

Andrews  University

**Doctor of Ministry Program**

**Handbook for Project Advisors and Readers**

2012 Edition (Updated)

*“Changing the People Who Change the World”*

# Andrews University

## **Doctor of Ministry Program Handbook for Project Advisors and Readers**

You are reading this because you have accepted the ministry of serving a participant in the Andrews Doctor of Ministry program as their project advisor or reader. To serve as a project advisor or reader effectively, you need to understand the Andrews Doctor of Ministry program structure. The program is built on a Master of Divinity degree or its equivalent, takes four to six years to complete, and includes four modules plus the project. Participants select from one of several concentrations and journey together as a member of a cohort in that concentration; they engage in the program while continuing their ministry, with the project integrated into the context of their ministry.

The program mission statement is: ***"Prompted by the promise of Christ's soon return, the Doctor of Ministry program at Andrews University is designed to develop spiritually mature and responsible professionals in ministry for worldwide church leadership."***

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its participants. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate for all participants. The following are those program outcomes.

### Being:

- Develop deeper biblical spirituality
- Experience enrichment of personal and family life
- Intensify greater commitment to ministry
- Develop an Adventist perspective of evangelism, mission, and ministry
- Experience positive collegial relationships
- Develop a global view of society and ministry

### Knowing:

- Gain theoretical knowledge that contributes to advanced ministry
- Develop an understanding of the biblical model of servant leadership

### Doing:

- Able to evaluate ministerial practices through theological reflection
- Able to use appropriate tools to analyze the needs of churches and communities
- Develop skills that facilitate more effective ministry
- Able to articulate theological and theoretical understandings that advance global ministry
- Develop habits of study that contribute to lifelong learning

Our vision statement includes the following five points. Please consider these carefully, since this shared vision includes outcomes we seek for all participants. We envision:

1. The Doctor of Ministry degree as a global leader in Doctor of Ministry programs and the premier choice for Seventh-day Adventist ministry professionals.
2. A growing global community of women and men of diverse cultural and faith traditions seeking their Doctor of Ministry degree in cohorts formed around specific concentrations.
3. Graduates who:
  - a. deepen their spirituality, leading to enrichment of personal and family life, and a greater commitment to ministry;
  - b. participate in cohorts that contribute to collegial relationships;
  - c. understand the biblical model of leadership and to develop competencies contributing to the strengthening of an Adventist perspective of discipleship, evangelism, mission, and ministry;
  - d. learn to evaluate ministerial practices through theological reflection, aiding in the formation of a biblical model of servant leadership;
  - e. learn to use appropriate tools to analyze the needs of churches and communities, to facilitate more effective ministry;
  - f. develop a global view of ministry; and
  - g. enrich their learning experience within their ministry context.
4. A growing number of faculty and advising teams formed from our own seminary, sister institutions, outstanding professionals from the field, and Doctor of Ministry graduates who are passionate about our vision, understand and embrace the distinctive nature of Doctor of Ministry education, and are each remunerated for their service.
5. Graduates who contribute expertise to the program and continue in a lifelong community of learning and alumni fellowship.

This handbook is intended to give you an overview of your responsibilities and thus support the quality of the project experience for the participant. The handbook provides a brief orientation to the program for you and helps you gain perspective of the varied ways participants are supported as they proceed through their project. A description of the responsibilities for second and third readers is also provided.

Annual in-service training events are provided for you during the spring. All advisors/2<sup>nd</sup> readers are expected to attend the yearly in-service to help them serve their advisees well.

## The Nature of a Doctor of Ministry Project

The DMin project is a ministry challenge experienced and concurrently expressed in writing that leads the participant to reflection on the context of their circumstances, spirituality, and ministry. The project integrates written reflection with the actual ministry challenge and includes theological reflection and literature review. *The purpose of the project is transformational: to experience the integration of knowledge in a particular ministerial area, and to further growth while implementing ministry in a creative and practical way.*

Timothy Lincoln, in his article "Writing Practical Christian Wisdom: Genre and the Doctor of Ministry Dissertation," published in *Theological Education*, notes: "The project is an exercise in *phronesis*, practical Christian wisdom."

The DMin project is described as:

**In-Ministry Project:** This is *the pathway* for all DMin students. It blends the theoretical and the practical, theology and ministry. The objective is to provide materials for the benefit of the church and to help pastors grow. The emphasis blends research, academic writing, skill development, and personal reflection. After presenting personal spiritual and theological reflection, analysis of the context, a theoretical and theological basis for the project itself, evidence of relevant literature, and description of appropriate research methods, the writer narrates and evaluates an intervention implemented over time, usually in a local church. The project document may be up to 125 pages, excluding appendices.

Each concentration reflects the following shared essentials in the project:

1. Reflection on the personal spiritual and theological foundations of the participant,
2. Definition and analysis of the context in which the project will be carried out,
3. Evidence of significant literature review work,
4. Theological reflection relevant to the project,
5. Description of the appropriate research methods applied,
6. Narrative of the project implementation,
7. Evaluation, outcomes, and recommendations,
8. and a discussion of learning and personal transformation as a ministry professional.

## Research in the Doctor of Ministry Program

Because the DMin program is a professional degree, research is focused on the development of the participant as a ministry professional. This requires a distinct approach to research. Please read the document *Research Paradigm for Doctor of Ministry Education*, which is in the appendix.

## Support for a Successful Project

Advising is only one of several important provisions of the Andrews Doctor of Ministry program designed to support the participant's effort to successfully complete their project. As an advisor, it is important for you to understand that each of the following contributes to the DMin project. That will help you gain a perspective on advising, with its contribution and limitations within the DMin program.

1. Orientation to the project is provided by the program director in the first year of the program during the first intensive.
2. Conversations with the concentration coordinator in the first year help the participant focus on a ministry challenge that will develop into a good project. Some of those conversations lead to a project focus, while others only to a ministry area from which the project will grow.
3. In the first year participants take GSEM 790 Project Seminar. Participants receive assistance in forming their DMin project proposal, and orientation to issues in successful completion of the DMin project document. Areas of focus include a literature review, research techniques, writing standards, developing an effective work plan for completion of their project, and other project related topics.
4. An academic writing workshop designed to distinguish popular writing from academic writing is included in GSEM790 Project Seminar.
5. The Project Seminar also helps participants develop the capacity to utilize information in the practice of ministry—congregational studies, systems analysis, program evaluation, structured experiments, surveys, focus groups, participant observer, and community assessments.
6. The Project Seminar includes orientation to research ethics and to documentation for the Andrews University Institutional Review Board to approve research on human subjects as may be required.
7. The project proposal is reviewed by the DMin Project Coach prior to submission to an advisor.
8. The Project Proposal Sub-committee reviews proposals for recommendation to the program committee.
9. Post-intensive assignments in each module develop chapters of the project document.
10. Grading of written assignments in the modules by the lead teachers contributes to forming the academic writing skills of the participant in the context of assignments designed to contribute to the project document.
11. The DMin Project Coach reviews the first chapter that participants submit (Chapter 3—Literature Review) prior to its submission to an advisor.
12. In the first year participants are generally required to find a mentor who has expertise in the professional ministry area of their project. Conversations between the advisor and mentor are encouraged.
13. The service of an advisor and second reader is arranged by each participant in their first year in consultation with the project coach.
14. Learning groups are a requirement in each concentration. These groups meet during the year and provide peer feedback on projects and writing assignments.
15. The DMin web site posts a document *DMin Project Assessment Guidelines* to assist students through the project work.
16. Also on the web site there is a guide for academic writing, *Andrews Standards for Written Work*, which provides details of style and formatting in academic writing for University programs.

17. A project document editor is provided by the program who reads the third chapter and further checks style, grammar, and other writing issues for the participant.
18. The participant presents their project in the Oral Assessment at the end of the program.
19. An excellence in Doctor of Ministry research award is given to one qualified participant each year to acknowledge the contributions Doctor of Ministry research makes to the transformation of people in ministry and to encourage excellence.

### **How Program Participants Get Started on Their Project**

DMin participants take GSEM790 Project Seminar for four credits, in the first year of their program. Under the guidance of the DMin Project Coach, a participant develops a suitable proposal and tentatively selects an advisor and 2<sup>nd</sup> reader. See the *Project Map* in the appendix for a model of the subsequent project pathway. The participant should have their advisor no later than during the semester in which they take the project seminar.

A participant contacts potential advisors who are listed on the Available Advisors list on the DMin web site. At that time a second reader may also be sought. Participants may select from faculty or external advisors, and make the initial contact with the desired advisor/second reader.

After review by the project coach, and approval by the advisor, the participant refines the project proposal until it is deemed ready for vetting by the DMin Proposal Sub-committee. The participant submits a copy of the project proposal to the project coach *one week* before the meeting of the sub-committee when the proposal will be considered. The advisor needs to send an e-mail to the project coach stating that he/she believes the proposal is at a satisfactory level to go to the sub-committee. The sub-committee analyzes the proposal and determines whether it meets the published standards of Andrews University and the requirements of the DMin program.

In evaluating the proposal, the DMIN Proposal Sub-committee will consider the clarity, logic, organization, language, and presentation of the proposal. The sub-committee will pay special attention to the method of research proposed. While they recognize that the reference list is preliminary, sub-committee members will consider whether or not there is evidence of familiarity with appropriate sources. The proposal may be accepted as presented, accepted with modifications to be certified by the project coach, or rejected. The revised version of the proposal is approved by the advisor and sub-committee, and is recommended to the Doctor of Ministry Committee for final approval. When a proposal is deemed satisfactory and has been officially accepted by the Doctor of Ministry Committee, then a copy is placed in the participant's file, and the participant will receive a letter conveying such approval. After this, the participant formally begins the project.

If the project involves research on vulnerable human subjects, a completed and approved application for approval of research involving human subjects must be submitted to the Institutional Review Board (IRB) at Andrews University. Participants may download a copy of the application from the IRB website. The completed form

and required documents must be submitted to the office of scholarly research via email. Students may not begin implementing their project until they receive a letter of exemption or approval from the IRB.

### **How Project Research and Writing Proceeds**

With approval of the proposal, the research process associated with the ministry challenge begins in earnest. Closely following the approved proposal and under the supervision of the advisor, the participant carries out the needed research, including theological reflection, literature review, and field work.

As soon as a chapter is completed and has been viewed by the lead teacher for that module, the participant submits it to the advisor and second reader for content revision and approval. The one exception is chapter 3 which is viewed by the project coach before going to the advisor. The coach will evaluate for formatting, style, and academic writing. A chapter should not be submitted until the participant believes it is perfectly written. Often, the advisor requests modifications of content, which the participant must make before resubmitting the chapter. The process usually takes at least one rewrite.

The second reader reads at the same time as the advisor and forwards comments to the advisor. Chapters should be submitted to the advisor and second reader one at a time, and one chapter should be finished before submitting the next.

After all chapters have been approved by them, the advisor and second reader should consult on the document, determining together when it is ready for oral assessment. Some of the questions they will ask regarding the project document are the following:

1. Does the project integrate or weave together theory, theology, and practice?
2. Does the writer use information from appropriate and relevant disciplines?
3. Are appropriate field research methods applied?
4. Does the project give a *clear description* of the process followed?
5. Are appropriate components of analysis, evaluation, reflection, and conclusions evident?
6. Is there proper documentation of all sources used?
7. Is the writing correct, clear, and done according to Andrews University standards?
8. Has the participant clearly described his or her personal growth and transformation as a ministry professional?

### **Responsibilities of the Advisor**

The role of the advisor regarding the proposal and the project document is as follows:

1. Receive the inquiry of the participant regarding serving as advisor, clearly negotiate the parameters of that service, and discuss the participant's project.
2. Be available to the participant for consultation and **guarantee a turn-around time of no more than 21 days** for each item submitted in electronic file form by the participant. Conversations regarding the proposal and each subsequent chapter are generally 20 to 30 minutes. A student should anticipate one conversation regarding the proposal and one for each chapter.
3. Support the development and preparation of the project proposal by ascertaining that the project proposal is in the finalized form required in GSEM790 (DMin Project Proposal Seminar).
4. Assure that the outline of the proposal embraces all essential components of a DMin project—see the *Proposal Sample* and the *Proposal Rubric* on the DMin website.
5. Read submissions in order to give guidance to content. See the *Project Chapter Rubric* on the DMin website.
6. Follow up on each submission with an electronic copy of the submission, tracking recommended content changes.
7. Provide counsel with respect to methodology and resources for the project.
8. Monitor each stage of the project to ensure professional relevance and academic discipline according to the standards of doctoral study at Andrews University.
9. Provide feedback on appropriate components of data gathering, analysis, and evaluation.
10. Judge that the candidate writes well and follows regulations governing format according to *Andrews University Standards for Written Work*. The advisor is not to do the work of the participant. He/she is to ask the participant to revise or edit when appropriate, and may insist that the participant hire the services of an editor when excessive editing problems exist.
11. See that the candidate confines the written project to the appropriate length.

### **Responsibilities of the Participant**

1. Enroll in GSEM790 DMin Project Proposal and submit an acceptable proposal as required for that class.
2. From the list provided by the DMin office, contact a prospective advisor and second reader, and secure the advisor's approval of the research topic. Communicate with the project coach regarding the advisor and second reader. The DMin office completes the appointments.
3. Refine the proposal, including any research instruments as needed, and present a copy to the project coach for submission to the DMin Proposal Sub-committee.
4. Implement the modifications requested by the Proposal Sub-committee under the guidance of the project coach and the advisor; submit a revised version for final approval and filing.
5. Provide documentation of IRB approval when appropriate.
6. Work closely with the advisor on a strategy for research and a timetable agreeable to student and advisor.



7. Submit each chapter of the project to the advisor and second reader; make corrections as requested and resubmit.
8. Prepare the final version of the project document with all its parts.
9. Work closely with the project editor after the advisor approves the document for oral assessment. Two weeks must be allowed for the project editor to assure that the final copy is edited and ready for distribution.
10. Present the project at the oral assessment.
11. Make all requested revisions and present the final copy to the project editor in time for the final certification.

### **Responsibilities of the Second Reader**

1. When the project proposal is voted, the second reader receives a copy of the proposal from the participant in order to prepare him/her for their work.
2. Read chapter submissions and communicate comments and suggestions to the advisor. Agreement with the advisor can be made to communicate directly to the participant.
3. **Guarantee a turn-around time of no more than 21 days** for each item submitted in electronic file form by the participant.
4. Provide counsel with respect to methodology and resources for the project.
5. Provide feedback on appropriate components of data gathering, analysis, and evaluation.
6. Read submissions in order to give guidance to content. See the *Project Chapter Rubric* on the DMin website.
7. Affirm in communication with the advisor readiness for oral assessment of the project.
8. Participate in the oral assessment.

### **Responsibilities of the Third Reader**

1. Receive the project document from the DMin office at least three weeks prior to the oral assessment.
2. Read the completed project document prior to the assessment.
3. Participate in the assessment.

### **Oral Assessment**

When the advisor and second reader agree that the project is ready for assessment, they need to inform the DMin administrative assistant for learning that the project is ready. This notification must come before the deadline published on the DMin website, in order for the student to graduate on time.

A project is ready for oral assessment when:

1. The ministry challenge that forms the project has been addressed.
2. Research has been completed and reported.

3. Literature and theological work has been properly integrated into the project.
4. Writing of each chapter has integrated content changes recommended by the advisor and second reader.
5. Editing corrections are made.
6. The format conforms to *Andrews Standards for Written Work*.
7. The reference-list and in-text referencing conforms to APA style.
8. Final copy is approved by the project editor.

A detailed list of style and formatting standards is provided in the *Andrews University Standards for Written Work*, and not repeated here.

The participant supplies an electronic copy of project document to the administrative assistant for learning for assignment to a project editor.

Following review of the project editor, and at least three weeks before the assessment, the administrative assistant for learning sends completed and updated copies of the project document to the chair, advisor, second reader, third reader and participant. The DMin director or designee (serving as chair), advisor, second reader, and third reader constitute the oral assessment committee.

The oral assessment of the project must take place according the deadline schedule published on the website, in order for the candidate to graduate on time. The purpose of the assessment is to evaluate the candidate's ability to integrate what he/she has learned into improved ministerial practice, to describe the transformational experience of the project, and to provide an opportunity for the candidate to explain the research accomplished. The assessment is open to the public.

The assessment generally proceeds as follows:

1. Introductory remarks—by the program director or designee
2. Prayer—by the advisor
3. Brief presentation by the participant
4. Two rounds of questions—10-to-15 minutes per committee member—beginning with the advisor and ending with the third reader.
5. Closing comments by the participant
6. Committee deliberation—committee leaves the room; student and observers remain (See the *Project Evaluation Rubric* on the DMin website)
7. Announcement of the decision.

When revisions are requested (as normally happens), the committee usually empowers the advisor to supervise the changes and provide certification that they have been accomplished to the administrative assistant for learning. The advisor will meet with the student and communicate the required changes. The student will make the revisions and then submit a revised copy to the advisor. If the advisor approves of the revisions, the administrative assistant for learning will be notified, and the DMin office will send a copy to the project editor for final editing.

If extensive formatting recommendations are made by the project editor, the participant will need to make further corrections, and then return the document to the project editor.

The participant will then be responsible for sending the document to the Doctor of Ministry office for signatures. The date of those signatures is the date of completion of degree work. A participant may not receive a diploma until this work is completed.

### **Remuneration for Advisors**

The Doctor of Ministry program remunerates advisors, second readers, and third readers for their service. Call the DMin office for current remuneration amounts.

While seminary faculty do not receive remuneration, and are expected to carry a minimal load of advising, they do receive teaching load credit for advising beyond the minimal load. See the DMin web site for current advising load policies for seminary faculty.

### **Responsibilities of the DMin Proposal Sub-committee Chair**

The chair of the DMin Proposal Sub-committee should:

1. Ascertain from the project coach whether or not the proposal is ready for presentation to the sub-committee.
2. Chair meetings of the Proposal Sub-committee.
3. Work with the project coach to insure that the sub-committee's wishes are clear to the participant.
4. Sign off on the final version of the proposal and give it to the DMin office.

### **Responsibilities of the Project Editor**

1. Receive notification from the DMin Administrative Assistant of an editing assignment.
2. Complete a "project document status form" in order to track service provided and time.
3. Utilize the AU Standards for Written Work manual, and the APA style
4. Receive the third chapter (this is generally the first chapter written) from the participant after the advisor and project coach have given comment or other assistance, make all editing corrections, and give clear editing feed-back so the participant can learn from the corrections. Do this electronically with no verbal communication with the participant.
5. Electronically forward the corrections to the work to the participant in the case of an early sample chapter, and to the administrative assistant in the case of pre or post assessment editing. Do not provide further communication with the participant regarding editing matters.
6. Receive the completed copy of the project document prior to assessment and make all editing corrections needed including doing the following:
  - a. Cross-reference in-text citations with the Reference List
  - b. Cross-reference table of contents with the text
  - c. Cross-reference all tables and figures with the lists of tables and figures
  - d. Check pagination.

7. Provide a brief statement to the administrative assistant at this time qualifying the extent of the corrections needed.
8. Receive the completed copy of the project document for final post-assessment review, making all editing corrections, prior to binding.
9. Submit the DMin Document Completion form provided by the DMin office and the invoice to the appropriate DMin administrative assistant on completion of the post-assessment work.

### **Special Challenges**

Participants come from varied backgrounds. Patterns of thinking vary with culture; sometimes that complicates the research/writing mode of a doctoral program project. Language difficulties often hinder progress.

While advisors note editing problems, advisors do not correct extensive typographical errors or serve as project editors. When grammar, spelling, or format are unacceptable, the appropriate response from an advisor is to return the paper after correcting the first three pages (and scanning the whole), with instructions for rewriting it. These instructions might include directions for reorganizing, advice on cutting or lengthening sections, and even a mandate to find an editor.

## APPENDIX

**Andrews University  
Seventh-day Adventist Theological Seminary  
Doctor of Ministry Program**

**Research Paradigm for Doctor of Ministry Education**

The Doctor of Ministry (DMin) degree is a professional degree designed to develop ministry professionals in their capacity as spiritual leaders in the church. The vision of the DMin program at the Seventh-day Adventist Theological Seminary is captured in the phrase “changing the people who change the world.” The focus is on transformation of the ministry professional to excellence in their ministry service. The research paradigm applied in this professional doctoral program is in some ways unique to doctor of ministry education.

The successful DMin graduate should be able to reflectively evaluate herself as a Christian and a ministry professional. The graduate should also be competent at evaluating a ministry context through processes that include theological reflection and the assessment of current scholarly literature. He should also be capable of designing an appropriate intervention to address a specific ministry challenge, and to reflectively evaluate the process and outcome of that intervention. As a ministry professional, the goal is to be able to constantly grow as a leader and to facilitate the ongoing development of those to whom she ministers, and the constant improvement of the ministry context. The theoretical foundation of this paradigm for doctor of ministry research includes Kolb’s experiential learning theory and model of learning styles. Kolb describes an ongoing reiteration of concrete experience, reflective observation, abstract conceptualization, and active experimentation. A person can begin the cycle at any of the four learning styles. The DMin paradigm of research includes:

1. Theological reflection relative to the practice of ministry in the participant's context.
2. Review of current scholarly literature relevant to the ministry challenge.
3. Evaluation and analysis of the ministry context relevant to the participant's personal and professional transformation.
4. Telling the narrative of the case study in a manner that contributes to an advanced understanding of the nature and practice of ministry.
5. Analysis of how the DMin project intervention has contributed to their personal transformation as a ministry professional.

Contribution to the general knowledge base in a certain field of study is not the primary goal of a DMin program. The focus is rather on the development of the ministry professional in Being, Knowing, and Doing. The major tools for this development are theological reflection, cognitive understanding of theory and best practices, ministry experiences, and reflective thinking that evaluates the self, the ministry context, ministry experiences and those who are served. The purpose of the evaluation is the development and growth of the ministry professional in both competence and character.

In turn, the assessment of DMin research focuses on the development of the ministry professional. Has the DMin participant changed? Has the experience of the DMin program better equipped and empowered the participant to serve in ministry at a higher level of effectiveness than before?

### **Assessing Doctor of Ministry Research**

The Doctor of Ministry project is one of the learning modalities in the program. The project is a ministry challenge integrated into the program and the response to the

challenge is developed throughout the years of the program. It provides an experiential learning base for the student. A project engages a professional within a ministry context, for the purpose of transformation. In contrast, many dissertation paradigms primarily seek to add to the general body of knowledge in a certain field of study. The research paradigm of the Andrews DMin program supports the project undertaken as an integral part of the participant's program. The project assessment evaluates the transformational effects. Often, projects may provide inspiration or modeling for others in ministry. Therefore, the research paradigm focuses on reflective thinking theory (such as Kolb's experiential learning theory). A narrative style is used to tell the story of the project and how the researcher has changed as a result of the experience.

The elements of the project assessment reflect this research paradigm. Chapter one includes a description of the ministry context and a definition of the problem. Chapter two is a theological reflection and chapter three a literature review. Chapter four describes the plan of intervention that the student has developed from the research done in the previous two chapters. Chapter five is the Project Narrative-telling the story of how the intervention was implemented, in some detail. Chapter six describes the evaluation process and the transformational effect of the project. Reflective observation is an important aspect of this evaluation. This chapter might be called *Observations About Learning*. The purpose of this chapter is to capture what the individual practitioner learned. It would also report how the participant has changed as a ministry professional and grown in ministry competency in the particular area of his or her concentration. This chapter could include a comparison of the student's current level of competency with the



vision statement described in the Ministry Development Plan written at the beginning of the DMin program.

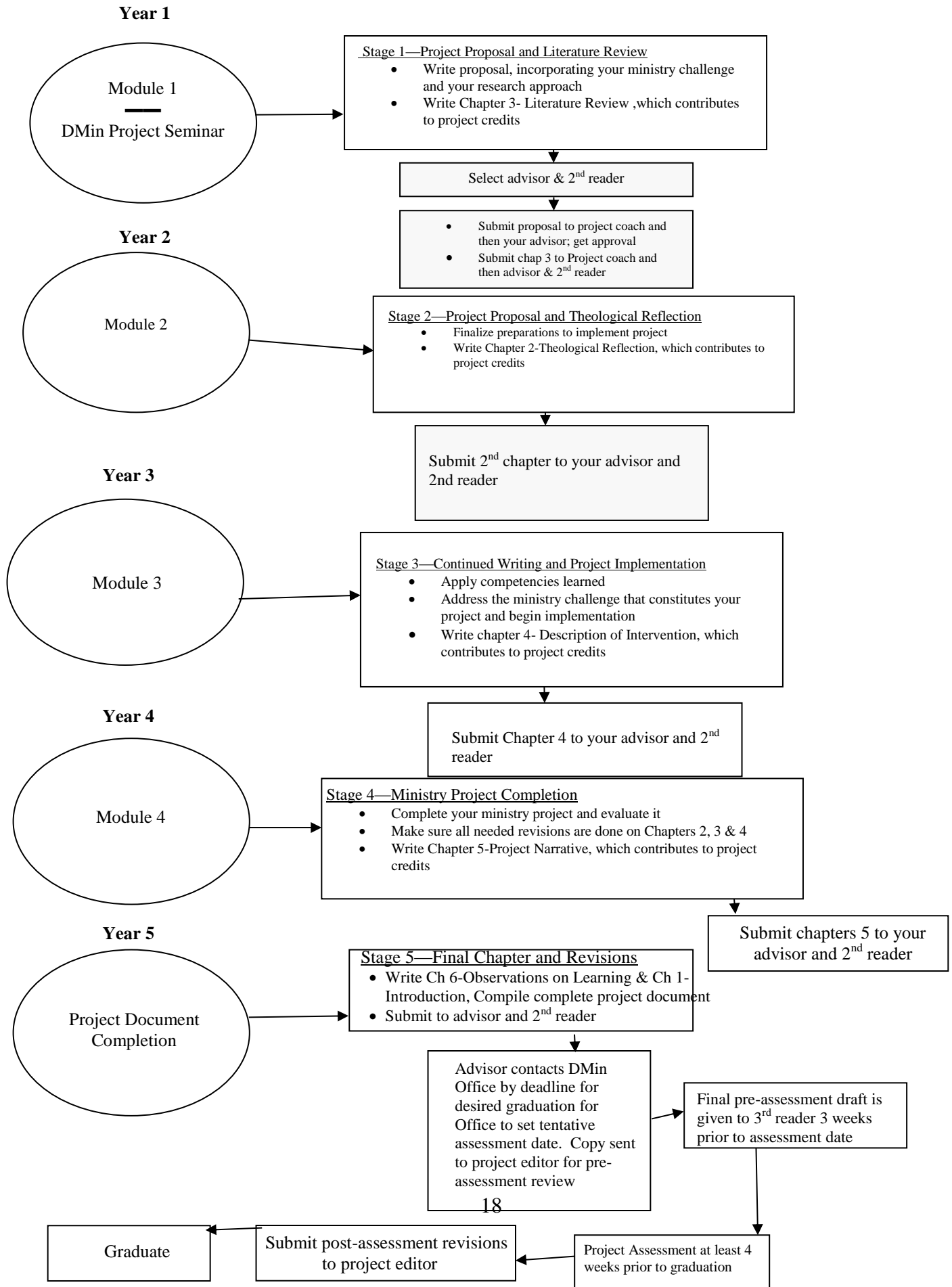
To facilitate this research paradigm, the research portion of the Project Seminar is focused on teaching a theoretical basis for reflective thinking and experiential learning (Kolb and others), theological reflection, literature review, reading and evaluating research, research reporting, and competencies in pastoral analysis. Pastoral analysis may include interpretation of demographic studies, intentional one-on-one and group listening activity for the purpose of identifying matters relevant to the project, or descriptive surveys designed to identify attitudes or ideas relevant to the project in its context. The learning comes from the work of self-evaluation and reflection on the project experience by the student. The student participates in a Project Assessment near the end of the DMin program. The goal of the assessment event is to present in a formal way the learning and growth of the ministry practitioner.

The role of advisors and second readers is to focus on the project, giving feedback to the student as they report the development, implementation, and evaluation of the intervention. They also help the student reflect on what was learned from the project experience by asking probing questions. The written document is secondary to the project experience. The document captures the learning for the student.

The ultimate goal of the DMin project is how the process contributes to the growth in understanding and competency of the student, not the “success” of the project per se. An “unsuccessful” project might generate great learning and growth in the ministry professional. The focus of the DMin program is to “change the *people* who change the world.”

# Doctor of Ministry Project Map

Revised 10/16/12



Andrews University  
Seventh-day Adventist Theological Seminary

A PREACHING STRATEGY TO INCREASE DEVOTIONAL READING  
OF ELLEN G. WHITE'S BOOKS ON THE BIBLE STORY AT THE  
AUGUSTA FIRST SEVENTH-DAY ADVENTIST CHURCH

A Project Proposal  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Ministry

by

Your Name

November 2012

## **I. DESCRIPTION OF THE MINISTRY CONTEXT**

Write a description of your ministry context where the project will be implemented. Include your role as a ministry professional, how long you have served there, etc. This section should be no more than a half page long.

## **II. STATEMENT OF THE PROBLEM**

Describe the problem that you are addressing. Tell what the presenting issues are, and then clearly and succinctly state what the root problem is. You must give evidence for both the presenting issue and the root problem. Cite a few research studies or experts for each. If these are not available, you may have to use your own observations. For example, a local pastor might say “pastoral observation indicates that a majority of the youth in the church stop attending around age 16.” You can also cite church records for attendance, giving, etc.

This section should be no more than a half page long.

## **III. STATEMENT OF THE TASK**

“The task of this project is to develop, implement, and evaluate....” These words should begin every Statement of the Task. In one to two sentences, indicate what initiative you will use to address the problem identified above in your ministry context. Be very clear and concise. Do not restate the problem, but simply indicate what the response will be—a program, seminar, sermon series, etc.

#### **IV. DELIMITATIONS**

Describe here the limitations that you have imposed on your project. These might include geographic, time, gender, ethnic, membership, age, income level, education level, etc. Only use those limitations that apply specifically to your project.

#### **V. DESCRIPTION OF THE PROJECT PROCESS**

- A. The first item in this section is about your theological reflection. Identify the biblical themes, concepts, principles, or passages that you will focus your reflection on. Do not elaborate, just identify them here. Limit the number to no more than five. This item should only be 1-3 sentences.
- B. The second item is about your literature review. Identify the specific area or areas of scholarly literature that you will review. Normally, two or three areas is sufficient; do not get too broad in your review.
- C. The following items in this section will describe how you will develop, implement, and evaluate your initiative that seeks to address your problem. Use a different lettered item for each big piece of the process. You may have anywhere from six or seven to a dozen items in this section.
- D. The last section should always indicate the month and year that you anticipate you will finish the project. Writing the project document will continue after this date, but the development, implementation, and evaluation phases will be finished by then.

## **VI. PROPOSED PROJECT DOCUMENT OUTLINE**

### **A. Chapter 1: Introduction**

1. Description of the Ministry Context
2. Statement of the Problem
3. Statement of the Task
4. Delimitations of the Project
5. Description of the Project Process
6. Definition of Terms

### **B. Chapter 2: Theological Reflection**

1. These Points Should List the Biblical Theme That You Identified in the Description of the Project Process, A
2. Each Theme, Principle, Concept, Passage, etc. Has its Own Numbered Point

### **C. Chapter 3: Literature Review**

1. These Points Should List the Areas of Scholarly Literature That You Identified in the Description of the Project Process, B
2. Each Area of Focus Has its Own Numbered Point

### **D. Chapter 4: Description of the Initiative**

1. This Chapter Describes the Initiative That You Used to Address the Problem
2. You Developed This Initiative to Accomplish the Task Mentioned in Section II
3. You Developed the Initiative Using Your Theological Reflection, Literature Review, Reflective Thinking, Field Research, and Experiential Learning
4. Each Major Component of the Initiative Should Have a Numbered Point

E. Chapter 5: Narrative of Initiative Implementation

F. Chapter 6: Evaluation and Learnings

G. Appendix

H. Reference List

I. Vita

## REFERENCE LIST

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## VITA

**Name:** Bobby J. (BJ) Boles

**Background:** I was born on November 22, 1968 in Charleston, SC but raised in Georgia. I have two older sisters and was raised in the Seventh-day Adventist Church by loving parents who are still married. I was baptized into the body of Christ and became a Seventh-day Adventist at a young age (1977). I am a product of Adventist Christian education and have attended Seventh-day Adventist schools from 1<sup>st</sup> grade through University.

**Family:** I was married on December 4, 1993 to Mygdalia Guajardo who is from Chicago, IL. We have two children, Westin Alexander (Born in 2005) and Eastin Alejandro (Born in 2009).

### **Education:**

1983-1987 High school diploma from Georgia Cumberland Academy (Calhoun, GA)

1988-1993 Southern Adventist University  
BA in Religion (Minor in Biblical Studies)  
BA in Psychology  
BS in Behavioral Science (Emphasis in Family Studies)

1995-1997 MDiv (Chaplaincy emphasis) from Andrews Theological Seminary.

### **Ordained:**

1999- Ordained by and currently hold ministerial credentials from Georgia Cumberland Conference of Seventh-day Adventists.

### **Experience:**

2007- Senior Pastor of the Augusta First SDA Church (Augusta, GA)

2003-2007 Evangelist for Georgia Cumberland Conference (GA/TN/NC)

2000-2003 Senior Pastor of the Atlanta North SDA Church (Atlanta, GA)

1997-2000 District Pastor of Bristol and Kingsport SDA Churches (Northeast TN)

1994-1995 Associate Pastor of the Knoxville First SDA Church (Knoxville, TN)

1993-1994 Intern Pastor of the Calhoun SDA Church (Calhoun, GA)

1989-1990 Student Missionary in the Chile SDA Union (Santiago, Chile)