

Assemblies of God Theological Seminary
Doctor of Ministry Program
October 2008

PROFESSIONAL PROJECT GUIDELINES

Introduction

The Professional Project is the culminating experience of the Doctor of Ministry program. A Professional Project is an opportunity for a participant to: (1) select an area of ministry, (2) undertake theological and theoretical research about it, (3) design a project or program for ministry in which the participant will provide leadership working with others, and (4) evaluate the theory, design, and execution of his or her leadership in the project. (A “book” option is available for qualified applicants with *advance approval*. Contact the Doctor of Ministry Office.)

Purpose of the Professional Project

The Professional Project is designed to enable the participant:

1. To identify and address specific ministry needs,
2. To discover and apply biblical, theological, and theoretical research to ministry practices,
3. To develop, implement, and evaluate a project applied in a ministry context (working in a setting of ministry with others),
4. To measure and evaluate outcomes of ministry activity,
5. To apply data from feedback to improve his or her effectiveness in ministry,
6. To grow in effectiveness through reflective evaluation of ministry practices, and
7. To construct tools or a product of ministry that contributes to greater ministry effectiveness for the larger Christian community.

The Doctor of Ministry professional project makes an essential contribution to developing the knowledge, attitudes, and skills that a Doctor of Ministry degree suggests. It requires rigorous and disciplined work to complete, but contributes immensely to the participant and to the participant’s ministry environment.

Distinguishing Elements of the Professional Project

What is the difference between a project and a dissertation?

The professional project integrates both the theory and practice of ministry. It is this combination of theory and practice in the participant’s ministry field that distinguishes the Doctor of Ministry Program

from Ph.D. programs that focus on academic research. In general, a professional project may be distinguished from Ph.D. or other dissertations as follows:

1. **The D.Min. professional project** seeks to (a) apply a specific aspect of theoretical learning to a ministry task and measure and evaluate the results, and (b) demonstrate the participant's competency in ministry.
2. **The Ph.D. research dissertation** seeks to (a) test a hypothesis which can be reported in such a way that it adds to the scholarly literature in the area of study, and (b) demonstrate the participant's competency in testing a theory.

Who are the key people involved in the Project process?

Primary Participants:

1. The Doctor of Ministry **Participant**
 - The participant is responsible for taking the initiative at each stage and meeting the deadlines in the process.**
2. The Doctor of Ministry Project **Adviser**
 - You will be asked to recommend 2 or 3 potential project advisers, but the final selection will be determined by the D.Min. Project Coordinator and D.Min. Program Director.
3. The Doctor of Ministry Project **Coordinator**
4. The Doctor of Ministry Project **Editor (SEE LIST OF APPROVED D.MIN. EDITORS)**

Others involved:

5. The **Biblical Adviser**
6. The Project **Reader(s)**
7. The Doctor of Ministry **Critique Team** (approves prospectus at end of Project Design class)
8. Those at the **oral presentation** of Project (symposium)

STAGES OF THE PROFESSIONAL PROJECT

Stage 1: Project Course

Prerequisite:

Completion of core course phase and at least one elective.

During the course the participant will:

1. Draft and refine his or her Project Prospectus.
2. Sharpen skills in research, analysis, and writing.
3. Consider and suggest potential Project Advisers.

What is an acceptable Project?

Projects are varied and cover every possible ministry assignment. There is great latitude in the area of ministry selected. Therefore, the identification of a Project rests primarily with the participant, subject to the approval of the D.Min. Critique Team. The role of the Project Coordinator and Project Adviser is to see that it is developed in a way that is commensurate with the participant's skills and opportunities for ministry, and that it conforms to the academic and ministry requirements a D.Min. Project must meet.

Please remember that all aspects of the Project phase involve formal, academic writing and format, and must conform to Turabian and Seminary guidelines.

The first task of a participant is to identify the area of ministry he or she will focus on in his or her Project. A participant may base this choice on several factors such as the desire to explore or improve knowledge and skill in an area of ministry or the need to develop and carry out a certain ministry. It will probably be based on a combination of factors.

Note: A D.Min. Project must be done based on work/ministry done while participant is IN the D.Min. program.

Stage 2: Project Adviser Selection

What should one consider when selecting a Project Adviser?

There are four things to consider in looking for a Project Adviser.

1. Accessibility,
2. Competence in the aspect of ministry being explored in the Project,
3. Evidence of ability to help in the writing of the Project (i.e., advanced degrees or publications), and
4. Ability to provide critical and supportive feedback.

You should ask the Project Adviser to consult with you about research, Project design, and writing the Project. This will mean several conversations as you think through the Project and consultation while completing the Project. We recommend that you submit completed chapters of the Project (in the draft stage) for critical review and suggestions the Project Adviser may have. Finally, the Project Adviser will review your final draft and complete a sign-off form regarding your Project to be submitted to AGTS.

Who gives the final approval of a Project Adviser?

The participant will propose a Project Adviser, which the D.Min. Project Coordinator and D.Min. Program Director must approve. Guidelines for receiving approval for an adviser:

- AGTS professors and adjunct faculty:** It is necessary for the participant to first gain the consent of the AGTS professor to serve as adviser. A participant must have negotiated this with the professor prior to submitting his or her name. It is not necessary to submit the résumé of an AGTS professor.

□ □ **Non-AGTS advisers:** It is necessary to submit a résumé to the D.Min. Project Coordinator for all whom are not approved resident or adjunct professors. This is the responsibility of the participant.

What is the role of a Project Adviser?

You may consider your role in three phases:

1. Design Phase

- a) Evaluate the value, viability, and design of the proposed project.
- b) Recommend sources for biblical-theological literature review and general literature review.
- c) Recommend available resources for facilitating the project—e.g. key individuals to interview or applicable survey instruments.

2. Research and Implementation Phase

- a) Consult with the participant as needed. He or she should take the initiative to arrange these consultations—which may be in person, by phone, or by e-mail.

3. Writing Phase

- a) Carefully critique the content of the chapters of the project as they are sent to you. Refer regularly to the “Academic Qualities Needed in D.Min. Projects.” (To make this task easier, participants have been requested to send their work to a professional editor before sending it to you.)

Note: For chapter 2 of the project, the participant may have a biblical-theological adviser as well. The participant will send that chapter to his or her biblical adviser first and then, after making those changes, send the chapter to you for approval as general adviser. (In some cases a separate biblical adviser is not necessary.)

- b) Indicate corrections and revisions you deem necessary and return to the participant. If these are substantial, request the sending of a new draft. (It is easier to check this draft, if you have a copy of the initial draft that contains your notations.)
- c) Send approval notice to Lois Olena (lolena@agts.edu), when you have signed off on each chapter. A one-line statement making clear the chapter you are approving, the participant, and your name are sufficient. ***Thank you for helping us with this important step in project tracking.***
- d) Evaluate the completed project. Request additional changes, if any, before approval.

Note: It is the participant’s responsibility to clear all work with the Project Adviser and the Project Editor prior to submitting it to AGTS. This includes the Prospectus, Project chapters, appendixes, front matter, etc.

Stage 3: The Prospectus Phase

The Prospectus is one of the most crucial stages of the Project. The reason for this is that the Prospectus must have a clear, sharp, specific focus. The most common problems are proposals that are too broad, too vague, too superficial, or too general. It is highly recommended you work with your Project Adviser from the beginning on the development of your Project Prospectus. The Project Prospectus is a formal statement by the student which: (a) clarifies what the student intends to do, (b) states why it is worth doing, (c) spells out how the student intends to execute the Project, and (d) identifies what ministry product will result from the project. A successful Prospectus depends on extensive prior background reading and exposure to the field. A Prospectus cannot be developed without care, reflection, and effort. Time, work, and effort expended on the Prospectus will pay off in the execution of the Project. The Prospectus should be viewed as the **plan** for the Project and the **contract** of what the participant will accomplish through the Project. The participant should keep these two concerns in mind.

The purpose of a careful, formal, and precise writing of the Prospectus is to ensure an adequately conceived Project. Getting started well is vital to success, and the participant should be motivated by a concern to prevent poorly conceived proposals and potential problems at the onset, that would require major reworking at a subsequent date. A successful proposal can be stated effectively in few words, if those words are carefully honed and arise from a background of substantial preparation. If the Prospectus does not achieve these standards, the participant is not yet prepared to move ahead with the Project.

What should the Prospectus contain?

The Prospectus will be approximately 3-5 pages long, plus additional pages of bibliography. It must include the following elements, in this order, and be double-spaced in correct Turabian form:

1. **Title:** The title should be very specific and precise. It may contain ten to fifteen words in order to give a clear description of what will be done.
2. **The Context:** This is a brief description of the ministry context in which you serve.
3. **Problem or Opportunity:** (I.e., what needs changing in your ministry context?) This should be a clear description of the problem to be examined. It should relate to the Project in very specific terms. It should explore the need in the ministry setting, the skill to be developed, and the knowledge that is to be found. It is important that the problem be described as such, and not as a conclusion the participant has already reached.
4. **The Purpose:** (I.e., how will this Project address the problem or opportunity?) This should be one concise, sharply focused sentence. The intent of this sentence is to provide guidance to the central goal of the Project, and should clearly state the ministry product.

See "How to develop a Thesis Statement" (which may help you in your purpose statement):
www.fullerseminary.net/cll/dmin/finalproject/pdfs/DMinAcademicWritingStandards1107.pdf

5. **Definition of Key Terms:** This should identify key terms pertinent to the Project. Define special terms so that readers know the participant's meaning. These are unique terms specific to the Project.

6. Description of Proposed Project (How you intend to accomplish the purpose. This description deals with scope and phases and will be in the future tense, as it is your proposed project.)

- a. Scope:** This is the “fine print” of the contract. It details the positive aspect—what the participant is going to do, and the negative aspect—what is not going to be done. It should spell out limiting factors that will operate in the Project. It is also important that the participant ask what is within his or her control. It is here that the participant should try to ensure that the Project’s intent is achievable and verifiable. Scope also addresses where the project will occur, when, with whom, and what resources you’ll use, and how the results will be evaluated.
- b. Phases (Methodology) and Timetable:** This section should outline the major steps/phases of the Project:
- The Research Phase,
 - The Planning Phase, (*such as surveys, coordination, logistics*)
 - The Implementation Phase, (*your “action” step or ministry intervention*)
 - The Evaluation Phase,
 - The Writing Phase.

The major steps should be *spelled out in detail*, with specific indications of what will be done and how it will be achieved. AGTS realizes that a finely detailed plan may not be possible, but will not accept vague, general statements. This is your plan for the Project. Indicate how you will get data for self-evaluation, and how others will provide evaluation of your leadership. We strongly recommend that recognized survey instruments be used in Projects. These should be identified in the Prospectus. Whether your instrument is used as is, adapted, or created specifically for your project, it must be approved by the Project Coordinator.

Your **timetable** should interface with your major steps and should include significant time for comprehensive research, planning, action, evaluation, and writing. It should be fairly specific in regard to month and date. Dates should be according to the calendar (i.e., evaluation—“December 1 to December 31” rather than “one month”).

See table on next page for one possible timetable scenario of bringing a project from the point of the Project Design class to Graduation. A “Project Checklist” also follows.

Major Steps/Phases and Timetable

The table below provides a “big picture” scenario of taking the project from Project Design to the next available May Graduation. Revise it to fit your timeframe. See also the “Project Tracking Checklist” under “Approval”. ***Regardless of how you revise this to fit your timeframe, remember that the important thing is that for a May graduation, all projects must be editor- and adviser-approved and to the Project Coordinator by December 1.***

Month	Ch 1 (Intr/Prob)	Ch 3 (Lit)	Ch 2 (Bib-Th)	Ch 4 (Implem)	Ch 5 (Eval)	Appen- dices	Front Matter
Fall							<i>use template!</i>
Nov	<i>write</i>						<i>Title Pg. & TOC (ch1)</i>
Dec	<i>to: editor</i>	<i>research</i>		<i>Plan Ministry Intervention</i>			
Jan	<i>to: adviser</i>	<i>research</i>		<i>Plan Intervention</i>			
Spring							
Jan		<i>write</i>		<i>Plan Intervention</i>			
Feb		<i>write (& Sources)</i>	<i>research</i>	<i>Set up assessment tool(s)</i>		<i>Ch 3-related appendices</i>	<i>TOC (ch3)</i>
Mar		<i>to: editor</i>	<i>research</i>	<i>Action?</i>		<i>to: editor</i>	
Apr		<i>to: adviser</i>	<i>write</i>	<i>Action?</i>		<i>to: adviser</i>	
May		<i>to: coordin.</i>	<i>write (& Sources)</i>	<i>Assess Data</i>		<i>Ch 2-related appendices</i>	<i>TOC (ch2)</i>
Summer							
June			<i>to: editor</i>	<i>Write</i>		<i>to: editor</i>	
July			<i>to: advisers</i>	<i>to: editor</i>	<i>Write</i>	<i>to: adviser</i>	<i>Acknowl.</i>
Aug	<i>(Finalize/ tweak intro)</i>		<i>to: coordin.</i>	<i>to: adviser</i>	<i>to: editor</i>	<i>Ch 4-related appendices</i>	<i>Abstract</i>
Fall							
Sep	<i>to: coordin.</i>			<i>to: coordin.</i>	<i>to: adviser</i>	<i>to: editor</i>	<i>to: editor</i>
Oct					<i>to: coordin.</i>	<i>to: adviser</i>	<i>advisers</i>
Nov						<i>to: coordin.</i>	<i>to: coordin.</i>
Dec. 1	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>	<i>All due to Coordinator</i>
Spring							
Jan	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>	<i>Coordinator Changes</i>
Feb	<i>Binder</i>	<i>Binder</i>	<i>Binder</i>	<i>Binder</i>	<i>Binder</i>	<i>Binder</i>	<i>Binder</i>
Mar	<i>Prepare Symposium Manuscript with 3 accompanying PowerPoint slides.</i>						
Apr	<i>Submit Symposium Manuscript and PPT presentation to D.Min. Office.</i>						
May '10 (Grad!)	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>	<i>Rejoice, Dr.!</i>

7. **Identification of Biblical-Theological Themes for Review:** This should identify several key biblical-theological themes and scriptures that will be studied in relation to the Project.
8. **Identification of Other Literature Themes for Review:** This should identify several of the key themes, subjects and theories from the literature that will be studied in relation to the Project.
9. **Contribution to Ministry:** What is important is that the Project not only be done well, but be significant for the participant's ministry setting and potentially in other settings. It should not be done simply to obtain a degree. The participant should indicate the key contribution(s) from his or her point of view.
10. **Bibliography:** This section must demonstrate comprehensive research and involve multiple forms of research (i.e., books, journals, etc.) that represent the breadth of the field and varied opinions. It should be divided into category areas pertinent to the Project. The bibliography is normally four to eight pages (60-120 entries), and should be in correct Turabian format. It should begin on a new page so that it is separate from the rest of the Prospectus.

What is the process for Prospectus approval?

The Prospectus approval process is as follows:

1. **D.Min. Project Coordinator (and Adviser, if possible) Approval**
The participant will develop the Prospectus through the week of the Project Design class, working with the Project Coordinator (and Project Adviser(s) if possible before or during Project Design class) until it is deemed acceptable.
2. **D.Min. Project Approval**
At the appropriate time during the Project Design class, the participant must submit **six copies** of the Prospectus to the D.Min. Office to be distributed to the D.Min. Critique Team. Each Prospectus will be reviewed by the D.Min. Critique Team, chaired by the Project Coordinator. The Critique Team will act on all submissions and is the final approving body. The Critique Team may approve without change, approve with minor suggested revisions, or ask that the Prospectus be revised and resubmitted with suggested changes. The participant will be notified of the outcome within one week. When the Prospectus is approved, the participant must submit a "clean copy" to be placed in his or her file and may then move to the Project stage. The participant may need to check with the D.Min. Project Coordinator and Project Adviser if adjustments or changes become necessary.

Prospectus Template (Use it!)

<http://www.agts.edu/dmin/project/index.html>

for information on format and required content.

Prospectus Samples

For content samples only (not necessarily formatting, since format has changed), see

http://www.agts.edu/dmin/project/lori_odea_prospectus.pdf for Lori O'Dea's Prospectus, and

http://www.agts.edu/dmin/project/terry_hughes_prospectus.pdf for Terry (Hughes) Hosch's Prospectus.

POSSIBLE ITEMS FOR THE PROSPECTUS

(This guide presumes the producing and presenting of a seminar as a ministry intervention strategy, but many items can be adapted for other approaches.)

METHODOLOGY AND TIME TABLE *(See timetable chart.)*

Research

Literature, interviews, surveys, statistics, site visits

Planning

Arrange interviews

Develop materials: presentations, syllabus, class notes, pre- and posttest, course evaluations, publicity, mailings, posters, PowerPoint presentations, group interactions, videos, skits

Contact personnel who will assist you

Arrange for facilities

Procure equipment, supplies, and refreshments

Action

Pre-seminar

Field-test the testing instrument(s), if these are developed by the participant

Conduct surveys

Analyze surveys

Seminar

Pretest

Presentation

Posttest

Evaluation of seminar by participants, educator, district official

Post-seminar

Participants' evaluation of usefulness of principles from the seminar through personal interviews, telephone interviews, focus group with a neutral facilitator, or written survey.

Evaluation

Evaluate results from the seminar.

Evaluate the entire process of doing your project, from research and planning to implementation and evaluation. Consider:

What you did right

What you would have changed

Recommendations for future training

Recommendations for future research

CONTRIBUTION

What contribution does the project make to your immediate ministry context? (This should be directly related to your problem and purpose.)

Does your project have application to similar contexts?

Could it have broader application to different contexts?

BIBLIOGRAPHY

Include key contemporary and “classic” works of relevance.

Divide bibliography into sections, possibly using themes from your literature reviews as headings.

Stage 4: The Project Stage

Implementation

At the Project stage participants will carry out their Projects as described in the Prospectus. It is important that the participant determines in advance how he or she will know that the objectives of the Project are reached and why. The key question for the participant to ask is, What information (hard data) will I have on hand to analyze? For example, when participants share how they feel when they begin the Project, the feelings are subjective. But the way they felt before and after does become “hard data” for the participants to analyze. The objectives, standards of measurement, and methods of measurement should be determined prior to the action phase.

Evaluation

The evaluation phase should be sure to evaluate the theory, design, and execution of the Project, as well as the leadership of the participant.

Writing

Remember that a doctoral project is a formal academic document that has a very precise format. It is the most rigorous and demanding writing most students will ever do. It is expected that the Project will be written in a formal academic style that demonstrates clarity, coherence, and professional competence.

There are four questions that should be able to be answered by any reader:

1. How was the participant’s theological, theoretical, and practical understanding of ministry involved?
2. What was done in the action phase?
3. What is the product of ministry?
4. At the conclusion, what is the participant’s analysis of: presuppositions and theory, design and plan for ministry, the participant’s performance, and what key learnings should be shared for others to learn from and/or build upon?

The absence of any of these elements represents an incomplete report.

The text should be between 110-140 pages, excluding notes and appendixes. Most workbooks and seminar notes will be included in the appendixes. It is expected that the Project will be free of grammatical, spelling, and typographical errors. All work must be approved by the Project Editor.

Note: It is *not* the adviser’s primary task to be a proofreader.

Once proofread, the participant is advised to submit each chapter to the Project Adviser, Project Editor, and the Project Coordinator as its draft is completed. The participant should assume that revisions will be requested in the first draft.

RECOMMENDATIONS FOR THE WRITING PHASE OF THE D.MIN. PROJECT

These are simply recommendations. You may wish to plan an alternative schedule.

RECOMMENDED STAGES

1. Chapters 2 and 3—These involve academic research, and can be done well in advance of the rest of the project, if desired. They are essential in preparing the project materials. They are the most difficult chapters, so plan enough time for several drafts, revisions, and polishing. **I recommend doing chapter 3 first, since chapter 2 is the hardest part of the project.**
2. Appendix: This includes materials such as a manual or the content of seminar that you will teach as part of your project.
3. Chapters 1 and 4 (Do these before your ministry intervention).
4. Chapter 5 (Do this after your ministry intervention).
5. Complete project
5. Final version of complete project

For each stage do the following:

1. After you feel that you have done your best, submit your work to several knowledgeable friends for thorough evaluation of the content and composition, using the guidelines in “Academic Standards Needed in D. Min. Projects.”
2. Submit to Editor along with an **outline for each chapter**. This may consist of the chapter headings and subheadings. These outlines make it easier to follow your discussion. If suggested changes are substantial, the Editor may request a resubmission before approval is given. ***Include your “Sources Consulted” list with your chapters 2 and 3.***
3. Submit to Project Adviser for recommendations, along with an **outline for each chapter**. (If you have a Biblical Adviser, submit chapter 2 to him or her before submission to your Project Adviser.) If suggested changes are substantial, the Project Adviser or Biblical Adviser may request a resubmission before approval is granted.
4. **Submit *along with chapter outlines*** to Project Coordinator for recommendations. If suggested changes are substantial, the Coordinator may request a resubmission before approval is granted.

After these steps have been completed for all stages, submit the complete project to your Editor for final polishing. Then submit a hard copy of the entire project to the Coordinator, who will arrange for the outside reader and notify you upon the reader’s response. The D.Min. Committee provides final approval of every project.

SUGGESTIONS

1. **Submit the best possible work** you can. If at all possible, ask several people knowledgeable in English and/or academic writing to thoroughly critique your work before submission. ***This will save you time and money in the editing and evaluating process.***
2. Submitting your work in installments allows evaluation and editing to occur in manageable segments. More importantly, you can incorporate necessary changes into subsequent writing.
3. While you are waiting for your work to be edited and reviewed, you can be working on the next stages.
4. If you seek to graduate in May of a given year, begin submitting chapters to the editor by the previous May 1 ***at the latest***. Participants less skilled in academic writing will want to begin months sooner. Earlier submissions can be evaluated more quickly by the editors and Project Coordinator. Each year, as many as twenty (or more) participants will be submitting their work around the same time to the same people, who have other responsibilities besides D.Min. projects. So later submissions will require longer turnaround times.
5. Find out how quickly your Project Adviser can complete his or her work under normal circumstances, so that you can plan your schedule accordingly.
6. Be prepared to make changes and resubmit your work, if needed. Include in your schedule adequate time for these changes. ***Recognize that extensive rewriting is a normal part of writing well.***

Writing a paper is a process to be achieved in stages: writing, correcting, and rewriting. Two drafts and a final copy may be enough to produce a good paper; ***often three or four drafts are needed***. If your language is not English, or if the subject is complex, writing and rewriting become even more necessary.

—Nancy Jean Vyhmeister

Writing is hard work. A clear sentence is no accident. ***Very few sentences come out right the first time, or even the third time***. Remember this as a consolation in moments of despair. If you find writing is hard, it's because it *is* hard. It's one of the hardest things that people do.

—William Zinnser

My editor John . . . manages to point out flaws that will require weeks of work to correct, but does so in a way that feels encouraging and hopeful.

—Philip Yancey

7. Avoid the need to make major changes in the biblical-theological literature review and the general literature review by thoroughly examining the relevant scriptures and literature and correctly including all important insights. Thoroughly document your sources. (An average of two footnotes per page is recommended for chapters 2 and 3.)

8. Minimize corrections by diligently observing the principles of accuracy, clarity, cohesion, and conciseness. Avoid making unsubstantiated statements. (See “Academic Qualities Needed in D.Min. Projects.”)
9. Should you find yourself running short on time, submit each chapter (or appendix) as it is completed, to speed the process. Also request edited material to be returned to you by overnight mail. (You agree to cover these additional charges.)
10. **Clear your own schedule as much as possible to give adequate attention to the project.**

Stage 5: The Approval Stage

Preliminary Comments

It is often asked, must a Project achieve all of its ministry goals to be approved? While we all hope that Projects will work as planned, the granting of degrees does not hinge on this. It is possible to have a Project work out but not meet the requirements of the degree because the theoretical analysis, Project reporting, and/or evaluation are not adequate. Likewise, it is possible for the Project not to work as planned, but meet the requirements of the degree. It must be remembered that there is an element of risk in the Project because it is a new venture, and often a proposal is being tested.

Approval Process

The completed Project will undergo the following approval sequence:

1. **Project Editor Approval**

The AGTS Project Editor must approve the completed Project (including all front matter, appendixes, etc.) for submission to the Project Adviser.

2. **Project Adviser Approval**

The candidate's Adviser must approve the completed Project for submission to the D.Min. Project Coordinator. Chapter 2 must also be approved by the Biblical Adviser.

3. **Project Coordinator Approval**

The Project Coordinator must approve the completed Project for submission to the D.Min. Office in order to send to an outside reader.

4. **First Reader Approval**

The D.Min. Office will send the Project to be read by a reader. The reader is chosen on the basis of his or her competence to judge each particular work. The reader's evaluation is made without consultation with the adviser. However, a copy of the candidate's Prospectus with any approved changes is sent to the reader.

The reader judges the primary strengths and weaknesses of the work, its significance as a contribution to ministry, the adequacy of its logic, coherence, critical insight, scholarship, and its style and format. The reader prepares a two-to-three page critique and evaluates the Project report as one of the following:

- a. Acceptable without change
- b. Acceptable with specific minor changes

- c. Acceptable with specific major changes
- d. Not acceptable with no bar to rewriting
- e. Not acceptable with bar to rewriting

While candidates are anxious to hear the report of the reader, the candidates should remember that all readers have other responsibilities and need time to fulfill the reading responsibility.

5. **Second Reader Approval**

In the event that the first reader does not approve the Project (“d” or “e” above), a second reader will be selected. The Project will then be evaluated following the same guidelines specified for the first reader. This second reader will not be informed that the Project has been read before. If this reader approves the Project, it can be sent to the D.Min. Committee for action after recommendations (if any) are completed.

6. **Revisions**

When a Project has been approved, but minor or major revisions are requested, the candidate will be asked to make these revisions in consultation with either the Project Coordinator, the Project Adviser, or the reader. When these changes have been judged acceptable, the D.Min. Committee will act on the Project. Candidates should plan time in their schedules for revisions to ensure committee approval before commencement.

7. **D.Min. Committee Approval**

During the period between submission of Projects and graduation, the D.Min. Committee meets regularly to act on Projects. It reviews the reports of the Project Adviser, Project Coordinator, and reader(s) and approves the Project for faculty action. It also makes the final recommendation when there is a difference in judgment between reader(s), Project Adviser, and Project Coordinator. If the Project is judged not acceptable with no bar to rewriting, the student may resubmit the work within a year of the rejection; the adviser continues to serve during that period. The work is then reread and re-judged with the student bearing any additional costs. The candidate will be notified in writing of the Committee’s action.

8. **Oral Presentation**

All candidates are required to make an oral presentation of their completed project at the Doctor of Ministry Symposium held in conjunction with the commencement exercises.

(Listen to sample symposium presentations and download a sample symposium document at <http://www.agts.edu/dmin/project/index.html>)

Approval Process (Checklist for Participant)

The following chart will help you keep track of your progress on each chapter. See also the “Project Tracking Checklist” that follows.

Reminder: The process of approval is: **Editor**, **Adviser**, **Coordinator**. Your Editor and Adviser(s) should send an e-mail sign-off to the Coordinator (lolena@agts.edu) following each approved portion.

Make changes at *each* stage before sending the document on to the next stage. We recommend that you rename the document like so...

SMITH_JS_8.1.08.doc

...with *your* initials and the date you sent it to the next person for critique. This helps keep track of various versions. With e-mailing documents back and forth, be sure to not confuse versions, in order to prevent the loss of valuable time and effort.

Chapter	Editor's Critique	Make Editor's Changes	Biblical Adviser's Critique	Make Biblical Adviser's Changes	Project Adviser's Critique	Make Project Adviser's Critique	Coordinator's Critique	Make Coordinator's Changes	Final Reader Approval
3									
2									
1									
4									
5									
<i>Front Matter:</i> Title Pg. Abstract Acknowledgements Table of Contents									
Appendices									
Sources									
5									

Project Tracking Checklist

Goals and Due Dates for a May Graduation

Chapter(s)	Approvals Required	Send by	Approved by	Revised and Approved by
Chapter 3	<input type="checkbox"/> Editor	May 1	May 15	June 15
	<input type="checkbox"/> Project Adviser	June 1 July 1	July 1 Aug 1	Aug 15 Sept 15
	<input type="checkbox"/> Coordinator	July 15 Aug 15 Sept 1 Sept 30	Aug 1 Sept 1 Sept 15 Oct 1	Sept 1 Oct 1 Oct 15 Nov 1
Chapter 2	<input type="checkbox"/> Editor	June 1	June 15	July 15
	<input type="checkbox"/> <i>Biblical</i> Adviser	July 1 Aug 1	Aug 1 Sept 1	Sept 15 Oct 15
	<input type="checkbox"/> Project Adviser	Aug 15 Sept 15 Oct 1 Nov 1	Sept 1 Oct 1 Oct 15 Nov 15	Oct 1 Nov 1 Nov 15 Dec 15
	<input type="checkbox"/> Coordinator			
Chapters 1, 4, 5, Front Matter, Appendixes	<input type="checkbox"/> Editor	July 1	July 15	Aug 15
	<input type="checkbox"/> Project Adviser	Aug 1 Sept 1	Sept 1 Oct 1	Oct 15 Nov 15
	<input type="checkbox"/> Coordinator	Sept 15 Oct 15 Nov 1 Dec 1	Oct 1 Nov 1 Nov 15 Dec 15	Nov 1 Dec 1 Dec 15 Jan 1
Completed Project	<input type="checkbox"/> Editor (for any final changes)	Oct 15	Nov 15	
Completed Project	<input type="checkbox"/> Coordinator (For an August grad, Coordinator deadline is June 1. For a December grad, it's Oct. 1.)	Dec 1	Jan 1	
		Dec 15	Jan 15	
		Jan 1	Feb 1	
		Jan 15	Feb 15	
Final Copy	<input type="checkbox"/> D.Min. Office – Binding	Apr 1		

- These are estimates for reasonable turn-around of chapter(s): two weeks for participant, editor, and coordinator; one month for adviser(s). Actual times will vary due to the time availability of the persons involved. To avoid frustration, allow extra time for contingencies.
- If you are not strong in research, writing, and/or grammar, plan to make your first submission several months earlier than indicated.
- Contact your editor and adviser(s) ahead of time when to expect your chapter(s), so that they can plan ahead to evaluate your work in a timely manner.
- The December 1 deadline is the only one “with teeth” in it; the others are *guidelines for your benefit* in organizing your time. After December 1, participants are charged a \$50/wk. late project fee until the editor- and adviser-approved project is to the Coordinator.