BGU | BAKKE GRADUATE UNIVERSITY

2022-23 FINAL PROJECT HANDBOOK

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

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ABBREVIATIONS

AC   Academic Cabinet

ACDT   Academic Cabinet Dissertation Team (subcommittee of the Academic Cabinet
                tasked with approving proposals, supervisors, and second readers for DTL/DMin
                dissertation work)

APA   American Psychological Association (writing format style)

BGU   Bakke Graduate University

DDFP   Director of Doctoral Final Projects and Dissertations

DMin   Doctor of Ministry

DTL   Doctor of Transformational Leadership

FP   Final Project

FPP   Final Project Proposal

FPS   Final Project Supervisor

GC   Graduation Coordinator (role may also be filled by the Registrar)

IRB   Institutional Review Board

OR   Oral Review

ORC   Oral Review Committee

PLC   Personal Learning Community

SR   Second Reader

TR   Technical Reader

PART ONE:

The information contained in pages 1 through 21 of this document is required by BGU's accreditation association, TRACS. The "Core Appendices" is a separate document that goes into much more detail about the topics lightly touched on in this first section about BGU, which can be found by going to BGU's online library in Populi or https://www.bgu.edu/students/handbooks-catalogs/.

WHO IS BGU?

History

Originally founded in 1990 under the name Northwest Graduate School of the Ministry (NWGS), Bakke Graduate University (hereinafter BGU or "the university") provides graduate level leadership education focusing on rigorous academics, immediately practical application, and involving a global constituency of faculty and students. BGU is accredited through the Transnational Association of Christian Colleges and Schools (TRACS) and is fully recognized by the US Department of Education. BGU has earned a strong reputation within academic Christian service, and business organizations.

During the last fifteen years, BGU has journeyed from its founding identity as a one-church based educational organization faithfully serving the Northwest United States to its current role as the school of choice for international urban leaders on five continents. This network was originally assembled as young leaders under the urban track of the Lausanne movement in the 1980s and was called the Lausanne Urban Associates. As Lausanne ended this initiative in the late 1980s, these same leaders and more were reassembled by Dr. Ray Bakke through the International Urban Associates (IUA). Now, this growing, global, urban network of leaders has acknowledged and responded to a strong need for a unifying educational experience that prepares and equips them for transformational work in a global world. BGU's strategic plan outlines the ways in which it is responding to this educational opportunity for expanded excellence in the sphere of Christian service while charting a path of outstanding stewardship and solid business practices. (See BGU Core Appendices-*Appendix 1* for a more detailed history of BGU, which can be found by going to BGU's online library in Populi or https://www.bgu.edu/students/handbooks-catalogs/.)

Mission Statement

BGU's mission statement is as follows:

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

Accreditation

Bakke Graduate University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) having been awarded Reaffirmed Status as a Category III and IV Institution by the TRACS Accreditation Commission on April 21, 2020; this status is effective for a period of ten years (Licensed until April 2030). TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Transnational Association of

Christian Colleges and Schools (TRACS)

15935 Forest Road, Forest, VA 24551

Phone: 434-525-9539; Fax: 434-525-9538

info@tracs.org; www.tracs.org

Government Agency Approvals

Selected academic programs of study at BGU are approved by the Texas Higher Education Coordinating Board for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. Veterans of United States armed services organizations should contact the Student Finance Coordinator to ensure proper documentation is presented and information is adequately communicated to the Veteran Affairs Office. Students participating in joint degrees that are the result of an agreement between BGU and an international school are not eligible for Veteran benefits.

Faith Statement

BGU was founded as a non-denominational Christian university. Doctrinally, the institution stands for the fundamentals of the faith as taught in the Christian Scriptures and handed down through the centuries by the Church. Consistent with this purpose, the faculty and directors of BGU acknowledge the creeds of the early church and the confessions of the Protestant communions to which they severally belong. BGU explicitly affirms the classic ecumenical creeds, the Nicene Creed, the Apostles' Creed, and, the more recent evangelical confession known as the Lausanne Covenant (BGU Core Appendices-*Appendix 2*, hereinafter referred to as "the Statement of Faith"). The Board of Directors, full-time faculty and staff as well as students are invited annually to affirm BGU's Statement of Faith.

Vision

BGU looks beyond itself to embody the commonly-held vision of an international network. BGU serves and is served by a large international network of urban leaders, and its vision is shaped by these networks and partners. The vision of BGU includes the following key components (for full descriptions, see BGU Core Appendices-*Appendix 3*):

1. Served by and Serving Emerging and Experienced Transformational Leaders

2. Proclaiming the Whole Gospel, through the Whole Church, to the Whole World
3. Kingdom Sharing
4. Bible-based Perspective and Values Education
5. Accessibility to Life-Long Learning for Global Christian Leaders
6. Web-based Educational Services

Institutional Objectives

The institutional objectives for BGU are as follows (for a full description of each, see BGU Core Appendices-*Appendix 4*):

1. **Spiritual Formation**: This university will help a student have increased trust in God, while dynamically developing and stewarding its partnerships and networks.
2. **Perspective**: Shifts in worldview, mindset, new ways of seeing themselves and God, will result as the BGU 8 perspectives are integrated in students' lives and outreach/influence.
3. **Knowledge**: Prophetically disruptive and ethically sound knowledge is needed to accomplish Spiritual Formation and Perspective Transformation.
4. **Skills**: Hands-on leadership-related skills are taught, demonstrated and evaluated throughout BGU's academic and non-academic services to students.
5. **Application**: BGU students apply their learning in their life and work during their studies and after they graduate, while expanding their own partnerships and networks and becoming increasingly Christ-like.

Overall Objectives

The overall objectives for all BGU's programs (for full description, see BGU Core Appendices-*Appendix 5*):

1. Deliver Practical Ministry Instruction
2. Deliver Biblically-Based Curricula
3. Provide a Faculty Composed of Successful Global Practitioners
4. Deliver through Adult Learning Educational Approaches
5. Instill in Students a Recognition of the Diversity of the Church
6. Provide Leadership Training to Build the Local Church within a Global Perspective
7. Instill in Students the Reality of Globalization

Educational Values & Philosophy of Engagement

The educational values and philosophy of BGU form the guidelines of how BGU will develop courses, form networks, select students, faculty, and staff, while pursuing its unique approach to graduate education. BGU is a community formed around spiritual reflection, authentic relationships, and sacrificial service. It is an accredited higher educational institution committed to developing incarnational servant leaders who are intentional instruments of God in their communities and workplaces. BGU collaborates with an emerging global network of

organizations, churches, and schools to develop transformational leaders who seek peace in their cities worldwide. For a complete list of these values, see BGU Core Appendices-*Appendix 6*.

Core Values

BGU's Core values are as follows (for full details, see BGU Core Appendices-*Appendix 7*):

1. Passion
2. Celebration
3. Respect
4. Integrity
5. Community

Ministry & Educational Philosophy

Practical Ministry Philosophy Based on Mentoring

The courses of Bakke Graduate University (BGU) are taught by seasoned instructors who are academically qualified and currently engaged in practicing what they teach. The instruction provided in the classroom is based on principles of *"modeling"* and *"mentoring."* As in other professional fields, such as law or medicine, Christian practitioners who are being trained for Christian leadership benefit from practicing *"mentors"* who teach not only from a textbook but from a life of experiences. BGU's instructors have proven track records in leading effective ministries or professions, and therefore teach from a practical as well as from an academic viewpoint. The doctoral and master's degrees are designed so that Christian practitioners will accomplish significant academic growth while grounded in very real practice. The goal of BGU is to stretch, challenge and equip its students to be transformational leaders in the global context.

Academic Program Based on Biblical Foundations

The educational philosophy of BGU emphasizes the equipping of individuals for effective ministry as well as providing a sound biblical framework within which all service must take place. *All courses are taught from a biblical perspective and are Christ-centered*. The Bible is recognized as the primary and authoritative Christian text for all Christian faith and practice. Therefore, the various forms of ministry taught at BGU are defined and evaluated according to biblical descriptions. It is also recognized that all Christian service occurs within a specific cultural environment. Therefore, the content of the curricula is continually evaluated and adjusted to ensure that biblically-defined leadership principles are applied in forms which are culturally relevant to society.

The educational philosophy of BGU also focuses on the nature of the church and the formation of a biblical self-identity for pastors and professional leaders. The curriculum assumes that the Great Commission of Matthew 28:19-20 and the Great Commandment of Matthew 22:35-40 are the standards by which all service is to be measured.

Health & Security

BGU strives to ensure the health and safety of its staff, faculty, and students according to and beyond relevant state and federal requirements. BGU Core Appendices-*Appendix 8* provides a list of emergency procedures that are applicable in its Dallas, Texas, office and classrooms.

Community Standards of Conduct

BGU's desire is to create an environment that is restorative and redemptive. Therefore, with the help of the Holy Spirit, Board members, students, administrators, faculty and staff strive to live lives that reflect the Kingdom values expressed in the Community Standards of Conduct. However, violations of the expressed principles and policies described in this document and in the Lausanne Covenant may result in disciplinary action up to and including dismissal or termination. These standards include:

1. Statement on Academic Freedom
2. Statement on Academic Integrity
3. Statement on Christian Conduct
4. Statement on Non-Discrimination
5. Statement on Harassment
6. Statement on Respect for People and Property
7. Statement on Substance Abuse

For a detailed description of these standards, please see BGU Core Appendices-*Appendix 9*.

Complaint Procedures

The Texas Higher Education Coordinating Board (THECB) adopted rules codified under Title 19 of the Texas Administrative Code, Sections 1.110 – 1.120, on October 25, 2012. These rules create a student complaint procedure to comply with the U.S. Department of Education's "Program Integrity" regulations, which require each state to have a student complaint procedure in order for public and private higher education institutions to be eligible for federal Title IV funds. In December 2011, the Office of Attorney General of Texas issued an opinion stating that THECB has authority under Texas Education Code Section 61.031 to promulgate procedures for handling student complaints concerning higher education institutions. For details about this procedure, please see BGU Core Appendices-*Appendix 10*.

Fraud, Abuse, & Accurate Representation

BGU is committed to maintaining an educational entity that is not involved in any form of fraud or abuse, and will not support practices or procedures that are designed to deceive students or falsify information to students. BGU proactively investigates and resolves all complaints and other reports or findings that raise suspicion of fraud and/or abuse. Such cases and findings are

reported to external regulatory and law enforcement agencies as required by law and contract. Following receipt of the complaint/fraud and abuse referral, the process for dealing with complaints is explained in BGU Core Appendices-*Appendix 10*. BGU is committed to accurately represent itself to the public in all of its publications, its website, its classrooms, and any communications with others.

Academic Services

BGU Website

BGU's website contains a section devoted to Student Resources which include:
- Downloadable documents (https://bgu.edu/students/student-resources/student-documents-to-download).
- Handbooks & Catalogs (https://bgu.edu/students/student-resources/handbooks-catalogs).
- Graduation Information (https://bgu.edu/students/student-resources/graduation-information).
- Title IX Information and Standards of Conduct/Clery (https://bgu.edu/students/student-resources/standards-of-conduct-clery/title-ix).

Orientation

BGU has created an Orientation Packet for every incoming student. In addition to links to welcoming videos from the BGU President, Academic Dean, Registrar, and program directors, this packet contains numerous instructional videos for assistance in writing, formatting papers, etc. In addition, BGU provides synchronous orientation sessions each term regarding online learning and resources that are recorded and made available to all students. Each faculty, at the beginning of a course, also provides an introductory synchronous course orientation session that is recorded and made available to all students enrolled in the course. (See BGU Core Appendices-*Appendix 11* for the Orientation Packet.)

Writing Assistance

BGU has purchased Unicheck, a plagiarism checker that has been incorporated into Populi. When documents are uploaded into the online classroom, Unicheck will immediately show quoted materials that have not use quotation marks or proper citations.

BGU also has created a free writing certificate "course" that can assist students in learning to write academically (especially important for students for whom English is a second language). To register for this free course, students can contact BGU's eLearning Team. Students are also provided with numerous writing resources through the Writing Center.

Library/Learning Resources

BGU offers its students a variety of alternatives for accessing books and research materials for courses and as preparation for their final projects. The onsite Library that is located at BGU's Dallas Office contains over 4,000 volumes. There is a collection of dissertations and theses produced by BGU graduating students and there are also other research resources available to students. The library collection is cataloged and indexed and a searchable database can be accessed on any of the computers provided in the library. The computers are also

available in BGU's Dallas Office for student use to gain access to online search engines and for internet research.

BGU's main online library of over 5,000 volumes is made available to every student regardless of location in an online format. This library contains a rich collection of research guides and resources, and eBooks for social sciences, business, and theology. The Online Library is overseen by a MLS Librarian, Jennifer Roman (Jennifer.Roman@bgu.edu) who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and paper formatting, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. Students also have off-campus access to the ProQuest® databases, which include ProQuest Religion, the ProQuest Business Research Library and the ProQuest Newsstand of national newspapers including the Christian Science Monitor. The ProQuest Databases can be found in the Research Guide section of the Online Library. For a nominal fee, students can register with the Society of Christian Scholars (www.scshub.net) and have access to the EBSCO Religion and Social Sciences Library.

Online Mentoring

BGU's Online Mentoring allows students the opportunity to meet with an academic advisor/mentor in group and individual settings to discuss their degree roadmap and enjoy prayer, counseling, coaching, and ongoing encouragement using either phone, Zoom, or other video technology.

BGU Online Helpdesk

BGU's Helpdesk is available to all students for easy access to Frequently-Asked Questions as well as access to technical support staff for questions, consultations, tutorials, and feedback. The Helpdesk is available Monday through Saturday, honoring Sunday as a Sabbath day.

Office of the Registrar

The Registrar's Office arranges course schedules, receives and processes student admission applications and course registrations, and maintains a repository of academic records. Students should contact the Registrar for official and unofficial transcripts, registration information, financial account questions, issues concerning grades, and any other inquiries related to student records. Appointments may be scheduled for advisement on course schedules, class registration, etc., by contacting the Registrar via email at Registrar@bgu.edu.

Counseling and Advising Appointments

Upon admission, each student is assigned a specific advisor. The role of the advisor is to guide the student to make the best academic choices for the development of his/her degree and to ensure the student's best integration and growth with BGU. It is the advisor's responsibility to contact his/her advisee at least once a month. Students are required to keep appointments with that advisor throughout the course of their degree programs. To schedule an advising appointment, students may contact BGU at (214) 329-4447, or via email. For students who are unable to attend an appointment in person, a phone/Skype appointment will be scheduled. In addition to the Program Director of the student, the Director of Student Services (Ms. Kafi

Carrasco) and Director of Spiritual Formation (Dr. Nita Kotiuga), the following staff and/or faculty members are also available for advising appointments:

Doctoral Degree Students	
Prospective Students	Kafi Carrasco (ext. 122; Kafi.Carrasco@bgu.edu)
Admission Procedures	Kafi Carrasco (ext. 122; Kafi.Carrasco@bgu.edu)
General Academic Questions	Judi Melton (ext. 114; Judi.Melton@bgu.edu)
General Academic Advisor	Martine Audeoud (ext. 135; Martine.Audeoud@bgu.edu)
Doctoral Final Project	Bill Payne (ext. 137; Bill.Payne@bgu.edu)
Master's Degree Students	
Prospective Students	Kafi Carrasco (ext. 122; Kafi.Carrasco@bgu.edu)
Admission Procedures	Kafi Carrasco (ext. 122; Kafi.Carrasco@bgu.edu)
General Academic Questions	Judi Melton (ext. 114; Judi.Melton@bgu.edu)
General Academic Advisor	Martine Audeoud (ext. 135; Martine.Audeoud@bgu.edu)
Master's Final Project	Yvonne McKenzie (ext. 134; Yvonne.McKenzie@bgu.edu)
Capstone Project (EMBA)	Lynn Jackson (Lynn.Jackson@bgu.edu)

Admission Policies

Admissions Standards

BGU graduate programs have a unique focus on global urban leadership realities. The university is committed to the equipping of transformational leaders in business or various forms of Christian service. BGU not only seeks to strengthen those who come with traditional academic qualifications but also those who lead effective transformational organizations and who have a proven record of leadership without a traditional academic background. In many settings, both internationally and nationally, leaders have not had adequate access to educational opportunities. Non-Western and non-formal qualitative learning is given considerable value at BGU. Based on these convictions, BGU encourages transformational leaders worldwide to apply for its graduate programs. Each applicant will be evaluated on his/her merit and will receive a recommendation from the Academic Dean, in consultation with the Academic Cabinet, regarding the most appropriate academic program. Students who are re-entering a BGU program after having gone away for several years need to fill the Special Program Extension Request sheet with new PLCs that will be presented to and approved by the AC. For specific standards, please see BGU Core Appendices-*Appendix 12*.

Student Status Classifications

The status of students at BGU are classified under various classifications, ranging from full-time, to part-time, auditors, and educational experiences. For a complete list and definition of each, please see BGU Core Appendices-*Appendix 13*.

Transfer Credit Policy

If students have accumulated credits from other academic institutions that they believe may be applicable to their BGU degree, they may petition the Academic Dean at the time of admission for transfer of those credits (advanced standing). The Academic Dean, in consultation with the Academic Cabinet, may approve a transfer of a maximum of 50% of the total required

credits in the degree program. For the complete process, please refer to BGU Core Appendices-*Appendix 14*.

Admission Requirements & Procedures

Admission to any of the master's programs or doctoral programs at BGU is based on a selection process conducted by the Academic Dean, in consultation with the Academic Cabinet. The Academic Cabinet reviews each application thoroughly to determine the applicant's qualifications, as well as compatibility of the university programs to the applicant's educational goals. The applicant will then be approved by the Academic Dean, in consultation with the Academic Cabinet after all required application materials have been received by the university. For the step-by-step process, please refer to BGU Core Appendices-*Appendix 15*.

Personal Learning Community

BGU attributes much of its students' educational success to what is called the "Personal Learning Community" (or PLC). Students create a PLC by identifying three to five individuals who agree to support the student during the course of his/her studies. The admissions process includes the requirement that a minimum of three PLC members must be identified, each of whom shall submit a completed PLC Agreement to BGU before an applicant will be considered for acceptance. The PLC can be close friends, co-workers, pastors, spouse, children, etc., each of whom will be asked to read assignments, provide periodic evaluations, and assist the student in staying accountable to completing their degree. For a description of the specific requirements of the PLC, see BGU Core Appendices-*Appendix 16*.

English Language Proficiency

Each student must demonstrate English-proficiency by: (1) showing that English is his/her native language, or (2) by having successfully completed an undergraduate or graduate school program in which English is the primary method of instruction, or (3) exhibiting sufficient English-language capabilities to succeed in the classroom and in BGU programs as measured by a score of not less than 80 on the internet-based TOEFL or TOEFL-equivalent exams taken within the last five years. As an alternative to the TOEFL, BGU will accept the IELTS (International English Language Testing System) if a student has scored 6.5 or better, or a copy of the certificate that is awarded at the completion of the Total Immersion Program (TIP). Applicants who can fulfill the qualifications may submit a TOEFL Waiver Request with their application.

Students who are taking the TOEFL test should use BGU's code number of **0709** so BGU will receive the final score directly from the testing agency. For on-line information about TOEFL testing locations and practice tests go to www.ets.org/toefl.

Minimum Technology Requirements

Since *every* BGU course includes participation via the internet, the minimum requirements for participating in courses for both students and professors include:
1. For email attachments: with dial-up connection a 1MB file can take 10 minutes to download.
2. For rich content web pages: dial up (54KB) will be able to load but it will take a while. If document contains a number of embedded images and media, 512KB will be sufficient.

3. For Audio Steaming: at least 128 KB for Web Conferencing (video with low resolution/quality options): 900KB for two-person video session, higher for more participants. For better quality: 3.5 MB-10 MB for streaming video.
4. For student to be fully visible and audibly present in online interactions/classes: the use of a webcam and good microphone speakers is recommended.

International Students

The term "international student" is used at BGU to denote both internationals who attend courses in the United States on visas, as well as those who are legal, permanent residents of the United States. BGU is not authorized to issue visa documents for the F-1 Student Visa.

Admission as Special Student

Any applicant who does not meet the admission requirements of an individual degree is admitted under "Special Student Status" (SSS). Persons who are interested in applying to a degree program under SSS are asked to complete the online application and to provide official or unofficial transcripts and a current CV or resume to the Admissions Office for preliminary review. The applicant is also asked to fill out an equivalency worksheet if they have not graduated with the requisite degree. This worksheet will assist the Academic Dean in determining whether the courses and work previously completed are of a sufficient quality and quantity to be considered for SSS before the applicant is presented to the Academic Cabinet. The Academic Dean will recommend the path of either a degree completion program elsewhere or admission under SSS. The Academic Dean's recommendation of potential eligibility is required in order to be permitted to continue the SSS application process. BGU allows a maximum of 15% of its student body to be classified as SSS. In the event an applicant requires admission under SSS and BGU already has reached the 15% maximum of its enrollment designated as SSS, the applicant will be required to wait one or two terms until an opening occurs before being admitted.

Students under SSS who do not maintain Satisfactory Academic Progress (SAP) or who do not complete any courses for a period of one year or more will be automatically withdrawn. Students admitted under SSS will be required to take a minimum of two 4-credit (or 3-credit for MA) courses per year and maintain a 3.0 GPA. If the student is unable to take two courses per year, they will be placed on a leave of absence and removed from SSS. If and when they return to active student status and there are no SSS slots available, the student will be placed on a waiting list and will only be allowed to take courses once they are reinstated to SSS. Once the student has successfully completed two courses, they will be removed from SSS. For more details, see BGU Core Appendices-*Appendix 17*.

Admission with a Degree-Completion Program

Qualified applicants who are studying in a BGU-approved degree-completion program at the bachelor-degree level and who have one year or less remaining in that program may apply for a BGU master's degree program. Applicants may be accepted "pending bachelor's degree completion." Upon acceptance, students will then be eligible to take up to two courses prior to the Registrar's receipt of their final official transcripts.

Special Needs Policy

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 mandate equal opportunities for students to participate in or benefit from the services offered by BGU. As such, BGU endeavors to respond to the special needs of students with disabilities. Ramps and elevators provide access to BGU's Dallas, Texas, offices and classrooms. Special efforts are made to schedule classes in facilities that are accessible, and parking places are reserved in all campus parking areas.

A qualified individual under the ADA must have a physical or mental impairment which substantially limits one or more major life activities. Major life activities involve caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A qualified student with a disability must meet the academic and technical standards required for admission or participation in an education program or activity. It is the responsibility of the student to make his/her needs known in a timely manner to the Director of Student Services of BGU. Reviewing and granting accommodation for special needs can take up to eight weeks, so students should ensure timely processing of his/her needs by communicating in writing the type of accommodations as soon as possible.

Students reading in English for whom English is a second language (ESL) may read or write 25% slower than what is required of English-speaking students. Students who are reading or writing in Chinese should calculate that 10 pages of English are equal to seven pages of Chinese.

Financial Policies

Tuition and Fees

BGU seeks to provide excellence in education, while keeping costs as reasonable as possible. Student tuition and fees cover only a portion of the total operating costs of the university. The charges listed are effective as of July 1, 2022, and are subject to change without notice. Tuition and fees will change periodically and students are *required to pay the rates in effect at the time each course is held*. It is incumbent upon the student to verify current rates. All amounts are quoted in US Dollars. Check BGU's website for Administrative Fee for specific classes, which varies for each course. For a list of all tuition and fees, see BGU Core Appendices-*Appendix 18*.

Course Registration

Course tuition and fees are due 14 days prior to the first day of the on-line portion of the course. Students who have not made payment or arranged for a payment plan will have a Financial Lock added to their account until the above-mentioned arrangements are made with BGU's Finance Department. Students will not be allowed to take classes unless their accounts are paid in full or they have a payment plan in place on which they are current. The Administrative Fee is due at the same time as tuition except for city immersion courses. The Onsite Administrative Fees for city immersion courses are due six weeks prior to the onsite portion of the course and are, for the most part, non-refundable.

Those who attend a city immersion but fail to complete all assignments by agreed-upon deadlines will forfeit all tuition and fees. If the course tuition was not yet paid in full, the student's account will be assessed for all course tuition and fees, if applicable.

Refund Policy

Courses require considerable advance preparation and expense by the university based on student registrations and deposits. Therefore, the following refund policies are enforced, based upon when a student withdraws from a course in relation to the course starting date. For the full refund policy, see BGU Core Appendices-*Appendix 19*.

Course Extensions

A student may apply for a 1-month extension due to extenuating circumstances as long as 80% of the coursework has already been completed. The extension request must be signed by the Professor of Record (POR) and submitted to the Registrar's Office. If the student is unable to complete the work by the 1-month extension due date, the student may submit a *special* extension request for extenuating circumstances for two or more months (for a maximum of six months from the original due date). Whether or not the student has filed a request for extension, the student account will automatically be charged $50 per month starting the second month of the extension taken. The student may not start another course until all work from past courses are completed.

Financial Aid

BGU understands the financial stress that can result from the pursuit of graduate-level education. To help ease that burden, BGU has sought to identify various financial aid opportunities for qualified students wishing to attend BGU, but who do not have the financial resources to do so. BGU's hope is that these resources and financial aid packages will help you move forward with your educational goals. For more details about financial aid, see BGU Core Appendices-*Appendix 20*. For information about Title IV funding, see BGU Core Appendices-*Appendix 21*.

Financial Appeals Process

If a student feels that his/her situation warrants an exception to the financial policies or regulations, he or she is encouraged to file a written appeal to the Registrar for consideration by the Academic Dean, in consultation with the Academic Cabinet. The Office of the Registrar will be responsible for investigating the circumstances of the appeal and making a report to the Academic Dean for final resolution at the next Cabinet meeting.

Academic Policies

Identity Verification in Distance Learning

BGU's identity verification policy applies to all credit-bearing distance education courses or programs offered by BGU, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that BGU operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

The HEOA requires that institutions offering distance education courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. For more details, see BGU Core Appendices-*Appendix 22*.

Student's Right to Know Act

The Student Right-to-Know Act, passed by Congress in 1990, requires for institutions eligible for Title IV funding, under the Higher Education Act of 1965, to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to current and prospective students. Since Bakke Graduate University (BGU) is an institution that participates in a Title IV program it is required to disclose graduation/completion rates of all students by race/ethnicity, gender and by sport (not applicable), and the average completion or graduation rate for the four most recent years. To read more about the Student Right-to-Know Act, please visit the National Center for Education Statistics website at http://nces.ed.gov and see BGU Core Appendices-*Appendix 23* for the updated version of BGU's graduation rates, which are also available on BGU's website at: https://bgu.edu/about/university-profile/student-right-to-know-act.

Student Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information contained in a student's educational record. FERPA applies to all schools that receive funds under various programs from the U.S. Department of Education. See BGU Core Appendices-*Appendix 24.*

Correspondence Courses

The Federal definition of correspondence education is "education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; correspondence courses are typically self-paced; and correspondence education is not distance education." No correspondence courses are available to BGU students other than the independent and directed studies mentioned above.

Online Courses/Distance Education

The Federal definition of Distance Education is "education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMS, if used in a course in conjunction with any of the technologies listed above."

All of BGU's courses include an online component and most courses are completely online. The Populi online software is BGU's Learning Management System (LMS). The minimum requirement for BGU's courses is a computer and reliable access to the Internet, which is the same requirement for all courses for all students. Students register for online courses just as they register for hybrid courses in Populi. The student will be required to participate in both synchronous and asynchronous class interactions, which include online discussions, real-time virtual classroom sessions, readings, and other requirements which, if not fulfilled, will result in a lower grade, as described in the syllabus for each course. Students and professors are required to be in direct and substantive communication on a weekly basis throughout the course.

Independent or Directed Studies

Students may include a maximum twelve credits of Independent or Directed Studies courses in their program. Any exception to this policy must be approved by the Academic Dean, in consultation with the Academic Cabinet. An Independent Study is defined as a course that the student designs with the assistance of a supervisor. A Directed Study generally includes the student's participation in a seminar or conference and regular scheduled interaction with the professor. See BGU Core Appendices-*Appendix 25* for details. Independent and Directed Studies require the student and professor to meet weekly during the 3-month module in which the course is taken.

Changing Course Credits

A student can only be allowed to increase or decrease the number of credits for a course upon review and agreement of the Academic Dean and agreement of the student's Program Director. A student can only double a course's credits twice in the course of a program.

Course Requirements

BGU's degree programs include fully online courses as well as hybrid courses that combine online components with face-to-face urban immersions, local cohorts and mentors. Urban immersions are held in various large cities on five continents and all travel expenses are the responsibility of the student. BGU has strict attendance policies, reading, assignments, and projects. For a full description of these requirements, see BGU Core Appendices-*Appendix 26.*

Grading Policies

Course grades are submitted by the instructor to the Registrar's Office approximately two to four weeks following the date the students submit their projects. Final grades are based upon the course syllabus. Any grade below a 2.67 or B- will not be considered passing. Students must maintain an overall minimum 3.00 GPA to graduate. Students receiving a low course grade may invoke a one-time opportunity to resubmit their assignments. The student must then re-submit the revised project or assignments within 30 days of receiving the final grade and pay an additional $100 to have the work re-graded. After the re-submission, the grade may be changed at the discretion of the course instructor or academic dean if warranted by an improved project and/or assignment. Grade points are calculated by multiplying the grade numerical value by the number of credit hours for a class. Grade Point Average (GPA) is calculated by dividing the total grade points by the total accumulated credit hours. If a student's overall GPA drops below 3.00, that

student will be placed on Academic Probation and has one year to bring their gpa up to 3.00 or above. If the student fails to bring the overall GPA to above 3.00 within the one-year period, he/she will be withdrawn from the school. (See BGU Core Appendices-*Appendix 27* the Grading Scale.)

Grading Rubrics

BGU has designed grading rubrics that shall be used by all professors in determining the grades for all student projects, online interaction, journals, etc. Rubrics are loaded into every course in Populi, BGU's LMS, under "Files." To see those rubrics in BGU's online library, go to: https://bgu.populiweb.com/library/resource.php?resourceID=11175577

Credit Hour Definition

The Federal definition of a credit hour is as follows: "A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of worked expected in a Carnegie unit: key phrases being 'institutionally established,' 'equivalency,' 'reasonable approximate,' and 'minimum amount.'" For graduate-level work, one credit hour for BGU students is defined by the academic work consisting of professor instructions, reading assignments, group projects, class presentations, and independent project work and is equivalent to a minimum of 45 hours of work. Each degree program defines how many credit hours are needed to earn the degree.

Satisfactory Academic Progress (SAP)

All students must meet the following standards of academic achievement to be classified as students in Good Standing. The qualitative standard requires the student to achieve and maintain a minimum overall or cumulative grade point average of 3.0 for the entirety of the program. The quantitative standard requires all students to complete their program of study within the normal time frame for completing the program. For details about how BGU determines SAP, academic probation, and dismissal, see BGU Core Appendices-*Appendix 29*.

Degree Program Duration and Time Limits

A maximum of seven (7) years and minimum of three (3) years will be allowed to complete a BGU degree. The time limit will begin on the student's acceptance date. An extension may be granted, at the discretion of the Academic Dean, in consultation with the Academic Cabinet, if the student demonstrates steady progress toward degree completion and has a legitimate need for more time. Extensions must be requested in writing to the Registrar's Office explaining the extenuating circumstances and providing a projected completion date.

Withdrawal from the University

There are two ways in which students may be withdrawn:
1. **Request Withdrawal**: Students requesting a withdrawal should submit a "Request to Withdraw" (found on BGU's website at https://bgu.edu/students/student-resources/student-documents-to-download) and submit to the Registrar's Office (Registrar@bgu.edu). The Academic Dean or Registrar will seek to hold a face-to-face exit interview with a withdrawing student. If withdrawing is due to financial reasons, arrangements need to be made to pay any outstanding balance due BGU.

2. **Withdrawal due to lack of involvement**: Students will be withdrawn who a) fail to request extensions for coursework that is more than six months overdue, b) are inactive for more than 12 months and have not responded to any BGU communications, or c) maintaining an outstanding balance for over a year without contacting BGU to set up a payment plan. The Registrar's Office will give the student a 30-day cautionary email (and copy the student's advisor) before proceeding with the withdrawal.

Reinstatement of Withdrawn Students

A maximum of seven (7) years and minimum of three (3) years will be allowed to complete the doctoral programs (DMin, DTL, and PhD). A maximum of six (6) years and, except for transfer students, a minimum of two (2) years will be allowed to complete the master's programs (MATL). The time limit will begin on the student's acceptance date.

Students who want to be reinstated after having been withdrawn or inactive for over a year and less than 7 years will need to petition the Academic Dean's office for approval and will need to update their personal data and PLC contact information. If the student has attended any other institution(s) during his/her absence, arrangements must be made for an official transcript (showing good standing) to be sent from each institution to the Office of Admissions (see Transfer policy above). Exceptions and appeals may be made to the Academic Dean, in consultation with the Academic Cabinet.

Degree Extension

BGU, in accordance with standard academic procedures, requires that a student complete his/her program within seven years, including all coursework and final projects, from the date on which the student enrolled for his or her first course. Any student who has not completed the degree within the 7-year limitation may appeal to the Academic Dean, in consultation with the Academic Cabinet, to be allowed to exceed the limitation by filling out a Degree Extension Request (to obtain this document go to https://bgu.edu/students/student-resources/student-documents-to-download). This document includes a short statement about why the student was unable to complete the program within the 7-year limit as well as a plan for completion within a relatively short period of time, which will need to be approved by the Academic Cabinet.

Dissertation Advisory Team

BGU's Director of Final Projects coordinates a Dissertation Advisory Team. The purpose of that team is to review dissertation proposals, review the congruence of expertise between proposed dissertation supervisors and second readers and the theme of a given dissertation, as well as to review any academic issue pertaining the dissertation writing process. It reports to the Academic Cabinet on a monthly basis.

Graduation Policy

BGU academic curriculum and course calendar is designed for June Graduation; however, BGU students have the option of a December Graduation (first Monday of December) or June Graduation (first Saturday of June). A joint commencement ceremony is only held once a year on the first Saturday in June every year. All graduating students (December and June Graduation) are encouraged to attend and to invite their friends and family to celebrate their accomplishment during

the June commencement service. See further graduation and candidacy requirements listed under each degree program.

All charges assessed to the student's account, e.g., course tuition, graduation fees, library fees, Dissertation, Doctoral Final Project, or Master's Final Project fees, etc., must be paid in full before a degree will be issued. The deadline to submit all required course work, final projects, and payment of all dues for the December graduation is September 30 and the deadline to submit all required course work, final projects, and payment of all outstanding dues for the June graduation is April 30 (or before an oral review can be scheduled, whichever comes first).

The Catalog in effect at the time of a student's matriculation shall determine the complete requirements for graduation. The Final Project Handbook that was in effect when the student took the research course will contain the requirements by which that student must abide when writing his/her dissertation. Any exceptions to this policy or special cases will be handled by the Academic Dean in consultation with the Academic Cabinet.

Audit Registration Policy

Auditing students, spouses of students, and alumni may register for courses up to six (6) weeks before the first day of the professor-led class session/immersion portion of a course, *depending upon space availability.*

BGU'S Social Media Policy & Disclaimer

Bakke Graduate University encourages interaction among users on BGU's social media sites but is not responsible for the content of others published on any official BGU websites, pages, or affiliates. This is including, but not limited to, Facebook, Twitter, YouTube, LinkedIn, Wikipedia, Foursquare, Google+, Instagram, Pinterest and all other social media websites listed here or not listed. For details about BGU's policy, please see BGU Core Appendices-*Appendix 30*.

Bakke Graduate University thanks you in advance for your contributions to the university's social media pages, and for your compliance and assistance in creating a safe and vibrant online community. BGU abides by the European General Data Protection Regulations (EGDPR) (https://gdpr-info.eu/) in its communications. Any questions or concerns should be emailed to info@bgu.edu.

Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides generally that: 1) students shall have the right of access to their educational records; and 2) educational institutions shall not release educational records to non-school employees without the consent of the student (or former student). With few exceptions, which are provided by law, students may see any of their educational records upon written request to the Registrar. For more details, see BGU Core Appendices-*Appendix 31*.

Transcripts

All transcript requests must be authorized in person or in writing and must include the student's full name, Social Security number (US taxpayers only), date of birth, dates of attendance at BGU, the complete name and address of the office or person to whom the transcript is to be sent, and the signed authorization to release the transcript. There is a $5.00 charge for every

transcript issued. A minimum of *four days'* notice is required when requesting copies of official transcripts. A Transcript Request can be downloaded from the BGU website:

https://bgu.edu/students/student-resources/student-documents-to-download.

Institutional Review Board

Bakke Graduate University (BGU) requires the conduct of ethical practices in relation to all research related to human subjects. BGU has adopted the guidelines outlined in the Code of Federal Regulations Title 45 (Public Welfare), Part 46 (Protection of Human Subjects). This document is available at https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html

Before collecting data related to specific types of research with human subjects, all students, faculty, project supervisors, and other staff members must obtain approval from the BGU Institutional Review Board (IRB) when required by the guidelines established in Federal regulations § 45 CFR 46 and described in the *BGU Institutional Review Board Policy and Procedure Manual* (available on the BGU website). Engaging in research with human subjects without IRB approval when required has serious ethical implications and violates university and Federal policies. Some categories of research that will probably require approval of the IRB include the following:

1. Research involving interaction with children
2. Research involving prisoners
3. Research that involves deception or withholding of information from subjects
4. Research that involves intense physical exercise
5. Research that may cause emotional distress or discomfort greater that what would be expected in daily life

The IRB team coordinator reports to the Academic Cabinet on a monthly basis. For more information on the types of research requiring IRB approval, visit the BGU website.

Referral Policy

Current BGU students may earn tuition credit by referring a new student to BGU. For the guidelines and the complete policy, see BGU Core Appendices-*Appendix 56*.

Academic Programs: Description, Requirements & Outcomes

Bakke Graduate University currently offers five U.S. Accredited Academic Programs. Students in all five programs are invited to attend courses with those in other degrees, thus providing them with the additional advantage of experiencing BGU's unique geographic, cultural, and organizationally diverse relationships. BGU degrees provide theological, operational, and personal skill sets for entry into the most diverse range of world realities, from a call and ministry with those in abject poverty to a call and ministry with those in the corridors of the powerful. All five programs engage the unique niche areas of expertise in the BGU network of students, alumni, and faculty. For a list of the areas of expertise for each of these individuals, see BGU Core Appendices-*Appendix 32*.

Master of Arts in Transformational Leadership (MATL)

The Master of Arts in Transformational Leadership (MATL) degree is designed especially for urban ministry leaders who desire greater expertise and skill in leading transformation in cities or for leaders of start-up organizations or small to medium-sized existing organizations, who need practical skills in leading teams and organizations. Students can specialize in personal leadership development or dig deeper in the core topic areas of relief, development or advocacy. Students can also access a unique set of theological core courses designed for leaders working with younger populations in global urban centers. Through Elective and Capstone courses, this degree is designed to contribute to the student's unique personal and organizational needs. For the program outcomes, see BGU Core Appendices-*Appendix 33*, and for the program outline, see BGU Core Appendices-*Appendix 34*.

Executive Master of Business Administration (EMBA)

Bakke Graduate University offers an accredited, values-driven Executive Master of Business Administration (EMBA) degree for working adults that takes into account the worldwide marketplace trends and the need for organizations that are both socially responsible and profitable in today's global contexts. This degree is designed to provide the student with the knowledge, perspective, models, mentors, relationships, and skills to address their work, their calling, and the whole of their life in an integrated manner. Leaders enrolled in this EMBA can be involved in for-profit, non-profit organizations (NGO) or governmental organizations. The EMBA is a hybrid program that includes both online and face-to-face courses and immersions into global best business practices. Students are exposed to cross-cultural, internationally-oriented faculty, case-studies, historic, and emerging trends in the various fields of substantive, advanced business study. Students will also have opportunities to travel as part of their education to see first-hand the application of these skill sets and principles. The BGU EMBA is unique as every topic is taught from the perspective of social, spiritual, economic and environmental transformation of students' own lives, their organizations, cities and industry sectors. BGU's EMBA graduates are prepared to integrate their work, character and calling to make a positive difference in their career and impact. For the program outcomes, see BGU Core Appendices-*Appendix 35*, and for the program outline, see BGU Core Appendices-*Appendix 36*.

Doctor of Ministry (DMin)

BGU's Doctor of Ministry (DMin) is a ministry degree program designed to enhance the leadership skills of individuals engaged in Christian ministry. BGU's DMin program is unique in many ways. We are not recruiting lone rangers into this program, but ministry leaders. The DMin is distinct from the PhD or ThD in that its primary focus is on implementing and strengthening effective ministry rather than preparing the participant for research or teaching in purely academic arenas. BGU follows the medical model of preparing doctors for surgery in the operating room. At BGU the cities are the labs, and practitioners are professors. Although the DMin is not designed as simply a research degree, in recent years many seminary educators have chosen the DMin degree to enhance their ability to provide training relevant to practical issues in Christian ministry.

Those who pursue a DMin with BGU will obtain a doctoral education in the discipline of ministry to provide global transformation throughout the world. Students who have graduated with a DMin from BGU have utilized their degrees to:

- Plant global churches

- Develop and engage missional ministries throughout the world
- Pastor churches globally implementing ministries to transform lives and communities
- Develop faith-based non-profits
- Develop global mentoring ministries to disciple global communities
- Leadership development that has a global impact in the church and the community
- Develop ministries that assist individuals who are oppressed and abused to provide liberation and transformation

For the program outcomes, see BGU Core Appendices-*Appendix 37*, and for the program outline, see BGU Core Appendices-*Appendix 38*.

Doctor of Transformational Leadership (DTL)

The Doctor of Transformational Leadership (DTL) is designed for leaders in organizations that are focused on urban relief, development or advocacy, economic, political, social or cultural influence, from a Christian perspective. These organizations can be non-profit, for-profit or government entities. BGU asks every student to write every assignment, including the Dissertation, in ways that benefit his/her sending organization. The DTL is distinct from the PhD or the EdD in that its primary focus is on implementing and strengthening effective organizational practices rather than preparing the participant for research or teaching in purely academic arenas. Once the student has completed his/her degree both the organization and the student will have been strengthened. For the program outcomes, see BGU Core Appendices-*Appendix 39*, and for the program outline, see BGU Core Appendices-*Appendix 40*.

Doctor of Philosophy (PhD) in Innovative Urban Leadership

The PhD in Innovative Urban Leadership is designed to equip scholar-practitioners and thought leaders to innovate in the urban context. Leaders will accomplish this goal as they build on demonstrated leadership practice and research skills to exemplify sustainable and regenerative leadership grounded in collaboration, community, and context. For the program outcomes, see BGU Core Appendices-Appendix *51*. For the Program Outline, see BGU Core Appendices-*Appendix 52*.

Degree Completion Requirements

For the details of each degree's completion requirements, see BGU Core Appendices-*Appendix 41*.

High Honors

The designation of "High Honors" will be given to graduates, and designated on their diploma, when they have graduated with high honors in light of having attained an overall GPA of 4.0 or higher to attest to the high quality of his or her work.

Academic Calendar

To see the current academic calendar, refer to BGU Core Appendices-*Appendix 42*.

Staff and Faculty

See the following appendices for a complete list of BGU's administrative staff (BGU Core Appendices-*Appendix 43*), adjunct faculty (BGU Core Appendices-*Appendix 44*), resource faculty (BGU Core Appendices-*Appendix 45*), Board of Directors (BGU Core Appendices-*Appendix 46*), Board of Regents (BGU Core Appendices-*Appendix 47*), and all staff (BGU Core Appendices-*Appendix 48*).

Academic Cabinet

The Chief Academic Officer is responsible for decisions affecting the academic integrity and effectiveness of the University and will delegate portions of this responsibility to the appropriate individual staff and faculty leaders. The Academic Cabinet serves as a standing advice process entity to support this effort. The Academic Cabinet advises regarding student acceptance and scheduling of courses, appointing of faculty, maintenance of all BGU academic documents such as the catalog, handbooks, curriculum, and syllabi.

Bakke Graduate University reserves the right, but is not obligated, to remove comments or posts that are racist, sexist, abusive, profane, violent, obscene or spam; that advocate illegal activity, include falsehoods, contain commercial solicitations, are wildly off-topic, or cannot be translated to English using free online tools; that libel, incite, threaten or make ad hominem attacks on BGU students, employees, guests or others. BGU also reserves the right to remove comments or posts that are deemed negative or offensive by the page's administrators. Violators will be banned from the page.

Office of the Registrar

The Registrar's Office arranges course schedules, receives and processes student admission applications and course registrations, and maintains a repository of academic records. Students should contact the Registrar for official and unofficial transcripts, registration information, financial account questions, issues concerning grades, and any other inquiries related to student records. Appointments may be scheduled for advisement on course schedules, class registration, etc., by contacting the Registrar, Dr. Judi Melton, via email at Judi.Melton@bgu.edu or calling Julia Burk at the BGU office at 214-329-4447 ext. 120.

Certificates

Intensive Certificates

Intensive Certificates are opportunities for life-long learners to glean from what BGU has to offer without the commitment to a full graduate-level degree. For more information on certificates, please see BGU Core Appendices – *Appendix 53*.

PART TWO:

FINAL PROJECT HANDBOOK

Introduction

Welcome to the BGU Final Project Handbook!

You should begin thinking about your Final Project (FP) during your first course with Bakke Graduate University (BGU). As a Doctor of Ministry (DMin) or Doctor of Transformational Leadership (DTL) student, you will culminate your studies by researching and writing your FP. This handbook will help you accomplish that task. Since abbreviations are used extensively throughout the handbook, please review the List of Abbreviations in the front matter of this manual.

DTL-DMin Final Project Framework

Practitioner Orientation

BGU DTL and DMin programs focus on training of practitioners, leaders who apply tested transformational principles that have the potential to produce positive change among individuals, families, organizations, and whole communities. Because of this practitioner-oriented emphasis, BGU does not consider research methods as ends in themselves. Instead, those methods must undergird actions that transform. The data you collect should lead to strategies to improve life for people within your context. The term *scholar practitioner* is often used for research related to professional degree programs focused on finding solutions to real-world problems. As a *scholar* you do the needed research; and as a practitioner you implement and test appropriate transformational strategies based on the research.

The syllabi for all your BGU classes include the "eight perspectives of transformational leadership" taught at BGU. These eight attributes of leadership are: *calling-based; incarnational; reflective; servanthood-based; contextual; prophetic; shalom-oriented;* and *global.* Transformational leadership aims to empower church congregations, other organizations, communities, cities, and whole cultures to allow people to experience greater levels of God's *shalom.* Your FP should demonstrate one or more (optimally all) of the eight perspectives of transformational leadership.

Culturally Contextualized

As described in more detail later in this handbook, your BGU FP may be developed in a standardized dissertation format, or you may use other creative approaches such as a *portfolio* " (see Appendix G). Doctoral dissertation research has been traditionally framed by western and Greco-Latin philosophies and worldviews. However, since BGU operates in a global Christian

university context, you are encouraged to develop research approaches that are appropriate for your specific cultural context.

Traditional research methodologies have generally been limited to quantitative, qualitative, or some mix of these methods. These approaches utilize data-gathering methods such as written surveys, one-on-one interviews, and focus groups. While these standard research methods are fine and encouraged in BGU research methodology classes, you are also encouraged to develop new and creative methods that may be more appropriate within various cultural contexts. As a university comprised of students seeking to know "the manifold grace of God" (1 Peter 4:10), there is a need to be open to how God may lead you in new forms of research.

Whatever the approach, your FP will involve four major steps of *applied research*.

1. Identify a problem that requires transformational leadership within a given context.

2. Explore existing literature to learn what others have done regarding the problem.

3. Research empirical data by collecting and analyzing information from people within your context to help you understand the problem and factors that could be involved in solutions.

4. Design, implement, and test an intervention strategy that applies your findings to individuals, families, communities, for-profit or nonprofit groups, church congregations, other types of organizations, or whole cultures.

The biblical story of the Aramean siege of Samaria (2 Kings 7:3-14) illustrates some of the steps involved in applied research.

> *Problem.* People in Samaria are starving because the Arameans have laid siege to their city. Four men with leprosy, just outside the city gate, face an impossible choice. If they enter the city, they will starve. If they surrender to the Arameans, they will be killed.

> *Research.* The four outcasts decide to cross over to the Arameans. "We will die either way," they say, "so let's take our chances with the enemy." Their findings surprise them. The Arameans have completely abandoned their encampment. Food is everywhere, and the famished "researchers" begin gorging themselves.

> *Application.* It dawns on the leprous "research team" that they must share their findings with their starving fellow residents of Samaria. Back they go and announce what they have found to the gatekeepers, who then inform the government. The news transforms conditions within the city. Soon, there is abundant food and starvation ceases.

Incarnational, Appreciative, and Creative Perspective

Your project will involve personal interaction with a population of people within your context. As a participant-researcher, you will work in partnership with many other people to understand and find lasting solutions to the problem you are focusing on. Based on the BGU

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focus on transformational leadership, there are a few interactive research approaches that seem especially relevant.

Incarnational leadership is one of the eight BGU transformational perspectives. As related to the FP process, this type of leadership requires lovingly incarnating yourself into a community where joys as well as struggles are shared. A biblical example might be Nehemiah as he leads the Israelites in rebuilding Jerusalem (Nehemiah 1:1ff). Despite his high-level position at the king's court, he moved to Jerusalem to live with his people, develop relationships and credibility, while mobilizing them towards a change of their situation. Because he loved God, he loved His people, and he loved His city. As you are involved in doing incarnational research, you will need to pay attention to people's histories, identities, worldviews, and other essential factors that will allow you to engage in a *holistic* approach.

An *appreciative inquiry* approach is also encouraged in research implemented in BGU programs. This perspective focuses on the positive potential of a situation by inventorying, assessing, and evaluating the available assets in families, organizations, and communities. Again, Nehemiah exemplified this approach when he arrives in Jerusalem. He takes the time to understand their assets and liabilities from God's viewpoint, although the inhabitants of Jerusalem had gotten used to a very basic and insecure city and had lost the sense of the calling of their city.

Creative approaches may be used to inquire about a situation (beyond data collection and systemic understanding of a situation). Despite all the opposition, Nehemiah devised clever systems to rebuild the city and thus secure life and joy to its inhabitants (Nehemiah 12:27). Creative approaches might include the use of images more than words in a given context. Creative art forms may speak to people more than words. For example, one BGU researcher used a series of photographic images to determine people's perspectives in a context where "a picture is a worth a thousand words."

Collaboration with Your Personal Learning Community (PLC)

You will also need to collaborate with your Personal Learning Community (PLC) as vital members of your project development team. Your PLC members can help you to integrate your project within your communities, organizations, and local/regional/national church bodies.

Alignment with BGU Professional Doctoral Program Outcomes

Your FP will also need to be in alignment with the BGU professional degree program outcomes (please see Table 1).

Table 1.

BGU Professional Doctoral Degree Program Outcomes

BGU Program Criteria	Demonstrated Outcomes in DTL and DMin Final Projects
Spiritual Formation – How will this program help students to have increased trust in God, while dynamically developing and stewarding their partnerships and networks?	Develop the theological basis for your doctoral project showing how this project will increase right relationships with God, self, others, and creation.
Perspective – What shifts in worldview, mindset, new ways of seeing yourself and God, will result in the BGU 8 perspectives to be integrated into students' lives and outreach/influence as a result of this course?	Critically assess your final project's goals and align them with biblical principles and the eight BGU transformational leadership perspectives.
Knowledge – What knowledge will students need to have acquired to accomplish Spiritual Formation and Perspective Transformation outcomes in this course?	• Demonstrate gap-analysis principles to concisely define a problem or opportunity to establish the need for a final project related to a specific issue within your context. • Demonstrate higher-level thinking to develop research questions based on acquired information needed to address the problem or opportunity. • Design an appropriate research methodology for the project based on quantitative, qualitative, and/or mixed research methods appropriate for your cultural context.
Skills – What hands-on skills will be taught, demonstrated and evaluated through this course?	Practice and critically assess effective communication skills needed to conduct research with the people affected by the project problem or opportunity, promoting and managing collaboration between private sector, public sector, and non-profit organizations in a manner appropriate to the contextual environment where the project will take place.
Application – How will students apply their learning in their life and work during this course while becoming more and more Christ-like?	• Develop, implement, and manage a project plan which includes a research design that is appropriate to the selected project. • Create and test an effective transformational strategy designed to begin the process of producing positive changes in community and/or organizational infrastructures and people's lives.

Timeline

The dissertation process formally begins when you register for the DTL/DMin research methodology course. This course may be taken any time after you complete a combination of the following classes:

1. an overture immersion class or transformational leadership class and

2. a second immersion overture class or one of the assessment courses.

The research methodology course will guide you through a process to develop a Final Project Proposal (FPP) draft. After working with your Final Project Supervisor (FPS) to produce a final version of your proposal and receiving approval of the Academic Cabinet Dissertation Team (ACDT), a subcommittee of the Academic Cabinet, you normally write your Final Project (FP) during your third year.

Table 2 shows a timeline for graduation and should be followed starting in the year prior to your anticipated year of graduation (although the Final Project Methodology course may be taken earlier as previously indicated). Dates shown are deadlines for having a task completed. Any exceptions to these dates must be negotiated with your Final Project Supervisor and approved by the Director of Doctoral Final Projects (DDFP). However, the dates shown on the schedule from March 31 to graduation are non-negotiable (shown with gray background).

Table 2.

Timeline for June 2023 Graduation

2022 Deadlines	Task
Jan 1	Enroll in the Project Design Methodology course (DTL students - RES702) or Research Bridge (DMin – RES701) course. The course should be taken during the January to March module (April to June module at the latest) in the year prior to your target graduation date.
Apr 1	Select a Final Project Supervisor (FPS) and a Second Reader (SR). Email your selections to the Director of Doctoral Final Projects (DDFP) who will forward to the Academic Cabinet Dissertation Team (ACDT).
Apr 1	Register and pay for the 2-credit part 1 of the Dissertation Writing Course (DTL students - DFP701A or DMin students - DIS701A). There are no current assignments in this course, but you can use the course plagiarism checker to ensure that you have not inadvertently included direct quotations without appropriate quotation marks and documentation in your FPP and FP. During this module, you will work with your FPS to complete a Final Project Proposal (FPP) for submission to the Academic Cabinet Dissertation Team (ACDT).
Jul 1	Register and pay for the 2-credit part 2 of the Dissertation Writing Course (DTL students - DFP701B or DMin students - DIS701B). During this module, you should be writing Chapters 1 through 3 of your FP.
Jul 20	After approval from your FPS, submit your FPP to the DDFP who will forward the proposal to the ACDT for review and approval. You must receive ACDT approval prior to writing your dissertation.

Jul 30	If your research will include *sensitive topics* or *vulnerable populations,* as defined in the Institutional Review Board (IRB) Policy and Procedures Manual, submit an IRB Review Application Form to the DDFP who will forward to the IRB for review and approval. If IRB guidelines apply to your research model, you must receive approval before collecting data from people. It is recommended that all proposals be emailed to the DDFP for initial review based on IRB criteria.
Sep 1	Submit chapter 1 of your FP to your FPS for recommendations. If your writing is not at a doctoral level, your FPS will require you to acquire the services of an editor to work with you as you continue to develop the FP chapters.
Sep 30	Submit chapters 2-3 to your FPS for recommendations and approval.
Oct 1	Register and pay for the 2-credit part 3 of the Dissertation Writing Course (DTL students - DFP701B or DMin students - DIS701B). During this module you will be completing your first entire draft of the FP by December 15.
Dec 15	Submit entire FP first draft to your FPS for approval. Again, if your writing is not at a doctoral level, you will be required to acquire the services of an editor.

2022 Deadlines	Task
Jan 10	After completing revisions required by your FPS and editor (if required), submit your FP to your Second Reader (SR). Register for the January DFP701D or DIS701D. This is the module in which you will submit your FP to the Technical Reader (TR) and move to the final stages of the Oral Review.
Feb 15	After you have approvals from your FPS and SR, submit your FP to the DDFP and Graduation Coordinator (GC). After their reviews, they will forward your FP to the BGU Technical Reader (TR).
Mar 15	After completing FP revisions based on TR recommendations, email your corrected FP to the GC. Once the GC has approved the dissertation, email to your FPS. Once your FPS has approved the FP, the GC will email you an Oral Review Scheduling Form. The Oral Review must be completed not later than May 1.
Mar 31	In order to participate in graduation, all coursework must be completed by this date.
Apr 15	Email photos of 1) you; 2) your work/ministry context; and 3) you with your family for use during graduation ceremony. Also fill out any forms needed for participation in the graduation ceremony such as cap and gown measurements, etc.
Apr 30	All financial obligations must be paid in full by this date before completing your oral review.

May 10	Complete all FP revisions based on recommendations from your Oral Review Committee and send your FP to the GC and FPS. After approvals from the FPS and GC, send a final draft of Final Project to GC in Word format; she will check for any final edits before adding the signature page and creating a PDF to be added to BGU's online library in Populi (printing/binding is not handled by BGU). Sign the Dissertation Release Agreement if you agree to have your dissertation added to BGU's website for public access.
June	Attend graduation ceremony in Dallas, Texas, USA on *first Saturday in June* – celebrate!

Time Limits for Project Completion

Failure to meet non-negotiable deadlines in the timeline will generally result in your graduation being delayed until the following year. Any exceptions must be approved by the Academic Dean, and financial penalties will be incurred. If you plan to graduate at a time beyond 7 years from the date you started, you must submit a Program Extension Request to the Academic Dean.

If you fail to graduate in the scheduled year, graduation will be moved to the following year, and the tuition rate for the Final Project process will be adjusted to the new tuition rate. A financial penalty of up to $800 *may* be incurred if you are listed as a graduate in the Registrar's records but fail to give 90-day notice, indicating you will not complete the FP and Oral Review process in time for graduation ceremony. Any extensions beyond the seven-year maximum require the Academic Dean's approval upon submission of a Program Extension Request.

Writing Standards

FPs are to be written based on APA7 writing standards with some possible exceptions to those standards as established by BGU. Current BGU standards are based on the *Publication Manual of the American Psychological Association* (7th Edition).

Proposal and project templates are available on the BGU website, Populi online library, or from the Registrar's Office. If you write your FP in your mother language, you must present a final translated version to BGU which meets the English standards of grammar and formatting.

Each FP is expected to be worthy of publication. Your FP will be available on the BGU website if you sign a dissertation release agreement form. Projects should be a minimum of 120 pages and a maximum of 150 pages within the text body. Minimum page requirements may be negotiated when there is considerable original content in the appendix or for a portfolio approach. *A fee of $5 per page will be charged for projects exceeding this maximum limit to cover the expense of additional time for a technical review of the project.*

Research Design

Both DTL and DMin Final Projects must include an appropriate research design that fits your cultural context. as previously indicated. This design may consist of qualitative, quantitative, mixed-methods, or possibly other creative approaches. You are encouraged to seek

God's creativity in designing a research approach that accomplishes the Lord's purposes in your context. This design will guide your data gathering process which is intended to provide understanding of the problem from the perspective of the project participants. The research process must lead to the implementation of an appropriate intervention strategy. In addition to a convincing rationale for choosing the specific design, there must be a full description of and rationale for the sampling methods used to select the participants in the project. The alternative portfolio approach, or other formats, may include creative means for implementing research for the project, but acceptable research methods must still be used in some form (see Appendix G). Various traditional research methods are available for gathering relevant data and facilitating interaction among the people involved in the project (see Table 3). However, you are also encouraged to design creative data-gathering methods appropriate to your cultural context.

Table 3.

Sample of Traditional Research Methods

Tools	Description
Interview	Face to face, Zoom (or other video-conferencing platforms) or phone conversations
Survey/Questionnaire	Distributed via mail, email, or a web-based instrument designed to collect data on specific issues related to your project
Case Study	An ethnographic study of the whole environment of a program or people (a case study can be used for data-gathering but does not meet the requirement for a transformational strategy)
Narrative	First-hand personal stories that provide a view of reality from a specific person's perspective
Focus Group	Short-term or ad-hoc group designed to provide a forum to discuss issues related to the project
Participant Observation	Researcher functions as both observer and participant with people in the community projects

As previously indicated and described later in this handbook, you have options regarding the format for your FP. However, all FPs must meet the following minimal standards:

1. address a specific problem or opportunity for transformation related to your context with a practical design implementation strategy,

2. demonstrate doctoral level, critical thinking which includes clearly articulated, documented arguments for every claim made in the project report,

3. show clear goals and implementation steps,

4. include an appropriate research design to be applied to a clearly identified sample of people from the population involved in your project,

5. identify and implement an effective transformational strategy to mobilize appropriate resources to begin to address the specific problem or opportunity,

6. include an evaluation strategy to determine how well the project research methods and transformational strategies met stated goals,

7. reflect the cultural 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 positive 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 insights from appropriate inter-disciplinary fields of study (e.g. community development approaches, business models, communication strategies, theological principles, psychological/sociological models, etc.),

11. demonstrate a clear and concise writing style based on the APA format (current standard is APA Seventh Edition, and

12. show evidence of collaborative learning within the candidate's PLC and among other people affected by the project.

Demonstrated Knowledge and Skills for All Final Projects

Throughout your FP process, you will be expected to demonstrate that you have gained specific knowledge and skills required for a doctoral degree. The core outcomes for BGU professional doctorate programs were previously described (see Table 1). The following sections describe these expectations in more detail.

Demonstrated Knowledge

Your FP should demonstrate that you have gained or strengthened your knowledge to do the following:

1. compare/contrast various cultural worldviews based on an incarnational understanding,

2. identify characteristics of global economies and interdependence, assessing their contextual relevance,

3. identify effective transformational community development approaches,

4. identify effective organizational approaches including entrepreneurial endeavors,

5. critically assess past and current knowledge related to your specific project topic,

6. identify your own worldview, assumptions, biases, and emotional responses,

7. compare/contrast various research methodologies and data-gathering approaches, and

8. identify/compare/contrast biblical and secular principles of transformational leadership.

Demonstrated Skills

Your FP should demonstrate that you have gained or strengthened your skills in the following area:

1. excellent implementation of several of the eight BGU transformational leadership skills,

2. effective communication, collaboration, and leadership skills with people of diverse cultures and backgrounds,

3. effective project and team management skills with ability to delegate responsibilities and implement assessment/accountability processes,

4. excellent creative problem-solving skills,

5. doctoral level critical thinking and writing skills,

6. appropriate use of qualitative, quantitative, or mix-methods research skills,

7. excellent design and use of data-gathering approaches,

8. effective use of graphical tools to display, analyze, synthesize, and evaluate data,

9. critical use of online libraries, search engines, databases, and other online resources with ability to evaluate validity and usefulness of online content, and

10. integration of systematic inquiry research skills with application to professional practice resulting in the transformation of individuals, families, organizations, and communities with success criteria based on biblical principles.

Summary of Final Project Phases

You are encouraged to begin thinking about a Final Project (FP) focus during the first course of your program (usually an Urban or International Immersion or the Transformational Leadership class). This early project concept formulation allows you to tailor your subsequent courses to inform your FP development. The following is a summary of the FP phases, and more details are provided on some issues later in this handbook.

Phase 1: Journal During Classes

In every course, you should be asking yourself, *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 FP. 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 your FP. You should also be in

continual conversations with your PLC communities as you develop a project within your cultural context.

Phase 2: Complete the Project Design Methodology Course

You need to enroll in a Project Design Methodology course, preferably in the January term of the year prior to your anticipated graduation (no later than the April term of this year). Since your Final Project Proposal (FPP) must be submitted for ACDT approval no later than July 20 (in year prior to graduation year), it is recommended that you enroll in this course no later than the January term to allow more sufficient time to prepare your FPP for approval.

Phase 3: Select Final Project Supervisor and Second Reader

You should select a Final Project Supervisor (FPS) and a Second Reader (SR) within a few weeks of completing the Project Design Methodology course. Your FPS and SR must have earned doctorates and preferably professional backgrounds related to your FP topic. If the potential FPS and SR are not members of the BGU faculty or have not been previously approved by BGU, you will need to arrange for their vitas to be submitted to the GC. After you have selected people for these roles, email your selections to the DDFP who will submit their names to the ACDT for approval. Your FPS and SR will receive contracts for their work, and their compensation is paid from your FP tuition fees. You will work primarily with your FPS to complete the FP over about a one-year period. The SR is not contractually required to be involved over the whole FP development period and generally becomes involved by reading and approving the final draft; however, SRs are welcome to have more involvement if so desired. The FPS and SR roles are described in more detail later in this handbook.

Phase 4: Prepare Proposal for Approval of ACDT

After completing the Project Design Methodology course, register for DFP701A (DTL students) or DIS701A (DMin students), which is the final project proposal and report writing course. Your Final Project Supervisor (FPS) and Second Reader (SR) are paid from the course fees; therefore, it is essential that you arrange payments in a timely manner. This four-section online course is mainly for recordkeeping related to your academic transcript. However, enrollment in the course allows you to use the plagiarism checker program to make sure you have not inadvertently included content in your FPP and FP without proper quotation marks and documentation.

After working with your FPS to complete your FPP, you need to submit it to the DDFP by July 20 (in the year prior to your anticipated graduation) who will forward it to the ACDT for approval. After the ACDT has approved your FPP, you will begin writing the FP chapters using the timeline found earlier in this handbook chapter.

Phase 5: Develop a First Draft of Your Dissertation

After the ACDT approves your FPP, register for DFP701B or DIS701B where you will work with your FPS to develop your FP chapters 1-3. After completing chapters 1-3 and receiving approval from your FPS, register for DFP702C or DIS702C and write your FP chapters 4-5. Your FPS will determine if the FP first draft needs the services of a professional writing editor. If the writing does not meet BGU standards, you will be required to hire an editor. Also, please remember the page length requirements of 120 to 150 pages in the text body so as to not

be charged extra for technical reading. After your FPS has approved the first draft of your FP and submitted a Final Project Evaluation Form (Appendix H) to the GC, send the draft to your Second Reader (SR) who will provide feedback and approval. The SR is also required to submit a Final Project Evaluation Form to the GC.

Phase 6: Submit Your FP for a Technical Review

Register for DFP701D (DTL) or DIS701D (DMin). After your FPS and SR have approved your FP by submitting the Final Project Evaluation Form to the GC, you will need to email a Microsoft Word document of your FP to the GC who will forward it to the DDFP for approval. The FP will then be forwarded to the BGU Technical Reader (TR) who will review the document for grammar and conformity to APA standards. You will then revise your FP based on recommendations from the TR and email to the GC. She will then forward to your FPS for final approval.

Phase 7: Complete Your Oral Review

In addition to submitting a written FP, you are required to participate in an Oral Review (OR) process designed to appraise the quality and value of your project. Consideration will be given to the following:

1. the applicability of your professional conceptual framework based on literature generated especially from within your specific context,

2. the relevance of well-formulated research questions that address the defined problem of your project,

3. the thoroughness and applicability of your research design,

4. the critical think reflected in your project,

5. the relevance and workability of a specific plan to apply transformational principles to address the identified problem,

6. the quality of your transformational leadership demonstrated through the project. and

7. the quality of your written FP document in terms of graduate level writing standards.

You will schedule your OR through the Graduation Coordinator (GC) after you have satisfactorily made revisions in your FP document based on the review by the TR and received approval from your FPS and the GC. Specific procedures for the OR are described later in this handbook.

Phase 8: Submit the Final Version of Your Project

Before final submission of the FP to the GC, the document must show satisfactory revisions based on recommendations from the FPS, SR, TR, GC, and Oral Review Committee (ORC). After these revisions are completed and approved by the FPS, a final digital document is to be sent by email to the GC (see timeline above). If a bound FP copy is desired, you will need to make your own arrangements through a bindery. Check with the GC for some online options.

Final Project Format Options

The DMin and the DTL professional degree programs provide training for transformational leaders who can apply research and collaborative skills to entities such as families, the workplace, nonprofit and for-profit organizations, and communities. The DMin degree has traditionally focused on ministries in churches and para-church organizations. Therefore, the DMin FP could focus on an existing ministry within a church or another organization, analyzing past performance as well as designing and testing new ways for more effective transformational work. A DMin project could also focus on other aspects of community development. The DTL degree program includes three different tracks: *City Transformation*; *Entrepreneurial Organizational Transformation,* or *Cultural Transformation*. There are suggested projects for each of these DTL tracks in the appendices, and any of these suggested projects could also be used if you are a DMin student (see Appendices B through D). However, these recommendations are only suggestions, and you are not required to follow these project outlines for the various DTL tracks. As has been previously indicated, you are encouraged to creatively contextualize your project to your culture.

Standard Dissertation Format

A DMin or DTL project may be developed in accordance with a standard 5-chapter dissertation format, generally comprised of the following chapters: 1) Introduction; 2) Literature Review (including biblical and transformational leadership sections); 3) Research Methodology; 4) Findings and Results; and 5) Discussion (see Appendix F). It is also acceptable to organize the chapters thematically. For example, you could develop a standard introduction chapter followed by several chapters related to various topics relevant to the project. Each of these chapters would include a review of literature relevant to a topic, a research method, and the results. A final project organized in this alternative manner would conclude with a standard discussion chapter.

For either of these approaches, the project will include the following procedures:

1. identify a problem to address,

2. determine your purpose for the project by indicating objectives that relate specially to the defined problem within your particular context,

3. develop a professional conceptual framework based on the work of other scholars and practitioners, especially within your country's context, that can be applied to your defined problem,

4. develop a literature review that thoroughly describes the components of your professional conceptual framework with two required sections on how biblical foundations and transformational leadership principles relate to your project,

5. design a research methodology for collecting relevant empirical data,

6. provide a detailed analysis of the collected data using appropriate tables, charts, and graphs to clearly display the data to be analyzed,

7. design and implement a transformational strategy to begin to address the issue at hand,

8. evaluate the validity, reliability, and generalizability of the research data collected and the effectiveness and sustainability of the transformational strategy implemented through the project, and

9. provide recommendations for future work and research related to the problem or opportunity.

Portfolio Approach

While the traditional dissertation approach generally results in a 5-chapter written document, the portfolio approach may be implemented in a variety of forms to address issues related to individuals, families, the workplace, various organizations, and communities. As the term *portfolio* implies, this type of project may include one or more creative approaches to address an issue (e.g. book, curriculum, seminar, etc.). However, the written document for a portfolio approach must include the content expected in the first three chapters of a standard dissertation: introduction to the problem, literature review, and the research and project methodology (see Appendix G).

Personal Learning Community

You identified 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 your work or ministry environment. They provide you with moral support and a collaborative learning opportunity for your learning experience at BGU. Your PLC needs to be committed to reading your project paper for each course, to praying for you regularly, and to meeting with you 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. Regarding your FP, your PLC should assist you in effectively relating the project to your context and providing networking opportunities relevant to your project. They can often connect you with valuable community resources and key personnel. Regarding your FP, the PLC's responsibilities include:

1. evaluating your context to determine an appropriate FP that addresses a real need,

2. guiding you in design, implementation, and evaluation of the FP, and

3. reading your FP and providing valuable input in terms of its relevance and workability in addressing the stated problem.

Since the PLC is committed to reading your project papers for each of your courses throughout the BGU learning experience, they will be familiar with issues that have informed the development of your FP. Your PLC members may also be stakeholders of your FP, and you are encouraged to involve them throughout your FP process.

Final Project Supervisor

After being approved by the ACDT, your FPS will receive a contract from the GC describing responsibilities and fees. As previously noted, a vita must be submitted to the DDFP for potential supervisors who are not members of the BGU faculty or adjunct faculty. The supervisor should sign and return the contract along with a signed W9 form (if not already on file

with BGU). No payment will be issued to the FPS until these documents have been received and you have paid the tuition for part 1 of the final project (DFP701A or DIS701A). After you have paid the tuition, the first half of the contracted amount will be paid to your FPS.

Supervisor Responsibilities

Your FPS responsibilities are as follow.

1. Work with you to produce your FPP for submission to the ACDT for approval.

2. Read each chapter of your FP as you develop them, providing critical feedback on issues such as accuracy of content, cultural appropriateness, clarity of writing, use of good critical thinking skills, appropriate research methodology, relevant transformational strategy, and overall organization of the project report.

3. Read a completed draft of the FP and approve the draft using the *Evaluation Criteria for Final Project* (Appendix I).

4. Participate as a member of your OR committee (see Appendix J).

Communication Issues with Final Project Supervisors

It is important that you and your FPS 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 you and FPS.

1. Agree on reasonable and clearly defined time frames for you to submit your work in chapters to your FPS and for the supervisor's responses (the supervisor should respond with written instructions).

2. Identify standards for the evaluation and revision process, including references to comments and recommendations received from the Project Design Methodology course professors.

3. Discuss shared expectations for interacting with the hired editors and proofreaders.

Given the specific demands associated with each project, you and your FPS have freedom to determine your meeting schedule. Meetings can be face-to-face, by email, online, or by telephone. If for any reason you or your FPS experience repeated difficulties in keeping agreed upon schedules or other problems in the working relationship, the DDFP should be contacted. You and your FPS are strongly encouraged to keep a work record of the meetings and correspondence to facilitate communication and a productive workflow.

Second Reader

After being approved by the ACDT, your Second Reader (SR) will receive a contract describing responsibilities and fees. A Second Reader (SR) must have a terminal doctorate degree and serves as a secondary advisor for your FP work and has the following responsibilities:

1. Read the Final Project proposal and provide suggestions as deemed appropriate.

2. In cooperation with the Final Project Supervisor, work with you through the Final Project process (although supervisor will have final say).

3. Fill out the final project evaluation form based on your final draft.

4. Participate in your Oral Review process and provide any final recommendations for the project.

Editors and Readers

You are encouraged to enlist the services of editors and proofreaders. Also, given the availability of computer technology, it is expected that you will avail yourself of programs for checking grammar and plagiarism to produce a first-rate written product. The quality of the work should reflect attention to grammar, spelling, content, organizational structure, standard formatting style required in your degree program, critical thinking, and bias-free communication. These issues are described in more detail later in this handbook. Your FP will be listed in various dissertation databases and will likely be viewed by future students at BGU and other institutions.

Proofreader

A good proofreader is a critical asset to the overall presentation of the FP document. The proofreader should assess your FP in terms grammar, punctuation, sentence structure, and general organization of the project.

Editor

Based on reviews of the FP first draft by the FPS, you may be required to hire an editor to ensure good quality in terms of grammar, sentence construction, overall organizational structure, and conformity to a designated writing standard required in your specific degree program. 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 your responsibility. If English is your second language, you are encouraged to hire an editor familiar with the APA writing standard and whose first language is English to ensure correction of common grammatical errors. BGU's Writing Center may provide you with the names of potential editors. The TR may return your dissertation without reading it if it is obvious that you have not followed doctoral-level writing standards.

BGU's Technical Readers

A Technical Reader (TR) reviews the FP for issues such as grammar, punctuation, and conformity to the APA format. Please use an online program designed to check for any plagiarism (tools are available in the online dissertation writing courses). If the TR finds evidence of plagiarism in an initial review of your project report, the document will be sent back to you for appropriate revisions before the technical review process can continue. You will make required revisions to your FP based on recommendations from the TR. The revised document is then again sent to the GC, who will ensure all recommendations by TR have been adhered to. She will then forward to your FPS for final approval. The TR should not be confused with your

own hired editor or proofreader. You will need to arrange for fees for these service providers. The TR fee is included as part of your graduation fee.

Final Project Proposal Development

After the FPP is approved by the ACDT, any other major changes to the proposal must be approved by DDFP. It will be assumed that your FP will be implemented and reported in accordance with the proposal unless approval is requested for revisions. The FPP is generally 35-55 pages in length within the body text (Appendix F). All proposals need be written using a designated template available on the BGU website or from the GC or DDFP. Once your FPP has been approved, you will receive a passing (P) grade for DFP701A or DIS701B and should move to DFP701B or DIS701B.

Final Project Report Development Standards

As has been previously indicated, you have a few options regarding the format you will use for your FP, and the project should be developed in a manner appropriate for your cultural context. However, no matter what option you select, the written report of your FP must be of high quality and worthy of publication. From the very first draft of the FP to the final manuscript, the document is to be written in good English grammar and sentence structure in accordance with APA standards. Proper documentation must be included for all statistics, historical accounts, graphs, tables, direct quotations, and summarized opinions of various authors. Broad generalizations and opinions without proper documentation will not be accepted You are responsible for obtaining permission from authors to use published items such as standardized tests and other assessments.

FP Report Length

The FP report is to be a minimum of 120 pages and a maximum of 150 pages in total length (not including front matter pages, reference list, and appendices). A dissertation of fewer pages may be accepted if there is considerable original content in the appendix or in a portfolio format. *If you choose 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*.

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, and race. 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 FPs. Candidates are strongly encouraged to read relevant sources such as *Guidelines for Bias-Free Writing,* by Marilyn Schwartz, *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Theses* by Tim Sensing, and the current edition of APA-7.

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. BGU conforms to the standards for human research as established by the US Department of Health and Human Services (DHHS). The *BGU Institutional Review Board (IRB) Policy and Procedures Manual* describes the requirements for all human research conducted by BGU students and faculty. These requirements are especially applicable to research involving *vulnerable populations* and/or *sensitive topics.* All proposals are reviewed by the DDFP to determine if they need further review by the BGU IRB.

Second, intellectual property rights must be protected. This type of protection means using quotation marks for all direct quotations with appropriate documentation, citing of references for all opinions that are those of other authors, and appropriate permissions granted based on strict copyright contracts related to some content. Please use online programs such as Grammarly, Unicheck, or a similar internet-based programs to check for possible plagiarism issues. Outright plagiarism is not acceptable. However, a margin of up to 15% similarity detected by an internet-based similarity/plagiarism checker is considered as acceptable. Over 20% similarity is deemed completely unacceptable.

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.

Oral Review

The Oral Review (OR) is the final assessment process for the DMin and DTL degree programs. After the technical review is completed, you have made the required revisions based on that review, and the GC and FPS have approved, the GC will send you the Oral Review Scheduling Form.

The voting Oral Review Committee (ORC) will consist of a designated BGU Representative, the FPS, and the SR. Members of your Personal Learning Community (PLC) are encouraged to participate in the online OR, although they are not considered as voting members of the ORC. Others may also be included as observers but are not voting members of the ORC. The OR will usually require between one and two hours.

Because DMin and DTL candidates come from all over the world, the OR is generally conducted using an online conference platform (usually Zoom). BGU personnel will schedule the online conference based on information you provide on the OR scheduling form. Any costs associated with phone services related to the OR conference will be your responsibility. Videos of other BGU oral review sessions are available for your review and you can contact the GC.

Oral Review Scheduling Process

Please use the following process to arrange for your Oral Review (OR).

1. Complete revisions to your FP based on recommendations from the technical review, receive approval from the GC and your FPS, and receive Oral Review Scheduling Form from the GC.

2. Contact your FPS, SR, PLC members, and the designated BGU Representative to determine a convenient date and time for your OR. The BGU Representative is the facilitator for the online conference unless the Representative requests a different arrangement.

3. Submit the final OR scheduling form to the GC who will email instructions to all OR participants. The GC will also email the Oral Review Evaluation Form to all OR participants approximately ten days before the scheduled Oral Review date. This form will be used as the criteria for your ORC to evaluate your FP and OR session (see Appendix J).

5. The GC will email a copy of your FP to all members of the ORC along with the Evaluation Form. Prepare a PowerPoint presentation that is a maximum length of 20 minutes (see presentation outline in next section).

Components of the Oral Review Presentation

To begin the OR session, you will make a Power Point presentation (**maximum of 20 minutes**) that covers the following topics.

1. Indicate your problem/purpose statements and why you chose the topic.

2. Briefly describe your professional conceptual framework and how the principles apply to your project.

3. Indicate the most helpful literature sources, how they helped you to implement the project, and how some may relate to your specific culture.

4. Briefly outline the main biblical principles related to the project.

5. Summarize your research approach (quantitative, qualitative, or mixed-methods), indicating:
   a. why you chose this approach,
   b. variables, hypotheses, and assessment tools for quantitative work,
   c. data-gathering/analysis methods used for qualitative work, and
   d. results/conclusions of your research.

6. Briefly describe the transformational strategy you implemented to begin to address the problem, indicating:
   a. how this strategy emerged from your empirical research,
   b. how your work contributes to transformational leadership, and
   c. what, if any, transformational results you have seen so far.

7. Summarize how you have grown in your ability to function as a transformational leader through the project. For example, what communication strategies did you find helpful in working with people in your project?

8. Indicate specific action steps you will take in the future to continue the transformational work you began through your project.

Oral Review Board Deliberation, Vote, and Report

The presentation and discussion phase of the OR will require approximately 45 minutes. Then the PLC members and any other guests will be excused from the session for about 10 minutes. The ORC will deliberate and designate a grade of "Pass," "Conditional Pass," or "Fail." In its deliberations, the ORC will consider the following criteria:

1. **Pass:** The FP and OR meet the BGU standards with the possible need for a few minor revisions and/or additions.

2. **Conditional Pass:** Significant changes are required in substance and/or style. Revisions must be reviewed and approved by the FPS and signed off by the ORC prior to graduation. Upon completion of satisfactory revisions, the grade will become a Pass.

3. **Fail:** Competence in either the FP preparation or the OR was unacceptable. The candidate may, with the written permission of the ORC, work with the FPS and SR to determine the appropriate corrective actions. As the project currently exists, the ORC cannot recommend graduation.

Oral Review Follow-Up

The following actions will be required following the completion of an OR.

1. The BGU rep or a designee will email to the ORC a copy of the OR evaluation form completed online during the OR session.

2. ORC members will review the OR evaluation form and give their approvals by email or recommend changes to the form.

3. The GC will send a copy of the OR evaluation form to you. If the ORC has recommended revisions to your FP, you will need to make the changes and send the revised FP to your FPS. The FPS will ensure that you have incorporated the ORC recommendations into your FP.

4. After you have made satisfactory revisions to your FP based on ORC recommendations, the FPS will email the ORC members and the GC to indicate that you have made the required revisions. The GC will again send the signed OR evaluation form to you indicating the ORC has approved your revised FP. The GC will also upload the form to Populi on your student tab under the "Student Info" column.

5. You will need to email a Microsoft Word document of the FP to the GC for final formatting and processing. If you agree that your FP can be published in the BGU Online library and the BGU website, you will sign the Dissertation Release Agreement and email to the GC.

6. The GC will make final edits in your FP and will send copies to you, the BGU online library, and BGU website coordinator (if student has signed a dissertation release form).

7. You will receive graduation arrangement guidelines from the GC.

Approval and Recommendation for Graduation

After you have satisfactorily completed all course work, with the exception of the FP, your name will be submitted to BGU's Academic Cabinet for approval 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 ceremonies are generally held the first Saturday of June. You are encouraged to attend the graduation activities unless extenuating circumstances prevent such attendance. Your diploma and an official transcript will be presented to you during the graduation activities. Details about graduation will be sent to you in the months preceding graduation. If you are unable to attend the ceremony, your diploma and official transcript will be mailed to you during the weeks following the ceremony. Diplomas cannot be sent earlier than June, when all of the official signatories are present to sign them.

If a grade is missing on your transcript or the FP has not been completed, your diploma will not be given to you. The diploma cover will be empty when presented at graduation, but the diploma will be mailed to you once a final, passing grade has been awarded for any missing items. If there is a balance on your student account, the diploma and final transcript will be held until the balance is paid in full.

Common Writing Issues

The FP must conform to the *Publication Manual of the American Psychological Association* (7th edition). You should secure the help of a proofreader to review the project for good grammar and sentence construction before the final draft is sent to your FPS and SR. As previously indicated, if your writing is not at a doctoral level, you will be required to enlist the services of an editor to produce an acceptable FP document. The FPS, SR, and TR are *not* expected to function as proofreaders or editors for your project in terms of punctuation, typographical errors, and grammar. Anticipating common writing errors for the first draft can eliminate much rewriting, and the following sections need to be reviewed and followed.

Structural Issues

The following issues are general guidelines for all Final Project writing.

1. Provide a detailed Table of Contents, including chapter titles and at least first level subheadings.

2. Provide an Abstract (maximum 300 words) which is a paragraph summarizing the topic, findings, and transformational significance of the project (see Appendix A).

3. Provide introductions to all chapters to prepare the reader for the content of the chapter and how it fits with the whole project.

4. Provide summaries at the end of each chapter that address the major ideas of the chapter and demonstrate how the chapter contributes to the overall purpose of the project. A summary should also provide a transition to next chapter. The conclusion at end of last chapter should provide a summary and conclusion for the whole project.

5. Use gender-inclusive language as much as possible, which is the standard for most institutions of higher learning (see previous comments in this handbook).

6. Demonstrate strong critical thinking skills by using focused arguments with adequate documentation. A project is not acceptable that simply includes a compilation of opinions, good ideas, and research results. There must be appropriate documentation for all claims, in-depth analysis and synthesis, and an overall integration of content.

7. Use first- and second-level subheadings to organize chapters. Sufficient 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).

8. Avoid using superfluous material in your writing which does not contribute directly to the overall flow and integration of the project. Write in an objective, concise style.

9. Avoid generalizations or personal opinions without well-documented and logical conclusions drawn from peer-reviewed literature as well as your own research.

10. Avoid an arrogant style that seems to imply you have discovered the missing solutions for the issues you address. Your writing style must show respect for others who may have put forth equally valid approaches to the issues.

11. Avoid use of long block quotes without much connecting discussion and analysis. 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 quotation 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.

12. Make sure your sources are not outdated, especially when quoting statistics to support your arguments. Statistical information should be no older than 2 years for discussing issues such as trends and demographical information. Older sources are acceptable for other types of information if they still represent current thinking.

13. For any copyrighted figures, show permissions in the caption. In fact, all intellectual property rights must be honored.

14. Check all your work for possible inadvertent plagiarism, which not only includes directly quoted content (which must have quotation marks), but also includes use of opinions, phrases, or concepts without proper documentation. Please use Grammarly, Unicheck, or similar internet-based tools to check for possible plagiarism issues.

Grammar and Formatting Issues

1. For margins, use 1-1/2" on left, 1" on top, right, and bottom.

2. Do not justify the text, but it should be left-aligned and double-spaced (except for some exceptions noted in this section for Turabian formatting).

3. For font sizes, use 12 pts. for the body and headings and 10 pts. for footnotes, table titles, figure captions, and content for data tables.

4. Use a consistent .5" indentation for the first line of all paragraphs and footnotes.

5. Block quotes should be indented .5" with no quotation marks. For additional quotations within a block quote, use regular double quotation marks ("example"). Block quotes are double-spaced in APA.

6. Do not put an extra space between paragraphs except possibly just before a new heading.

7. There should be only one space between sentences.

8. 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.

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

10. Use italics to emphasize words or phrases rather than bold or underlining formatting. Bold formatting may be used in subheadings and tables as needed. Italics should also be used for all book titles throughout the document.

11. Use numbers for lists whenever possible, unless you specifically do not want to emphasize priority of items in a list.

12. Spell out numbers one through nine, except when in conjunction with percentages (i.e. "7%" rather than "seven percent"). However, spell out a number if it starts a sentence, and use either numerals or spelled out numbers consistently within a sentence.

13. 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.

14. In APA, footnotes may be used for incidental information that does not fit well in the main text. Footnote numbering begins at "1" for each new chapter.

15. 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. It is important to be consistent throughout the document.

    - 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 literature from the *Society for Biblical Studies* Style Guide for detailed information on formatting of biblical and theological terms.)

16. 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*.

17. 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...."). However, to avoid awkward sentences, it is best to just say, "Christians believe…"

18. 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.

19. 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. Also, indicate who is being quoted in a text when possible. Here are some examples.

    Incorrect: John 3:16 says, "For God so loved the world..."
    Correct: Jesus said, "For God so loved the world..." (John 3:16).

20. 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 to gather...."

21. Use gender-inclusive 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.

    However, APA-7 now allows for use of a plural pronoun to refer to a singular subject. (Example: "Each participant turned in their questionnaires.")

22. Italicize all book titles throughout the document.

23. In the Reference List, it has been customary to use two letter abbreviations for all US states (Arizona = AZ). However, in APA-7, the city and state of the publisher is no longer required. In the text, spell out all state names.

24. Avoid one-sentence paragraphs as much as possible.

25. Format vertical lists as follows:

    - Numbered or bulleted lists are acceptable.

    - Double-space all lines in the list using a .5" indentation and aligning first word of a subsequent line with the first word of the previous

    - 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 at end following the period.

- Each list item should be a maximum of one sentence in length. Otherwise, use regular paragraphs rather than a list.

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.

BGU does not allow the use of the internet-based encyclopedia *Wikipedia* as a source of documentation in the Final Project. Although the website has much reliable content, it is still a source produced by various non-scientific contributors with diverse points of view. 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-based articles need to be used with caution. Students will often try to "prove" a particular point of view by citing various Internet-based articles. There are, of course, excellent websites sponsored by recognized schools and organizations. When using information from a web-based 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. Also, there should be a good representation of empirical research articles being cited to support content in the Final Project. There should also be a good representation of sources written within the student's cultural context.

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 in an academic journal. 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. This approach generally involves using academic articles drawn from hardcopy journals and/or various online databases such as Google Scholar, ProQuest and others available in the BGU online library.

APPENDICES

Appendix A
Example of Project Abstract

This project addresses the need for expanded collaborative partnerships among churches in Portland, Oregon, to meet the increasing community needs. 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 providing information on relational unity. 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. The results also show that while congregations possibly meet together for occasional community worship activities, local churches often attempt to meet community needs on their own resulting in duplication of effort and ineffective use of resources. 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 B
Possible Project for City Transformation Track in DTL Degree

If you are in the *City Transformation Track* (Option 1 of the DTL), your Doctoral Transformation Project (DTP) could involve a citywide leadership event, often called 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/research in key areas, looking for signs of hope and signs of need in the city. Observations and findings to be used for the Consultation planning are to be included in your Project Design and Research Methodology chapter 3 (see components of your required research described later in this handbook).

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. The book *Street Signs,* by Ray Bakke and John Sharpe, 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, based on your problem, context, and purpose statements. You can refine your vision through your review of relevant literature, including your biblical and theological research. You may need more than one preliminary meeting. In this initial planning phase, several things need to happen:

1. 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.

2. 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.

3. Each stakeholder should develop an invitation list of five or more leaders from his/her sphere of influence such as 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.

4. Establish a series of meeting dates for planning and progress.

5. Modify your initial goals to reflect the input of the leaders in this group.

6. 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).

7. Assess what tools and resources will be needed to facilitate this process.

8. Outline what you consider to be the collateral outcomes or benefits for the city.

9. Create a clear project plan leading up to the Consultation, which includes a list of tasks, schedules, and necessary resources.

10. 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 are written up as part of the Project Design and Research Methodology chapter 3.

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 and Research Methodology chapter 3.

The event itself usually lasts three days (for example, Tuesday noon to Thursday noon); senior leaders will generally not be willing to attend any longer than that time. 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:

1. Presentations of case studies, i.e., best practices of local churches or ministries, and with opportunities to respond

2. Site visits to agencies or churches with observable models (Get in a van or bus and go see what is happening!)

3. Discussion groups with the purpose of defining a way ahead

4. Planned meals linking diverse groups with each other

In your Project Design and Research Methodology chapter 3, you are to describe each component to be included in the Consultation. Observations and findings are to be included in the Findings and Results chapter 4.

After the Consultation

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

1. The breadth of recruitment: to what extent was the whole church represented?

2. The quality and helpfulness of the actual reports generated, and sites observed

3. What was learned about leadership relationships in the process?

4. The new knowledge base that was generated about your city. How will this information be disseminated and used? In what form/s?

5. The chances for ongoing investigation, plans, new collaborative relationships generated, etc.

6. The impact on leadership relationships in the city.

7. The logistics and functionality of the event.

You will include these summary and assessment findings in the Findings and Results chapter 4, including your reflection and analysis. Recommendations for a future process will be included in the Discussion chapter 5. This type of Consultation process could also be described in an alternative format as described later in this handbook, which could increase the influence and transformational impact of the Consultation.

Appendix C
Possible Project for Organizational Track in DTL Degree

If you are in the *Entrepreneurial/Organizational Transformation Track* (Option 2 of the DTL), your Doctoral Transformation Project could involve identifying and executing a major project for your NGO/NFPO organization, institution, department or business, under your high-quality leadership. Some possible approaches might be the following.

- Initiate a *fresh* direction or focus, tackle a *new* problem, inaugurate a *new* system, or represent a significant *innovation*, toward the transformation of your organization, or

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

You would establish the specific link between the project and the ability of your organization to better catalyze transformation. Some action steps for this type of project would include 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.

Appendix D
Possible Project for Cultural Transformation
Track in DTL Degree

If you have chosen the *Cultural Transformation Track* (Option 3 of the DTL), you could use the plan shown in this appendix or one of the project plans outlined in Appendix B or C. If you are not working with a specific organization or community at this time, your project could 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 a transformational leader and an agent of cultural transformation. You may have discerned your calling in part through the personal and cultural assessments you did in ASM 702. Within the Final Project chapters that best seem appropriate, you would describe the following items.

1. 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

2. The need for transformation in the culture, worldview, attitudes, paradigms, perspectives and/or mindsets of those who are in this sphere of influence

3. The vision for how this need can be met through cultural transformation

4. Specifically, how you are called to facilitate this transformation as evidenced through your experiences, natural and spiritual gifts, relationships, and opportunities

In chapter 3 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:

1. Describe the spiritual growth journey that you have undergone to better prepare you to model transformation in your own life.

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

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

4. 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?

5. Conduct an analysis of the project's limitations and the limits of your role in it.

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

Appendix E
Information for Final Project Proposal

This appendix shows a standard format for a three-chapter Final Project Proposal, and templates are available on the BGU website.

TITLE PAGE

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION

It is customary to insert one or more paragraphs to serve as an introduction to the problem statement. You should introduce your topic, indicate how you selected the topic, and summarize its relevance to your context.

Statement of the Problem

The problem statement should start with a concise sentence summarizing the main issue your project addresses. Add a few more sentences to provide background of the problem. Then provide at least three examples of research that documents the existence of the problem and provide any additional perspective. Conclude this section with a sentence or two summarizing the specific issue your project will address and why you think it warrants your attention. This section should be no more than three paragraphs in length.

Statement of the Purpose

This section should describe the main objective of your project in relationship to your problem statement. Please state the purpose in a manner that directly relates to the problem you have stated. Then summarize how you plan to meet that objective through your dissertation work.

Context of the Project

The context section includes a brief description of the location of the study and the people who are most affected by the problem and who may benefit most from this project. In terms of the location, mention any prominent features of the area, governmental infrastructures, and other organizations that are working on issues related to your project topic. Regarding the people, describe the size of the population as well as their predominant worldviews, values, beliefs, and possibly other demographic characteristics that will provide perspective for potential readers of your project report. Mention any other stakeholders of the project, which includes others who may benefit from this work, people who may be instrumental in implementing the project with you, and any others for whom this project will be of interest. For the proposal, you should include only a few summary paragraphs in this context section. You may expand this section a bit for the actual dissertation report after you have done more research.

Professional Conceptual Framework

        Typical PhD dissertations are based on what is often called a *theoretical framework.* In the context of professional degree programs such as the DTL or DMin degrees, the term *professional conceptual framework* is used which consists of categories of professional knowledge and practice that are relevant to the final project. For example, a professional conceptual framework might include working models of professional practice such as Community Asset-based Community Development. Corporate Social Responsibility Leadership, Theology of Work, Servant Leadership, Incarnational Leadership, and the like. These topics are just examples, and your project may not involve any of these models of professional practice. Briefly summarize the categories/models of professional knowledge and practice that undergird your proposed study, briefly indicate some major proponents of these practitioner models, and indicate how they will apply to your project.

Research Question

        Begin this section by indicating the primary research question you are seeking to answer through your empirical research. Then list three to five supporting research questions, which should address issues such as:

1. the existence, extent, and interpretation of the defined problem based on the perspectives of the people involved,
2. causes of the problem, and
3. possible solutions to the problem that would include how components of your professional conceptual framework could be applied to address the problem through a transformational strategy.

        For a *quantitative* research approach, the research questions should relate to the variables for the project and the hypothesis regarding the variable. For a *qualitative* approach, the questions should relate to the topics you want to explore. Based on the nature of a qualitative approach, additional research questions may emerge as you do the research.

Definitions of Key Words and Terms

        This section is to be limited to defining only the major terms that are central to your study, including terms with which your reader may not be familiar. The components of your professional conceptual framework will also be included, although those terms are previously discussed in the Professional Conceptual Framework section of this chapter. The section is not to include terms that are generally of common knowledge to readers. All definitions need to be obtained from documented sources rather than using your own subjective definitions.

        For a quantitative study, this section will focus on documented definitions of your independent and dependent variables based on the way those terms are defined in standardized assessment tools you used; other terms may also be defined if needed. For a qualitative study, this section should focus on major concepts and constructs that you explored in your study as well as the components of your professional conceptual framework.

The terms in this section will be defined in only brief, one or two sentence definitions; they will need to be addressed in greater detail in the literature review chapter. Write this section in regular paragraphs with the defined terms in italics. Organize this section alphabetically according to the terms being defined.

Research Approach

For a *quantitative or mixed methods* research approach, you will describe your *hypotheses* as related to the independent and dependent variables which are described in your Definitions section. Hypotheses are your predictions about the relationships between these variables. A quantitative study begins with s set of pre-determined hypotheses related to the variables developed within the context of your conceptual framework. The quantitative study involves testing those hypotheses using standardized assessment instruments to gather and analyze the data within a specific context. For a *qualitative* research approach (as a primary approach or as part of a mixed-methods approach), you should indicate topics you would like to explore in more depth than what might be possible through the use of a quantitative approach alone. These topics will be related to your research questions. You would explore these topics using qualitative methods such as one-on-one interviews and/or focus groups.

Researcher Role and Perspective

You approach every situation with preconceived perspectives, assumptions, and even biases based on your life experiences and worldview. The goal in a dissertation study is not to ignore your own perspectives nor to necessarily eliminate all of your preconceived thinking. However, it is important to indicate to your reader how you think any of these issues may have influenced your objectivity and work on the project. Your role in the research is a major consideration in the qualitative approach, which is more subjective than a quantitative approach.

Limitations

Your project cannot address every conceivable angle or approach to your problem statement. The term *delimitation* refers to your purposeful limiting of your project to a narrow range of issues. You may be focusing on only a specific range of factors related to the problem statement. Also, discuss any *limitations* you foresee such as limited sample size, inaccessible data, uncontrolled variables, and the like. Limitations may be difficult to foresee at the proposal stage, but you should try to anticipate issues beforehand as much as possible.

Transformational Significance

Briefly describe what you see as the potential transformational significance of your work for organizations, communities, cultures, and the like. In other words, indicate why do you think your project is important? Do not describe the eight BGU transformational leadership perspectives here, which will be addressed in your literature review chapter.

Summary

Develop one paragraph highlighting the main ideas in this chapter and conclude with a sentence that provides a transition to the next chapter.

CHAPTER 2: LITERATURE REVIEW

This chapter provides a discussion of the most relevant literature related to your project and should include at least 20 reviewed sources (the final actual dissertation report chapter will include at least 30 sources). The chapter should include summaries and analyses of key sources that discuss components of your *professional conceptual framework* (see the Chapter 1 descriptions). For a quantitative study, this chapter will also include documented descriptions of the variables you will measure in your research, which will most likely be related to components of your professional conceptual framework.

Appropriate sources include peer reviewed journal articles that describe empirical research studies related to the topic, organizational and governmental reports, other dissertations, textbooks from previous courses, and other sources that meet high academic standards. You should include a good representation of journal articles describing empirical studies by practitioners on issues related to your project. Whenever possible, you should use *primary sources* rather than *secondary sources* (although the latter are needed). The literature should consist of the most current sources available (within the past five years), although you may include earlier academically recognized sources that are foundational to fields of study related to your project. Whenever possible, provide a good representation of literature from authors within the context and culture of your project.

The chapter should be organized using subheadings that relate to the *professional conceptual framework* for the project. For a quantitative study, those subheadings will also relate to the variables for the study (which generally include components from the professional conceptual framework). Two required sections for the literature review are:

1. the eight BGU transformational leadership perspectives and how they are related to your project

2. biblical themes related to the project with relevant Scriptures and content from various theologians and biblical scholars.

The chapter should begin with an introductory paragraph that re-states the purpose of your project, summarizes the various categories of your professional conceptual framework, and indicates the research approach being used in your project (possibly determined by the majority approaches seen in the empirical studies and other practitioner models reviewed). You should consult a variety of experts related to the various topics, summarizing their findings, indicating how they addressed the relevant issues, and noting any differences of findings and analyses.

The literature review sections are not to be a series of book reports, but a synthesis and analysis of main ideas. In other words, these sections should be written as brief essays highlighting conclusions from the various sources reviewed. Conclude with a summary paragraph showing chapter highlights and a sentence providing transition to the next chapter.

Summary

Provide a paragraph summarizing the chapter with and a concluding sentence that provides transition to the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

Begin this chapter with a paragraph that summarizes the research needed. This paragraph should summarize the purpose of your empirical research, indicating your main and supporting research questions and how answering these questions will help you address the problem and purpose of the project.

Research Design

Identify and define the primary research method you will use in the research phase of the project (quantitative, qualitative, or mixed methods). Using relevant sources on research methodologies, define this method, indicate the customary uses of your method as compared to other methods, and describe why the method you have selected is best suited to answering your research questions. If you are doing quantitative research, indicate the variables you will study, why you selected these variables, how the design will be used to test your hypotheses, and how your design will be used to answer your research questions. If you are doing qualitative research, summarize the topic you would like to explore in-depth to help answer you research questions.

Sampling Methods

There are various methods used to select a sample of a population to be studied such as random sampling and several forms of purposive sampling. Identify and define your sampling method and describe why it seems best for obtaining the kind of data you need for your project. The goal is to select a representative sample of the population you will study. Sample size may depend on whether you are using a quantitative, qualitative, or mixed method; however, the sample should accurately represent the population involved in the problem you plan to address. Indicate the size of the population you will study and the approximate number of people you anticipate participating in your project. Provide demographic information you will collect that is needed in the research such as age ranges, gender ratios, and possibly educational backgrounds and socio-economic factors. However, indicate only the demographic information that you will actually use in the research, and indicate how you will use this information. It is not acceptable to collect demographic information not specifically related to your study.

Data-Gathering Methods

This section will describe the procedures you intend to use to gather and analyze data. Even at the proposal stage, you should provide a detailed description of the step-by-step process you plan to use to conduct activities such as assessments, questionnaires, surveys, interviews, focus groups, case studies, and other methods to be used in your project. Show how you will use various data-gathering methods to answer each of the research questions related to your empirical research.

For a quantitative study, this section will include a description of how you will explore the relationships among the independent and dependent variables as well as test the hypotheses for your study. Indicate the standardized assessment tools you plan to use to gather data. You need to search the internet for possible standardized assessment tools you can use to measure and analyze data related to the variables as related to the people who will participate in your research. For example, if you are studying the effects of servant leadership in an organization, you will

need to find an instrument such as a questionnaire to determine the level of servant leadership (the independent variable) being demonstrated by people in the organization. You would need to find another standardized instrument to measure the effects of this leadership style on people in an organization such as the morale of people (dependent variable). You may want to modify a standardized instrument for your purposes. No matter how you use a standardized assessment tool, you need to request permission from the author for use of the instrument. unless the tool is in public domain (permission requirements will normally be stated somewhere in the tool). Tell the author the title of your dissertation, how you will use the instrument in your research, and any modifications you would like to make for the project. In your actual dissertation report, indicate any modifications you made as you used it in your research process.

For a qualitative study, your approach should represent some level of triangulation in terms of using different strategies to gather data such as surveys, one-on-one interviews, and/or focus groups. This approach can increase the validity, reliability, and generalizability of the data (these terms are defined later in this chapter in the Evaluation section). Describe your purpose for using each data-gathering method in terms of how it may help answer one or more of your research questions for the project. A qualitative study uses mainly open-ended questions to allow participants to freely express themselves. For the qualitative study, you will most likely design your own set of questions and discussion topics, although you should explore online assessment tools to possibly help you design good questions. In the proposal, include several sample questions in this section which you will possibly use for questionnaires, interviews, focus groups, or other data-gathering methods.

In your descriptions for either quantitative or qualitative analysis, refer to high quality research literature to support your approach. Reviewing literature will assist you in determining the research methods that are often used for measuring and analyzing data as related to your particular topic.

Data Analysis

Data analysis involves how you prepare and organize collected information to allow you to interpret the findings. For quantitative research, the standardized assessment instruments often include standardized analytical tools to help you analyze the data for testing your hypotheses as related to the variables, and you should describe those analytical tools. For qualitative research, you would use an analytical approach such as *grounded theory* involving techniques such as text analysis, coding, development of themes, and identification of emerging tentative theories that provide perspective on the situation you are exploring. Describe the analytical approach you will use for your quantitative, qualitative, or mixed-methods analysis. In your descriptions for either quantitative or qualitative analysis, refer to high quality research literature to support your approach.

Evaluation

Briefly describe the approach you anticipate using to evaluate the *reliability*, *validity*, and *generalizability* of your research results. At the proposal stage, you should be able to provide limited consideration to these issues; however, in the actual dissertation report, you will need to indicate how you implemented these evaluative methods and the results.

The term *reliability* refers to issues such as your consistency in administering questionnaires, interviews, and/or focus groups so that findings are not skewed in some way by your interaction with participants. Discuss your own possible bias based on your background that could influence your interpretation of data. Reliability will be a factor to consider especially in qualitative studies, since the subjectivity of the facilitator enters into interviews and focus groups. This issue may not be as critical when using standardized assessments in a quantitative study. However, how a standardized assessment is presented to participants could be a factor even in quantitative approaches.

The term *validity* refers to the accuracy of the findings as perceived by the researcher and the participants. In a qualitative study, data could be gathered from the same group of people using different methods such as interviews and focus group to see if there is similarity in the gathered data. In a quantitative study, the researcher could use one-on-one interviews to discuss results of a quantitative assessment tool to see if the participants think the results are accurate.

A consideration regarding both reliability and validity is your own preconceived perceptions that you bring to the research, which you should have discussed in Chapter 1. Again, summarize perspectives, assumptions, and personal biases that may affect the validity and reliability of your research approach.

The term *generalizability* means how representative of a population are the results of the research and is dependent on selecting a sample that is representative of the population being studied. This term would have essential application to quantitative studies, which often have a purpose of identifying generalizable relationships among variables and/or characteristics of a specific population based on representative samples. In a qualitative study, you will draw tentative conclusions on how generalized you think your findings may be. Triangulation is particularly applicable to qualitative research which might involve using various data gathering methods with different groups of people and comparing the results. As previously indicated for other sections, refer to high quality research literature throughout this section to support your approach.

Ethical Considerations

This section should include a discussion of any ethical considerations for the project. Will the project involve what are known as *vulnerable populations* such as minors, pregnant women, people with mental and/or physical challenges, socially or economically disabled people, or prison inmates? Will the interviews and/or surveys involve *sensitive information* such as financial status information, religious beliefs, political beliefs, and/or family issues? Research that involves any of these factors will definitely need to be reviewed by the BGU Institutional Review Board (IRB). However, it is recommended that all proposals be submitted to the IRB for an initial review to determine if further review is required. IRB requirements are provided in more detail in the Institutional Review Board Policy and Procedures Manual, available on the BGU website and online library.

Transformational Strategy

All BGU dissertations must include a transformational strategy that begins to address the defined project problem. The strategy is to be implemented and tested as part of the dissertation process. At the proposal phase of the final project, you may have some idea of a practical

transformational intervention strategy you will develop. However, the full strategy should evolve out of your research.

Anticipated Schedule

Use a table such as the one shown below to indicate your anticipated timetable for the final project process.

Table 4

Sample Table Showing Work to be Accomplished

Work to Be Accomplished	Due Date
Turn in Final Project proposal to Final Project Supervisor	
Revise proposal based on supervisor recommendations.	
Submit proposal to the Academic Cabinet for approval.	
Submit first draft of Chapter 1 to Final Project Supervisor.	
Submit first draft of Chapter 2 to Final Project Supervisor.	
Submit first draft of entire Final Project to Final Project Supervisor	
Submit final draft to Final Project Supervisor	
Submit final draft to Second Reader	
Set an Oral Review date (schedule with the GC).	
Participate in graduation!	

Summary

Provide a paragraph that summarizes the chapter and the proposal.

REFERENCE LIST

Include in the Reference List the sources that you cited in your proposal. Provide a separate List of Potential Sources where you indicate other sources you plan to use in the dissertation, although they were not specifically cited in the proposal. For the proposal, the combined total for these two lists should be at least 50 sources. Format these lists accord to APA standards contained in the *Publication Manual of the American Psychological Association*, Seventh Edition.

Appendix F
Information for Standard 5-Chapter Final Project Format

This appendix shows a standard format for a 5-chapter Final Project. The BGU website contains the most recent FP report templates. The Final Project report should be 120 to 150 pages within the body text, which does not count the front matter, the reference list, and the appendix.

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 the MS Word program and then formatted according to APA standards).

List of Illustrations (includes lists of tables and figures used in the project)

Preface (if applicable)

Acknowledgements (if applicable)

List of Abbreviations (includes main abbreviations used in the project)

Glossary: This page is included only if a project contains many technical terms. Major concepts are to be included in a Definitions section, which is described below concerning chapter 1.

Abstract: This one-page summary of the project includes a brief overview, the scope/limitations, and summary of conclusions (300 words or less- see Appendix A for sample abstract.

CHAPTER 1: INTRODUCTION

It is customary to insert one or more paragraphs to serve as an introduction to the problem statement. You should introduce your topic, indicate how you selected the topic, and summarize its relevance to your context.

Statement of the Problem

The problem statement should start with a concise sentence summarizing the main issue your project addresses. Add a few more sentences to provide background of the problem. Then provide at least three examples of research that documents the existence of the problem and provides any additional perspective. Conclude this section with a sentence or two summarizing the specific issue your project addressed and why you think it warranted your attention. This section should be no more than one to three paragraphs in length.

As you work on your final project, it is helpful to keep in mind some unique characteristics of doctoral type projects. PhD dissertations create, expand, and contribute to knowledge in a field of study. Professional doctoral projects, such as those for DMin and DTL

degree programs, expand and apply existing knowledge and research to contextual problems in a professional field.

Statement of the Purpose

This section should describe the main objective of your project in relationship to your problem statement. Please state the purpose in a manner that directly relates to the problem you have stated. Then summarize how you met that objective through your dissertation work.

Context of the Project

The context section includes a brief description of the location of the study and the people who are most affected by the problem and who may benefit most from this project. In terms of the location, mention any prominent features of the area, governmental infrastructures, and other organizations that are working on issues related to your project topic. Regarding the people, describe the size of the population as well as their predominant worldviews, values, beliefs, and possibly other demographic characteristics that will provide perspective for potential readers of your project report. Mention any other stakeholders of the project, which includes others who may benefit from this work, people who may be instrumental in implementing the project with you, and any others for whom this project will be of interest.

Professional Conceptual Framework

Typical PhD dissertations are based on what is often called a *theoretical framework.* In the context of professional degree programs such as the DTL or DMin degrees, this handbook uses the term *professional conceptual framework* which consists of categories of professional knowledge and practice that are relevant to a dissertation project. For example, a professional conceptual framework might include working models of professional practice such as Community Asset-based Community Development. Corporate Social Responsibility Leadership, Theology of Work, Servant Leadership, Incarnational Leadership, and the like. These topics are just examples, and your project may not involve any of these models of professional practice. Briefly summarize these categories/models of professional knowledge and practice that undergird your study, briefly indicate some major proponents of these practitioner models, and indicate how they apply to your project.

Research Question

Begin this section by indicating the primary research question you sought to answer through your empirical research. Then list three to five supporting research questions that helped you answer the primary question, which should address issues such as:

1. the existence, extent, and interpretation of the defined problem based on the perspectives of the people involved
2. causes of the problem
3. possible solutions to the problem that would include how components of your professional conceptual framework could be applied to address the problem through a transformational strategy.

For a *quantitative* research approach, the research questions should relate to the variables for the project and the hypothesis regarding the variable. For a *qualitative* approach, the questions should relate to the topics you want to explore. Based on the nature of a qualitative approach, additional research questions may have emerged as you did the research.

Definitions of Key Words and Terms

This section is to be limited to defining only the major terms that are central to your study, including terms with which your reader may not be familiar. The components of your professional conceptual framework will also be included, although those terms are previously discussed in the Professional Conceptual Framework section of this chapter. The section is not to include terms that are generally of common knowledge to readers. All definitions need to be obtained from documented sources rather than using your own subjective definitions.

For a *quantitative* study, this section will focus on documented definitions of your independent and dependent variables based on the way those terms are defined in standardized assessment tools you used; other terms may also be defined if needed. For a qualitative study, this section should focus on major concepts and constructs that you explored in your study as well as the components of your professional conceptual framework.

The terms in this section will be defined in only brief, one or two sentence definitions; they will need to be addressed in greater detail in the literature review chapter. Write this section in regular paragraphs with the defined terms in italics. Organize this section alphabetically according to the terms being defined. Research Approach

Research Approach

Identify the research approach you used in your study: *quantitative, qualitative,* or *mixed-methods*. For a *quantitative or mixed methods* research approach, describe the hypotheses you started with as related to the independent and dependent variables which are described in your Definitions section. Hypotheses are your predictions about the relationships between these variables. A quantitative study begins with s set of pre-determined hypotheses related to the variables developed within the context of your conceptual framework. The quantitative study involves testing those hypotheses using standardized assessment instruments to gather and analyze the data within a specific context.

For a *qualitative* research approach (as a primary approach or as part of a mixed-methods approach), you would indicate topics you explored in more depth using qualitative research methods. These topics would be related to your research questions, and your professional conceptual framework also provided guidance for developing these questions. You explored these topics using qualitative methods such as one-on-one interviews, focus groups, and/or other qualitative methods. Based on the nature of a qualitative approach, additional research questions may have emerged as you did the research.

Researcher Role and Perspective

You approach every situation with preconceived perspectives, assumptions, and even biases based on your life experiences and worldview. The goal in a dissertation study is not to ignore your own perspectives nor to necessarily eliminate all of your preconceived thinking.

However, it is important to indicate to your reader how you think any of these issues may have influenced your objectivity and work on the project. Your role in the research is a major consideration in the qualitative approach, which is more subjective than a quantitative approach.

Limitations

Your project cannot address every conceivable angle or approach to your problem statement. The term *delimitation* refers to your purposeful limiting of your project to a narrow range of issues. You may have focused on only a specific range of factors related to the problem statement. Also discuss any imposed limitations that occurred such as limited sample size, inaccessible data, uncontrolled variables, etc.

Transformational Strategy

Provide a summary of the practical intervention strategy you developed, implemented, and tested to begin to address the problem. You will describe this strategy in more detail in Chapters 3 and 4.

Transformational Significance

Briefly describe what you see as the potential transformational significance of your work for organizations, communities, cultures, and the like. In other words, indicate why do you think your project is important? Do not describe the eight BGU transformational leadership perspectives here, which are to be addressed in your literature review chapter.

Summary

Develop one paragraph summarizing the main ideas in this chapter and conclude with a sentence that provides a transition to the next chapter.

CHAPTER 2: LITERATURE REVIEW

This chapter provides a discussion of the most relevant literature related to your project and must include discussion of at least 30 sources. The chapter should include descriptions and analyses of the key sources you used to develop the components of the project's *professional conceptual framework* and other topics you considered relevant for your project. For a quantitative study, this chapter will also include documented descriptions of the variables you measured in your research, which will most likely be related to components of your professional conceptual framework.

Appropriate sources include peer reviewed journal articles that describe empirical research studies related to the topic, organizational and governmental reports, other dissertations, textbooks from previous courses, and other sources that meet high academic standards. You should include a good representation of journal articles describing empirical studies by practitioners on issues related to your project. Whenever possible, you should use *primary sources* rather than *secondary sources* (although the latter are needed). The literature should consist of the most current sources available (within the past five years), although you may include earlier academically recognized sources that are foundational to fields of study related to

your project. Whenever possible, provide a good representation of literature from authors within the context and culture of your project.

The chapter should be organized using subheadings that relate to the *professional conceptual framework* for the project. For a quantitative study, those subheadings will also relate to the variables for the study (which generally include components from the professional conceptual framework). Two required sections for the literature review are:

1. the eight BGU transformational leadership perspectives and how they are related to your project
2. biblical themes related to the project with relevant Scriptures and content from various theologians and biblical scholars.

The chapter should begin with an introductory paragraph that re-states the purpose of your project, summarizes the various categories of your professional conceptual framework, and indicates the research approach used in your project (possibly determined by the majority approach seen in the empirical studies reviewed). You should consult a variety of experts related to the various topics, summarizing their findings, indicating how they addressed the relevant issues, and noting any differences of findings and analyses.

The literature review sections are not to be a series of book reports, but a synthesis of main ideas. In other words, these sections should be written as brief essays highlighting conclusions from the various sources reviewed. Conclude with a summary paragraph showing chapter highlights and a sentence providing transition to the next chapter.

Summary

Provide a paragraph that highlights ideas in the chapter and conclude with a transition sentence introducing the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

Begin this chapter with a paragraph that summarizes the research done as related to the problem and purpose statements for your project. This paragraph should summarize the purpose of your empirical research, indicating your main and supporting research questions, and how answering these questions helped you address the problem and purpose of the project.

Research Design

Identify and define the primary research method you used in the research phase of the project (quantitative, qualitative, or mixed methods). Using relevant sources on research methodologies, define this method, indicate the customary uses of your method as compared to other methods, and describe why the method you have selected was best suited to answering your research questions. Also describe how your research method is appropriate for your cultural context. If you did quantitative research, indicate the variables you used and why you chose them, how your design was useful in testing your hypotheses, and how your design was useful in answering your research questions. If you did qualitative research, summarize the topics you explored including topics that may have emerged in the research that were not included in your original topics.

Sampling Methods

There are various methods used to select a sample of a population to be studied such as random sampling and several forms of purposive sampling. Identify and define your sampling method and describe why it seemed best for obtaining the kind of data you needed for your project. The goal is to select a representative sample of the population you studied. Sample size may depend on whether you are using a quantitative, qualitative, or mixed method; however, the sample should accurately represent the population involved in the problem you addressed. Indicate the size of the population you studied and the number of people who participated in your project. Provide demographic information you collected such as age ranges, gender ratios, and possibly educational backgrounds and socio-economic factors. Only describe the demographic information that you actually used in the research and indicate how you used this information. It is not acceptable to collect or report on demographic information not related to your study.

Data-Gathering Methods

This section will describe the procedures you used to gather data. Provide a detailed description of the step-by-step process you used to conduct activities such as assessments, questionnaires, surveys, interviews, focus groups, case studies, and other methods you used in your project. Show how you used the various data-gathering methods to answer each of the research questions using your empirical research.

For a quantitative study, this section will include a description of how you explored the relationships among the independent and dependent variables as well as how you tested the hypotheses for your study. Indicate the standardized assessment tools you used to gather data to test relationships among the variables. For example, if you studied the effects of servant leadership in an organization, you need to describe the instrument(s) used to determine the level of servant leadership being demonstrated by people in the organization. You would need to describe other standardized instruments you used to measure the effects of this leadership style on people in the organization such as the morale of people (dependent variable). If you modified a standardized instrument for your purposes, you need to describe the modifications and rationales for the revisions.

For a qualitative study, your approach should represent some level of triangulation in terms of using different strategies to gather data such as surveys, one-on-one interviews, or focus groups. This approach can increase the validity, reliability, and generalizability of the data (these terms are defined later in this chapter in the Evaluation section). Describe your purpose for using each data-gathering method in terms of how it helped to answer one or more of research questions for the project. A qualitative study uses mainly open-ended questions to allow participants to freely express themselves. For the qualitative study, you most likely designed your own set of questions and discussion topics, although you may have gained some ideas for question development by exploring online assessment tools.

Data Analysis

Data analysis involves how you prepare and organize collected information to allow you to interpret the findings. For quantitative research, the standardized assessment instruments often include standardized analytical tools to help you analyze the data for testing your hypotheses as

related to the variables, and you should describe those analytical tools. For qualitative research, you would have used an analytical approach such as *grounded theory* which involves techniques such as text analysis, coding, development of themes, and identification of emerging tentative theories that provide perspective on the situation you are exploring. Describe the analytical approach you used for your quantitative, qualitative, or mixed-methods analysis. In your descriptions for either quantitative or qualitative analysis, refer to high quality research literature to support your approach.

Evaluation

Describe the approach you used to evaluate the *reliability*, *validity*, and *generalizability* of your research results. These concepts refer to the accuracy and dependability of your research.

The term *reliability* refers to issues such as your consistency in administering questionnaires, interviews, and/or focus groups so that findings are not skewed in some way by your interaction with participants. You should also consider your own possible bias based on your background that could influence how you interpret data. Reliability is a factor to be considered especially in qualitative studies, since the subjectivity of the facilitator enters into interviews and focus groups. This issue may not be as critical when using standardized assessments in a quantitative study. However, how a standardized assessment is presented to participants could be a factor even in quantitative approaches.

The term *validity* refers to the accuracy of the findings as perceived by the researcher and the participants. In a qualitative study, data could be gathered from the same group of people using different methods such as interviews and focus group to see if there is similarity in the gathered data. In a quantitative study, the researcher could use one-on-one interviews to discuss results of a quantitative assessment tool to see if the participants think the results are accurate.

A consideration regarding both reliability and validity is your own preconceived perceptions that you bring to the research, which you should have discussed in Chapter 1. Again, summarize perspectives, assumptions, and personal biases that may have affected the validity and reliability of your research approach.

The term *generalizability* means how representative of a population are the results of the research and is dependent on selecting a sample that is representative of the population being studied. This term would have essential application to quantitative studies, which often have a purpose of identifying generalizable relationships among variables and/or characteristics of a specific population based on representative samples. In a qualitative study, you will draw tentative conclusions on how generalized you think your findings may be. Triangulation is particularly applicable to qualitative research which might involve using various data gathering methods with different groups of people and comparing the results. As previously indicated for other sections, refer to high quality research literature throughout this section to support your approach.

Ethical Considerations

This section should include a discussion of any ethical considerations for the project. Did the project involve what are known as *vulnerable populations* such as minors, pregnant women, people with mental and/or physical challenges, socially or economically disabled people, or

prison inmates? Did the interviews and/or surveys involve *sensitive information* such as financial status information, religious beliefs, political beliefs, and/or family issues? Did the project need to be reviewed by the BGU Institutional Review Board (IRB) based on the kinds of ethical issues mentioned above or in other IRB literature? Requirements for an IRB review are provided in more detail in the Institutional Review Board Policy and Procedures Manual, available on the BGU website and online library.

Transformational Strategy

Provide a description of the transformational intervention strategy that you designed, implemented, and tested for effectiveness as a culminating phase of your dissertation project. It is understood that only a limited transformational strategy can be tested within the limited time period of a dissertation process, However, it is required that DTL and DMin dissertation projects culminate in some type of practical intervention strategy design to begin to address the defined problem. BGU transformational strategies have included seminars, city consultations, asset-based community development approaches, organizational assessments, and the like. Provide a brief discussion of your transformational strategy here in chapter 3, and you will provide a more detailed description of this strategy and results in chapter 4.

Summary

Develop a paragraph that summarizes the chapter and provides the reader with a transition to the next chapter.

CHAPTER 4: FINDINGS AND RESULTS

Provide an introductory paragraph for the chapter.

Results of the Research

Organize this section with subheadings describing your various data-gathering strategies. Under each section, discuss the findings obtained through each strategy. For example, provide tabulations of responses to questions in interviews, surveys, focus groups, etc. Use tables, graphs, charts, word clouds, or other methods to help the reader clearly see and understand your data and relationships within the data. Provide an analysis of the data gathered for each strategy, showing how the data helps clarify the problem and contributes to your understanding of what is needed to address the problem.

For a *quantitative study*, you need to discuss the results of measuring the variables using standardized assessment instruments, how your research supported or did not support your hypotheses, how your research may have indicated trends in thinking among participants, and how your research answered your research questions. For a *qualitative study,* you need to identify the major themes that emerged from your various data gathering methods with tabulations clearly displayed using charts, table, graphs, or the like. Describe your use of approaches such as grounded theory to analyze your results. Indicate the tentative conclusions or hypotheses you reached as a result of your research. For a *mixed-methods study*, you need to show how your use of the quantitative and qualitative data helped you test hypotheses, answer

research questions, and reach tentative conclusions regarding the defined problem and possible solutions.

Evaluation of the Empirical Research

Describe the results of your approach used to evaluate the *reliability*, *validity*, and *generalizability* of your empirical research results. Provide detailed discussion for each concept.

The term *reliability* refers to issues such as your consistency in administering questionnaires, interviews, and/or focus groups so that findings are not skewed in some way by your interaction with participants. Reliability will be a factor to consider especially in qualitative studies, since the subjectivity of the facilitator enters into interviews and focus groups. This issue may not be as critical when using standardized assessments in a quantitative study. However, how a standardized assessment is presented to participants could be a factor even in quantitative approaches.

The term *validity* refers to the accuracy of the findings as perceived by the researcher and the participants. In a qualitative study, data could be gathered from the same group of people using different methods such as interviews and focus group to see if there is similarity in the gathered data. In a quantitative study, the researcher could use one-on-one interviews to discuss results of a quantitative assessment tool to see if the participants think the results are accurate.

The term *generalizability* means how representative of a population are the results of the research and is dependent on selecting a sample that is representative of the population being studied. This term would have essential application to quantitative studies, which often have a purpose of identifying generalizable relationships among variables and/or characteristics of a specific population based on representative samples. In a qualitative study, you will draw tentative conclusions on how generalized you think your findings may be. Triangulation is particularly applicable to qualitative research which might involve using various data gathering methods with different groups of people and comparing the results. As previously indicated for other sections, refer to high quality research literature throughout this section to support your approach.

Results of the Transformational Strategy

Description

As you did in chapter 3, provide a summary of the transformational intervention implemented in the project and how it relates to addressing the problem (seminars, city consultations, asset-based community development approaches, etc.). Indicate helpful components of your research findings that contributed to your development of the strategy.

Action Plan

Discuss in detail the specific steps you took to plan and implement the transformational strategy. Also indicate any unplanned issues that may have arisen.

Evaluation of the Transformational Strategy

Discuss how you evaluated the effectiveness of your transformational strategy from the perspective of the participants. If you used written evaluation forms for participants to fill out, provide a copy of the form in the appendix of your dissertation. If you used other evaluation methods such as follow up interviews or focus groups, provide a detailed description of how you conducted these evaluation sessions. Provide detailed analysis of the participants perceptions of the transformational strategy using tables, charts, and the like to display results. Also indicate in what specific ways the transformational strategy is beginning to address the problem identified in your project.

Follow-up and Monitoring Strategies

Describe the methods you will use to provide follow-up and monitoring related to those who participated in the transformational strategy even after your dissertation process is finished. You should plan for ways to facilitate ongoing transformation long after the dissertation process is completed.

Summary

Provide a paragraph that summarizes the findings and results discussed in this chapter, and end with a sentence that provides for the reader a transition to the next chapter.

CHAPTER 5: DISCUSSION

Provide a paragraph that introduces the content of this chapter.

Interpretation of Project Results

Describe how the project findings helped to answer each of your research questions. If you used quantitative methods in some way for your research, summarize the variables and the results of testing your hypotheses. If there were weaknesses in the research methodology in terms of adequately answering these research question or testing the hypotheses, discuss those issues here. Provide a few summary paragraphs that interpret your work in the project as it relates to effectively addressing the problem.

Validity and Trustworthiness of the Project

In chapter 4 under evaluation, you discussed the validity of your data. Summarize that evaluation here.

Effectiveness of the Transformational Strategy

Summarize the strengths and weaknesses of your transformational strategy. Are there things you would do differently?

Significance and Implications

Project Insights and Lessons Learned

Discuss insights and lessons learned through this project. Include what you would possibly do differently in the future.

Theological Significance

Discuss what you have learned in the project from a theological perspective. What have you learned in terms of how you think God is working in the situation to bring about transformation, reconciliation, renewal, or other observations?

Communication Strategies Discovered

Discuss what you have learned in the project in terms of effective communication strategies. How might you use these strategies for future endeavors?

Replicability of the Transformational Model Implemented

Discuss issues related to you or others being able to use the transformational approach of this project in other contexts.

Involvement of the Personal Learning Community

Discuss how your Personal Learning Community has been involved with you in this project. How did they help you develop and implement the project? How did they assist you in possibly networking you with key people?

Recommendations and Future Action Steps

Discuss your specific recommendations based on what you have learned through this project. Also indicated the next specific action steps you will take to continue the work begun through this project.

Summary

Provide one or more paragraphs that draws conclusions and summarizes the whole project.

REFERENCE LIST

Include in the Reference List only the sources that you cited in your dissertation, which should contain a minimum of 50 sources. Format this list according to APA standards contained in the *Publication Manual of the American Psychological Association*, Seventh Edition.

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 curricula, sample publications, surveys or interview questions used, and other similar material.

Appendix G
Information on the Portfolio Final Project Format

A portfolio approach to a final project will allow the display of research done in creative ways that differ from the traditional dissertation approach. A portfolio is a collection of items, often called *artifacts,* that are brought together to demonstrate a person's knowledge, skills, professional experience, and other factors. For example, portfolios are used in the business sector to demonstrate a potential employee's experience and skills when being considered for hire in an organization. For the purposes of an alternative dissertation using a portfolio approach, the artifacts are collected, analyzed, and integrated as related to a specific theme or problem being addressed.

In order to ensure the academic requirements of doctoral-level research, the first three chapters of the standard dissertation need to be developed in writing which include introduction, literature review, and research methodology as related to selecting and analyzing the various components of the portfolio. Instead of the traditional chapters 4 and 5, the portfolio approach will include creative media forms to address an issue in a real-world setting. These media forms can include, but are not limited to:

1. writing a book and having it accepted by a publisher;
2. creating a video where findings and possible ways to approach an issue are displayed and discussed;
3. creating a piece of visual art that is discussed and has a strong impact assessment piece in writing or an electronic format;
4. creating a website where all the findings of the research are displayed, discussed, and where new areas of developments are described; or
5. developing and accessing curricula and academic programs.

There is no limit to what you can propose if your physical or virtual portfolio fulfills doctoral-level standards. To meet the requirements of doctoral-level work, Chapter 3 of an alternative dissertation using the portfolio must include the following:

1. rationales for the portfolio selections,

2. how the portfolio demonstrates the project's professional conceptual framework,

3. procedures used for the development of the portfolio items,

4. integration around the defined problem for the dissertation,

5. description of research methods utilized in relation to the portfolio items,

6. critical reflection on what has been learned by development of the portfolio items and,

7. discussion on how the portfolio items have been used to produce transformation.

A portfolio project will also include a list of bibliographic sources used for the project. This item may be located at the end of chapter 3 or at the end of the project before any appendices. The portfolio approach is always be refined at BGU. so flexibility and recalibration are to be expected from all involved. However, all the required outcomes for a piece of doctoral-level research need to be evidenced.

Appendix H
Final Project Proposal Evaluation Form

This table provides the criteria that the ACDT uses to evaluate your proposal.

Introductory Chapter 1					
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Introductory paragraph(s) includes brief introduction to the issue being addressed, an indication of why the student is interested in the topic, and its relevance to the student's context.					
Statement of the Problem section (not more than 3 paragraphs) includes*:* • concise summary statement of the issue being addressed, • at least three samples of studies documenting the existence of problem type, and • concluding statement on possible uniqueness of this project compared to other studies (a uniqueness may be that this type project has not previously been done in student's context).					
Statement of Purpose section includes: • concise statement of objectives/goals of project specifically as related to problem, and • how the student plans to meet those goals through the dissertation project.					
Context of the Problem includes: • brief description of the project location, • possible organizations in the area working on the problem, • description of the people affected by the problem including their worldview, and • stakeholders/audience for the project.					
Professional Conceptual Framework includes: • categories of professional knowledge and practice relevant to the project, • major proponents of these categories and practitioner models, and • how these concepts will be applied in the project.					
The *Research Question* section includes: • a primary research question that summarizes the purpose of the project, and • three to five supporting questions that will help to answer the primary research question. (The questions are open-ended rather than closed-ended and are not the actual questions that may be included in surveys, etc.).					
Definitions section includes: • documented definitions of key concepts foundational to the project, • measurable definitions of the independent and dependent variables for quantitative studies, and • discussions organized alphabetically by the defined words.					

	5	4	3	2	1

Research Approach
   • for quantitative approach there is an indication of variables and hypotheses to be tested
   • for qualitative approach, there is an indication of topics to be explored.					

Limitations section includes:
   • factors that may be purposely delimited for the project's scope and
   • limiting factors that may be inherent in the project such as limited sample size, barriers to collecting data, limited funding, site issues, and the like.					

Transformational Significance section includes:
   • the social significance of the project, and
   • how the project is intended to improve people's lives, communities, and organizations.					

Summary paragraph highlights chapter ideas and provides transition to next chapter.					

Literature Review Chapter 2					
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Introductory paragraph restates the project purpose and lists the main subheadings for the chapter. The chapter is organized with subheadings that relate to the professional conceptual framework of the project along with possibly other relevant topics.					
1. The chapter includes two *required sections*: a) Transformational Theory Principles related to the project including Transformational Leadership Perspectives, b) Biblical Foundations for the Project.					
2. The chapter is *organized thematically* with relevant literature compared and analyzed in each section, rather than a "book report" style.					
3. The chapter includes good representation of literature *generated from authors within the student's context* if at all possible.					
4. The sections show *good integration* of relevant conceptual models, practitioner principles from various disciplines, and relevant biblical principles.					
5. There is a *summary paragraph* showing chapter highlights with transition to next chapter					

Research Methodology Chapter 3					
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Chapter begins with an introductory paragraph summarizing the research needed. The paragraph should summarize the purpose of the empirical research, indicating the main and supporting research questions and how answering these questions will help to address the problem and purpose of the project.					

Research Design section*:*
   • identifies and defines the primary research method to be used for the empirical research phase of the project (quantitative, qualitative, or mixed methods),
   • uses relevant sources on research methodologies to define this method,
   • compares this method to other methods to describe why it is best suited to answer the research questions,					

• for *quantitative* or *mixed-methods* approach, there is discussion of why the independent and dependent variables were selected, how the design will be used to test the hypotheses, and how the design will be useful in answering the research questions, and • for *qualitative research*, there is discussion of the topics to be explored and why the qualitative approach is best for this task.				
Sampling Methods section includes • anticipated sampling method and why it is appropriate for the selected research method in terms of adequate representation of the population to be studied, • selection criteria for the sample, • size of total population being studied, and • anticipated approximate number of research participants with demographic information included such as age range, gender, socio-economic factors, educational backgrounds, and the like (only demographic information that will be used in the research is to be collected).				
Data-Gathering and Analysis Methods sections include the following options: • for a *quantitative approach*, there are detailed descriptions of the step-by-step procedures to be used to measure and analyze variables and test hypotheses by means of one or more standardized instruments, or • for a *qualitative approach*, there are detailed descriptions of the step-by-step procedures to be used to explore assumptions and research questions using triangulation of data-gathering methods (such as theme analysis using grounded theory), or • for a *mixed-methods approach,* there are detailed descriptions of the step-by-step procedures to be used to implement the quantitative and qualitative phases of the research with rationales of why the mixed method will be useful.				
Evaluation section includes methods to evaluate the projects: • reliability (how researcher procedures or other factors may skew results), • validity (the accuracy of results as perceived by the researcher and participants), and • generalizability (to what level the results are representative of a population studied).				
Ethical Issues section includes descriptions of: • research involving *vulnerable populations* and/or *sensitive information,* • use of consent forms when required, • protection of participants in terms of confidentiality and lack of coercion, and • submission of required forms to the BGU Institutional Review Board.				
Transformational strategy section includes: • how the research data will be used to develop a strategy to address problem, and • brief description of a possible tentative strategy.				
Anticipated Schedule section provides a tentative project timetable.				
Summary section includes: • highlights of the chapter, and				

		5	4	3	2	1
• overall summary of the proposal.						

Mechanics of Writing						
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate		5	4	3	2	1
• Chapters are logically organized using relevant subheadings, introductory and summary statements, and a professional writing format. APA Sixth Edition is the current BGU writing standard with the option of APA Seventh Edition, which will be the standard after July 1, 2021.						
• There is evidence of critical thinking with logical academic arguments that include claims, reasons, reliable documentation, and discussion of possible opposing claims.						
• There is a good representation of sources generated within the students' context.						
• The writing contains correct grammar, punctuation, and spelling with clearly structured sentences.						
• There is no plagiarism that you can detect.						

Professional Standards						
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate		5	4	3	2	1
• Safeguards are evident for ethical protection of human subjects.						
• Overall focus of the proposed project demonstrates the culmination and results of the student's educational process at BGU with practical, culturally relevant implementation of holistic, transformational leadership principles.						

This evaluation form is used by you FPS and SR to evaluate your final dissertation draft. Before your FP can be forwarded to the BGU Technical Reader, your FPS and SR are required to approve the document by submitting this form to the GC, which will become part of your student records.

Abstract					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
There is a concise summary of • project's purpose, • transformational intervention approach, and • findings (300 words maximum).					

Introduction Chapter 1					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Introductory paragraph(s) includes brief introduction to the issue being addressed, an indication of why the student is interested in the topic, and its relevance to the student's context.					
Statement of the Problem section (not more than 3 paragraphs) includes*:* • concise summary statement of the issue being addressed, • at least three samples of studies documenting the existence of problem type, and • concluding statement on possible uniqueness of this project compared to other studies (a uniqueness may be that this type project has not previously been done in student's context).					
Statement of Purpose section includes: • concise statement of objectives/goals of project specifically as related to problem, and • how the student met those goals through the dissertation project.					
Context of the Problem includes: • brief description of the project location, • possible organizations in the area working on the problem, • description of the people affected by the problem including their worldview, and • stakeholders/audience for the project.					
Professional Conceptual Framework includes: • categories of professional knowledge and practice relevant to the project, • major proponents of these categories and practitioner models, and • how the student applied these concepts in the project.					

The *Research Question* section includes: • a primary research question that summarizes the purpose of the project and • three to five supporting questions that helped answer the primary research question the questions are open-ended rather than closed-ended and are not the actual questions used in surveys, etc. (For a quantitative research approach, the research questions should relate to the independent and dependent variables as well as the hypotheses.)					
Definitions section includes: • documented definitions of key concepts foundational to the project for a qualitative study, • measurable definitions of the independent and dependent variables for quantitative studies, and • discussions organized alphabetically by the defined words.					
Research Approach section includes: • hypotheses that were tested as related to independent/dependent variables for quantitative research or • topics that were explored in the qualitative approach.					
Limitations section includes: • factors that were purposely delimited for the project's scope and • limiting factors that were inherent in the project such as limited sample size, barriers to collecting data, limited funding, site issues, and the like.					
Transformational Significance section includes: • the social significance of the project, and • how the project is intended to improve people's lives, communities, organizations, and other cultural matters.					
Summary paragraph highlights chapter ideas and provides transition to next chapter.					
Literature Review Chapter 2					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Introductory paragraph restates the project purpose and lists the main subheadings for the chapter. The chapter is organized with subheadings that relate to the professional conceptual framework of the project along with possibly other relevant topics.					
1. The chapter includes two *required sections*: a) Transformational Theory Principles related to the project including Transformational Leadership Perspectives, b) Biblical Foundations for the Project.					
2. The chapter is *organized thematically* with relevant literature compared and analyzed in each section, rather than a "book report" style.					
3. Chapter includes good representation of literature *generated within the student's context*.					

	5	4	3	2	1
4. The sections show *good integration* of relevant conceptual models, practioners models, and biblical principles.					
5. There is a *summary paragraph* showing chapter highlights with transition to next chapter					

Research Methodology Chapter 3					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Chapter begins with an *introductory paragraph* indicating the purpose of the research and the primary research question being answered.					
Research Design section*:* • identifies and defines the primary research method used for the empirical research phase of the project (quantitative, qualitative, or mixed methods) using relevant sources on research methodology to describe this method; • compares this method to other methods to describe why it was best suited to answer the research questions; • for *quantitative* or *mixed-methods* approach, there is discussion of why the independent and dependent variables were selected, how the design served to test hypotheses, and how the design was useful in answering the research questions; • for *qualitative research*, there is discussion of the topics that were explored and how the qualitative approach was helpful in exploring these topics, and • describes how this research approach is appropriate for the cultural context of the project.					
Sampling methods section includes: • definition of the selected sampling method based on respected sources in research methodology with rationale for selecting this method, • indication of how representative the sample is or is not of the population being studied based on the particular research method used, • selection criteria for the sample, • size of total population being studied, and • size and demographic information regarding the members of the sample (only demographic information that was used for implementing the required research can be collected).					
Data-Gathering and Analysis Methods sections include the following options: • for a *quantitative approach*, there are detailed descriptions of the step-by-step procedures used to measure and analyze variables and test hypotheses by means of one or more standardized instruments, or • for a *qualitative approach*, there are detailed descriptions of the step-by-step procedures used to explore the topics and research questions using triangulation of data-gathering methods (such as theme analysis using grounded theory), or • for a *mixed-methods approach,* there are detailed descriptions of the step-by-step procedures used to implement the quantitative and qualitative phases of the research with rationales of why the mixed method was used.					

	5	4	3	2	1
Evaluation section includes methods used to evaluate • reliability (how researcher procedures or other factors may skew results including researcher bias), • validity (the accuracy of results as perceived by the researcher and participants), and • generalizability (to what level the results are representative of a population studied).					
Ethical Issues section includes • steps taken to insure protection and confidentiality for each participant in the project, • description of any consent forms used, and • identification of any vulnerable populations involved and/or sensitive information researched, which requires approval from the BGU Institutional Research Board (IRB).					
The *transformational intervention strategy* section includes a description of the strategy and how it relates to the defined problem. It should be indicated that a more detailed description of the actual results of implementing the strategy are included in the Findings and Results chapter 4.					
Summary section provides highlights of the chapter and includes a transition sentence introducing next chapter.					
Findings and Results Chapter 4					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Results of empirical research includes the following components. • There is a good use of tables, charts, graphs, and other forms to clearly display the results of the data tabulations. • For *quantitative studies*, there is detailed discussion regarding results of measuring of variables, testing of the hypotheses, understating of possible trends of thinking among the participants, and answering of the research questions. • For *qualitative studies*, there are detailed descriptions of the themes that emerged as related to the perceptions of project participants, how the research answered the research questions, and tentative hypotheses reached regarding the defined problem and solutions. • For a *mixed-methods studies*, there is detailed discussion of the quantitative and qualitative data and how it was used to test hypotheses, how the data answers research questions, and the tentative conclusions regarding the defined problem and possible solutions.					
Results of evaluating the empirical research include accurate and detailed descriptions using the criteria of reliability, validity, and generalizability.					
Results of the transformational intervention strategy includes • a clear description of the strategy used, • detailed descriptions of action steps used to implement the strategy in a realistic time frame,					

	5	4	3	2	1
• an evaluation of how the participants perceived the strategy using charts, tables, graphs, or other forms to display results, and • descriptions of how the student will follow up and monitor the ongoing progress of addressing the problem through this transformation strategy and possibly others.					
Summary paragraph includes highlights of the findings and a transition into the next chapter.					

Discussion Chapter 5					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**

Discussion chapter includes:
• summary of findings in terms of how well they answered the research questions,
• summary of the effectiveness of the transformational strategy as related to addressing the problem defined in the project,
• summary of validity and trustworthiness of the project,
• significance and implications such as
   -personal/professional/cultural insights
   -theological insights
   -effective communication strategies discovered
   -replicability of the project
   -role of the student's PLC,
• recommendations & specific future action steps.
 	
The discussion chapter begins with an introductory paragraph and ends with a concluding statement summarizing the project.					

Reference List					
The Reference List includes at least 50 sources and, whenever possible, includes a good representation of literature from the student's country and context. The Reference List should be in correct APA format (the BGU technical reader will check this issue).					

Mechanics of Writing					
5-Excellent 4_Good 3-Adequate 2-Weak 1-Inadequate	**5**	**4**	**3**	**2**	**1**
Chapters are logically organized using relevant subheadings, introductory and summary statements, and a professional writing format. The APA format is required for all students unless they had started the dissertation process using the Turabian style, which was previously acceptable.					
There is evidence of critical thinking with logical academic arguments that include claims, reasons, reliable documentation, and discussion of opposing claims utilizing culturally relevant sources from expert scholars and practitioners.					
The writing uses correct grammar, punctuation, and spelling with well-organized sentences that clearly communicate intended meaning.					
There is appropriate documentation throughout the project using reliable sources with no plagiarism.					

Professional Standards					
5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate	5	4	3	2	1
Discussion of data demonstrates ethical protection of human subjects.					
Overall focus of the project demonstrates the culmination and results of the student's educational process at BGU with practical, culturally relevant implementation of holistic, transformational leadership principles.					

Appendix J
Evaluation Criteria for the Oral Review

Goal of the Oral Review

1. To provide the student with the opportunity to make a presentation that summarizes the highlights of the Final Project
2. To provide a final consultation where the student can interact with practitioners, research experts, and his/her Personal Learning Community (PLC) to ascertain the validity of the research and transformational approach

Oral Review Session		
	Satisfactory	Unsatisfactory
1. Quality of the oral Research presentation		
2. Depth of responses committee member questions		

Final Project Document		
	Satisfactory	Unsatisfactory
1. Research design and implementation		
2. Literature selection, analysis, relevance, and appropriateness for the student's culture		
3. Transformational strategy and evidence of transformational leadership skills		
4. Critical thinking skills (including sufficient documentation, in-depth analysis, openness to new ways of understanding and other viewpoints, and reaching conclusions only after thoroughly considering issues from many perspectives)		
5. Quality of written document		

Oral Review and Project Grade	
	Pass: The Final Project and Oral Review demonstrate the BGU DTL or DMin Degree Desired Learning Outcomes (see the current edition of the BGU Final Project Handbook).
	Conditional Pass: Significant changes are required in substance and/or style. Revisions must be reviewed and approved by the Final Project Supervisor and the Oral Review Committee prior to graduation. Upon completion of satisfactory revisions, the grade will become a Pass.
	Fail: Competence in either the Final Project preparation or the Oral Review was unacceptable. The candidate may, with the written permission of the Oral Review Committee, work with the Final Project Supervisor to determine the appropriate corrective actions. As the project currently exists, the Oral Review Committee cannot recommend graduation.

Publishing Decision	
	This project may be published after the student signs the Release Form. (Note: Final Projects that contain sensitive material or are not of a high enough academic standard should not be approved for publication.)
	Comments:

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