ACTS Doctor of Ministry in Preaching

PROGRAM MANUAL

2018 - 2019 Cycle

Years 1, 2, & 3

Classes of 2019, 2020 & 2021
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The ACTS Doctor of Ministry (D.Min) in Preaching program offers a unique learning experience within which pastors and other preachers are taught to use their preaching skills to accomplish a specific task or enhance a particular area of ministry, called a Parish Ministry Project. This three-year program combines a learning component that is accomplished during each year’s Summer Residency, and the practice of learned skills that is appropriate to each preacher’s individual preaching context. The Summer Residency brings preachers together from a variety of cultures, countries, and contexts of ministry to develop their proficiency as preachers as well as to contribute to the growth of their fellow students' preaching skills. During this concentrated period of study, students work collaboratively with professors, advisors and peers, through courses, lectures and discussion to identify specific Learning Goals that are appropriate to their selected areas of homiletical engagement. The tools they gain during the Summer Residency are used to accomplish defined preaching goals.

Program Structure

The length of the program is three years, with a Summer Residency each year. The structure is the same for each year of study, as follows:

- **Week 1 – Core week** – Students in the same program year study together and are instructed in a pre-specified area of preaching.
- **Week 2 – Elective week** – Students select an area of study from the courses provided. Each class is a mix of students from different program years.
- **Week 3 – Colloquy week** – Students re-gather by program year as in week 1, to synthesize their learning especially as it pertains to the development of their Learning Goals for the year ahead, and to be guided in the practical aspects of their work, and specifically the development of required program documentation.

During the Summer Residency, time is also set aside for students to consult with their Advisor, the person with whom students work closely during the execution of the Parish Ministry Project.

Following the Summer Residency, students are required to demonstrate their learning by developing and preaching sermons and producing written reports based on reflections of the experiences of study and practice.

Over the three years, students preach eight designated sermons based on classes taken during the residencies. For each sermon the student must prepare a Reflection Paper that reports on the experience of both study, preaching and engagement of the Parish Project Group that supports and collaborates on the work done at the ministry site. An Integrative Paper that provides a more extensive report on the learning, research, practice and methodology followed in completing the year’s work is prepared and submitted at the end of years 1 and 2. A final Thesis is developed at the end of year 3. The Thesis is the culminating document that provides a comprehensive picture of the student’s work throughout the program, and includes the results that were accomplished through the program. The thesis must be defended successfully by the student, as evidence of the conclusion of the program.

Program Schools
There are six schools that are part of the ACTS D.Min. In Preaching program – Bexley-Seabury, Chicago Theological Seminary, Garrett-Evangelical Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, and North Park Theological Seminary. These schools are all members of the Association of Chicago Theological Schools, known commonly as ACTS.

Setting

The Summer Residencies are held in Chicago's Hyde Park neighborhood, home of a variety of academic and cultural institutions, including the University of Chicago and its Regenstein Library, the Oriental Institute, Frank Lloyd Wright's Robie House, and the Museum of Science and Industry. In addition, Hyde Park is the location of four of the ACTS schools that are part of the program – Bexley Seabury, Chicago Theological Seminary, Lutheran School of Theology at Chicago, and McCormick Theological Seminary. Classes are held on the joint campus of the Lutheran School of Theology at Chicago and McCormick Theological Seminary in Chicago. The JKM Library, one of the nation's major cooperative library centers for ecumenical theological study, is also located on this campus. Hyde Park, seven miles south of downtown Chicago, has been cited nationally as among the most successful racially and economically integrated urban communities in the U.S. It has a history of social activism, political leadership and community involvement. The campus is six blocks from Lake Michigan – an ocean off the city.

Program Output

PREACHING MINISTRY PROJECT: This is an action/reflection experience that requires integration of the course learning through a preaching project and reflection exercise conducted in the ministry setting. During the Residency, students plan and design the Preaching Ministry Project with a Colloquy leader, Advisor and peers. After Residency, the student works in collaboration with members of their ministry context to implement the project. The Preaching Ministry Project requires students to preach and reflect on sermons that are related to their regular ministry context and demonstrate learnings from residency courses.

LEARNING COVENANT: This document is the main output of the Summer Residency. It describes the goals developed, including the contents of the sermons to be preached, the activities to be accomplished and the process to be followed in carrying out the project at the ministry site in order to meet the requirements of the Preaching Ministry Project successfully.

SERMONS: Students preach a total of eight designated sermons over the three years – 3 sermons in years 1 and 2 and 2 sermons in year 3. The learning gained in coursework is expected to influence and help to shape all sermons preached following Summer Residency, and these sermons are intended to demonstrate the substance of that learning in the shape, contents and delivery of each sermon. These sermons are videotaped for evaluation by partners in the program – Parish Project Group, Advisor, Professor, student peer.

REFLECTION PAPER: This report reflects the preacher’s ability to look back and discern the elements of the course material that have influenced the development, contents and delivery of the sermon. It brings together the course work studied during the Summer Residency and the practices engaged in the performance of the sermon preached. It includes the process followed in
ensuring the goals and plans specified in the Learning Covenant were met, the results achieved, and the learning gained.

**INTEGRATIVE PAPER:** Prepared at the end of the first and second years of the program, it is a compilation of all the learning gained in the year from both the Summer Residency and through performance of preaching in the ministry site. This academic paper describes the progress of the student with respect to the increase of knowledge homiletically, the impact on the ministry context, the reflection on the performance, the evaluation of results and the overall advancement of the Preaching Ministry Project.

**THESIS:** This is a cumulative academic paper that delineates the project as applied to the ministry context and which also contributes to the understanding and practice of preaching and its impact of wider ministry contexts. It reports on the methodology and process engaged by the student in the development of the thesis through the years of the program, and analyzes the results obtained from the implementation of the project. The Thesis as the culminating document describes the significance of the student’s work for the preacher, for the church, and for the field of homiletics in general.

**Program Administration**

The program is administered by a **Dean**, a **Program Coordinator** and a **Program Committee** comprised of representatives of each of the ACTS schools that participate in the D.Min. in Preaching program.

The **Dean** is the chief administrator and is responsible for selecting the faculty and for designing and carrying out the summer residency program. The dean is also called to address and resolve issues with the program, the faculty and students.

The **Program Coordinator** keeps the program going on a day to day basis, and works directly with the dean to ensure the full and successful functioning of the program. The Program Coordinator is the lynch-pin of the program and is in direct communication with the dean, the students and the faculty. The Program Coordinator receives the applicants who have been accepted by the schools, handles registration for classes; keeps track of the progress of students through the program, and is the liaison with the seminaries, providing all necessary information on students. The Program Coordinator makes all necessary arrangements to ensure the smooth running of the Summer Residency.

The **Program Committee** provides oversight of the program on behalf of the schools in the program. As a body they approve the budget and the teaching faculty and present the applicants approved by their schools for acceptance into the program.

**PARTICIPANTS IN THE PROGRAM**

The major participants in the program are the students who have enrolled through the ACTS program school of their choice. Through the ACTS Doctor of Ministry in Preaching program students embark on a journey towards a very practical degree that influences, impacts and
advances their knowledge and their ministry of preaching for the sake of the particular ministry context in which they are located. Students come from a plethora of social, ecclesial and national contexts, and support one another through a communal understanding of their journey of learning. The students who enter together in a particular class form a cohort of support for their peers.

**Students**

Students in the program will:

♦ Take the initiative. Students are responsible for their own progress in the program.
♦ Complete written work within the time-line designated in the Program Manual. If there is a concern that will impede timely progress, communicate directly and proactively with the Advisor and Program Office.
♦ Initiate as necessary regular contact with the Advisor.
♦ Keep a summary of the salient points of any discussion between the student and Advisor. This will assure both parties understand the outcome of the conversation.
♦ Take responsibility for clarity and coherence in their work. Students are expected to know and follow the program's expectations for content and format as outlined in the Program Manual.
♦ It is the student's responsibility to contact the advisor, professor/peer, and the Program Office directly prior to the required date if any deadlines need to be rescheduled.

**Advisors**

The Advisor is an essential part of the D. Min in Preaching program. Throughout the three years of the program, the Advisor serves as coach, mentor, teacher and guide to their students. As the direct link with the seminary, the Advisor has a unique opportunity to experience the entire transformative process, share in the student’s personal faith journey and witness wholesome changes in the student’s congregation. Being an Advisor is both a privilege and a challenge. Although the student receives feedback from the Residency faculty, members of the Parish Project Group and from peers within the program, it is the Advisor who is the most consistent source of long-term support and academic assessment. In addition, after receiving individual class evaluations from Residency faculty, it is the Advisor who assigns the credit for every year.

Advisors are expected to:

♦ Attend all scheduled meetings.
♦ Be responsive to student inquiries and respond to emails and return phone calls in a timely fashion.
♦ Respond to written material within the time line designated in the Program Manual.
♦ Become actively involved in the student’s work.
Professors

The professors teaching in the program are preachers and master teachers of national and international reputation. They come from a wide range of settings and expertise. Professors will:

♦ Become actively involved in the student’s work.
♦ Assign work to be done by the students prior to Residency.
♦ Participate in an Orientation to the Program during Residency.
♦ Design a syllabus for the course they teach.
♦ Explain to each student what course requirements must be demonstrated in the sermon they preach after residency.
♦ Evaluate one videotaped sermon and written assignment from each student in the class.
♦ Submit written evaluations of each student’s work in the class.

Parish Project Group (PPG)

The Parish Project Group is comprised of six to eight members in one’s ministry context, selected to work directly with the student on the planning and implementation of the Preaching Ministry Project. This group is central to the work of the Preaching Ministry Project. The group's role is to share in both providing formation and giving feedback on the sermons in light of the learning goals and plan for the project.

The Parish Project Group works with the student to develop ideas and themes for each of the sermons that comprise the Preaching Ministry Project. Prior to the sermon event, the group meets with the student to discuss ideas for the content of the sermon. Following the sermon, the group provides feedback, so the student can learn how the sermon was heard in one’s ministry context, determine if the learning goals for the sermon were realized, and offer constructive evaluation for further work for the group and the student.

The Parish Project Group also functions as the eyes and ears of the student to provide feedback from the wider congregation. They may also help in the process of research required for the project and to disseminate evaluative tools and review the responses of the congregation. Students of the program should take care to create healthy group dynamics, assisting members in developing the skills needed to reflect on the preaching task. The student cannot serve as chair of the Parish Project group.

The full description, work and responsibilities of the Parish Project Group is detailed later in this Program Manual.

PLEASE NOTE
The Program believes that integral to a quality experience, are the relationships developed between one’s peers, teaching faculty and Advisors. Part of the job of the Program Office is to assist with the development and cultivation of these constructive working relationships. To facilitate this, students are requested to:

- **Notify** the Program Office via email anytime work is submitted to the Advisor, Professor or Peer Evaluator.

- **Contact** the Program Office if an Advisor, Professor or Peer Evaluator has not responded according to the time line. Students should *first* contact the advisor or professor *directly* before notifying the program office.

**Contact information for the Program Office**

ACTS D. Min in Preaching  
5460 S. University Ave.  
Chicago, IL 60615

*Phone:* (773) 947-6270  
*Fax:* (773) 947-0376  
*Email:* mfmiller@mccormick.edu

- Names, addresses and phone numbers of Advisors, students and professors may be found on the appropriate lists and syllabi. A Directory with contact information is distributed at the end of the Summer Residency.

**It is the student’s responsibility to contact the advisor, professor or peer, and the Program Office prior to the deadline if any deadlines need to be rescheduled.**
The ACTS Doctor of Ministry program requires three years of study from entrance into the program to the receiving of the degree. Class work is completed in three Summer Residencies and students complete their practical work in their ministry setting during the years in-between. The period of the Summer Residency is from mid-June to the first week of July. In February students receive the syllabi for their Core and Colloquy class and the Elective registration materials. Elective registration includes providing three preferred choices form a menu of options. Registrations for the elective classes are processed as space is available in the classes of choice. The timeline of the program year starting with the Summer Residency is as follows:

**JUNE/JULY**

- **Sunday evening: First Day of Residency**: Welcome and orientation of first year students.
- **Monday – Friday – Week 1**: Core classes
- **Monday – Friday – Week 2**: Elective classes
- **Monday – Thursday or Friday – Week 3**: Colloquy classes (4 days only, last day depends on July 4th)

Students meet with their Advisor once each week of the Summer Residency.

**JULY/AUGUST**

**Last Day of Residency**: The Preaching Ministry Project Learning Covenant is submitted to the Program Office prior to leaving Residency. [Note: The Learning Covenant is not completed until the Colloquy Professor and Advisor sign off on it. Students are expected to participate until the last day of Colloquy.].

- Student may initiate monthly call to Advisor.
- Convene Parish Project Group to review residency and review the Learning Covenant for the Preaching Ministry Project.
- If changes are made to the Learning Covenant, send the Program Office an electronic revised Learning Covenant.

**SEPTEMBER**

Student may initiate a monthly call to Advisor.
• Gather Parish Project Group for Sermon Formation Meeting to discuss sermon #1 text and Sermon Purpose Statement.

• Preach sermon #1 demonstrating learning from Core Course and in concert with the plan and goals set out in the Learning Covenant.

• Parish Project Group meets with student for feedback on sermon #1. Materials are prepared for Advisor and Core Professor.

• Make a video recording of the scripture reading and sermon.

• Materials for sermon #1 are submitted:
  • Parish Project Group Response submitted by the chairperson
  • Recording of the scripture reading and sermon
  • An 8-10 page (double-spaced) Reflection Paper written by the student
  • Copy of the sermon manuscript if available
  • Copy of the Learning Covenant

Send this material to Advisor and Core Professor electronically or as specified by the Advisor or Professor and notify the Program Office via email of sermon #1 materials being sent.

Advisors and Core Professors respond to sermons and Reflection Papers and notify the Program Office via email of responses being sent.

Students should keep all the responses to the sermons: This includes the advisor's responses and the elective and core professors' responses. As one receives feedback on each sermon, one may find it helpful for later use in writing the Integrative Paper.

**OCTOBER / NOVEMBER**

Student may initiate a monthly call to Advisor.

• Gather the Parish Project Group for Sermon Formation Meeting to discuss sermon #2 text and Sermon Purpose Statement. Students work with the Parish Project Group in light of Advisor and professor responses to the first sermon and the student’s stated goals.

• Preach sermon #2 demonstrating learning from Elective Course and in concert with the plan and goals set out in the Learning Covenant.

• Parish Project Group meets with preacher for feedback on sermon #2. Materials are prepared for Advisor and Elective Professor.

• Make a video recording of the scripture reading and sermon.
• Materials for sermon #2 are submitted:
  • Parish Project Group Response submitted by the chairperson
  • Recording of the scripture reading and sermon
  • 8-10 page (double-spaced) Reflection Paper
  • Copy of the sermon manuscript if available
  • Copy of the Learning Covenant

Send this material to Advisor and Elective Professor electronically or as specified by the Advisor or Professor and notify the Program Office via email of sermon #2 materials being sent.

DECEMBER

Advisors and Elective Professors return sermons, papers and evaluations.

First draft of Thesis sent to Advisor (Year 3 only)

JANUARY / FEBRUARY

Student may initiate a monthly call to Advisor.

Year 3 only:
  Advisor returns first draft of Thesis with comments.

  Student makes corrections as suggested by Advisor and sends revised Thesis to Advisor.

  Advisor returns revised Thesis and schedules defense date.

Years 1 and 2:
  • Gather the Parish Project Group for Sermon Formation Meeting to discuss sermon #3 text and Sermon Purpose Statement. Students work with the Parish Project Group in light of Advisor and professor’s responses to the second sermon and the student’s stated goals.
  • Preach sermon #3 demonstrating learning from Residency courses which contribute to the shape and context of this sermon and explore goals set out in the Learning Covenant.
  • Parish Project Group meets with student for feedback on sermon #3. Materials are prepared for Advisor and Peer Evaluator.
  • Make a video recording of the scripture reading and sermon.

  • Materials for sermon #3 are submitted:
    • Parish Project Group Response submitted by the chairperson
• Recording of the scripture reading and sermon
• A 8-10 page (double-spaced) reflection paper written by the student
• Copy of the sermon manuscript if available
• Copy of the Learning Covenant

Send this material to Advisor and peer evaluator electronically or as specified by the Advisor and notify the Program Office via email of sermon #3 materials being sent.

Advisor and peer evaluator return sermons, papers and evaluations.

**FEBRUARY - MAY**

Student may initiate a monthly call to Advisor.

• First and second year students work with the Parish Project Group in light of Advisor and peer responses to January sermon and the student’s stated goals. The Parish Project Group prepares the final group project evaluation in light of the experience of working with the student. See Final PPG Response Form, Appendix D.

• After the final Parish Project Group meeting, student begins work on the Integrative Paper.

• The Integrative Paper is submitted to the Advisor in March. The Integrative Paper must include a summary of the assessment you submitted to your peer when you evaluated the peer’s sermon #3 and the PPG final response form. A copy of Integrative Paper and required documents are sent to Advisor. The Integrative Paper as an email attachment is sent to Program Office.

Requests for an **extension** need to be made by the due date as well. Requests need to be approved by the Advisor and the Program Office should be informed of the extension. Extensions must be completed by the end of March.

• By April 15th Advisor sends the final evaluation of student work to:
  · the Student
  · the Program Office

**APRIL - MAY**

Students prepare for next Summer Residency

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**SCHEDULE FOR 2018-2019 PROGRAM YEAR**

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>June 18 - July 6, 2018</td>
<td>2018 Summer Residency</td>
</tr>
<tr>
<td>August 15, 2018</td>
<td>Learning Covenant finalized</td>
</tr>
<tr>
<td>Sept. 9, 2018</td>
<td>Students Preach Sermon 1 (Core)</td>
</tr>
<tr>
<td>Sept. 21, 2018</td>
<td>Sermon 1 Due to Advisor and Course Instructor</td>
</tr>
<tr>
<td>Week of Oct. 22nd</td>
<td>Evaluation of Sermon 1 Due to Students</td>
</tr>
<tr>
<td>Oct. 26, 2018</td>
<td>Sermon 1 Evaluations Due in Program Office</td>
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<tr>
<td>Nov. 9, 2018</td>
<td>Students Preach Sermon 2 (Elective)</td>
</tr>
<tr>
<td>Nov. 23, 2018</td>
<td>Sermon 2 Due to Advisor and Course Instructor</td>
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<tr>
<td>Dec. 15, 2018</td>
<td>First Draft of Thesis Due to Advisor</td>
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<tr>
<td>Week of Dec. 17th</td>
<td>Evaluation of Sermon 2 Due to Students</td>
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<tr>
<td>Dec. 21, 2018</td>
<td>Sermon 2 Evaluations Due in Program Office</td>
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<tr>
<td>Jan. 13, 2019</td>
<td>Students Preach Sermon 3</td>
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<tr>
<td>Jan. 13, 2019</td>
<td>Advisor Responds to 1st Draft of Thesis</td>
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<tr>
<td>Jan. 25, 2019</td>
<td>Sermon 3 Due to Advisor and Peer Reviewer</td>
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<tr>
<td>Feb. 11, 2019</td>
<td>Student Revised Draft of Thesis Due</td>
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<tr>
<td>Week of Feb. 25th</td>
<td>Evaluation of Sermon 3 Due to Students</td>
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<tr>
<td>Mar. 15, 2019</td>
<td>Student Integrative Paper Due to Advisor</td>
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<td>Mar. 29, 2019</td>
<td>Student IP Extensions Due</td>
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<td>By March 31, 2019</td>
<td>Oral Exams for Thesis to be completed</td>
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<td>By Apr. 10, 2019</td>
<td>Student Thesis Revision from Oral Exam Due to Advisor</td>
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<tr>
<td>April 15, 2019</td>
<td>Integrative Paper Evaluations Due in Program Office</td>
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<td>April 15, 2019</td>
<td>Thesis Results Paperwork Due in Program Office</td>
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<tr>
<td>May 1, 2019</td>
<td>Final Electronic Copy of Thesis Due in Program Office</td>
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<tr>
<td>June 24 - July 11, 2019</td>
<td>2019 Summer Residency</td>
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</tbody>
</table>
ELEMENTS OF THE PROGRAM

OVERVIEW OF SUMMER RESIDENCY
Core, Elective & Colloquy Courses

Core Courses: Week 1

All students must take the core courses as designed for the program. These courses examine fundamental dimensions of preaching, providing a framework for students to explore their own preaching. The core courses follow this sequence:

Year 1: *Preaching as Interpretation*
Year 2: *Preaching as Performance*
Year 3: *Preaching as Social Transformation*

**Preaching as Interpretation**
This course offers an opportunity for students to raise current ideas to consciousness and acquire new perspectives and methods for engaging interpretive strategies for preaching that are appropriate to the present global reality, both in terms of the biblical text and the community. The course content is also aimed at sharpening their practice of interpretation in dialogue with recent critical thought and one another.

**Preaching as Performance**
Preaching is an act of public speaking that is too often taught as an intellectual discipline focused on content at the expense of expression. Rather than adding skills in use of the voice or body to a pre-established “text” this class will seek to strip-away learned habits which impede the preacher’s fullest expressive abilities. Students focus on self-awareness, becoming intentional about the ways they use body and voice to greatest effect. From self-awareness students are guided to self-forgetting, striving to put the skills they have acquired or polished earlier in the service of an effective proclamation greater than the preacher.

**Preaching as Social Transformation**
This course attends to the way preaching can relate to the social realities in which it is embedded. In a culture marked by the ills of oppression and injustice, this class focuses on the necessity of the proclamation to address the call to justice and the requirement of preaching to offer a transformative word. This class will explore deeply the way proclamation does things with words (i.e. is active) in and through the assembly (i.e. is social).

Elective Courses: Week 2

Students choose an elective course from a menu of options in the early spring prior to Residency based on their goals for the Preaching Ministry Project. Students make their selection from four or five elective courses that are offered at each Summer Residency. The following is a list of regular offerings or electives that have been offered recently:

- Preaching as Celebration
- The Four Pages of the Sermon
Colloquy Courses – Week 3

Colloquy I

Colloquy 1 is intended to prepare students for the major work of developing the Learning Covenant and determining the overall contents and focus of the Preaching Ministry Project. It builds on the interpretive focus of the core course and helps to guide students in identifying specific goals that are associated with both learning gained from the core and elective courses and the preaching project. It provides specific instruction and guidance on the requirements for academic research and writing, specifically methodological techniques for critical analysis and reflection.

Colloquy II

Students work with leaders and peers to assess the learning goals from the previous year and the learning gained through the first Preaching Ministry Project. The Colloquy seeks to build on this experience in the formation of the second Preaching Ministry Project, and to advance required knowledge of research and methodology in developing the thesis. Specific attention is given to the selection of literature appropriate to the selected preaching project. Students are guided in developing the framework for their Thesis Proposal, in preparation for Year 3 of the program.

Colloquy III

The Preaching Ministry Project for the third year is generally a continuation of the second-year project and expands on the outline of the Thesis Proposal and the contents of the thesis. Prior to Summer Residency, students are required to add appropriate details to build on the draft of their Thesis Proposals, begun in Colloquy II. Specific guidance is provided on the contents of the thesis as the culminating document of the program. Upon completion of Colloquy 3 at the end of the third year’s Summer Residency, the student attains Candidacy status.

THE PREACHING MINISTRY PROJECT

Purpose

The Preaching Ministry Project is a learning experience designed by the student in collaboration with the Advisor, faculty, peers, and members of one’s ministry context. Each project is designed to:

- Explore an issue or concern related to the preaching ministry that is relevant to both the pastor and members of the ministry context.
• Develop a learning partnership and shared preaching ministry between the preacher and members of the ministry context.
• Integrate residency course work into one’s ministry practice.
• Assist the student in clarifying issues to be addressed in the thesis.

Students identify a Preaching Ministry Project that will provide the overall focus and guide their work during the program. Students design the Preaching Ministry Project to address either a personal goal connected with their preaching or with the context of their preaching ministry. The intent is to systematically explore an issue in preaching that is of particular concern to the student and/or the ministry setting. The basic focus of the project may be carried forward from year to year, or students may also choose to change the focus of the project from Year 1 to Year 2. However, although it may be modified or adjusted to more closely fit the context, it is recommended that the project in Year 2 be carried forward into Year 3.

**Defining the Preaching Ministry Project**
The development of the Preaching Ministry Project occurs during the entire summer residency. During this time, students work with professors, an advisor and peers to define the issue or concern to be addressed through the project. In defining the project, the student must set specific overall goals and create a preaching plan that provides individual goals for each sermon to be preached as required by the program. These sermonic goals must be in tandem with the overall goals specified for the project. Each year during the Colloquy class, a *Learning Covenant*, that describes the specifics of the work to be accomplished for the project, is drafted and approved by the colloquy professor and the student’s advisor and turned in to the Program Office. Students must review and the Learning Covenant with members of the Parish Project Group when they return to their ministry context. These discussions ensure that the concerns of both the pastor and members of one’s ministry context are addressed, as appropriate, in the design of the project. Specifics on developing the Learning Covenant are detailed in this manual.

**Authorization of the Learning Covenant**
At the conclusion of the colloquy session each summer residency, the student signs the Learning Covenant and obtains the signatures of the colloquy professor and advisor. The professor is authorizing credit for the colloquy course, and the advisor is approving contents of the Learning Covenant. The signature sheet with signatures is submitted to the Program Office before the student leaves the residency. When the student returns to the ministry context, the Parish Project Group signs the Learning Covenant. However, it is not necessary to submit the PPG signatures to the Program Office unless major revisions are made and the advisor signs off on those revisions. In that case, a final form of the *Learning Covenant* must be sent to the Program Office. The *Learning Covenant* is included with the sermon materials sent to the Advisor, the Professor, and the Peer, when sermons are being reviewed.

**Implementing the Preaching Ministry Project**
The format of the Preaching Ministry Project fosters action and reflection on the student’s preaching ministry based on the instruction received and the learning gained in the Core and Elective courses. It is also intended to respond directly to the learning goals described in the Learning Covenant, both for the overall project and the individual sermons. Each student is required to preach a series of three sermons in years 1 and 2, and two sermons in year 3, averaging one every eight weeks beginning in September, following the Summer Residency. Each sermon is recorded for evaluation. These sermons are designed to demonstrate learning...
from both the core and elective courses and are the vehicle through which the student and the Parish Project Group pursue the expressed learning goals.

Before each sermon the student meets with the Parish Project Group to discuss the formation of the sermon, in light of course learning, and the defined goals. After each sermon, the student and the Parish Project Group meet to reflect on the effectiveness of the sermon in meeting the goals in the ministry context. The Parish Project Group prepares and submits a report on their involvement with the development and evaluation of the sermon.

The student also responds to the experience of preaching through an eight to ten (8-10) page Reflection Paper addressing how the goals and concerns of the Learning Covenant and the core and/or elective course informed the sermon. This critical reflection engaged by the student engages both the theoretical and practical aspects of applying homiletical learnings to the area of ministry identified in the Learning Covenant. The specifics on developing the Reflection Paper are detailed in this manual.

In Years 1 and 2, the project culminates in a fifteen to twenty (15-20) page Integrative Paper in which the student reflects on the total experience of implementing the Preaching Ministry Project in the ministry context, including the integration of material gained in the Summer Residency and textual resources, and suggests the direction for the coming year's project. This is an academic paper that includes methodological aspects of implementing the project as defined and includes relevant material on the impact of the project on the preaching context. The specifics on creating the Integrative Paper are detailed in this manual on page 27. (A selection of outstanding papers is posted on the program website, www.actsdminpreaching.com.)

In Year 3, the project culminates with the second sermon. The completion of the third-year project goals signals the beginning of the formal writing stage of the Thesis. Material contained in the Integrative Papers for Years 1 and 2 provide a starting point for the contents of the thesis, which documents all the work completed in the three years of the program and represents the culmination of the ACTS Doctor of Ministry in Preaching program for the student.

**Transition to the Thesis**
The program culminates in the creation and successful defense of a written Thesis. Colloquy 2 introduces the genre of the Doctor of Ministry Thesis and provides further direction for students in engaging practical research methodologies beyond the material introduced in Colloquy 1. It also engages students in determining the literature appropriate to their projects and outlines the process for developing the thesis proposal. Students develop a draft thesis proposal that propels them into the process of developing the thesis that is the focus of Colloquy 3. While the official transition to the thesis begins officially following the Year 3 core and elective sermons, the contents of the thesis are representative of the learning gained, the work accomplished, and the results attained throughout the 3-year period of the program. Thus, collation of the material contained in the thesis begins with the start of the program and is reflective of the results of the projects implemented, along with an evaluation of the student’s accomplishments in the student’s ministry context(s).

Guidelines for the development of the Thesis are detailed in this manual.

**Partners in the Developing and Implementing the Preaching Ministry Project**
Although the student has sole responsibility for the work of the degree program, the project is impacted and influenced by the input and collaboration of a variety of people who have varying degrees of participation in the projects accomplished throughout the program.

- **CORE AND ELECTIVE PROFESSORS** - Incorporation of learning gained from the Core course and Elective course during summer residency is expected in the Preaching Ministry Project. The Core and Elective Professors provide feedback on the sermons and reflection papers based on instruction and learnings related to their specific course.

- **COLLOQUIY PROFESSORS** - During the Colloquy week, the student is guided by the colloquy professors as they synthesize the learning gained through the program courses with the student's learning goals to determine the direction of the project for the coming year, as described in the learning covenant. The Colloquy Professors provide specific direction in the areas of critical reflection, research and academic writing that is required as part of the program output.

- **PEERS** – Each student is part of a cohort that is comprised mainly of the students with whom he or she entered the program. However, throughout the Summer Residency, the student interacts with the entire student body, who are peers in the program. In all courses and during the colloquy, the student works with peers in developing the Learning Covenant. A student peer is also assigned to review the third sermon in Years 2 and 3.

- **ADVISOR** - The Advisor is assigned by the seminary through which the student is enrolled. The Advisor walks alongside and works closely with the student for the duration of the program. The Advisor:
  - Meets with the student during residency to finalize the Learning Covenant and plan for the Preaching Ministry Project and the Thesis proposal.
  - Comments on and approves the Learning Covenant.
  - Provides feedback on the sermons and reflection papers.
  - Evaluates the Integrative Paper to determine credit and responds to both the student and the program office.
  - Evaluates the thesis for completion prior to its defense by the student, oversees the defense and reports the result to the program office.

- **PARISH PROJECT GROUP** - The Parish Project Group is central to the work of the program. The group is comprised of six to eight members of the student’s ministry context chosen to work directly with the student on the implementation of the Preaching Ministry Project. The group provides input, feedback, and insight on the sermons in light of the learning goals. This group:
  - Meets after the summer residency to review and discuss the Learning Covenant and for orientation to the Preaching Ministry Project.
  - Meets with the student before each of the Preaching Ministry Project sermons to offer input and participate determining the focus and formation of the sermon.
  - Following each sermon, the Parish Project Group meets with the student, provides feedback on the sermon, and submits a group report on their collaborative work to the student’s advisor and the course instructor associated with the particular sermon or peer evaluator.
Submits a final group report as part of the Preaching Ministry Project Integrative Paper in years one and two.

The program assumes the student and the Parish Project Group will be mutually engaged in learning. The interaction with and feedback from this group should assist the student in developing his or her preaching ministry. As much as possible the membership of this group should be consistent throughout the length of the program. It is useful for at least one member of the Parish governing body to serve on the Parish Project Group.

**DEVELOPING THE LEARNING COVENANT**

The Learning Covenant describes the goals and the process for meeting those goals within the student’s ministry context. It identifies the year to which the Learning Covenant applies and describes the plan that will guide the implementation of the Preaching Ministry Project for the year. This plan is developed during the Summer Residency and takes into consideration the learning gained from the core and elective courses for the year in order to complete the Preaching Ministry Project described in the Learning Covenant. The contents of the Learning Covenant are as follows. The form to be completed and submitted can be found in this manual in Appendix A.

The Learning Covenant contains the following:

1. **Title** – This should be somewhat descriptive of the project or thesis being undertaken for the year. This may be the same for the three years.

2. **Learning goals for this project** - Specify 1-3 specific goals that relate to the particular aspect of the issue or concern to be addressed by the project for the year. These goals should be related directly to the development of the preacher or to the ministry context.

3. **Your theological assumptions about the preaching task that establishes the foundation for this project** - Describe briefly your understanding of homiletical theology that influences your selection and the development of your preaching project. In years 2 and 3 these assumptions should reflect learning gained in the previous years.

4. **Description of preaching context and explanation of project importance** - Provide a brief summary of the ministry context as it relates to this project and the sermons you plan to preach. Explain clearly why it is of importance to you and your ministry context, and how the project will influence you and/or the context in a positive way. Years 2 and 3 should reflect changes that have resulted from the work undertaken in the previous year(s).

5. **Description of the planned collaboration between you and the Parish Project Group in the Preaching Ministry Project** - Identify the process that you hope to implement with the group for the year and your expectation of the group’s contribution beyond the basic requirements of the program.
6. **Description of the sermonic plan to accomplish your learning goals** - Connect the sermons with the specific goals identified in #2. Provide an outline and a description of the design and if available, include the selected texts for the planned sermons.

7. **Description of how you plan to integrate the Core and Elective course learnings into the project.**
   a. Core course learning  
      Name one of two specific areas of learning from your core course that will be included in the design of the core sermon and in your preaching project as a whole.
   b. Elective course learning  
      Similarly identify one or two specific areas of learning from the elective course that will be included in the design of the elective sermon and in your overall preaching.

8. **Evaluation of achievement of learning goals** – Identify the research method and the evaluative tools you will use with both the PPG and the congregation to determine whether your project goals were achieved.

**DEVELOPING THE SERMON**

There are eight (8) sermons that each student is required to preach during the three years of the program, three in Year 1 and Year 2 and two in Year 3. The first sermon in each year is related directly to the Core class of the Summer Residency. The second sermon in each year is related directly to the Elective class of the Summer Residency. In each case the sermon should reflect the learning gained in the particular class and must respond to the goals stated in the Learning Covenant. As appropriate, the style or form of the sermon match the form specified in the class and its contents should reflect the materials gained in the class.

The third sermon in Year 1 and Year 2, combines the learning gained for the year and is developed to meet the goals outlined in the Learning Covenant. The sermons are the key output of the project and are the basis for both the Personal Reflection and the summative Integrative Paper. The delivery of the sermon is also a key element and especially in response to the Core 2 class is one of the criteria used for determining the effective implementation of the Preaching Ministry Project.

In developing the sermon, the student creates *The Sermon Purpose Statement* in the following format:

**The Sermon Purpose Statement**

The Sermon Purpose Statement assists the student in defining and clarifying determining factors in a particular preaching event. Every sermon -- even in the same ministry context -- calls for a unique and specific purpose. This Statement reflects the dynamics of each preaching situation and consists of *three parts*:

**The Situation**
In the form of an introductory clause, describe the concern, issue or need that elicits the sermon at this particular place and time and the biblical text chosen for the occasion.

*Example:* "In view of the Elmview congregation's recent vote to lower their giving to benevolence causes...."

**The Goal**
This is a statement that suggests what the preacher wants the hearers to experience. What is expected to happen through this sermon to meet the concern, issue or need? Upon which Biblical material will the sermon be based?

*Example:* "....I want the people to experience the satisfaction of sacrificial giving for worthy causes based on ____________" Biblical Text

**The Means**
Using a qualifying phrase or clause, describe how or by what rhetorical means the hearers of the sermon will be led into this experience. What sermon strategy will be used to foster the expressed outcome? Upon which Biblical material will the sermon be based?

*Example:* "...by means of a series of vignettes upon Biblical realities showing how sacrificial giving has strengthened a congregation's faith."

*Example of a full sermon purpose statement:* "In view of the Elmview congregation's recent vote to lower their giving to benevolence causes, I want the people to experience the satisfaction of sacrificial giving for worthy causes, by means of a series of vignettes upon Biblical realities showing how sacrificial giving has strengthened a congregation's faith."

This sermon is based on Luke 10:29-37 (The Good Samaritan).

In addition to the biblical and contextual references, the contents of the sermon should also reflect its connection to the project focus and serve to advance the student’s overall program.

**Evaluation of Sermons**

A formal evaluation of each sermon is completed using a specific sermon rubric. The areas of assessment are:

(a) **Understanding of the ministry context** – this includes the social, cultural, theological and other dimensions that reflect the ministry context and influence the work of the project.

(b) **Learning Goals** – are related to the specific goals delineated on the Learning Covenant.

(c) **Relationship to Scripture** – the way in which scripture is applied and interpreted in the sermon and its relevance to the project determines the effectiveness of the student’s work in developing and preaching the sermon.
(d) Homiletical Learnings – refers to the way in which the sermon reflects the preaching skills that were developed through the classes taken by the student.

(e) Connecting Ministry Needs and the Project – reflects the way in which the needs of the ministry context with the project focus.

The PPG works with the student in both the development and the evaluation of the sermons. In addition, sermons and reviewed by the Advisor and the course professor or a student peer as appropriate. Review of sermons are done in tandem with reflection papers that are developed following the preaching of each sermon.

A copy of the Sermon/Preaching Rubric may be found in Appendix E. A copy of the rubric completed by both the Advisor and the professor is given to the student along with a report of their work, and a copy is sent to the Program Office.

THE REFLECTION PAPER

Along with each sermon recording, the student develops an eight to ten (8-10) page double-spaced Reflection Paper. This paper demonstrates the student’s ability for self-analysis and reflection of the learning in light of the various learning goals and the plan set forth in the Learning Covenant. It also explores and responds to the expectations and the results of the "sermon formation-preaching-feedback" cycle. This paper is not simply a recounting of the step by step activities of the student’s work with the PPG or sermons, although may contain specific or summary reports of activities carried out during the process of sermon development. The Reflection Paper is a critical reflection of both the learning and the process that includes the use of any additional resources, beyond those specific to the particular course, that facilitates the engagement of the project.

The paper contains the following elements:

**The Sermon Purpose Statement**
This may include the formal statement as described in the section on Developing the Sermon as well as additional descriptive material that connects the sermon more closely with the ministry context.

**Description, Synthesis and Analysis**
Provides specific details on the concerns and strategies used in developing the sermon in light of course learnings and the defined project including:

(a) The exegetical and hermeneutical insights that inform the sermon.

(b) The course learnings on which the sermon is based. The extent to which a particular sermon integrates learning from the Core or Elective course will depend on the sermon purpose.
(c) The readings from the residency that influenced the formation, shape and delivery of the sermon. Students are required to reflect critically on the readings.

(d) Additional homiletical or other readings in cognate fields appropriate to the project that have bearing on the sermon or project as a whole. This involves critical reflection of these readings.

(e) The research and evaluative methods and tools used to determine whether the project met the goals set out in the Learning Covenant.

(f) Description of the role and involvement of the Parish Project Group in the sermon formation and feedback evaluation.

The Reflection Paper demonstrates the student’s ability to reflect critically on the sermon process, the course material and the readings. This program defines critical analysis as including at least three of the four following categories:

a) reporting the thought of others
b) locating the thought of others within a field of inquiry
c) taking issue with the thought of others on the basis of personal knowledge or research
d) offering a creative synthesis of one's own thought and that of others.

The writing style of the paper should be commensurate with the quality of writing expected for doctoral work. That means that it should be free of spelling, grammar and syntax errors or colloquial language; quoted material should be properly cited with footnotes; and appropriate headings and formatted paragraphs are expected.

The form outlined in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, latest edition is the recommended resource for developing these scholarly documents. The paper should be double-spaced in 12 pt. font with one-inch margins. Students are free to refer to themselves in the first person as well as the third person where appropriate.

Students are reminded that inclusive language should be used for God and human beings. You may consult “APA Guidelines for Non-Sexist Use of Language” for specific directions. www.apaonline.org/nonsexist

**Evaluation of Reflection Papers**

The following general criteria are used by professors and advisors for evaluating student work:

- Clarity of purpose;
- Correlation between theoretical foundations and field research;
- Capacity for critical thought. The Program defines critical thought as the ability to:
  a. report the thought of others;
  b. locate the thought of others within a field of inquiry;
  c. take issue with the thought of others on the basis of personal knowledge or research;
  d. offer a creative synthesis of one's own thought and that of others;
• Adherence to program procedures and formats as outlined in this manual (see Reflection Paper, Sermon Purpose Statement, Integrative Paper and Time lines).

In addition to the general criteria listed above, Core professors, Elective professors, and Peers evaluate the students' sermons and reflection papers in light of:

• the goals articulated in the Learning Covenant;
• incorporation into the sermon or learning gained through the course;
• the response from the Parish Project Group;

The sermons and reflection papers are the work upon which professors and peers make their evaluation. The reflection papers, therefore, are the place for the students to assess their course learning. Professors may require that inadequate reflection papers be rewritten or an additional sermon be submitted in order to receive credit. Students may receive one opportunity to revise and resubmit work within two weeks.

The Advisor and the course Professor evaluate and report on the contents and preaching of the required sermon on the Sermon/Preaching Rubric (Appendix E). Students may be asked to submit further work in the Preaching Ministry Project if the Advisor evaluates the work as unsatisfactory. The rubric is given to the student along with a report on their work, and a copy sent to the Program Office.

THE INTEGRATIVE PAPER

Purpose

The Integrative Paper serves as the evaluative tool for the Preaching Ministry Project for years 1 and 2. The purpose of this paper is to communicate the student’s learning from the preaching project, which has been governed by the Learning Covenant. In the course of fulfilling the Learning Covenant the student has preached sermons and prepared Reflection Papers each year that have been evaluated by the Parish Project Group, Advisors, Professors and Peers. There is a sense in which the Integrative Paper is a “reflection paper” on the Reflection Papers. In the Integrative Paper the student summarizes the learnings from the year, performs critical analysis and reflection of these learnings, and puts them in cogent form that is a reflection of their progress in the ACTS D.Min in Preaching program.

The student is asked to integrate theory and practice in his/her own context. In terms of writing style, the program expects writing which is scholarly, peer-oriented, informative and substantive of critical reflection. A bibliography of textbooks consulted including those cited in the paper should be provided. The Integrative Paper is sent to the student’s advisor and is the overall evaluative tool used by the advisor to determine whether the work meets the stated criteria for performance in the program, and whether the student should be granted credit for the year’s work.

Contents

The contents of the writing should emphasize:
a. The issue or concern in the preaching ministry and why it matters. This statement provides the rationale for the project.
b. The resources brought to bear (theory, process, research, evaluation methods etc.).
c. How the preacher used those resources.
d. What the preacher learned and how he/she reflected critically on these learnings.
e. What the preacher plans to do next in light of what has been learned.
f. Homiletical and other theological resources (texts) used.
g. Evaluative tools employed, and interim results determined.

Form

The form/genre of the writing should be consistent with the level of formal writing appropriate for doctoral work, i.e. avoid unnecessary colloquial phrases and use formally structured and appropriate grammar. The following guidelines pertain to the form:

- Form should serve the paper’s task of communicating and informing.
- Form should be as much a demonstration of the student’s learning as the content.
- A length of 15-20 pages, double-spaced, 12 pt. font with one-inch margins, is the norm, with a maximum length of 25 pages (this includes supporting documentation).
- Style should conform to standard norms of the seminary through which the student is enrolled. In most cases this will be the most recent edition of A Manual for Writers, by Kate L. Turabian.

Submission

The student submits the Integrative Paper along with other concluding documents – the PPG final response form, and a summary of the evaluation written for your peer to the Advisor, and a copy of the Integrative Paper to the Program Office. Outstanding papers, nominated by Advisors, are published on the program website.

Evaluation of the Integrative Paper

The Integrative Paper is evaluated by the Advisor in conjunction with all the work done for the Preaching Ministry Project and credit will be assigned by the advisor. The advisor derives the evaluation for the Integrative Paper and determines whether the paper is acceptable or needs to be resubmitted. When an Integrative Paper receives the mark of “Resubmit” the student must resubmit the revised paper within the time line established by the program. If the Integrative Paper is acceptable, it feeds into the overall evaluation of the student’s work for the year.

Advisors evaluate the student’s work within the following categories:

A. INTRODUCTION: The extent to which the student:
- Clearly stated the theme of the project;
- Explained why he/she undertook the course;
- Related the course to his/her personal theology of preaching, his/her denomination’s theology, his/her learning goals;
- Referred to theological and extra-theological sources in discussing the rationale for the course.
B. LEARNING GOALS: Evaluate the clarity of the student’s learning goals and how the student determined whether the goals were achieved.

B. PLAN: Assess the extent to which the plan for implementing the project was clearly spelled out and followed.

C. INTEGRATION OF PARISH PROJECT GROUP: Evaluate how the PPG was involved; how well members were prepared to meet the requirements of the program; and how well and appropriately they interacted with the student.

D. RESEARCH METHODS: Evaluate the methodology used to accomplish the project and the extent to which the tools matched the focus of the project. Discuss the extent to which the methodology yielded the stated results.

E. CRITICAL ASSESSMENT: The extent to which the student assessed and evaluated the results of the project and determined future plans. This includes the use of evaluative tools by the PPG and/or the congregation.

F. RELATION OF THE PROJECT TO PREACHING: The extent to which the student related the ideas in the project to his/her preaching ministry and whether he/she consciously used his/her preaching skills to affect his/her own development or that of the ministry context. This includes a determination of the extent to which the goals of the project were evidenced in preaching.

G. EVIDENCE OF GROWTH: The growth or change observable within the student’s work and overall strengths of the work.

H. STRUCTURE AND STYLE:
   a. Writing clarity and content
   b. Form – grammar, syntax, use of colloquial language
   c. Endnotes, bibliography
   d. Preaching Project Group reflections, evaluation forms included
   e. Samples of evaluation instruments, e.g. questionnaires, included

The form used for the evaluation of the Integrative Paper is found in Appendix F.

The Advisor assigns the credit/no credit/resubmit notation to the Integrative Paper based on the following criteria:

- the progress of the student over the three sermons in the project;
- the evaluations of the residency course professors and peer;
- the response from the Parish Project Group;
- the criteria for the integrative paper;
- completion of an evaluation of a peer.

Successful completion of all the elements of the Preaching Ministry Project will result in credit for the year. Failure to address any of these areas will result in an evaluation of No Credit or
Resubmit. If the Integrative Paper is judged to be unsatisfactory, students may receive one opportunity to revise and resubmit it within two weeks. Students must receive credit on all required work in order to be eligible to enter his or her next summer residency. Failure to submit in a timely manner one or more sermons (with reflection papers) or the Integrative Paper will result in “No Credit”.

The advisor completes the Advisor Evaluation of the Integrative Paper form (Appendix F) and submits it to the Program Office by April 15th as evidence of the completion of the academic year.

EVALUATION OF THE PROGRAM YEAR

Evaluation of learning and achievement in Year 1 and Year 2 of the program is done in conjunction with the evaluation of the Integrative Paper and is based on the learning gained and the preaching experience of the student.

This evaluation involves the following respondents:

- The Core professor, Elective professor or a Peer responds to the student's proficiency in integrating the course work into the preaching event.

- The Parish Project Group provides insight and assessment of each preaching event connected with the Preaching Ministry Project. Their response is included with sermon materials. A final report is submitted with the Integrative Paper that summarizes the Preaching Ministry Project in years one and two.

- The Advisor evaluates the student's ability to integrate and address the multiple concerns expressed through the Learning Covenant and completes a Preaching Rubric for each sermon. The Advisor is concerned with the overall performance and is responsible for assigning credit by means of the Integrative Paper which may be “Credit” or “No Credit.” This grade assignment takes into consideration evaluations from the Core Professor, Elective Professor, Peer Evaluator, the Parish Project Group, and the Advisor's own evaluation. The advisor pays special attention to the student’s growth as it relates to their preaching performances in both sermon content and delivery, and the way in which their project has been implemented to the benefit of the preacher and the ministry context.

DEVELOPING THE THESIS PROPOSAL

Year 3 of the program is the thesis year. The thesis is the culminating report that documents the activities of the project from its inception to completion. During the Year 2 Colloquy in preparation for the thesis year, students begin the work of developing a draft of their Thesis Proposal. The Thesis Proposal Form enables the student to bring into focus the details of their work that will be described in the thesis. Following is a description of the contents of the Thesis Proposal Form. (See Appendix B for the format used in Colloquy 2.)

The Thesis Proposal Form
1. Proposed Title:

2. My context can be described as:
(The context description should reveal why the focus of, and process for the thesis is of particular relevance to your context.)

3. In response to my context I have identified a particular issue, problem, growing edge, or concern as the focus of my project and described in my thesis. This can be described as follows:

4. Choose one and complete it: (The choice is based on whether the focus of the project is the preacher or the congregation.)
   a) Given this context, this concern, and this theory, I want the people in my context to experience:
   b) Given this context, this concern and this theory, I want to experience:

5. Describe the project plan and process and explain why you think your plan addresses your concern, growing edge, problem or issue?

6. Identify at least two or three homileticians that address the focus and provide direction for the project to be described in your thesis. Describe in one sentence what each scholar contributes to the project.

7. Identify a cognate field that connects theologically with the homiletical project being undertaken and describe how it connects with the preaching project. Name at least two or three scholars in that field that provide direction for the thesis project.

8. Identify tools* you will use to produce dependable data to help you support your evaluation of the project.
   a.) List the research tools you intend to use and the way each will be used.
      Collecting Data from the Setting
      1) Field Notes
      2) Electronic Media
      3) Found Documents
      Collecting Data from Participants including members of the ministry context
      1) Interviews
      2) Questionnaires
      3) Assigned "Homework"
      Collecting Data from Self
      1) Journal
      2) Sermon reflections
   b.) Program learnings
      1) PPG
      2) Professor responses
      3) Learning from your previous projects

9. Design a plan that identifies the steps and the timeline for the completion of the thesis by the required dates.
In preparation for their work in Colloquy 3, the Year 3 Colloquy instructor reviews a detailed draft of the Thesis Proposal and provides comments to each participant prior to the start of Colloquy 3, with the expectation that participants will begin to make suggested modifications and provide more detailed information in the anticipated shape and content of the thesis. During Colloquy 3, participants will work with the Colloquy instructor, peers and the advisor to finalize the proposal and to help solidify the shape and contents, including description of the methodology and research tools were used in the project.

At the end of Colloquy 3, the Colloquy 3 instructor and the advisor signs off on the Thesis Proposal. Participants review the Thesis Proposal with their PPG upon return to their ministry context. The Thesis Proposal is the blueprint for the student in writing the thesis. The contents and work of developing the Thesis is described in the Thesis Section of this Program Manual.

*Refer to W. Myers, Research in Ministry, or Tim Sensing, Qualitative Research, or Nancy Jean Vyhmeister, Quality Research Papers for further information on research tools.

**CANDIDACY**

*Purpose*
Advancement to candidacy status determines the student’s eligibility to enter the thesis process. Although the student must complete the third-year project sermons, advancement to Candidacy signals the starting point of the development of the Thesis. The designation of candidacy status effectively transfers responsibility for the completion of the thesis process to the seminary through which the student entered the program.

*Process*
Satisfactory completion of the first and second year's Preaching Ministry Projects and the third year Summer Residency are required for admission to candidacy. Students who achieve candidacy status are recognized at the end of the Year 3 Summer Residency.
Criteria for Selecting Parish Project Group Members

Students are encouraged to select members of one’s ministry context who are open to learning about the program and preaching. Members who are engaging, willing to question, have the ability to reflect critically, and have skills in developing designs and goals may be most helpful to the student. Students should seek persons who have capability for independent thought and are well grounded in the faith.

In addition, students are encouraged to include persons representing a cross-section of the ministry context -- a good mix of gender, age, race and educational backgrounds. Depending on the project, it can be helpful to include a newcomer or a person who is just beginning their faith journey.

It is crucial that group members be committed to the process throughout the tenure of their appointment, since it is disruptive to the group if members are absent or cannot complete their term. Groups are charged with providing continuity in support, guidance, and honest evaluation.

Responsibilities of the Parish Project Group

The Parish Project Group's work begins soon after residency. At the first meeting, the student discusses the Learning Covenant for the Preaching Ministry Project and plans for the project with the group. This includes the implementation of how the group could be involved in helping the student to achieve the learning goals for the project. The group signifies their approval of the process by signing the Learning Covenant.

Group meetings occur in conjunction with each of the sermons required for the project. The PPG:

- Meets after residency to receive information on the activities of the residency, for orientation to the Preaching Ministry Project, for discussion with the student on an overall preaching plan, and to signify their approval of the project by signing the Learning Covenant.

- Joins the student in a sermon formation meeting prior to each of the project sermons.

- Joins the student after each of the Preaching Ministry Project sermons to evaluate the sermon and to submit a report on the sermon development, performance, and follow-up meetings that is sent to the student’s Advisor and Professor or Peer.

- Assists in disseminating evaluative tools to the congregation and in collecting and reviewing the responses to determine project results.

- Submits a final group report as part of the Preaching Ministry Project Integrative Paper in Year 1 and Year 2.
During the final year of the program, the PPG assists the student in research and evaluation associated with the thesis and may be a first reader of the written material that comprises the thesis.

As much as possible the membership of this group should be consistent throughout the length of the program. The PPG may be constituted one year at a time or serve the entirety of the three years in the program, however for the sake of consistency, some of the original members should be part of the group each year. If possible, at least one member of the ministry setting’s governing Board should be a member of the PPG.

The Program assumes that the student and the PPG will be mutually engaged in learning. The feedback from and interaction with this group, should assist the student significantly in developing his or her preaching ministry.

**Orientation**

The work of establishing a collaborative relationship between the Parish Project Group and the student begins at the orientation session in Year 1. At this meeting the student:

- introduces the group to the program;
- explains the role and responsibilities of the Parish Project Group;
- proposes plans for and expectations of the Preaching Ministry Project;
- reports on the experience of residency;
- reviews and obtains approval of the Learning Covenant (Appendix A);
- establishes a method of theological reflection to be used for sermon formation and feedback; (If you wish, please ask the Advisor for input on this.)
- develops a process for scheduling the sermon formation and feedback meetings.

The goal of the orientation is to enable the group to capture the vision of the project and to explore methods they will use for the first sermon formation meeting. If the group is reconstituted in Year 2 or Year 3, it may be necessary to have another orientation session especially for the new members. In addition to the material in this Project Manual, another resource for orienting the group is the PowerPoint slideshow available on the program website. ([www.actsadminpreaching.com](http://www.actsadminpreaching.com)).

**The Sermon Formation Meeting**

Prior to or during the sermon formation meeting, the student assigns for group-study the biblical text for the sermon. Along with the biblical text, the student may include a *provisional Sermon Purpose Statement* that suggests the intent of the sermon. This meeting is held at least 10 days before the sermon is preached. Through theological reflection, the student and group members discuss the text and the Sermon Purpose Statement.

Together with the student, the group considers the intent of the sermon in light of the Preaching Ministry Project and the goals stated in the Learning Covenant. The student integrates the insights of the group members into the sermon as appropriate. In addition to providing support
for the sermon development, the members consider the process of evaluating the impact of the sermon on the ministry context, and the tools that should be used to determine results.

The evaluative comments provided to the student by the Advisor and Professor or Peer on the previous sermon should be shared with the group so that they can be incorporated into the preparatory work for the next sermon.

**The Sermon Feedback Meeting**

Within a week following the delivery of the sermon, the group meets again with the student to view a recording of the sermon. At this meeting the student and the group discuss how they experienced the sermon and to what extent the learning goals were achieved. The discussion should also review and evaluate the feedback from the wider community. No later than two weeks after the sermon is preached, the student is to send the recording, reflection paper and a group response to his or her Advisor and Professor or Peer for evaluation (see *Group Response Form* in Appendix C).

**Final Reports in Years 1 and 2**

In Years 1 and 2, the "preparation-formation-feedback" process is repeated for three sermons, September to January. At the end of this cycle, the student will synthesize the learning for the year including Residency and the regular preaching of sermons into an Integrative Paper. A required part of the Preaching Ministry Project is a collective group response (see *Final Response Form-Group*, Appendix D).

**The Thesis in Year 3**

In Year 3, the "preparation-formation-feedback" process is repeated for two sermons, from September to December. The learning for this year will be synthesized with that of Years 1 and 2 and reported through the Thesis, which is the culminating output of the degree program. There is no PPG report required for the Thesis, but the student is encouraged to include members of the PPG in both the development and the review of the thesis, because of their close involvement in the projects throughout the program.
The Peer Evaluator

Peer Evaluation

A Peer Evaluator will be assigned for the third sermon in the Preaching Ministry Project in Years 1 and 2. The Peer Evaluator will normally be someone with the same Advisor and enrolled in the same seminary as the student. Students and Advisors should establish the Peer Evaluator for each student in their meetings during Residency. If an Advisor has only one advisee there would be a need to consult with the Program Office in order to connect such a student to one of the other advisory groups. The assignment of Peer Evaluators should be completed by Colloquy week.

Students send their sermon materials to their peer in the same form and content as that sent to the Advisor, i.e. the recorded sermon, learning covenant, PPG Response Form, and the Reflection Paper. It is expected that students will return their evaluation to their peer within the deadline scheduled for the program.

The purposes of peer review and evaluation include the following:

- To give advice and counsel to one’s peers in ministry.
- To encourage the peer’s critical constructive reflection upon the preaching ministry and not only on one’s own work.
- To practice and strengthen the peer’s skills in peer evaluation and communication.

The work of the Peer Evaluator

After reading the reflection paper, the learning covenant, the Parish Project Group evaluation and viewing the sermon, the Peer Evaluator should incorporate the following concerns into their evaluation:

- How do you understand the focus and importance of the project?
- How can you describe the sermon’s place in the project?
- Does the reflection paper engage the issues of the project and the responses of the group?
- From your perspective, what would strengthen the preaching and reflection in meeting the student’s stated goals?
- Are there other aspects of the work, beyond the stated goals, upon which you believe it is important to comment (tone, structure, delivery, gestures, content etc.)?
- What learning about preaching do you take from this work?

In making response to one’s peer, a student might keep in mind good models of evaluation which he/she has experienced in the course of the D. Min. Program.

Please note that a summary of one’s evaluation of their peer must be sent to the Advisor along with the Integrative Paper. The content of the evaluation varies in length from a paragraph to a page. Each student must complete an evaluation of one’s peer sermon as part of his/her requirements for the D. Min. in Preaching degree.

THE THESIS
The Thesis for the ACTS Doctor of Ministry in Preaching program is the summative document that describes the trajectory of study and practices that were engaged that resulted in the conclusions reached with respect to the impact or influence of preaching on the preacher and/or the ministry context.

The thesis is not intended to be simply a step-by-step report of the work done by the student in the ACTS Doctor of Ministry in Preaching program, nor simply an evaluation and report of the eight required sermons, nor a reprise of the reflections done during the program process. Instead, it is the report of both the research and implementation of a preaching project that was experienced with a specific goal and that was based on a stated belief or position.

It should be written in scholarly form that honors requirements for academic rigor and that is representative of post graduate research and writing. The thesis shall have a minimum length of sixty (60) pages with a maximum length as set by the student’s seminary. This includes endnotes and footnotes but is exclusive of bibliography, appendices, and other supporting documents. The thesis must conform in form and style to the standards of the seminary to which it is submitted. Style includes the precise format for documentation (endnotes, bibliographical entries, etc.) approved by the seminary. Additional supporting documents may be appended to the thesis as appropriate.

The thesis expounds on the particular area of preaching that was the student’s focus in the program. It should demonstrate the student's capacity for critical thought in light of the work that was done through the program. The Program defines critical thought as the ability to:

a) report the thought of others
b) locate the thought of others within a field of inquiry
c) take issue with the thought of others on the basis of personal knowledge or research.
d) offer a creative synthesis of one's own thought and that of others.

Outline of the Thesis

The contents of the thesis, written in accord with formal academic standards for such documents, shall include but is not limited to:

1. *The Introduction:* Identify the issue that engendered the thesis project. This should include a clear thesis statement which summarizes the claim you are making and the rationale that guides your thesis.
2. *Ministry Context:* Describe the ministry context or contexts in which the projects engaged in this course of study that culminated in the thesis was developed. Include the reason or situation that led to the homiletical issue that was investigated and the intended goal.
3. *Homiletical Issue:* This is substantially a literature review that puts the issue identified in the thesis in conversation with recognized, homiletical scholarship. Engaging the homiletical scholarship includes a summary of the discussion of the issue in homiletical literature and critical reflection of the related material as it relates to the stated thesis on the issue. This should include the work of homileticians within and beyond the
boundaries of professors who are part of the ACTS Doctor of Ministry in Preaching program.

4. **Expanding the Issue**: Preaching within the context of the church and therefore within a wider theological scope such as biblical or systematic theology, ecclesiology, Christian education; pastoral care, or liturgical theology as appropriate. Here also review, summary and critical reflection of scholarly literature is required and the connection of the chosen field to the homiletical issue of the thesis, must be clearly articulated.

5. **Project Plan and Process**: Provide a structured outline and description of the steps followed and the methodology used for the development of the thesis project. This should include the research methodology utilized, the processes engaged including sermons preached throughout the years of the program, with specific outputs arising from the project that led to the concluding results.

6. **Results and Evaluation**: Identify with as much specificity as possible the project’s impact on the preacher and/or the ministry context. This includes a report the results of the project, including an evaluation of the extent to which the thesis about the issue was sustained or disproven. Provide an assessment of the reasons for the degree of success achieved in testing the thesis or why the thesis could not be sustained. As appropriate, identify future plans including additional work required to accomplish the thesis project within the ministry context.

7. **Homiletical Significance**: Describe the impact of the project on the preacher and the ministry context, and the implications of the project and the findings for future homiletical practice within and beyond the ministry context to the wider community of preachers. Identify the significance for the field of homiletics and other theological disciplines as appropriate.

**Evaluation of the Thesis**

Evaluation of the thesis occurs at various stages in the development of the thesis. The Advisor responds to each of the drafts submitted. In evaluating the contents of the thesis, the advisor gives attention to:

1. The clarity of the thesis for which the thesis project was developed.

2. The appropriateness of the project for testing the claim of the thesis.

3. The clarity of analysis and reporting.

4. The significance of the results for the project context and wider homiletic practice.

5. Other criteria as specified by the seminary.

The official evaluation resulting in the determination of whether the Doctor of Ministry degree should be awarded takes place at the Oral Examination. Further evaluation then occurs in response to the recommendations given at the Oral Examination and incorporated into the final thesis.
Oral Examination and Thesis Defense

A. The examination and defense of the complete thesis is conducted at the student’s seminary in early Spring of the year in which the student expects to receive the degree, preferably before March 31st.

B. The oral examination normally includes the student, the student’s Advisor, and one or more faculty member as required by the seminary’s guideline (not necessarily of the student’s seminary) but must meet the requirements of the student’s seminary. If a seminary wishes, another student in the program or a graduate of the program may be invited to serve as a peer evaluator.

C. The Advisor, in consultation with the seminary and the student, makes arrangements for the oral examination, including the date and location. These arrangements should be made at the beginning of the Spring term in order to accommodate the calendars of all parties involved. The Advisor has the responsibility for notifying those taking part in the examination, including the additional faculty member(s). The Advisor will also notify the Program Office of the schedule for the examination.

D. Once the Advisor has indicated the acceptability of the thesis in preparation for the oral examination the student is responsible for sending a quality copy of the final draft to the Advisor, the additional faculty member(s), and the peer evaluator (if applicable). The Advisor is responsible for notifying the student of the names and addresses to which the thesis must be sent. The thesis must be in the possession of the oral exam participants at least two weeks prior to the date of the oral exam. A copy may also be sent to the Program Coordinator.

E. Depending on the seminary, either the Advisor or institution’s Doctor of Ministry Director presides over the oral examination. Procedures for the structure and content of the examination differ by seminary. Students are encouraged to be in conversation with their Advisor and school for specific requirements.

F. As necessary, the Advisor provides the student, the seminary, and the Program Office with a written summary of the examination process and results if there are post-examination requirements to be completed before the thesis can be considered final.

G. In addition, the Advisor must complete the Oral Exam Rubric (Appendix G) and return it to the Program Office.

H. The student will make such revisions and corrections as are called for at the examination by the specified date, according to the directions provided by the Advisor following the exam. The Advisor will signify final approval of the final copy of the thesis. Final electronic copies of the thesis that have been approved by the Advisor must be submitted to the Program Office by May 1. Each seminary sets the date of submission of the thesis in order for the student to receive the degree at the seminary’s graduation ceremony that year.
Thesis Abstract

The Thesis Abstract is a summary of the thesis. It should be clear and precise in a way that captures the gist of its contents and invites the interest of the reader. The Thesis Abstract is used by library services to catalog the project for research purposes and by potential readers of the thesis to decide on its value for their own work. Normally this should be no more than 100 words but please verify this specific requirement with your seminary. The abstract is required by the ACTS D. Min in Preaching program and is approved by the Advisor as part of the thesis approval process.

The Abstract is normally written as a single long paragraph that is not indented and is centered on the page following the student’s name and the title of the thesis. There must be a two-inch margin on all sides and the type should match the rest of the thesis. Other more specific requirements may be added by your seminary to meet the standard expectations for all doctoral theses from that seminary.

The contents of the Abstract should include:

1. A thesis statement which summarizes the claim you are making in your thesis project.
2. An explanation of the importance of this concern to the field of homiletics.
3. A brief summary of the method of study or research.
4. A summative conclusion from your findings.

Write in complete sentences, preferably in the third person active voice, past tense (e.g. The author researched; he or she studied, etc.) It is not appropriate to include quotations, dedications, words of appreciation, book titles or names of specific people within the Abstract, unless the person mentioned is an actual subject of the thesis.

Although not all D.Min. programs of the participating seminaries require the inclusion of an abstract as part of the thesis, the ACTS D.Min. in Preaching program asks that students include an abstract in the final thesis that is submitted to the program office.

For assistance with the research methodology, you may refer to William R. Myers, Research in Ministry, or Tim Sensing, Qualitative Research, or Nancy Jean Vyhmeister, Quality Research Papers or other available resources on research. Also, please see the ACTS D. Min in Preaching website for a selection of Outstanding Theses (www.actsdminpreaching.com).
WRITING GUIDELINES

The program expects that the thesis will contribute to general homiletical knowledge and specifically to the body of homiletical work available to practitioners of preaching ministry. The style of the paper ought to engage those who are interested or engaged in any form of preaching ministry. The writing style should be engaging, concise, and easy-to-follow. It should demonstrate careful identification of a homiletical issue, rigorous critical engagement with the relevant literature, considered practical approach to the issue, and thorough analysis of that approach.

The program recommends students seek the constructive critique of an experienced writer who not only understands the structure and purposes of the thesis content, but can also proofread the work to help ensure its conformity with the stylistic requirements that is normative for similar academic documents. Before submitting any drafts of the thesis, study and comply with the following style and writing guidelines, and verify both the contents and structure of the document. Any typists and proofreaders employed should have thorough knowledge of the appropriate style and writing guidelines.

The style and form of the thesis will conform to the norms of the seminary through which the student is registered. In the majority of cases the form outlined in Kate L. Turabian, A Manual for Writers Of Term Papers, Thesis, and Dissertations (latest edition) is appropriate, and the Program recommends students use of this as a resource for all writing during the program.

In lieu of specific guidelines provided by your seminary, the ACTS DMin in Preaching program offers these additional guidelines that should be followed in structuring and completing the thesis:

- First and foremost, check with your seminary regarding their specific requirements.
- Check with your seminary concerning the maximum length allowed for text and the guidelines for other materials including the abstract, endnotes, bibliography, and supporting material such as appendices and bibliography that are included in addition to the text.
- Verify the format and contents of the title page and all additional pre-text pages with your seminary. Follow the style designated by your seminary.
- Inclusive language should be used for God and human beings. You may consult “APA Guidelines for Non-Sexist Use of Language” through www.apaonline.org/nonsexist for specific directions.
- If your thesis will be bound by your seminary, please leave a 1 ½ inch margin on the left side.
- Use only letter quality or near letter quality print. Some seminaries may prefer a particular type face measured in characters per inch rather than a scalable font.
Quality bond paper should be used for the copy due to the individual seminaries. DO NOT punch holes in, staple, or otherwise mark on submitted copies. Please verify with your Advisor and the school the form you will use for notes: internal reference/annotation, footnotes, or endnotes.

A number of word processing software programs have templates that correctly format a thesis according to the form laid out in Turabian. Please consult online sources for availability and check with the school to determine whether the programmed templates are acceptable for the school’s thesis requirements.
APPENDIX A

ACTS Doctor of Ministry in Preaching Program

Learning Covenant for the Preaching Ministry Project
2018-2019

NAME: ____________________________ SEMINARY: _____________________________

ADVISOR: ________________________ GRADUATION YEAR: ________________

CORE COURSE: ____________________________

ELECTIVE COURSE: ________________________________________________________

( ) Year One ( ) Year Two ( ) Year Three

1. TITLE: ________________________________________________________________

2. STATE YOUR LEARNING GOALS FOR THIS PROJECT YEAR. (2-4 Specific goals related to the issue or concern to be explored and hoped-for accomplishments.)

3. STATE THE THEOLOGICAL ASSUMPTIONS ABOUT THE PREACHING TASK THAT ESTABLISHES THE FOUNDATION FOR THIS PROJECT. (A 2-3 sentence summary of your theology or belief about preaching that motives you to explore the issue.)

4. DESCRIBE THE PREACHING CONTEXT AND EXPLAIN WHY THE PROJECT IS IMPORTANT TO YOU AND YOUR CONTEXT. (2-4 Sentences that summarizes the current contextual realities that influence or determine the requirements of the project.)

5. DESCRIBE HOW YOU AND THE PARISH PROJECT GROUP WILL WORK TOGETHER IN ACCOMPLISHING THE GOALS LISTED IN THE PLAN? (How you and the PPG will interact and your expectation of the group’s contribution beyond the stated requirements of the program.)

6. DESCRIBE HOW THE SERMONS (THREE IN YEARS 1 & 2, TWO IN YEAR 3) WILL CONTRIBUTE TO THE PLAN TO ACCOMPLISH YOUR LEARNING GOALS (Connect the sermons with the learning goals stated and the ministry context.)
Sermon 1:

Sermon 2:

Sermon 3:

7. BRIEFLY DESCRIBE HOW YOU PLAN TO INTEGRATE THE COURSE LEARNINGS FROM THE CORE AND ELECTIVE COURSES INTO THE PROJECT. (Name specific areas of learning that will be included in the design of your sermons.)

Core course learning:

Elective course learning:

8. DESCRIBE HOW YOU WILL EVALUATE ACHIEVEMENT OF YOUR LEARNING GOALS. (Identify research method any evaluative instruments that may be used.)

9. AUTHORIZATION OF THE LEARNING COVENANT FOR THE PREACHING MINISTRY PROJECT

____________________________________________________________
Advisor Signature Date

____________________________________________________________
Colloquy Professor Signature Date

____________________________________________________________
Student Signature Date

Parish Project Group Signature Date

APPENDIX B

ACTS Doctor of Ministry in Preaching Program
NAME: ____________________________ SEMINARY: _____________________________
ADVISOR: _________________________ GRADUATION YEAR: ______________

1) Proposed Title:

2) My context can be described as:
   a. (The context description should reveal why the focus of, and process for the thesis
      is of particular relevance to your context.)

3) In response to my context I have identified a particular issue, problem, growing edge, or
   concern as the focus of my project and described in my thesis. This can be described as
   follows:

4) Choose one and complete it: (The choice is based on whether the focus of the project is
   the preacher or the congregation.)
   a. Given this context, this concern, and this theory, I want the people in my context
      to experience:
   b. Given this context, this concern and this theory, I want to experience:

5) Describe the project plan and process and explain why you think your plan addresses
   your concern, growing edge, problem or issue?

6) Identify at least two or three homileticians that address the focus and provide direction
   for the project to be described in your thesis. Describe in one sentence what each scholar
   contributes to the project.

7) Identify a cognate field that connects theologically with the homiletical project being
   undertaken and describe how it connects with the preaching project. Name at least two or
   three scholars in that field that provide direction for the thesis project.

8) Identify tools* you will use to produce dependable data to help you support your
   evaluation of the project. List the research tools you intend to use and the way each will
   be used.
   a. Collecting Data from the Setting
   b. Field Notes
   c. Electronic Media
   d. Found Documents
   e. Collecting Data from Participants including members of the ministry context
   f. Interviews
   g. Questionnaires
h. Assigned "Homework"
   a) Collecting Data from Self
   b) Journal
i. Sermon reflections
   a) Program learnings
   b) PPG
   c) Professor responses
j. Learning from your previous projects

*Refer to W. Myers, Research in Ministry, for further information on the tools.

9) Design a plan that identifies the steps and the timeline for the completion of the thesis by the required dates.
APPENDIX C

ACTS Doctor of Ministry in Preaching Program

PARISH PROJECT GROUP

GROUP RESPONSE FORM
2018-2019

(To be completed after sermons #1, #2 and #3.)

The Preacher's Name ________________________

Sermon Number _____________

1. Explain how the preacher and the Parish Project Group worked together on the formation of this sermon.

2. Discuss insights the group members gained as a result of working with the preacher on this sermon.

3. Discuss the extent to which the group felt the sermon achieved the purpose expressed by the preacher.

4. For Sermon #1: Discuss any specific changes observed in the preacher’s preaching from previous sermons.
For Sermons #2 & 3: Discuss any specific changes observed in the preacher’s preaching from the previous sermon preached for the Preaching Ministry Project.

5. Summarize the group's experience of the sermon.

Date of Meeting

Signatures of the PPG Members

Chair of the Parish Project Group

4/17
APPENDIX D

ACTS Doctor of Ministry in Preaching

Final PPG Response Form
2018-2019
Group Summary
(Required for 1st and 2nd Year Students)

(This is to be completed at the culmination of the year and is required to be sent to the Advisor for final evaluation. Attach an additional sheet of paper if necessary.)

Preacher's Name _______________________________

1. State the learning goals for this Preaching Ministry Project as the group understands them.

2. Evaluate the extent to which your group thinks the preacher achieved each of the learning goals.

3. Describe any specific changes, positive or negative, the group observed in the preacher’s knowledge about, skills in, or attitude toward preaching.

4. Describe (a) the role the group played in the sermon formation process, (b) the methods the group members used to prepare to actively participate, and (c) the procedure the group used to view the sermon recording and evaluate the sermon preached.

5. Describe any other details concerning how the group and your preacher worked together throughout the project.
6. What impact has this experience had on you as a group? Please consider the question in light of your work with the formation and experience of the three sermons and the discussion of the sermons afterward.

7. Discuss the strengths of the experience over the past six months for this group.

8. What difficulties did the group encounter with the process? (Feel free to include how the group worked through any difficulties and any issues that remained unresolved.)

9. Where do you see room for further growth in the preacher’s preaching ministry?

**Sign-off for Final Group Response**

Date of Meeting

Chair of the Parish Project Group

Signatures of the PPG Members

(Thank you for your time and commitment to this process.)
# APPENDIX E

## ACTS D.Min in Preaching

### Sermon/Preaching Rubric

<table>
<thead>
<tr>
<th>Student Name____________________________</th>
<th>Professor/Advisor ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date _____________________</td>
<td>Sermon: First (Core) ______ Second (Elective) ______ Third (Peer) ______</td>
</tr>
</tbody>
</table>

### Learning Outcome:
Develop competency in creating sermons and in preaching that is relevant to their faith community and program focus.

<table>
<thead>
<tr>
<th>Areas of Assessment (orally and/or written)</th>
<th>Strong Ability Exceeds Expectations</th>
<th>Adequate Ability Meets Expectations</th>
<th>Marginal Ability Does Not Meet Expectations</th>
<th>Fails to Demonstrate Ability Not In Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sermon represents understanding and depth of the ministry context that includes its social, cultural, institutional, geographic, theological, and socio-economic dimensions.</td>
<td>Includes detailed and integrated description of all relevant areas of the ministry context.</td>
<td>Includes relevant reference and inclusion of some areas of the ministry context.</td>
<td>Makes vague reference to ministry context.</td>
<td>Contains no mention or attention to ministry context.</td>
</tr>
<tr>
<td>Sermon focuses on designated goals detailed in the Learning Covenant.</td>
<td>Responds specifically and in detail to the description of the learning goals articulated in the Learning Covenant.</td>
<td>References some aspects of the learning goals specified in the Learning Covenant.</td>
<td>Alludes to the learning goals in the Learning Covenant, but without direct .</td>
<td>No connection made to stated learning goals in the Learning Covenant.</td>
</tr>
<tr>
<td>Sermon utilizes biblical text and relevant connections and interpretations to the sermon purpose.</td>
<td>Clear biblical foundation and interpretation of the biblical text in the development and content of the sermon.</td>
<td>Sermon offers appropriate content and interpretation of the biblical text.</td>
<td>Alludes to scripture but little application to sermon content.</td>
<td>No visible presence of the biblical text in the sermon.</td>
</tr>
<tr>
<td>Sermon demonstrates appropriate course and other homiletical learnings.</td>
<td>Clear and deep engagement of course learnings and focus in sermon content.</td>
<td>Sermon gives adequate attention to course learnings and focus.</td>
<td>Sermon alludes to course learnings and focus.</td>
<td>Sermon gives no attention to course learnings or focus.</td>
</tr>
<tr>
<td>Sermon integrates the needs of the ministry context and the issue in preaching being addressed.</td>
<td>Sermon content clearly and deeply responds to the needs of the ministry context and the specific preaching issue.</td>
<td>Provides some reference to the needs of the ministry context and the specific preaching issue.</td>
<td>Sermon responds to either the needs of the ministry context or the specific preaching issue.</td>
<td>Sermon fails to address either the needs of the ministry context or the preaching issue.</td>
</tr>
</tbody>
</table>
APPENDIX F
ACTS DOCTOR OF MINISTRY IN PREACHING

ADVISOR EVALUATION OF THE INTEGRATIVE PAPER

Student’s Name: ________________________________  Class of 20____
Advisor’s Name: ________________________________  School: __________

Please complete this form and make one copy. Return the original to the program office for the student’s file and send the copy to the student or give a copy of it during Residency. The program recognizes that an advisor’s feedback on the integrative paper, even in the first year, is essential to helping students prepare to write the professional paper (thesis). Thank you for taking this responsibility seriously.

Rate the following on a scale from 1-5 (5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Unacceptable). Provide comments on areas that you rank 1 or 2. You are encouraged to make other comments.

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated the theme of the project</td>
<td></td>
</tr>
<tr>
<td>Explained rationale for undertaking this project, relevance to ministry context</td>
<td></td>
</tr>
<tr>
<td>Related project to personal theology of preaching, Christian tradition (denomination), and learning goals</td>
<td></td>
</tr>
<tr>
<td>Referred to theological and extra-theological sources in discussing rationale for the project.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated learning goals.</td>
<td></td>
</tr>
<tr>
<td>Used appropriate means to determine whether learning goals were achieved.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAN</th>
<th></th>
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<tbody>
<tr>
<td>Clearly described the plan for implementing the project.</td>
<td></td>
</tr>
<tr>
<td>Developed a plan appropriate to the project’s goals, the program’s expectations, and the realities of the ministry context.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATION OF PARISH PROJECT GROUP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner and extent of PPG participation</td>
<td></td>
</tr>
<tr>
<td>Preparation of PPG members to do what was asked of them</td>
<td></td>
</tr>
<tr>
<td>Student maintained an appropriate role in the PPG.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
### RESEARCH METHODS

| Extent to which the tools used matched the focus of the project. |  |
| Extent to which the methodology yielded the stated results. |  |
| Comments: |  |

### CRITICAL ASSESSMENT

| Extent to which the student stepped back to assess what happened, what it meant, and where to go from here. |  |
| Student’s ability to reflect theologically. |  |
| Comments: |  |

### RELATION OF THE PROJECT TO PREACHING

| Extent to which the student related the ideas in the project to his/her preaching ministry. |  |
| Extent to which the student consciously tried to effect changes in the preaching event. |  |
| Comments: |  |

### EVIDENCE OF GROWTH

| Extent of growth or change evidence in student’s work. |  |
| Student’s Strengths (including comments from core and elective professors): |  |
| Comments: |  |

### STRUCTURE AND STYLE

| Writing (clear, free of jargon, interesting, academically appropriate) |  |
| Footnotes, Endnotes, Bibliography |  |
| PPG reflections, evaluation form included |  |
| Samples of evaluation instruments included |  |
| Comments: |  |

### FINAL EVALUATION (Please check one)

| Credit | No Credit | Resubmit |

In the case of “No Credit” and “Resubmit,” indicate the areas on which the student needs to work to receive credit. Attach an additional sheet, if necessary.

| Advisor’s Signature | Date |

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## Appendix G
### Oral Exam Rubric

<table>
<thead>
<tr>
<th>Areas of Assessment (orally and/or written)</th>
<th>Strong Ability Exceeds Expectations</th>
<th>Adequate Ability Meets Expectations</th>
<th>Marginal Ability Does Not Meet Expectations</th>
<th>Fails to Demonstrate Ability Not In Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Preach out of an articulated theology of proclamation.</td>
<td>Articulates a clear statement of the issue in the practice of preaching that is at the center of the project and research.</td>
<td>Statement is clearly worded, concise and focused, presenting an important and timely issue.</td>
<td>Statement coherently presents issue in preaching.</td>
<td>Statement lacks coherence and/or focus, or is undeveloped.</td>
</tr>
<tr>
<td></td>
<td>Provides a coherent rationale for the study of this issue in preaching.</td>
<td>Discussion is clear, concise, and focused, and presents a compelling and persuasive rationale.</td>
<td>Discussion coherently presents a thoughtful and reasonable rationale.</td>
<td>Discussion lacks coherence and a convincing or complete rationale.</td>
</tr>
<tr>
<td>Learning Outcome 2: Assess the strengths and weaknesses of one's own style of preaching.</td>
<td>Coherently expresses strengths and weaknesses of preaching events.</td>
<td>Appraisal of sermons illustrates thoughtful, articulate, and thorough assessment of the preaching events.</td>
<td>Critique of preaching is concise and complete.</td>
<td>Limited and incomplete evaluation of preaching.</td>
</tr>
<tr>
<td></td>
<td>Makes connection between aspects of the preaching style and the results of the project.</td>
<td>Characteristics of preaching style are clear, focused, compelling and persuasive in relationship to the project.</td>
<td>Relationship between preaching style and project is coherent, thoughtful, and reasonable.</td>
<td>Relationship between preaching style and project is limited and the impact is unclear.</td>
</tr>
<tr>
<td>Learning Outcome 3: Collaborate with members of the ministry site in an ongoing process of reflecting on one's preaching.</td>
<td>Articulates relevant and reachable goals achieved in collaboration with the Parish Project Group or a broader group within the ministry site.</td>
<td>Project goals are relevant, reachable, clearly articulated and appropriately address the issue.</td>
<td>Project goals are mostly coherent, relevant, reachable, and appropriately address the issue.</td>
<td>Project goals lack coherence, and/or are not especially relevant/ reachable, or do not address the issue.</td>
</tr>
<tr>
<td></td>
<td>Analyzes how the project goals were achieved or not achieved with reasons for success or failure.</td>
<td>Skillful assessment with a clear understanding of the success and/or failure of each aspect the project.</td>
<td>Coherent assessment and some understanding of the success and/or failure of most aspects of the project.</td>
<td>Assessment of the success and/or failure of the project is incoherent or shows limited understanding.</td>
</tr>
</tbody>
</table>

### Learning Outcome 4: Demonstrate an acquaintance with leading authors in homiletics.
| **Uses and cites significant scholarly and other resources that show an understanding of the breadth of the field of homiletics.** | Discussion of scholarly resources presents their ideas cogently and accurately. Resources used are appropriate to project and significant in the field. | Discussion of scholarly resources presents their ideas accurately. Resources used are appropriate to project or significant in the field. | Use of resources shows misunderstanding of the ideas discussed. | Fails to draw on leading authors. |
| **Applies knowledge of scholarly resources in the field of homiletics to the project.** | Project is founded on appropriate scholarly resources, which are used creatively and skillfully to enhance project. | Project is grounded in appropriate scholarly resources. | Use of resources is incidental to project, or use of resources is not appropriate to project. | Application of resources is not evident in project. |

**Learning Outcome 5: Demonstrate an ability to think critically**

| **Evaluate authors in the field of homiletics both in their own right and in the context of the project.** | Creatively and persuasively present strengths and weaknesses of authors both in the context of the field of homiletics and in the context of the project. | Cogently present strengths and weaknesses of authors both in the context of the field and in the context of the project. | Evaluation of authors is incoherent or incomplete. | No attempt to evaluate authors in their own right or in the context of the project. |
| **Offers a creative synthesis of project and authors in the field of homiletics.** | Application of resources to project is innovative, imaginative, thoughtful, and relevant. | Application of resources is thoughtful and appropriate. | Application of resources is inappropriate and/or lack thoughtfulness. | Project and authors are not synthesized. |

**Learning Outcome 6: Demonstrate an ability to think theologically**

| **Project brings sermons into conversation with student’s own theological framework.** | Discussion of sermons attends thoughtfully and insightfully to theological integrity, drawing clearly on student’s theological framework. | Discussion of sermons attends to theological integrity, drawing on student’s theological framework. | Discussion of sermons draws only shallowly on student’s theological framework, or is incoherent in this area. | Discussion of sermons does not attend to student’s theological framework. |
| **Project brings sermons into conversation with the theological tradition.** | Discussion of sermons attends thoughtfully and insightfully to the theology of the student’s tradition and to many or all of the major theological loci (God, the church, salvation, etc.) | Discussion of sermons attends to the theology of the student’s tradition and to theological loci (God, the church, salvation, etc.) | Discussion of sermons touches only lightly on the theology of the student’s tradition and theological loci. | Discussion of sermons does not attend to the theology of the student’s tradition or theological loci. |
### Result of the oral exam – select one.

<table>
<thead>
<tr>
<th>Pass With Distinction</th>
<th>Pass</th>
<th>Pass with Stipulations</th>
<th>No Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Strong” on 8 or more of the 12 areas.</td>
<td>“Strong” or “Adequate” in 8 or more of the 12 areas.</td>
<td>Examiners believe that with revisions as specified, student can achieve “Strong” or “Adequate” in at least 8 of the 12 areas.</td>
<td>Student receives “Marginal Ability” or “Fails to Demonstrate” in 3 or more areas.</td>
</tr>
</tbody>
</table>

### Advisor Name

______________________________

Comments and/or Stipulations (attach additional sheet if necessary):