may be required to hire an editor to insure good quality in terms of grammar, organizational structure, and conformity to APA writing standards. Although not required in all cases, securing a good editor is helpful to ensure that the project has a quality of content and style worthy of publication. Remuneration for the editor is the responsibility of the candidate. International candidates for whom English is their second language are encouraged to hire an editor familiar with APA standards and for whom English is their first language to ensure correction of common grammatical errors. The Technical Reader may return the document without reading it if it is obvious that candidates have not followed the writing standards.

Second Reader

Second Readers are chosen by the candidate and are not paid by BGU. The candidate may wish to personally thank the Second Reader with a gift, but that decision is at the discretion of the candidate. Second Readers are expected to provide service to the Final Project process by:
• reading a fairly complete draft of the Final Project after the Final Project Supervisor and the Director of Final Projects have signed off on this draft,
• providing critical feedback on the problem statement, purpose statement, research design, project implementation plan, evaluation process, and final outcomes,
• determining clarity of presentation and transformational impact of the project,
• supporting the highest possible academic and writing standards,
• providing an objective perspective of someone who is outside the process to ask whether the project makes sense, and
• participating as a member of the candidate’s Oral Review committee.

Second Readers are required to have a terminal doctorate degree. If possible, the Second Reader, who may or may not have any prior association with the candidate’s project, should represent the wider marketplace and community where the candidate is involved. A written evaluation by the Second Reader should be sent to the Final Project Supervisor. If Second Readers are not members of the BGU Faculty or Adjunct Faculty, their vita, email address, and telephone number should be sent to the Registrar.

BGU Technical Reader

After revisions are made to the Final Project based on recommendations from the Second Reader, a Microsoft Word document of the project is to be emailed to the Registrar who will forward it to the Technical Reader. The Technical Reader reviews the Final Project document for issues such as grammar, punctuation, and conformity to the APA format (or Turabian if a student has requested permission to use this format). If the Technical Reader finds evidence of plagiarism in an initial review of the project, the document will be sent back to the student for appropriate revisions before the technical review process can continue. The candidate is to make revisions to the Final Project based on recommendations from the Technical Reader. The revised document is then again sent to the Final Project Supervisor for approval. The BGU Technical Reader should not be confused with the candidate’s own hired editor or proofreader. Fees for these service providers are the candidate’s personal financial obligation. The Technical Reader fee is included as part of the candidate’s graduation fee.

FINAL PROJECT PROPOSAL DEVELOPMENT

The candidate and the Final Project Supervisor refine the draft Final Project Proposal produced in the Project Design Methodology course and produce a final proposal. After the final Project Supervisor approves the document, it is submitted to the Registrar’s Office to be forwarded to the Academic Cabinet – Final Projects for approval. Once the Final Project Proposal is approved, any other changes to the proposal must be approved by the Academic Cabinet – Final Projects. It will be assumed that the Final Project will be implemented and reported in accordance with the proposal unless approval is requested for revisions. The Final Project Proposal is to be 25-40 pages in length (the body text) and includes the following elements (a template for the Final Project Proposal is available at the BGU website or from the Registrar).
Title Page
Table of Contents
Chapter 1: Introduction (4-7 pages)

- **Statement of the problem or ministry opportunity:**
  The Problem Statement section describes a problem or opportunity related to the candidate’s work or ministry context. Sufficient supporting documentation must be included in defining the problem statement; however, it is understood that at the proposal stage students will have only done preliminary research into an issue. It is expected that further refinement of the problem statement may be made based on continuing in-depth research for the project. The Problem Statement is developed during the Project Design Methodology course and provides the foundation for every other chapter in the Final Project Proposal and the Final Project.

- **Statement of purpose:**
  The purpose statement describes the significance of the Final Project as it relates to the project problem or opportunity and how the project intends to address the issue. All projects should have the goal of facilitating positive transformation in the lives of people and their environments. The purpose statement should contain a brief summary of the data gathering methods and project application to be implemented through the Final Project process. The research methods and application are then described in more detail later in the methodology chapter of the proposal.

- **Definitions of key words and terms:**
  Include keywords and terms that you may be using in a particular manner. Do not describe words used in everyday language that you can assume your reader knows. Focus on terms you will use in a specific manner within your title, problem statement, or those to be used extensively throughout the project.

- **Audience:**
  Describe the intended readers of your Final Project. Will your readers include members of a specific neighborhood community, business or other organizational colleagues, members of a local/regional/national church, members of a specific demographic community, or other groups you can identify? Keep this audience in mind as you write the Final Project.

- **Stakeholders:**
  Describe those people or organizations that have a vested interest in this project, including those who will benefit and possibly those who will contribute content expertise, access to information, and other resources.

- **Integration with various dimensions of transformational leadership:**
  Describe how the project demonstrates and promotes some or all of the eight perspectives of Transformational Leadership as taught at BGU.²

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² Transformational Leadership includes the leadership attributes of calling-based; incarnational; reflective; servanthood; contextual; prophetic; shalom-oriented; and global.
• **Scope and limitations:**
  Your project cannot address every conceivable angle or approach to your problem statement. You may be focusing selected aspects of the problem you have chosen to address. Also discuss any limitations you foresee such as limited sample sizes, inaccessible data, uncontrolled variables, etc. Limitations may be difficult to foresee at the proposal stage, but try to anticipate issues beforehand as much as possible.

**Chapter 2: Context of the Project (4-6 pages)**

• **Historical and demographic background:**
  This section addresses issues such as the geographic location of the problem, demographic/ethnographic descriptions, historical factors that have contributed to the problem, and possibly previous attempts to address the problem.

• **Current situation:**
  Describe the situation as it exists today. Who are the people being affected? How are they being affected? What factors are contributing to the ongoing existence of this issue? What has been done about the issue to date, and what groups, if any, are currently trying to address the issue? How are you personally involved?

• **Relevant personal, community, organizational, congregational, and global issues:**
  How is the problem you are addressing affecting various areas of life and/or organizational structures. Topic samples might include community economics, inequalities, gentrification, upheavals in organizational structures, hindrances to congregational growth, similar types of problems around the world, and how the problem may be affecting you personally. If appropriate, this section could be written as a separate section or included in the Current Situation section.

• **Description of how the project will help to transform, revitalize, enlarge, extend, or multiply a particular aspect of a community, an organization, a church structure, or some other aspect of the candidate’s work or other ministries involvement:**
  Provide a general summary of how your project will possibly transform a specific aspect of the environmental context of your work or other ministries. Are you suggesting a completely new approach? Do you have ideas for revising former approaches to the problem? Have you gained some new insights or learned new principles that will improve how specific organizational procedures or aspects of ministry are accomplished?

**Chapter 3: Literature Review (5-8 pages)**

The Literature Review chapter for the proposal is to be organized using at least three subheadings related to your topic. Under each subheading, review at least three sources that will be used to develop your topic. These reviews are not book “reports,” but rather, they should provide one to two paragraphs that:

  • indicate how the sources help define the problem and/or contribute to solutions
• summarize how various sources will contribute to the development of the contextual and theological chapters

• summarize previous research on the problem and/or solutions

• show how your approach is similar to or different from sources reviewed

Chapter 4: Theological Reflection Related to the Project (4-5 pages)
Reflect upon and discuss some biblical/theological foundations related to your project. The proposal chapter should include at least three theological themes relevant to the problem and purpose statements of the project. Under each theme, use a few paragraphs to discuss how the theme relates to your project and name a few authors you will use to develop the theme in the actual dissertation. In the actual Final Project, you will need to develop these themes in a more detailed manner using texts from the Bible as well as resources of several authors.

Chapter 5: Project Design and Research Methodology (4-5 pages)
• In an introductory paragraph, summarize the specific goals for the project.
• Identify specific research methods you plan to use to gather data relevant for the problem being addressed (see table 1 earlier in this chapter for a sample of possible research methods). If a questionnaire is going to be used, candidates need to cite sample questions that might be used to gather data.
• Include the strategic intervention process you plan to use to address the stated problem or opportunity as well as the means you will use to evaluate the effectiveness of the planned strategy.

Chapter 6: Desired Outcome (2-3 pages)
Describe in detail the desired outcome for this project. How do you anticipate your planned strategy will help to create positive changes in people and their environments? What criteria will you use to determine the success for each outcome?

Chapter 7: Project Outline, Schedule, and Future Vision for Project (2-3 pages)
Include in this chapter the 1) anticipated work schedule for tasks related to the project; 2) preliminary chapter outline of the Final Project, listing chapter headings and the first level subheadings anticipated for each chapter; and 3) future vision for use of the project.

Reference List: Provide a list of sources actually cited in the Final Project Proposal.

Potential Sources for Project Reference List (include in proposal appendix):
Provide a minimum of fifty sources that you anticipate using for the research and development of the Final Project.

**FINAL PROJECT DEVELOPMENT**

Once the Final Project Supervisor and the Academic Cabinet-Final Projects have approved the Final Project Proposal, the candidate should begin the written report of the project using the timeline found on pages 5-6 of this handbook. As previously mentioned, any changes to the Final Project Proposal must be approved by the Academic Cabinet-Final Projects. The preparation of the Final Project is the summation of the candidate’s work and must be of high quality and worthy of publication. From the very first draft of the Final Project to the final manuscript, the document is to be written in good English grammar and sentence structure in accordance with APA or Turabian standards. 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. Scripture references are to be placed in parentheses after the Scripture within the body text of the Final Project report, not rendered as a footnote.

After the Final Project Supervisor has approved the project draft, it is to be submitted through the Registrar’s Office to the Director of Final Projects who will scan the project for basic conformity to BGU standards. Students will be required to hire an editor if minimal writing standards are not met (see later section on Editors).

**Nondiscriminatory Language**

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 candidates to use language that exemplifies equality in public discourse, in classroom discussions, and in writing. Therefore, candidates are expected to strive for accurate, unbiased communication and avoid debasing terms, stereotypes, and oppressive language within their Final Projects. Candidates are strongly encouraged to read *Guidelines for Bias-Free Writing* by Marilyn Schwartz before they start to write their projects. The book *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Theses* by Tim Sensing also contains excellent guidelines for unbiased communication (this text is required for the Project Design Methodology course).

**Ethical Research Standards**

BGU requires that all dissertations and other writing assignments conform to the ethical standards established by various professional associations, which include at least two principles related to writing at BGU. First, the rights and welfare of research participants must be protected, which often means using standards of anonymity unless given permission to use a person’s name. Second, intellectual property rights must be protected, which means use of quotation marks for all direct quotation with appropriate documentation, citing of references for all...
opinions that are those of other authors, and appropriate permissions granted based on some strict copyright contracts on some content.

**Critical Thinking**

Graduate level research writing cannot consist of a series of personal opinions without supporting your writing with documented reasons. Research writing requires supporting your statements with solid reasons and appropriate documentation, using statistics and/or the expert opinions from designated fields of study. Of course, there are parts of the dissertation that call for your own personal reflection.

**Required Elements of the Final Project**

The specific content for the Final Project report is contextualized to the candidate’s specific degree program as previously described in the Final Project options for the DMin and DTL. The chapter outline shown below provides a general framework for chapter titles and organization. Generally, the Introduction chapter of the Final Project Proposal can be used for much of the Introduction chapter in the Final Project report. Remember to change sentences to past tense since Final Project report describes what you have done rather than what you will do as in the proposal. The chapter titles may be changed from the outline below to fit unique cases, but the basic content should be relatively similar. A Final project is to be a minimum of 120 pages and a maximum of 150 pages in total length (not including front matter pages, appendices, bibliography, and vita). *If the candidate chooses to write a Final Project that exceeds 150 pages of text, there will be an additional $5.00 per page charge to cover the additional cost of the technical reading.* The chapter outline below is to be generally followed, but the specific Final Project options previously discussed for the DTL and DMin programs should also be thoroughly reviewed for the project report content.

- **Title Page**
- **Copyright page** (includes copyright and primary biblical text that is referenced in project.)
- **Signature page** (provided by BGU)
- **Dedication page** (if applicable)
- **Epigraph** (a pertinent quote or Scripture, if applicable)
- **Table of Contents** (required and can be generated by Word and then formatted according to APA standards).
- **List of figures or illustrations** (if applicable)
- **List of tables** (if applicable)
- **Preface and acknowledgements** (if applicable)
- **List of abbreviations** (if the project includes many organizational or technical abbreviations)
- **Glossary** (if the project includes many technical terms)
- **Abstract** (brief summary of the project, including the scope, limitations, and summary of conclusions in 300 words or less). See appendix 1 for a sample abstract.
Chapter 1: Introduction (see the Final Project Proposal for section descriptions)

- Statement of the Problem
- Statement of the Purpose
- Definitions of Key Words and Terms
- Audience
- Stakeholders
- Integration with Dimensions of Transformational Leadership
- Scope and Limitations

Chapter 2: Context of Ministry Problem

(This chapter should be an expansion of the content used in the proposal, based on further research done for the project.)

- Historical background
- Geographical descriptions and demographic statistics
- Current situations or issues that shed light on the context
- Relevant personal, congregational, community, and global issues
- How the project has helped to transform, revitalize, enlarge, extend, or multiply a particular aspect of Christian ministry. The proposal described what you hoped to accomplish through this project and the final dissertation report should summarize transformation that has happened as a result of the project as of the date of the writing of the final draft.

Chapter 3: Literature Review

- Expand on the work you did for the proposal literature review by indicating how selected major sources contributed to the development of your final project. Include at least ten to twenty sources.
- As indicated above in the section on proposal development, this section is different from a book report for a class. Analyze the author’s solutions to your problem and how they compare to your own proposed solutions. Identify how the source helped in the development of your project.
- Organize according to topics pertaining to the designated field of study. (Do not use the title of the books as subheadings.)
- Combine biblical, theological, ecclesiastical, historical, sociological, and psychological sources.
- Remember to include discussion of sources that contributed to the development of the context and theological chapters.

Chapter 4: Theological Reflection Related to the Project

- Expand on the theology chapter you did for the proposal by discussing at least three theological themes relating to your project.
• Using the themes developed in the Final Project Proposal, discuss biblical issues and theological doctrines related to the study.

• Do not use what is called “proof texting” in your discussion of the major texts used to support your project in this chapter. “Proof texting” (listing a Scripture without much analysis) could be used to support brief points made in other chapters of your project, but not for the major supporting texts in this biblical-theological chapter. This chapter requires a comprehensive and careful study of the texts chosen based on your own theological reflection and that of other authors who have written on the topic. You must include sound analysis from other recognized authors in addition to your own analysis.

• Show relationships between the biblical texts and development of the project.

Chapter 5: Project Design and Research Methodology

This chapter should provide a summary of your intervention strategy to address the problem, research methods used for gathering data in preparation for the intervention strategy, and how you evaluated the results of the project. Provide an overview of these issues in this chapter, and discuss the actual results in chapter six. The project should be contextualized in terms of the previously described Final Project options for DMin and DTL candidates. Use the following as an organizational guide:

• Begin the chapter with a paragraph summarizing the objectives for your research methods and practical applications

• Discuss the research methods used to collect data for the project, including participants (age ranges, gender, socio-economic issues, selection criteria, etc.), exact methods used, and how the data was analyzed. (See table 1 on page 3 for a sample of research methods).

• Briefly describe the intervention strategy, including issues such as goals, stages, timing, activities, and people involved.

• Discuss the evaluation methodology used to determine the effectiveness of the implementation plan, using methods such as questionnaires, interviews, focus groups, etc.

• If you are using an alternative format for the DMin or DTL project as previously described, use this chapter 5 to describe in detail the process you used to develop your alternative project.

• If you are doing a project based on one of the DTL track options, use chapter 5 to discuss the planning and implementation stages of this approach.

Chapter 6. Outcomes and Results

While Chapter 5 provides an overview of the intervention strategies and data-gathering methods, Chapter 6 displays and analyzes in detail the actual results of the project. The collected data for the project is meant to support and prepare for the intervention strategy implemented. Display the collected data using standard methods such as table and graphs; then analyze the
meaning of the collected data. For all data collected and displayed in the chapter, analyze the meaning and relevance of responses of participants as related to your problem and purpose statements as well as their implications for the intervention strategy. For example, it is often helpful to devote a short analytical section for each question asked in surveys, interviews, or focus groups.

- At the end of the chapter, provide a conclusions section where you summarize what you learned from your analysis of the data and how it compared to what you anticipated. Describe how you used the data to plan an intervention strategy addressing the problem or opportunity that is the focus of your project.
- Describe the results of implementing the intervention strategy. Discuss in detail the step used to implement the intervention strategy and how the results of the implementation plan compare to what you anticipated. Discuss how you evaluated the effectiveness of the plan in relation to your stated objectives.

Chapter 7. Discussion

Chapter 7 is to provide an interpretation of the results of the project, including why things happened as they did. Sections of this chapter should include the following:

- Summarize professional and personal principles learned through the project, what possibly surprised you, and what you would do differently next time
- Discuss the sustainability of the project outcomes for the future and the next steps you would like to take.
- Include applications to other similar organizations, ministries, and communities
- Make recommendations for the future based on what you discovered through the project. Also include questions still not answered.
- Discuss how your Personal Learning Community (PLC) was involved in the project.
- Include any other final conclusions or discussions.

Reference List

In APA format, a Reference List is used to show sources actually cited in the project. In Turabian format, a Bibliography is used to show sources cited and consulted. This section can also be automatically generated using the Endnotes computer program (described later in this handbook). You may also include an additional section entitled Other Sources Consulted if desired.

Appendix (if applicable)

This section includes items that do not easily fit into the main body of the Final Project such as long data tables, interview transcripts, full curriculums, sample publications, surveys or interview questions used, and other similar material.

Methods such as “triangulation” are often used to evaluate the accuracy of responses by comparing the written or verbal participant responses with other validation means such as the researcher’s own observations, documents related to the problem being addressed, other expert consultants, and other community resources.
Vita (optional)

Due to confidentiality concerns, you may not wish to include this page and it is not required.

The Media Piece

The DMin and DTL Alternative Format has been previously discussed. It may be included as an appendix to in the Final Project or as a separately bound document. If the media piece is a resource DVD, or audio, these items must be submitted for binding with the academic piece. Display arrangements should be discussed for other types of alternative projects such as a website project.

Candidates are responsible for obtaining permission to quote published sources, providing accurately quoted material, ensuring there are complete and detailed references, and addressing any other matters related to the final written format and production of the Final Project. As has been previously emphasized, the candidate must follow the APA writing standards.

Binding charges for two copies of the Final Project are included in the final graduation fees. However, if the candidate wishes to provide extra copies of the project for binding for use as gifts, etc., the candidate may send additional copies. A charge of $50 per additional bound copy will be added to the candidate’s account. All final manuscripts must be accompanied by a computer disc copy or a PDF version of the project sent to the Registrar for BGU’s permanent files. One bound manuscript will be given to the graduate and one copy will be placed in the BGU library.

ORAL REVIEW

The Oral Review (OR) is the final assessment process for the DMin and DTL degree programs. After the technical review is completed and the candidate’s Final Project Supervisor has determined that the Final Project has been well designed and well implemented, the supervisor is to grant approval for the candidate to schedule the OR.

The Oral Review Committee (ORC) will consist of a designated BGU Representative, the Final Project Supervisor, and the Second Reader. At least one member of the candidate’s Personal Learning Community (PLC) must attend the OR, but will not be considered a voting member of the committee. Others may also be included as observers, but are not official members of the ORC. The OR will usually require between one and a half to two hours.

Because DMin and DTL candidates come from all over the world, the OR may occur either in a face-to-face meeting or via a scheduled conference call with at least one of the members of the ORC (other than the candidate’s spouse) physically present with the candidate. BGU personnel will schedule conference calls based on information provided by the candidate on the OR scheduling form. All costs associated with phone services for the OR conference will be the candidate’s responsibility. If feasible and telephone conferencing costs are prohibitive, the candidate may wish to conduct the OR via Skype; although this option may hinder some who are
not particularly computer savvy. Candidates are also encouraged to provide Power Point slides or a written copy of their Oral Review presentation to their committee members

**Oral Review Scheduling Process**

Below is a summary of the OR scheduling process.

1. After receiving recommendations for the Final Project based on the technical review, the candidate is to schedule the OR with the Registrar.

2. Registrar emails OR scheduling form to candidate, who is to contact Registrar to determine available dates for a BGU Representative to participate in the OR.

4. Candidate is responsible for contacting Final Project Supervisor, Second Reader, Personal Learning Community (PLC), and others who may attend the OR to identify a final date. This information is communicated back to Registrar using the OR scheduling form, tracking any changes in this form by either using the “Track Changes” feature or highlighting changes.

5. Candidate submits final OR scheduling form to Registrar, who will email instructions to OR participants. The BGU Rep is the “coordinator” for the phone conference unless the Rep requests a different arrangement.

6. Candidate sends a copy of Final Project draft to members of the ORC no less than one week before the OR date (use an email attachment or hardcopy). Although it is preferred this draft include revisions based on Technical Reader recommendations, it is permissible to send a draft copy of the Final Project before revisions are made. If possible, it is also helpful to send to the ORC a set of PowerPoint slides or other forms of written documents highlighting the main points of the student’s presentation to be included as part of the OR process (see below).

7. Registrar emails Oral Review Form to all OR participants approximately ten days before the scheduled Oral Review date, including reminder to candidate that the Final Project draft must be distributed to the ORC at least one week prior to the OR.

8. Immediately following the OR, the Final Project Supervisor is to fill out the Oral Review Form summarizing the OR conference and return it to the Registrar. The other ORC members also sign the Oral Review Form indicting their approval of the summarization. If participants are remotely located, the Registrar may circulate the Oral Review Form as an email attachment or a hardcopy in order to obtain all ORC members’ signatures. Electronic signatures may also be used.

**Components of the Oral Review**

The BGU Representative will facilitate the OR or make arrangements for another ORC member to lead the conference. The first component of the OR will be a 15-20 minute presentation by the candidate, which should include the following topics (as previously
indicated, use of Power Point slides or other written documents is helpful).

1. What was the specific project issue/problem addressed?

2. What was the contextual historical and current background for the project

3. Who was the audience for the project report?

4. What was the candidate’s personal role in addressing the project problem?

5. What was the intervention plan to address the problem, how was it implemented, and how were the results evaluated?

6. What sources contributed to the research and implementation of the project? (literature, Bible/theology, ethnography/sociology/demography, courses, interviews ...)

7. What transformational changes occurred as a result of the project? (personal, organizational, congregational, community, ministry, etc.)

8. What did the candidate learn from the project?

9. How did the candidate see him/herself as a transformational, incarnational change agent?

10. How can the principles learned be applied to other similar situations?

**NOTE:** The candidate’s presentation should not exceed twenty minutes (fifteen minutes is preferred). This limit will allow another forty to forty-five minutes for discussion. It is strongly recommended that the candidate quickly cover the first five items above and then spend most of the time covering the remaining items.

**Oral Review Board Deliberation, Vote, and Report**

It is anticipated that the presentation and questions phase of the OR will require approximately one hour, after which the candidate will be excused. The ORC will then receive input from the candidate’s PLC, after which they too will be excused. The ORC will then deliberate and vote on the level achieved by the candidate. The three voting members are the Final Project Supervisor, Second Reader, and BGU Representative. Once a vote has been taken, the candidate will be called back to receive the report of the ORC and to respond to other inquiries. Two votes of approval are required to “Pass” and three votes are required if the motion is to “Pass with Distinction.” In its deliberations, the oral review committee considers the following criteria:

1. **Pass with Distinction:** *Exceptional* level of competence and initiative, excellent implementation skills, exceptional transformation resulted in the lives of people or organizations or communities, clear comprehension of the process, a replicable model utilizing transformational leadership for ministry renewal, exceptional writing skills, and exemplary oral review.
2. **High Pass:** High level of competence and initiative, good implementation skills, much transformation resulted in the lives of people or organizations or communities, clear comprehension of the process, a replicable model utilizing transformational leadership for ministry renewal, good writing skills with only minor edits needed, and well organized oral review.

3. **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 Final Project Supervisor prior to graduation.

4. **Conditional Pass:** Significant changes in substance and/or style required. Revisions must be reviewed and approved by the Final Project Supervisor prior to graduation, which upon completion will raise the grade to a Pass.

5. **Fail:** Competence in either the project preparation or its Oral Review. The candidate may, with the written permission of the Oral Review Board, work with the Final Project Supervisor to determine the appropriate corrective action. Without the written permission of the Oral Review Board, the candidate will be recommended for termination.

**Oral Review Follow-Up**

It will be the responsibility of the supervisor to:

1. Make sure that any changes required by the ORC are incorporated into the candidate’s Final Project.

2. Complete the Oral Review Evaluation form, sign, and return it to the Registrar for filing in the candidate’s permanent file.

3. Sign and return the Project Verification Form to the Registrar’s Office before final compensation can be issued (appendix 2).

4. Provide the Registrar with an electronic signature via email that can be inserted into the Final Project signature page. If the supervisor is uncomfortable providing an electronic signature, he/she must print out two copies of the Final Project signature page on bright-white, acid-free, 24 lb. paper on a color printer, sign it, and mail to the Registrar in a cardboard envelope that cannot be bent so that it can be inserted into the two Final Project documents for binding.

**PRINTING AND BINDING OF FINAL PROJECTS**

After satisfactory revisions are completed in the Final Project based on recommendations from the Project Supervisor, Second Reader, Technical Reader, and Oral Review Committee, the final computer document is to be sent to the Registrar’s Office by April 1. Two copies of the Final Project will be printed and bound through BGU, which is covered in the graduation fee. Additional copies are available for a fee of $50 per copy. If the candidate does not submit the final project in time for printing and binding before graduation, additional charges may be added to the student’s account to pay for shipping costs.
Approval and Recommendation for Graduation

Once all course work with the exception of the final project has been completed, the candidate will be recommended to BGU’s Academic Cabinet: Graduation to be advanced to “Candidacy Status.” (Requirements for Candidacy Status include fulfillment of all academic and financial obligations to the school.) In its meeting prior to graduation each year, the Board of Directors also approves all candidates for graduation. Graduation activities are generally held 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, a bound copy of the Final Project, and an official transcript will be presented to graduates during the graduation activities if the Final Project has been submitted in a timely manner. The graduate will also be “hooded” during the ceremony. Details about graduation will be sent to candidates in the months preceding graduation.

If a grade is missing on the candidate’s transcript or the Final Project has not been completed, the diploma will not be awarded (the award cover will be empty when presented to the candidate), but will be mailed to the candidate once a passing grade has been awarded. If there is a balance on the student’s account, the diploma and final transcript will be held until the balance is paid in full.

COMMEN WRITING ISSUES

All written materials related to the Final Project must conform to A Manual for Writers of Term Papers, Theses, and Dissertations, by Kate L. Turabian (8th Edition) or to the Publication Manual of the American Psychological Association (6th Edition). In addition, the candidate is encouraged to consult a manual on English usage and style, such as The Elements of Style, by William Strunk, Jr. and E.B. White. Citing of references is to conform to the selected writing format (APA or Turabian).

Candidates must secure the help of a proofreader to review the project for good grammar and sentence construction before the document is sent the Director of Final Projects (via the Registrar’s Office) and then to the Second Reader. Based on recommendations from the Director of Final Projects and the Final Project Supervisor, a student may be required to hire the services of an editor. The Final Project Supervisor, the Second Reader, and the BGU Technical Reader are not expected to function as proofreaders or editors for the project in terms of punctuation, typographical errors, and grammar. Some help for this task may be available for qualified two-third world students. Check with the Registrar.

Each Final Project is unique. There are, however, some fundamental elements of structure, grammar, and formatting that are common to all graduate projects. Anticipating common errors when writing the first draft can eliminate much rewriting. The following sections list common errors, which must be considered beginning with the first draft of the project. One of the most common difficulties registered by the BGU tech readers is the arrogant fashion that is used by some students, which suggests that they perceive they have discovered the missing solutions for the church. Students should be aware of this tendency and in their own editing should tone down any rhetoric that would imply such an attitude. Candidates should try to write
with an attitude that shows that they are presenting just one possible constructive idea or suggestion without bashing those who have taken another stance. Respect is key!

**Structural Issues**

The following issues will often require candidates to do further work on their final project:

1. Lack of detail in Table of Contents (provide at least first level subheadings).
2. A weak introduction chapter which does not clearly state the problem and purpose of the project with appropriate references to support claims and how each component will contribute to the overall purpose (see the typical components of the introductory chapter previously discussed).
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 or recommendations chapter (a summary and conclusions chapter that brings all the project components together and shows that the purpose of the project has been demonstrated).
6. Failure to use gender-inclusive language, which is the standard for most institutions of higher learning (see previous statement on page 23).
7. A lack of a focused arguments with adequate documentation and clear themes within a chapter (for example, a project is not acceptable that simply includes a compilation of opinions, good ideas, research results, or essays with little specificity or overall connection).
8. Too few first- 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 the chapters (see the BGU Final Project template for recommended subheading formats).
9. Superfluous material in various chapters, which does not contribute directly to the thought that is being developed.
10. No specific plan for evaluating how well the project accomplished its intended outcomes.
11. Generalizations or personal opinions without well-documented and logical conclusions drawn from the research.
12. Arrogant fashion suggesting candidates have discovered the missing solutions for the church.
13. 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. In addition,
the project should not be a series of shorter quotes following one after the other with little connecting discussion.

14. Presenting an annotated bibliography rather than a Literature Review chapter. This chapter is to be formatted as prose text that discusses current literature showing how others have addressed the project problem and how this literature is used in the research for the project. The chapter is to be organized according major subtopics showing categories of research or disciplines related to the problem and purpose statements for the project.

15. Outdated reference works (example, using five-year-old literature in discussing the Internet).

16. Use of copyrighted figures without permission. Show permission in the source-documenting caption of the figure.

17. Plagiarism violations using opinions, phrases, or concepts without proper documentation and quotation marks for directly quoted content.

18. Failure of the candidate to demonstrate critical thinking and integrative writing leading to well-thought-out conclusions based on expert opinions, statistics, and other representative data presented in the project.

19. Failure to demonstrate ethical writing standards. BGU requires that all writing assignments conform to the ethical standards established by various professional associations, which include at least two principles related to writing at BGU. First, the rights and welfare of research participants must be protected, which often means using standards of anonymity unless given permission to use a person’s name. Second, intellectual property rights must be protected, which also includes issues related to plagiarism as discussed above.

**Grammar and Formatting Issues**

1. Be consistent in the use of capitalization. Here are some examples.
   - Use *biblical* or *scriptural* as adjectives and *Bible* or the *Scripture* as the proper name to the book.
   - Use of the lowercase *he, him, or his* is acceptable when referring to God, but uppercase is also acceptable depending upon your personal preference or that of your church tradition.
   - Use *the Church* when referring to the universal Church, and use *church* when referring to specific church groups and denominations or in a phrase such as “the neighborhood church.”
   (See the *Chicago Manual of Style* and literature from the *Society for Biblical Studies* Style Guide for detailed information on formatting of biblical and theological terms.)

2. Avoid common punctuation and typing errors. For example, place periods and commas inside quotation marks; and provide commas to set off clauses in a sentence.

3. 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.

4. Use first person pronouns for reference to yourself as the author, which has become acceptable in academic writing rather than using “the author” or the editorial *we*. 
5. Do not use the “royal we” or generalized use of we. The plural pronoun we can be used if the writer is a member of a specific group being discussed (for example, if you are a member of a leadership team) or general groups such as Christians if the group is identified (e.g. “We as Christians believe...”).

6. Do not use of the second person pronoun you in dissertation writing. A Final Project is not to be an exhortation or a sermon, but rather, an objective discussion providing analysis, documentation, processes, evaluations, and conclusions relating to a ministry model or critical issue.

7. Use italics to emphasize words or phrases rather than bold or underlining formatting. Bold formatting may be used in subheadings and tables as needed.

8. Use bullets sparingly for lists. The use of numbered lists is preferred.

9. For both APA and Turabian formats, spell out numbers one through nine, except when in conjunction with percentages (i.e. “7%” rather than “seven percent”).

10. In APA, footnotes may be used for incidental information that does not fit well in the main text. Footnote numbering starts over in each new chapter.

11. For Scripture references, use parenthetical notes immediately following a text rather than footnotes. For example, say “...everlasting life” (Jn 3:16 or John 3.16). Remember that the punctuation must follow the parentheses. Also, be consistent in spelling out all text references or use a consistent system of abbreviations. It is permissible to use either a colon (John 3:16) or a period (John 3.16), although the latter is preferred. Incorrect: John 3:16 say, “For God so loved the world.....” Correct: In regards to Jesus, John said, “For God so loved the world...” (John 3:16).

12. Use a consistent indentation of .5 inches for first lines of paragraphs, first lines of footnotes, and block quotes.

13. For APA style, all items should be double-spaced, including block quotes and lists. Check the APA style manuals for other spacing issues. For Turabian, all text is double-spaced except block quotes, which are single-spaced.

14. Do not use justified text.

15. 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 to avoid confusion. Incorrect:” This was used to gather the data.” Correct: “This approach was used....”

16. 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/her leadership team, he or she must model the desired attitude.

   Use of the Plural: If pastors desire to promote servant leadership among their leadership teams, 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.)

17. Use trailing commas in a series. Example: The son, daughter, and mother visited the father at the parish office.

18. For margins, use 1-1/2” on left, 1” on top, right, and bottom.
19. Do not put quotation marks around a block quote.
20. For font sizes, use 12 pts. for the: body and headings and 10 pts. for footnotes and often content for data tables.
22. In the Reference List or Bibliography, use two letter abbreviations for all US states (Arizona = AZ). In the text, spell out all state names.
23. Do not put an extra space between paragraphs except possibly just before a new heading.
24. Avoid one-sentence paragraphs, which are generally not acceptable.
25. Format vertical lists as follows:
   - Numbered or bulleted lists are acceptable, but be consistent throughout the project.
   - Use a .5” indentation for lists.
   - Double-space all lines in the list.
   - If the list items are complete sentences, start each with a capital letter and end each item with a period.
   - If the list items are not complete sentences, start each with a lowercase letter and do not use periods.
   - List items must be parallel (either all complete sentences or all incomplete sentences)
   - If the list is from a source, provide a parenthetical reference.
   - Each list item should be a maximum of one sentence in length. Otherwise, use regular paragraphs rather than a list.

Some Differences between APA and Turabian Formatting Styles
The following table shows some differences between APA and Turabian styles. Consult the appropriate writing manual for details.

<table>
<thead>
<tr>
<th>Formatting Issues</th>
<th>Turabian</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation of sources</td>
<td>Footnotes</td>
<td>Parenthetical only</td>
</tr>
<tr>
<td>Content footnotes</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Use of block quotes</td>
<td>Five or more lines</td>
<td>Over 40 words</td>
</tr>
<tr>
<td>Line spacing of block quotes</td>
<td>Single-spaced, indented</td>
<td>Double-spaced, indented</td>
</tr>
<tr>
<td>Listing of sources</td>
<td>Bibliography</td>
<td>Reference List</td>
</tr>
<tr>
<td>Spacing in source lists</td>
<td>Single space each entry</td>
<td>Double space all entries</td>
</tr>
<tr>
<td></td>
<td>and double space between entries</td>
<td></td>
</tr>
<tr>
<td>Capitalization in source lists</td>
<td>Title case (capitalize first letters of all words except articles and prepositions)</td>
<td>Lowercase (capitalize only first letter of book and article titles and any proper nouns; use title case for journals and newspaper titles)</td>
</tr>
</tbody>
</table>
APA Documentation Samples

The following samples show APA formatting for parenthetical referencing and reference lists.

**Book**

*In the Text*
(R.J. Bakke, 1997) for a general reference to the book
(R.J. Bakke, 1997, p. 35) for a specific opinion or quotation
Bakke (1997) says missions opportunities are now not only across the oceans......

*In the Reference List*

**Website Article (there are other formats for organizational reports, etc.)**

*In the Text*
(George Fox University, 2008, para. 2)

*In Reference List*

(If the website is not subject to many changes, the retrieval date is optional.)

**No Person or Organization Shown as Author for Internet Article**

*In Text*
(“Antipsychotics,” 2008)

*In Reference List*

(If the web article appears to be written by staff of a governmental agency or other organizations, name of the agency or organization may be used in the author location if no other author is indicated. The main issue is to make sure the parenthetical reference in the text begins in the same manner as the entry in the Reference List.)

**One Source Quoted in Another**

*In the Text*
Brueggemann (as cited in Griffin, 2007, p. 64) discusses......

*In the Reference List*
Thesis or Dissertation

In the Text
(Melton, 2006)

In the Reference List

Lecture from a Symposium Type Class such as an Overture

In the Text
(Barnes, 2005)

In the Reference List
Barnes, Grace (2005, May). Introduction to transformational leadership. Lecture in *Overture I* course at Bakke Graduate University, Seattle, WA.

Kindle Type Reference

In the Text
(Trible, 1978, loc. 288-90)

In the Reference List

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No running heads</td>
<td>Running heads throughout document</td>
</tr>
<tr>
<td>Roman numerals in front matter, then begin chapter one with Arabic numeral 1</td>
<td>All Arabic page numbers beginning with title page</td>
</tr>
<tr>
<td><strong>Option 1</strong>: Page numbers bottom center of all pages <strong>Option 2</strong>: Bottom center of first pages of chapters with remaining chapter pages at top right</td>
<td>Page numbers at top left for all pages</td>
</tr>
</tbody>
</table>

Turabian Documentation Samples

The following samples show Turabian formatting for footnotes, bibliography, and works cited in the Turabian style.

Book

—

4 Raymond J. Bakke, *A Theology as Big as the City* (Downers Grove, IL: InterVarsity Press, 1997).
Website
Second occurrence of a book when source appears
Third occurrence of the same book that was just referenced.
One source quoted in another.
Thesis or Dissertation
Lecture

The following represent samples of how those same references should appear in your Works Cited:

Bakke, Raymond J. *A Theology as Big as the City*. Downers Grove, IL: InterVarsity Press, 1997.

Barnes, Grace, “Introduction to Transformational Leadership,” (Lecture: Bakke Graduate University, Overture I, Seattle, WA.


Quoting Amazon’s Kindle: On the Kindle (sometimes at the bottom), there is a location locator that will usually read something like: Locations 335-49. This location number goes in the footnote but not in the bibliography. For example, in a footnote:


---


6 Bakke, *A Theology as Big as the City*, 42.

7 Ibid., 43.


9 Judi Melton, “Philosophy of Ministry,” (Bakke Graduate University, 2006).

10 Grace Barnes, “Introduction to Transformational Leadership,” (Lecture: Bakke Graduate University, Overture I, Seattle, WA.
In the bibliography, the format is as follows:


**Installing Endnote**

The Endnote program is valuable for BGU students in that it helps maintain all bibliographic information and automatically inserts into the document. There is an online video available on the BGU website and included in the Orientation Packet required of all BGU entering students. A link will be emailed to every student who pays the annual technology fee. Here is a summary of the installation process. When you click on the emailed link, it will take you to a page that asks you to agree to their conditions:

1. Agree to the conditions (make sure all other programs are closed down);
2. Click on “download” for either windows or MAC;
3. Right click on Endnote file and “open;”
4. Right click on the EndnoteX2.zip file and select “Extract all” (This is an important step!);
5. The program will create a new folder called EndnoteX2. In the EndnoteX2 folder there will be two files: one is the Endnote installer and the other is the license.dat;
6. Start the Endnote installation program (double click on the Endnote installer). The Endnote Setup program will start;
7. Follow the instructions on screen to complete the installation. Use the Next button to move forward between the installation dialogs.

Once you have installed the program, open it. In the toolbar click on Edit, then Output styles, open Style Manager, unmark all, then click the *APA Reference List*. Close the box (red X).

**Secondary Sources and Other General Information on Research Writing**

This section includes some general comments on common issues related to research writing. Determining the appropriate use of primary sources and secondary sources is one major concern related to research writing. Secondary sources include books, articles, reviews, abstracts, reports, encyclopedias, and other sources that discuss primary sources (original writings or other creative communications developed by someone). Secondary sources often summarize the original writings of various authors; they also include direct quotations and specific opinions of one author included in the writings of another author. There are specific documentation formats used in the Final Project when referring to direct quotes or specific opinions of authors cited in the works of other authors (see documentation examples in sections above). As much as possible, the Final Project should use the primary source writings of authors. However, secondary sources are helpful for summarizing research in a specific field of study and understanding concepts used in that field; they are also possibly needed when access to a primary source is limited.
The use of the popular secondary source, internet-based encyclopedia known as Wikipedia has become an issue at many colleges and universities. Some schools completely forbid the use of Wikipedia as a credible source for dissertations. BGU allows the use of this online encyclopedia in a limited manner for items such as definitions, geographical information, and summaries of concepts. Wikipedia should not be used for supporting statistical information and should generally not be used for supporting historical information. Although the website has much reliable content, it is still a source produced by various contributors with diverse points of view. Whenever possible, try to find the original sources being used by a Wikipedia article. The Wikipedia website may be helpful for finding additional sources on a topic by following the links generally found in the list of references used for an article.

In terms of reliability of content, all internet articles need to be used with caution. Students are able to “prove” almost any particular point of view by citing various internet articles. There are, of course, excellent websites sponsored by recognized schools and organizations. When using information from a website source that is not well known, it is advisable to provide some background of the sponsoring group in the text of the Final Project to inform the reader on the level of reliability of content being cited. The use of peer-reviewed sources is highly recommended.

A Final Project must also not become so focused on one point of view, especially regarding controversial topics, that other perspectives are not considered. Although the Final Project will represent the specific point of view of the author, there must be evidence that the student is aware of other diverse opinions. In Final Projects, students should discuss various points of view on a subject and then provide conclusions based on their own critical thinking. For example, it is not acceptable to document a particular point of view by quoting one person who wrote one article on the internet. Students in doctoral level programs are expected to have a firm grasp on the various perspectives in their particular fields of study and be able to accurately articulate why they have selected their particular points of view using supporting documentation such as expert opinions, statistics, and other representative data.
APPENDIX 1.
EXAMPLE OF PROJECT ABSTRACT

This project addresses the need for expanded collaborative partnerships among churches in Portland, Oregon in meeting the increasing community needs and how their congregational distinctiveness could hinder or support intentional collaboration. Since leadership provides the infrastructure for transformative action in the community, the project analyzes the attitudes regarding relational cooperation among local leaders to discover those factors that may hinder or support better collaboration for their transformational impact on the community. A qualitative, one-on-one research interview method was used with eleven senior pastors in the Portland area, provided invaluable information on relational unity. The data was analyzed Thematically. Literature and interactive community meetings were other sources of research data.

The research data clearly showed that leaders have a desire to serve the community, but their responses are more crisis-oriented and reactive rather than being proactive. Congregations unite in prayer and other worship activities, but individually attempt to meet the needs of the community, which leads to duplication of effort and ineffective use of resources. The principal conclusion is that individual and congregational spiritual formation is the primary issue preventing effective intentional collaboration among local congregations in service to the community. Several collaborative endeavors resulted from this project, including the formation of the Center for Women in Ministry (CWM) in association with the and North Portland Bible College.
APPENDIX 2.
PROJECT PROPOSAL APPROVAL FORM

BAKKE GRADUATE UNIVERSITY
FINAL PROJECT PROPOSAL SUPERVISOR’S VERIFICATION FORM

Final Project Proposal

I have read the Final Project proposal for __________________________ (student) and approve of the content and organizational structure of the document. In my considered opinion, this Final Project proposal is ready to be presented to the Academic Affairs Committee for approval.

Supervisor’s Name ______________________________________________________________

Signature ____________________________________________________ Date_____________

Final Project Supervisors may, alternatively, send an email with this language to the registrar to confirm approval.
APPENDIX 3.
FINAL DRAFT VERIFICATION FORM

BAKKE GRADUATE UNIVERSITY
SUPERVISOR’S PROJECT VERIFICATION FORM
For Final Draft of Final Project

Thank you for supervising our student’s work during the Final Project phase of the student’s program. To compensate you for your time and effort, please complete the information below. We are truly thankful for you and your investment in our student.

To receive payment, the following items must be completed and returned to BGU:
1. This signed Project Verification Form;
2. Signed W9 (unless you are not a resident of the United States); and
3. Candidate’s Final Draft.

Blanks need to be completed by Final Project Supervisor. Please type or print legibly.

Supervisor: 
Student: 

Mailing Address: 
Project Title: 

Phone: 
Date Project Completed: 

Email: 
Pass/Fail: 

I verify that as the approved Final Project Supervisor for this candidate’s Final Project, I have supervised the candidate as he/she developed and constructed their proposal and final draft. I have thoroughly reviewed, edited and made suggestions to the candidate regarding manuscript prior to submission of the document to BGU. This Final Project is now ready to be submitted to the Technical Reader for a final review and the Oral Review may be scheduled.

_________________________________________  __________________________
Signature of Final Project Supervisor          Date

Payment for this Final Project Supervisor is approved by the Academic Dean