

LIBERTY UNIVERSITY
JOHN W. RAWLINGS SCHOOL
OF DIVINITY



Doctor of Ministry
**PROGRAM AND CANDIDACY
HANDBOOK**

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Welcome to the Doctor of Ministry Program

Dear Doctor of Ministry Researchers,

Welcome to your studies in the Liberty University John W. Rawlings School of Divinity Doctor of Ministry Program. I am Dr. Gabriel Etzel, the online dean for the School of Divinity. You join a group of men and women who are seeking to advance their knowledge in one of the program's cognates, and who are conducting cutting-edge research related to that cognate during their candidacy for the degree. Doctor of Ministry students come from diverse backgrounds, but the one thing everyone has in common is that God has called you into ministry leadership. You also have in mind the expansion of the kingdom of God through analysis and improvements for your unique ministry setting.

The School of Divinity faculty who teach and mentor students in the Doctor of Ministry are all seasoned ministers. Some of them are the Subject Matter Experts for the courses that you will take to complete the course stage of this degree. Whether you are continuing this semester in the program or are starting with your first course, the faculty want to come alongside you as your teachers and mentors. They will push you to expand your knowledge in your cognate, and either guide you through the portfolio development or coach you on the research process and offer constructive ways for you to improve your final Thesis Project.

I will be praying for you as you proceed through the program. You can reach out to the Doctor of Ministry office anytime. The contact information is below.

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Doctor of Ministry
30 Credit Hours

Overview

The Doctor of Ministry is a 30-credit hour program designed to enhance the knowledge, skills, and research ability of people who are currently engaged in ministry. The program is built upon the foundation offered by the Master of Divinity degree or a graduate-level equivalent. Applicants for admission to the Doctor of Ministry must have at least three (3) years of ministry experience.

DMIN PROGRAM COMPONENTS

CORE COURSES – 6 hours

DMIN 810 – Foundations for the Doctor of Ministry (required first course) 8 weeks
DSMN 815 – Personal Spiritual Formation 8 weeks

COGNATE COURSES – 9 hours

Students are admitted to one of fourteen cognates. Each cognate requires three courses to complete.

Cognates: Biblical Studies, Chaplaincy, Church Revitalization, Discipleship, Evangelism and Church Planting, Expository Preaching and Teaching, Ministry Leadership, Next Generation Ministry, Pastoral Counseling, Spiritual Formation, Strategic Christian Ministry, Theology and Apologetics, Urban Ministry, and Worship

DOCTORAL CANDIDACY – 15 hours

Students entering candidacy must choose between two options: Portfolio Option or Thesis Project Option. You make the choice by registering for the first class in the option you desire to take: either DMIN 851 (Portfolio Option) or DMIN 820 (Thesis Project Option). If a student desires to change options after they have taken the first course, then the first course for the new option will need to be taken. The courses for each option are not inter-changeable.

Portfolio Option – 15 hours

DMIN 851 – Micro-Project I: Biblical Precedence
8 weeks

DMIN 852 – Micro-Project II: Current &
Historical Practices – 8 weeks

DMIN 853 – Micro-Project III: Personal
Engagement – 8 weeks

DMIN 854 – Micro-Project IV: Recommended
Engagement – 8 weeks

DMIN 855 – Portfolio Presentation – 8 weeks

Thesis Project Report Option – 15 hours

DMIN 820 – Research and Thesis Development –
8 weeks

DMIN 830 – Thesis Project Proposal
Development – 8 weeks

DMIN 841 – Thesis Research and Writing Part I –
8 weeks

DMIN 881 – Thesis Research and Writing Part II
– 16 weeks

DMIN 890 – Thesis Project Defense – 16 weeks

Total Hours Required to Complete the Doctor of Ministry: 30 hours

General Program Parameters

This program is designed so that a student can complete the Doctor of Ministry program in two years, but students must complete the program within seven years. Students may transfer up to fifteen hours of coursework completed through other accredited Doctor of Ministry programs in place of any non-research related course; however, transfer credit will not be granted for either the Portfolio Option courses or the Thesis Project Option courses. This program is structured to prepare the student for the courses required for the two candidacy options.

Graduation Requirements

In addition to the other regulations governing graduation, graduates of the program must meet the following requirements:

1. Must complete thirty (30) hours of coursework, including either the portfolio or the thesis project option, with a cumulative grade point average (GPA) of 3.00.
2. A minimum of fifteen (15) hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of fifteen (15) hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. The student must earn no more than one grade of C (includes grades of C+/C-).

5. No grades of D may be applied to the degree (includes grades of D+/D-).
6. Must complete the Thesis Project Defense (DMIN 890) with a minimum grade of B (includes B-), if the student is taking the Thesis Project Option.
7. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of the current Graduate Catalog.
8. Degree must be completed within seven (7) years. Students who do not complete the program within the seven-year window will be removed from the program.
9. Submission of Graduation Application must be completed within the last semester of a student’s anticipated graduation date.

Time Limit on Program Completion

Students have seven years (14 fall and spring semesters) to complete the Doctor of Ministry degree. Students who fail to complete the degree at the end of seven years will have a hold restricting registration placed on their account. Appeals can be made to the Doctor of Ministry Office; however, if an exception is made, students will have a maximum of 1 year to complete their degree and graduate.

Academic Honesty

Honesty and integrity are highly valued at LU and in the SOD. The same principles and expectations of academic honesty and integrity in coursework are true for the thesis project report. The Liberty University Code of Honor details specific definitions, penalties, and processes of reporting. The presence of plagiarism, including structural plagiarism, within any thesis project report manuscript or document may result in dismissal from the program, failing the dissertation course, and/or implementation of an intervention plan. The faculty mentor, the faculty reader, and the SOD administration decide the final consequences of academic dishonesty. The Thesis Project Report needs to be an original work of the candidate, and the reuse of previous research (e.g., master’s theses, publications) is not acceptable. All previous work needs to be cited according to current Turabian and the Turabian manual’s section on self-plagiarism should be reviewed. Properly crediting another individual’s work is also an ethical imperative.

SECTION I DOCTOR OF MINISTRY PROGRAM COURSE STAGE

COURSE STAGE

There are fifteen (15) credit hours in the course stage of the degree. This stage orients the student to the program, takes the student through a specialized cognate, and lays a foundation for completing candidacy requirements. This section of the manual also provides an outline of the steps involved in the course stage along with a detailed description of each course.

During course stage, Liberty University Online permits students to maintain their active enrollment by taking at least one course per academic year. This changes once students enter candidacy stage.

Core Courses

Students entering the Doctor of Ministry program must take DMIN 810, Foundations of the Doctor of Ministry, as their first course.

DMIN 810 provides a general introduction to the Doctor of Ministry program. Students are presented an overview of the program along with doctoral research and writing resources. These resources are then utilized to examine various theological and ministry concepts academically in preparation for progress through the program. 3 hours.

In addition to DMIN 810, every student is required to take DSMN 815, Personal Spiritual Formation.

DSMN 815 will examine and assess individual spiritual health in order to create a plan to help a believer grow in the grace and knowledge of the Lord Jesus. 3 hours.

Cognate Courses

Each DMIN student is admitted into a particular cognate. Three courses in the cognate under which the student was admitted must be successfully passed (Grade of B- or higher; 1 C-range allowed). Each

student will be enrolled in the cognate under which they were admitted. Students must complete three (3) courses in their cognate in order to fulfill the requirements for their Degree Completion Plan.¹ For a list of all cognates and cognate class options, see <https://www.liberty.edu/online/divinity/doctoral/dmin/>.

IMPORTANT ADVISORY

AFTER COMPLETION OF COURSE STAGE REQUIREMENTS, STUDENTS ARE REQUIRED TO CHOOSE ONE DOCTORAL CANDIDACY OPTION THROUGH WHICH THEY WILL COMPLETE THE DOCTOR OF MINISTRY DEGREE. THE CANDIDATE WILL CHOOSE TO EITHER COMPLETE THE PORTFOLIO OPTION OR THE THESIS PROJECT OPTION.

Students enrolled in the DMIN program prior to Fall Semester 2020 will need to contact the DMIN office for any questions they have regarding the candidacy options structure. The student is responsible for following and completing the requirements of the Degree Completion Plan (DCP) under which the student initially enrolled. If a student desires to transition to the updated DMIN structure, they need to contact the DMIN office for a consultation to ensure that the change would benefit them.

¹ Doctor of Ministry Degree Completion Plans can be found on the Registrar's Degree Completion Plan page for Graduate Programs. DMIN Degree Completion Plans (DCPs) are listed under the Rawlings School of Divinity on this page: <https://www.liberty.edu/registrar/dcps/graduate-dcps-online-residential-2021-2022/>.

SECTION II

DOCTORAL CANDIDACY OPTIONS

This section explains when a student becomes a doctoral candidate and the two options to choose from in order to complete the major project for the Doctor of Ministry degree.

DOCTORAL CANDIDACY

Once students have completed their core courses and cognate courses, they begin a new stage in the degree program called doctoral candidacy. Doctoral candidates are more than a student; they are researchers seeking out cutting-edge solutions for contemporary problems that have presented in their ministry context. They build on the knowledge base they acquired in the core and cognate courses, and complete a focused examination of a specific issue, either through the Portfolio Option or the Thesis Project Option, that produces new and innovative solutions to address the specific issue.

Once a student enters this stage, a student must be enrolled in the Degree Completion Plan's (DCP) thesis course every fall and spring (summers optional) to maintain enrollment in the Doctor of Ministry Program. Failure to complete registration every fall and spring semester will result in breaking enrollment and require students to re-apply for admission when the student is ready to continue. Students are re-admitted to that year's Degree Completion Plan.²

Students choose an option to complete the degree by enrolling in the first required course for that option. For the Portfolio Option, the first course is DMIN 851. For the Thesis Project Option, the first course is DMIN 820. Students may change options, but only if they take all required courses for the new

² **Doctoral Candidacy Enrollment Policy (Graduate Catalog):** Once students enter the candidacy phase of their degree, they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer terms optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

option. The courses required for each option are not interchangeable and cannot serve as course substitutions to complete the DMIN degree.

Notice to Students on Topic Selection (Portfolio Option or Thesis Project Option):

The Doctor of Ministry office reserves the right to deny particular topics and prospectuses. Students will not be approved to write on a topic the DMIN office deems to be in conflict with the values and beliefs of the John W. Rawlings School of Divinity. In the case that a topic is denied, the student will need to rewrite an acceptable Micro-Project or Thesis Prospectus before being able to continue in the student's candidacy courses.

PORTFOLIO OPTION STANDARDS AND COURSES

Portfolio Option Standards

Candidates who choose the Portfolio Option will be engaged in five consecutive 8-week courses. In the first four courses, candidates will develop Micro-Projects around a specific ministry problem. Each course will allow for personalization and creativity in addressing the ministry problem from a particular perspective resulting in a Micro-Project. In the final class, the candidate will pull his or her four Micro-Projects together into one Portfolio, provide an assessment, and defend the collective Portfolio in an oral defense.

What is a Micro-Project?

A micro-project is research through active exploration of real-world challenges and problems by answering a question or problem through a specific design, plan, or experiment, collecting and analyzing data, and drawing conclusions. Students select the most appropriate approach to solving a problem from a variety of options, justifying and completing the project, and reporting on its efficacy. It combines the best of both worlds of academics and hands-on approaches to problem solving. Each option is divided into four phases to aid in successful completion of the project, assuming that students organize their work and manage their time well. The four phases for each project are Organizational Phase, Elaboration Phase, Implementation Phase, and Culmination Phase.

Micro-Project Sample Options

The following is a sample list of the type of Micro-Project options available based on a candidate's cognate of study along with a general description of that project. This list of options is a sample and

subject to change. The official list along with instructions will be found in the candidate's Micro-Project class. These are not assignment instructions, but Micro-Project descriptions.

Options	
Advertisement for Ministry Launch	You will initially research and identify and list different options that one might use for advertising a new ministry, and then will narrow down your advertisement to one best option, and begin the strategy for creating that advertisement genre. Later in the course, you will provide clear evidence of completion for it so that your instructor can score it. The culmination gives key information from the first 3 phases, the planning and launch strategy, and URLs or hyperlinks to the project if applicable.
Article Critiques	You will identify peer-reviewed journal articles which discuss the problem identified in Module 1: Week 1 that also relate to your cognate. The articles must come from at least 4 different journals. Articles older than 10 years old are not acceptable. You will create a polished current Turabian- formatted bibliography and will ultimately submit a 2-page per article critique of the 10 articles.
Blogging	You will gather detailed blog information research and will create a full blog plan, as well as an outline and full scripts for 6 blogs, posting one on your new site providing the URL hyperlink to your blog site for instructor review and grading.
Brochure or Poster	You will create 3 different multi-panel brochures or 3 posters for some element related to your ministry problem and cognate. You will describe with citations what makes a good brochure or poster according to experts in the field. The Culmination phase will include samples of the completed brochures or posters, providing a hyperlink to them with detailed explanation of how the designs were chosen and why.
Book Reviews	This option requires that you research and identify two peer-reviewed journals related to your cognate and/or problem which offer book reviews. You will ultimately submit your own book review to each of those journals.
Case Study	After you identify and explain the different types of case studies found in academic research, identify one specific ministry (preferably local to you) that offers a program or solution you believe may be the answer to your ministry problem. That will become your Case Study.
Chronological Flowchart	This visual chart reveals steps toward a specific goal or plan, and it is not historical; it shows logical progression toward a solution in visual media. You will present a finely tuned, attractive and easily understood chronological flowchart along with detailed narration.

Fieldwork	You will research and identify a sub-ministry that needs to be created in a local church or community. Examples may include a ministry to the homeless or abused, starting a food or clothing bank, elderly assistance, pastoral sabbatical program, a specific demographic outreach, etc. Extensive observational skills and copious notes will be required.
Illustrative or Interactive Messaging	Primarily geared toward those who have a teaching or preaching ministry, the uniqueness to this option is that a message must be <u>highly</u> visual in appeal and approach. Think in terms of multi-sensory messaging and 3D visual elements, demonstrations, or in terms of audience involvement throughout. The Implementation phase is the actual message delivered to an audience, utilizing either audience interactivity or visual illustrations or both. The grade is heavily based on quality, engagement, interest, and applicability of the message itself.
Instructional Video	This project is a “How To” genre; ex. how to revitalize or plant a church, how to disciple, evangelize, grow spiritually, defend Scripture, etc. This is not a Bible study, sermon nor Sunday school lesson. It is training others in video format. You will be instructing on specific ways to do a skill, project, process, etc. This training must be video recorded and posted in a YouTube account. This should not be in front of a live audience.
Interviews and Analysis	You will identify 5 individuals in your community who best represent your cognate as well as your stated ministry problem. The interviews must be audio recorded. You will schedule and confirm appointments either in person or virtually. You will create an approved list of 20 open-ended questions (questions that cannot be answered with a yes/no response) for the interviews, and later you will have interviewed each person for no longer than one hour.
Ministry Development Plan	You will use and fill in the “Ministry Development Plan” template found in each phase option. This plan takes into consideration everything from mission, purpose, personnel, and financing.
Panel Discussion	The panel discussion is not simply gathering some people together behind a table to chat. You will identify 4-12 people who might be willing to be part of a panel discussion. You only need 4, but it is wise to think of extras in case some decline. You may use the same or different panelists for each discussion, but must have 4 per panel. The Elaboration phase will involve creating three complete detailed panel plans. The Implementation phase will require 3 thirty-minute events with panelists and an audience in which your 3 topics are discussed.
Podcasting	You will investigate options and steps in creating and launching a podcast, and identify the various types and formats of podcast genres, top companies, numbers of podcasts available, as well as

	information on what makes a good podcast versus a weak one, good length for a podcast, etc., then will launch the first podcast.
Website	You will investigate websites, as well as elements and information related to starting a website, and report on what makes a good website versus those that fail. Then you will formulate a detailed plan for setting up your own ministry website, defend its format, etc., and launch it. If your ministry has an existing website, submit detailed plans noting recommended changes according to industry standards to revise it. If you are redesigning an old web site to a new format, your instructor will need access to both the old URL and the improved version for comparison.
Workshop Host	This option differs from the Instructional Video option in that this takes place before an audience in a local setting. It is video recorded for grading purposes only. This also differs from the Panel Discussion option in that it is a one-time workshop with one presenter covering one topic. You will research details on how to host a workshop, then you will hold the workshop in a location and time as intended, providing a hyperlinked URL video recording of the workshop.
YouTube Channel	You will identify YouTube channels that seem to address your proposed problem statement. You will create a brand new YouTube channel fully launched. You must have at least one video posted to the channel. The video should engage the viewer, be unique in content and presentation format, and have a relationship to your cognate and problem statement. An “advanced” YouTube channel gives evidence that the presentation was edited.

Restrictions on Micro-Projects

Two specific restrictions need to be noted:

1. The candidate must write on a ministry problem related to the candidate’s cognate.
2. The candidate cannot repeat the same micro-project option in multiple courses. Once an option has been utilized in one course, it cannot be used for another micro-project in another course. For example, if a candidate completes a case study in the first course, the candidate cannot choose to complete a case study in the remaining courses.

Portfolio Option Courses

DMIN 851 – Micro-Project I: Biblical Precedence – 3 hours

In this course, the student will identify a ministry problem and create a micro-project demonstrating the biblical precedence for addressing this ministry problem. In other words, this course establishes why something should be done to address this ministry problem.

DMIN 852 – Micro-Project II: Current and Historic Practices – 3 hours

In this course, the student will create a micro-project based on the research of current and historic practices that address the ministry problem identified in DMIN 851. In other words, this course establishes what has been done to address this ministry problem.

DMIN 853 – Micro-Project III: Personal Engagement – 3 hours

In this course, the student will create a micro-project engaging the ministry problem identified in DMIN 851 and researched in DMIN 852. In other words, this course establishes what the student is currently doing to address this ministry problem.

DMIN 854 – Micro-Project IV: Recommended Engagement – 3 hours

In this course, the student will create a micro-project promoting specific actions for others to take in addressing the ministry problem identified in DMIN 851, research in DMIN 852, and engaged in DMIN 853. In other words, this course establishes what others can do to address this ministry problem.

DMIN 855 – Portfolio Presentation – 3 hours

In this course, the student will synthesize what they have learned, evaluate the collective micro-projects, and predict the future state of this problem in ministry. In other words, this course establishes what the student has learned and where the candidate sees this problem in the future.

Portfolio Option and Thesis Project Option Comparison

The Portfolio Option places candidates in a class with other candidates. There is opportunity for collaboration and creativity in researching and writing on the ministry problem. The candidate will then produce a total of four micro-projects, one from each of the first four courses, which are then collected, assessed, and defended in the final course. In contrast, the Thesis Project Option places candidates one-on-one with a mentor in order to produce one large project through one research method.

Portfolio Option	Thesis Project Option
DMIN 851 - Creates a Micro-Project after identifying a ministry problem and reflects on the biblical precedence for addressing the problem.	DMIN 820 - Identifies a problem in your ministry setting and produces a thesis statement on the problem

DMIN 852 - Creates a Micro-Project and reflects on what has been done historically to address the problem.	DMIN 830 - Researches what has been written on the problem; produces thesis prospectus
DMIN 853 - Creates a Micro-Project and reflects on what you are doing currently to address the problem.	DMIN 841 - Design a project to address the problem with live volunteers in your ministry location and secure LU Institutional Review Board permission to implement your project with live volunteers
DMIN 854 - Creates a Micro-Project and reflect on ideas others can do to address the problem.	DMIN 881 - Implement your project to address the problem and measure change and reflect on results.
DMIN 855 - Present a Portfolio that unifies all the four previous steps into one document and respond to questions about your finished product.	DMIN 890 - Present and defend your thesis project report.

THESIS PROJECT OPTION STANDARDS AND COURSES

The second research option is the Thesis Project Option. Remember, students will select either the Portfolio Option, described above, or the Thesis Project Option to complete the requirements for their DMIN degree.

Research Preparation Courses

Once the core and cognate courses have been completed, the Thesis Project Option begins with research preparation courses. The first two courses are DMIN 820 and DMIN 830. These courses guide the student through the first steps in completing the Thesis Project.

In **DMIN 820**, the student will critically analyze biblical and academic literature related to the student's area of research and then formulate the project problem, purpose, and thesis statements based upon the student's selected and approved topic. This course includes writing the beginning of the literature review section of the project and developing the bibliography.

DMIN 830 then builds on the previous course to guide the student through the development of a prospectus. (Note: this course is not offered in Summer D term.) This prospectus will be utilized to pair the student with an appropriate faculty mentor. As a general rule, the standard thesis project prospectus will be approximately twenty-five (25) to forty (40) pages in length, and contain five sections utilizing the following "Standard Thesis Project Prospectus Outline."³

Chapter 1: Introduction
Ministry Context
Problem Presented
Purpose Statement
Basic Assumptions
Definitions

³ Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011), 11-12. A fuller discussion of the project prospectus is located on pages 25-31 below.

Limitations
Delimitations
Thesis Statement

Chapter 2: Conceptual Framework
Literature Review
Theological Foundations
Theoretical Foundations

Chapter 3: Methodology
Intervention Design
Implementation of Intervention Design

(This chapter should describe any planned intervention, describe the plan for addressing this problem by answering: How will the stated problem be addressed or better understood? How will the problem be studied? What ministry intervention will be utilized to address the problem?. Description of how the findings will be interpreted, process for collecting data, process for analyzing data, and description of how the findings will be reported.)

Chapter 4: Results

(This chapter should describe anticipated results, since no research will have been conducted at this point.)

Chapter 5: Conclusion

(This chapter should give a description of the plan for discussing the implications and significance of the study, and a description of other areas that might benefit from this research.)

Once a student has successfully completed the thesis prospectus, this document will be submitted in the DMIN 830 course. Additionally, the student must forward the corrected prospectus to the Doctor of Ministry office. The DMIN office will assign a faculty mentor on the basis of the thesis prospectus.

***Thesis-Project Research and Writing Enrollment Policy:** Once students enroll in DMIN 841, they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer term optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for re-admission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their re-admission. If desired, they may pursue approval to go back to their former DCP if the last courses were taken less than seven years ago.*

Thesis Project Option Faculty Mentor and Faculty Reader

The Standard Committee

The standard committee for the Doctor of Ministry program consists of two members: (a) a faculty mentor and (b) a faculty reader. Near completion of DMIN 830, students should officially apply to the DMIN office for a thesis project faculty mentor. A candidate's thesis project report committee must include the following:

1. Faculty Mentor – The faculty mentor must hold an earned doctoral degree (DMIN, EDD, or PHD) in a ministry-related field and be employed by LU (residential or online). Except under special circumstances approved by the DMIN Program Director, the faculty mentor should be qualified to teach at the graduate level in the student's cognate.

2. Faculty Reader – The faculty reader must hold an earned doctoral degree (DMIN, EDD, or PHD) in a ministry-related field and be employed by LU (residential or online). Ideally, the faculty reader should be qualified to teach at the graduate level in the student's cognate. On occasion, a student topic may be unique enough to require the expertise of a faculty member who is qualified to teach at the graduate level in a cognate other than the student's.

Ideally, both the mentor and reader will have an established record of research, evidenced by their professional contributions to their field through peer-reviewed publications, conference presentations, and in ministry-related speaking or activity.

Getting Paired

Students who are enrolled in DMIN 830 will receive an e-mail from the DMIN office during week six of the term, asking them to submit a copy of their Thesis Prospectuses by e-mail to divinitydmin@liberty.edu. This document will be shared with faculty until a faculty mentor agrees to

support the student's thesis project process. The DMIN office will then enroll the student in the mentor's section of DMIN 841. The candidate and mentor will continue through the remaining coursework and defense together. Once the student is enrolled in DMIN 881, a faculty reader will join the mentor in working with the student. The mentor will provide a writing sample from the student's work in DMIN 841 to the DMIN office to share with potential faculty readers. Once a reader is added to the student's committee, the mentor has oversight of the reader's feedback to the student. The reader should funnel feedback to the student through the mentor, unless the mentor directs otherwise, and even then, the mentor should be copied into exchanges between the reader and student. When the mentor and reader agree that the student has a complete, edited, thesis project report, the mentor will send a request to the DMIN office for the student to be enrolled in DMIN 890 for the oral defense.

Thesis Project Research and Writing Courses

Once the student completes DMIN 830 with a passing grade,⁴ the student will be paired with a faculty mentor to coach the student through the rest of the thesis project research and writing. It is important for students to note that they are responsible to initiate regular interaction with their mentor and to lead the way. The mentor is present to coach the student in a support role. Students will register for their remaining courses through the Doctor of Ministry office.⁵ Since we recommend that ***the final thesis project be professionally edited before final submission***, the student should select an editor at this stage and work with that same editor throughout the process before submitting the final project to the mentor.

⁴ A grade in the C-range or higher constitutes a "passing grade," if no other C-range grades are present on the student's degree completion plan. If the student already has a "C range grade" on the student's record from another course, the student will have to retake DMIN 830 until "B-" or higher is received and will not be assigned a mentor until they pass DMIN 830.

⁵ More on the registration process for these courses is covered later in this section of the handbook.

The Doctor of Ministry office has a list of potential editors if a recommendation is needed. The cost of the editor's services is borne by the student, privately arranged between the editor and student.

The first research and writing course for the thesis project stage is DMIN 841. (Note: this course is not offered in Summer D term.) The mentor will be the instructor of record for this course and for the candidate throughout the rest of the program.

DMIN 841 – Thesis Research and Writing Part 1

The candidate will create all the documentation needed for their DMIN thesis in preparation for submitting their IRB application under the supervision of a mentor. – 4 hours

Candidates must not begin live research with ministry site volunteers until IRB approval is secured. Prior to submitting the IRB application, students must have completed the Collaborative Institutional Training Initiative (CITI) course.⁶ Faculty mentors also need this certification, but need only be certified once and will need to seek re-certification every three years.

DMIN 881 – Thesis Research and Writing Part 2

This course is designed for the Doctor of Ministry candidate to complete the research and writing of the Thesis Project under the supervision of a mentor. – 5 hours

The second course in this stage (DMIN 881) transitions the candidate into a full-semester (16-week) course. Candidates will continue to register for and take this course each fall and spring semester (summers optional) until they implement their research and finish writing the thesis project. Candidates can repeat DMIN 881 up to four times. If a candidate needs a fifth registration, the candidate will need to provide a written explanation to the Doctor of Ministry office to explain the lack of progress and provide a written plan to complete the thesis project during the next semester. This extension request must come with the approval and endorsement of the candidate's mentor.

⁶ For information on the CITI course for students and for mentors, please go to the website, <https://www.liberty.edu/academics/graduate/irb/index.cfm?PID=27730>. Follow the instructions in Appendix A below to enroll and begin taking the course. The CITI Login Instructions (with Pictures) is recommended for step- by-step instructions to register for the course. There is no charge for this course to Liberty University faculty or students.

While in DMIN 881, each candidate will be expected to work with their mentor and establish specific expectations (milestones) for each semester. Students who make progress and meet expectations in a semester will receive a “P” for that semester; otherwise, the student will receive an “NP,” indicating that they did not make sufficient progress. The candidate must complete all requirements for the DMIN thesis project and receive at least one “P” for a DMIN 881 semester to register for DMIN 890 to defend their thesis project. The mentor must contact the DMIN office at that point and notify them of the candidate’s readiness to defend the candidate’s project thesis. Remember, the final thesis project must be professionally edited for grammar and Turabian compliance before applying for defense.

The mentor and candidate should consult on who will be the faculty reader, and the reader’s agreement to participate must be secured before registering to defend. The mentor should request the faculty reader through the DMIN office. Once secured, the mentor should send the reader a copy of the final draft of the candidate’s thesis project and, together, they should determine whether or not the candidate is ready to defend. The mentor must not request for the student to be placed in DMIN 890, until both the mentor and reader have read the final, edited project and agree the candidate is ready to defend. Once the project is approved by both the mentor and the reader, the mentor will contact the DMIN office and request for the candidate to be registered for DMIN 890.

Thesis Project Defense

Being ready to defend the thesis project is a major milestone that both candidate and mentor work toward. The mentor, in consultation with the project’s assigned faculty reader, determines when the thesis project is ready to defend.

Steps for DMIN 890 Oral Defense

- 1. Faculty Mentor and Faculty Reader consult together on the candidate's readiness to defend the thesis project report.**
 - 3. Faculty Mentor notifies the DMIN office that the candidate is ready to defend.**
 - 4. The Faculty Mentor and Faculty Reader will schedule a date for the Oral Defense. The Oral Defense is usually completed via conference call or videoconferencing. The Mentor is responsible to set this up.**
-

After the Defense

The mentor and reader should inform the candidate of their decision at the conclusion of the defense. If the faculty mentor and reader have changes they want to be made to the Thesis Project prior to its submission to the library's Department of Scholarly Communications, the candidate should make the changes promptly and return the corrected thesis to the mentor. Once reviewed, the mentor should approve the submission of the manuscript to the library's Scholarly Communication Department. Please review the submission directions carefully at <https://www.liberty.edu/library/submitting-dissertations-and-theses/>. The link to submit is posted on this webpage.

Candidates will receive an email from the Department of Scholarly Communications when the submission of the defended work is complete. Revisions may be required to make the submitted work copyright compliant. E-mails will be sent to the candidate's Liberty account, including any requests for changes. When the work is ready to be published, an acceptance email will be sent from the Department of Scholarly Communications. The candidate should forward the acceptance email to the project's faculty mentor. The faculty mentor will not post the grade for DMIN 890 until the candidate forwards the acceptance email, and it is received by the faculty mentor. The degree will not be awarded by the registrar until the grade for DMIN 890 is posted by the mentor.

REGISTRATION FOR DOCTORAL CAPSTONE COURSES

Once the student has completed all the core and cognate course requirements for the program, the student is ready to either develop a portfolio via micro-projects or research and write the thesis project. Getting to this stage of the program is an accomplishment and one in which the student should be proud.

As a reminder, once a student choose the thesis project option or portfolio option, students must be enrolled in their DCP's capstone course(s) every fall and spring (summers optional) to maintain enrollment in the Doctor of Ministry Program. Failure to complete registration every fall and spring semester will result in breaking enrollment and require students to re-apply for admission. Students are re-admitted to that year's Degree Completion Plan.⁷

Portfolio Option Courses

Students who choose the Portfolio Option will register as normal through ASIST. The courses have to be taken in order and cannot be taken simultaneously as the courses build on the work done in the previous course. Students should be prepared to enroll in five consecutive 8-week terms to complete the requirements of the portfolio option.

Thesis Project Option Courses

Students who choose the Thesis Project Option will submit a request for a mentor by sending a copy of their thesis prospectus to the DMIN office at divinitydmin@liberty.edu. The DMIN office will

⁷ **Doctoral Candidacy Enrollment Policy (2020-2021 Graduate Catalog):** Once students enter the thesis-project phase of their degree, they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer terms optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

process a student's request for a mentor and enroll the student in his or her mentor's section of DMIN 841.

Students must successfully complete DMIN 830 to progress into DMIN 841.

Registering for DMIN 841

1. The candidate emails divinitydmin@liberty.edu to request a mentor. The email should include the candidate's:
 - a. Full name and Liberty University student ID number.
 - b. A statement requesting registration in DMIN 841.
 - c. A PDF or Word copy of the Thesis Project Prospectus produced in DMIN 830. Because of the time constraints on registration and the inherent need for time to produce the prospectus, the student need not submit to the DMIN office the complete document that is ready for the instructor to grade.
 - d. If the student has a preferred LU faculty member for a mentor, the name of that faculty member should be included. If the candidate does not have a preference, then the candidate should simply note that they do not have a preference.
 - e. The DMIN office will contact the preferred faculty mentor. If that mentor is available, the candidate will be assigned to that mentor. If that mentor is unavailable or if a preferred mentor was not specified, the DMIN office will assign a mentor appropriate to the thesis project prospectus subject matter.
2. Once a faculty mentor's agreement is secured, the DMIN office will register the student for the student's mentor's section of DMIN 841.
3. The DMIN office will then notify the candidate once registration is secured. The candidate will then need to finalize enrollment by completing financial check-in.

The Doctor of Ministry program reserves the right to deny particular topics and prospectuses. Students will not be approved to write on a topic the Doctor of Ministry program deems to be in conflict with the values and beliefs of the John W. Rawlings School of Divinity.

Initial Registration for DMIN 881

Candidates enrolled in DMIN 881 must maintain enrollment in the fall and spring semesters until the thesis project has been completed and the mentor has notified the DMIN office that the candidate is ready for defense. Summer registration for DMIN 881 is optional. At the end of each term, the candidate will receive a “P” for “pass” or an “NP” for “no pass.” The candidate must make sufficient progress in accordance with the mentor’s expectations to receive a “P” for the semester. Candidates in DMIN 881 must receive at least one “P” before being eligible for enrollment in DMIN 890. Once the project is complete, and the faculty reader concurs, the mentor will notify the DMIN office that the candidate is ready to be registered in DMIN 890.

Candidates can take DMIN 881 up to four semesters to complete the research and writing of the project thesis. Additional semesters after the fourth semester of enrollment require permission from the Director of the DMIN Program. To request an extension, the candidate must submit a request by e-mail to the DMIN office at divinitydmin@liberty.edu.

Continuing Registration in DMIN 881

1. The DMIN office will automatically communicate to the registrar’s office a list of current candidates in the various sections of DMIN 881 for each fall and spring semester. If there is a hold of any kind on a student’s registration, the DMIN office will communicate with the student the need to resolve the hold. [The only exception to this process is summer registration. For Summer Registration, students must reach out to the DMIN office (divinitydmin@liberty.edu) to request summer registration, as the summer registration period is optional for all students.]
2. The DMIN office will then notify the candidate that registration has been secured. The candidate will then need to finalize enrollment by completing financial check-in.

Registering for the Thesis Project Report Defense – DMIN 890

Are You Ready To Defend?

<i>Has the Thesis Project Report been professionally edited?</i>	
<i>Is the Thesis Project Report Final Draft Completed?</i>	
<i>Has your faculty mentor and faculty reader approved the Thesis Project Report Final Draft?</i>	

The candidate will continue to register for DMIN 881 until the faculty mentor reports to the DMIN office that the candidate is ready to defend. Being “ready to defend” means the candidate (1) has completed the research and writing of the thesis project report, (2) has had the thesis project report professionally edited for form, grammar, and style, and (3) the mentor and faculty reader approve the thesis project report final draft. The mentor will then provide the DMIN office a recommendation for defense and will send a copy of the thesis project to the designated faculty reader. This recommendation can come in the form of a simple email. The email should include the candidate’s name, student identification number, and request for enrollment in DMIN 890.

The request to enroll in DMIN 890 for a given semester must be received by the DMIN office from the faculty mentor. Please note, the candidate cannot enroll in DMIN 890 unless all other program requirements are met to include the number of passing credit hours, a completed final edited copy of the thesis project, and all financial obligations are fulfilled.

Once the candidate is enrolled in DMIN 890, the faculty mentor, faculty reader, and candidate agree upon a date and time for either a live meeting, phone conference, or video conference. The oral defense should last approximately one hour. The defense should take place at least four weeks prior to the

end of the semester to allow the candidate to make any needed corrections to the thesis project. The mentor must approve these changes prior to the candidate submitting the thesis project to the Jerry Falwell Library's Scholarly Communications Department.

The faculty mentor will not post the grade for DMIN 890 to the registrar until the Library has agreed to publish the thesis project through the Scholars Crossing. Candidates should forward the acceptance e-mail from the library (indicating the document will be published in the library's institutional repository) to the faculty mentor. The mentor will then post the candidate's grade for DMIN 890, thus, completing the degree.

WITHDRAWAL FROM DMIN PROGRAM

If the candidate does not intend to continue in the program, they will need to contact the DMIN office and provide written notification of their intent to withdraw from the program. Students at thesis stage must register for fall and spring semester to maintain active enrollment.

SECTION III STANDARDS AND BEST PRACTICES FOR THE RESEARCH AND WRITING OF THE THESIS PROJECT REPORT

This section only applies to students seeking to fulfill the Thesis Project Option.

THESIS PROJECT PROSPECTUS

The Thesis Project Prospectus is a condensed version of what the student anticipates the final thesis project to be. The document is completed during DMIN 830 and is the document submitted to the DMIN office to help secure a faculty mentor for the research and writing stage. If done well, the prospectus will be the base from which the full thesis project can be produced.⁸

Standards for the Thesis Project Prospectus⁹

When beginning to think through the desired research design, the student needs to take into account that the final DMIN project thesis should fully explore the research question through academic and applied research. Most students are familiar with the academic research component, which would be standard for a quality MDIV paper; however, applied research is usually a new concept. While certain courses in the DMIN program are prepared to help the student understand how to execute applied research, it is ultimately the student's responsibility to prepare and execute a quality research project that incorporates action research. Action research in its simplest form is research designed to address a problem.

⁸ For a detailed account of what each chapter should include, see Standards for the Thesis Project below.

⁹ Other Thesis Project Prospectus structures are only acceptable with approval from the instructor of DMIN 830 and the Director of the DMIN Program below.

Research Project Design¹⁰

Here are questions the researcher can consider in designing the applied research project.

1. Has a specific problem in the student's current ministry setting been identified? Worded another way, has the student identified an improvement needed in their current ministry location? The problem the student would like to address needs to be very specific and narrow. The goal is to focus in on one aspect of ministry. While it is tempting to address a broader situation, the student must continue to refine the focus to a very specific problem.
2. Has the student ensured this problem has not already been adequately addressed? A review of precedent literature will help with this determination.
3. Does the student have some idea regarding how the student might make the improvement? How does the student plan to address or resolve this problem? Students should consider the need for the following resources:
 - a. Time: Schedules and calendars
 - b. Finances and Materials: Preliminary budget (only if costs exceed routine operating expenses)
 - c. Facilities: Availability, costs, suitability, and clean-up
 - d. Human: Availability of staff, independent experts, participants, control groups, and outside consultants
4. Has the student identified a group of people related to the ministry site with whom the student can work to implement the designed improvement? Has the student considered an alternate control group to help validate the results?
5. Has the student qualified how success will be measured?

¹⁰ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3d ed. (Los Angeles: Sage, 2013), 129-134.

While the student does want to complete the requirements to fulfill the degree completion plan, a living part of the Christian community should be positively impacted because of their participation with the researcher in the improvement project. Therefore, the student should design the project and the mentor should evaluate the applied research project design with the following criteria in mind. The researcher should strive for a “Yes” for each of these criteria.

Criteria	Yes	No
The project design clearly relates to the student’s current ministry (an urgent need or ministry interest).		
The project design shows clear correlation with the relevant literature.		
The project design reflects the student’s understanding of biblical and theological justification for the ministry need or interest.		
The project design uses acceptable research method(s) which the researcher has demonstrated competence to attain a valid result.		
The project design must be sufficiently focused and limited to have measurable results and not so general as to generate superficial results.		
The project design must give evidence of careful planning.		

Research Models

There are several models to conduct applied research, as illustrated by these texts.

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove: IVP Academic, 2016. ISBN: 0830851313.

Fowler, F. J. *Survey Research Methods*, 4th ed. Thousand Oaks, CA: Sage, 2013. ISBN: 978-1452259000.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene: Wipf and Stock, 2011. ISBN: 1610972767.

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2011. ISBN: 0334029805.

Yin, R. K. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage, 2014. ISBN: 978-1452242569.

Models that have been successfully used by DMIN Researchers include:

1. Surveying to build a report on a current ministry situation that helps the researcher critically analyze the survey results and suggest ways to improve the ministry situation.
2. Developing a program to address a ministry need and evaluating its effectiveness. The program should actually be implemented in the researcher's ministry setting, and the researcher should analyze the measurable results of the program.
3. Leading a current program through a self-evaluation process that the researcher should analyze and evaluate for its applicability in the future.
4. Case studies involving several churches, organizations, or leaders to answer a specific research question. The researcher should not only describe the study, but critically analyze the findings, suggesting ways to improve the situation eliciting the question.

Structure of the Thesis Project Prospectus¹¹

A draft of the Thesis Project Prospectus should have been completed during DMIN 830.

The final Thesis Project Prospectus should include a title page, copyright page, approval signature page, contents page, a minimum of twenty-five (25) pages of content, appendices showing potential materials to be used to support the research project, and a bibliography alphabetized by author's last name. It is possible that the faculty mentor will accept a researcher for DMIN 841 based on the Thesis Project

¹¹ See above in this manual for an outline of the prospectus.

Prospectus produced in DMIN 830, and yet require that the prospectus be further refined during DMIN 841.

The purpose of the prospectus is to provide a clear direction for conducting research and writing the thesis project. The prospectus should represent the anticipated final project direction and form; accordingly, the prospectus should be written in the future tense where appropriate. The prospectus will be composed of five sections. Each of these will correspond with the thesis project chapter number and the topics will match the chapter number and topics for the final project. Thus, the completion and approval of the prospectus provides an outline and rough draft of the anticipated project report. The prospectus must contain all the following elements.¹²

Thesis Project Prospectus Chapter 1 (Introduction; at least 10 pages). The researcher should describe the ministry context for the thesis project.¹³ This section should also extensively describe the presenting problem and purpose for the research project, and working definitions for terms important to the project. Additionally, the student will include well-explicated sections on basic assumptions, limitations, delimitations and the thesis statement sections.

Thesis Project Prospectus Chapter 2 (Conceptual Framework; at least 20 pages). The researcher must provide a review of precedent literature (no less than 10 pages) followed by the theological and theoretical bases (no less than 5 pages each) that undergird the research project. The review of literature will include a review of current publications related to the topic of the research. Each page of the review of literature should include at least two footnotes, although more indicates a higher level of academic writing. Publications should include books, scholarly Bible commentaries, journal articles, and relevant

¹² This outline is from Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf and Stock, 2011), 11-30.

¹³ “Researcher” and “student” are used interchangeably.

dissertations or theses generally, closely, and directly related to the topic. These publications can be accessed via online data within the last ten years, unless the source is considered a seminal work. For example, a homiletics thesis may need to contain sermon pieces from great orators such as Charles Spurgeon or Billy Graham. These should be approved by the mentor in any case. Commentaries and other theological sources should be cited extensively in the theological and theoretical sections of Chapter 2. Reserve the Review of Literature section for current, relevant publications. Consult your faculty mentor if you have a question about using a resource. Under no circumstance should a researcher use material that is intended strictly for a lay church reader; for example, Sunday School literature or unpublished sermon manuscripts.

Thesis Project Prospectus Chapter 3 (Methodology; at least 5 pages). The researcher should produce a proposed research design in this chapter. This section describes what the researcher intends to do. This section should be based on a thorough assessment of available resources and a realistic estimation of the time and steps required to successfully implement and evaluate the research project. This project design should answer the questions on the Liberty University Institutional Review Board Application.

Thesis Project Prospectus Chapter 4 (Results; at least 1 page). The researcher will project what the hoped-for results will be as a result of implementing the project. Given the ministry context and the background and design of the project, how much improvement in the problem is a reasonable goal?

Thesis Project Prospectus Chapter 5 (Conclusion; at least 1 page). The researcher should speculate on conclusions that may be reached, as a result of reflection on the actual research project. How might the anticipated results confirm or challenge current trends in ministry related to this topic? What might be the next step following the conclusion of the research project and the assessment of the thesis project?

The thesis project faculty mentor must approve the thesis project prospectus prior to the student submitting the Liberty University Institutional Review Board application. *The research presented in the prospectus must not be conducted until the thesis project prospectus is fully approved, and the Liberty University Institutional Review Board has approved the project research design.*

INSTITUTIONAL REVIEW BOARD (IRB)

The researcher must secure Liberty University Institutional Review Board approval of the project before implementing the research project design in the field (a ministry setting). Certain ministry settings (ex., health care industry, government agencies, etc.) will require additional third-party research approval from the particular ministry setting's Institutional Review Board. Consideration of a student's ministry setting should be incorporated into the entire research process to include the determination if third party IRB approval is feasible during the DMIN project timeline. Every researcher must complete training through the Collaborative Institutional Training Initiative in order to submit the Institutional Review Board application.

Collaborative Institutional Training Initiative

Prior to submitting the IRB application, student researchers must complete training through the Collaborative Institutional Training Initiative (CITI Training).¹⁴ *The student will not be given IRB approval until the required training modules have been successfully completed. The training modules are free to student and faculty researchers and usually take six to eight hours to complete.*

¹⁴ Instruction on how to register for this training is located in Appendix A below.

Quality Improvement Project in the DMIN Program of Study

Before submitting the complete IRB application, DMIN students will complete the Quality Improvement Survey as part of the IRB application process. This survey is found on the “Project Information” page of the IRB application when a student selects the “Doctor of Ministry (DMin) Project” bubble. This option is specific to DMIN Program students and the survey which follows will assist the IRB office in determining if a student may proceed with the project or if the student will need to submit a complete application for full IRB review.

Students will submit the level one application for the DMIN Program which includes completing the IRB Quality Improvement (QI) Survey with minimal attachments. Upon review, the IRB will both affirm the project as a QI project and send an email indicating that the project may move forward, or, the IRB will notify the student and faculty mentor that the project does NOT qualify as a QI project. If the student receives level one approval, no further action is needed with the IRB application.

If the project does not qualify as a QI project at the level one stage, the student must return to the existing IRB application and update the application to a level two application by selecting the “Research” bubble on the page titled: “Project Information.” This selection will require extensive information not originally submitted to the IRB along with maximum attachments to be submitted for review and approval. It is not unusual for this level two application to take 8 weeks or more for IRB processing and approval.

Note: The initial level one submission does not mean IRB has approved the study, but merely that the IRB has received the application. Even after the mentor certifies the application, students may be required to make changes in the digital application by both the faculty mentor and the IRB.

Institutional Review Board Application

The *Institutional Review Board* (IRB) at Liberty University exists to protect the rights and welfare of participants in research studies being conducted by or with Liberty faculty, staff, and researchers. One of the ways the IRB protects participants' rights and welfare is to require researchers conducting research involving people or information about people to submit an application to the IRB prior to enrolling participants in or collecting data for their research project. The IRB will then review, request revisions of, and approve the application once it meets the standards for approval as set forth by the [Office for Human Research Protections](#) (a branch of the U.S. Department of Health & Human Services). There may be cases in which IRB review and approval is not applicable for the research project, but only the IRB may determine this.

The approval timeline depends on the quality of the application, the IRB's current application load, and the length of time it takes the researcher to submit revisions to the IRB. For more information about the IRB, the application process, and to access the application, please visit www.liberty.edu/irb. **The IRB Application must be approved by the IRB prior to conducting questionnaires, interviews, etc. and moving on to writing the rest of the thesis.**

Submit Draft Copies of Research Instruments and IRB Application

The IRB homepage on Liberty University's website includes samples of these materials with a copy of any cover letters. If these documents are flawed, then the research may be meaningless. The doctoral candidate will submit the IRB application and support documents to the IRB through a system called Cayuse IRB, the link to which is available on the [IRB homepage](#). Once the student has submitted the application and supporting documents, the mentor will need to enter the Cayuse system and review the material and either approve the application or send it back to the student for changes. Any further changes

that the student is required to make to their application by the IRB must also be approved through the Cayuse system by the mentor.

Once submitted, the researcher must work directly with the Institutional Review Board to modify the application until it is approved. The researcher should save the approval letter because it is one of the required appendices for the thesis project. *Once again, the researcher cannot legally implement the live research project until IRB approval is secured.*

STANDARDS FOR THE THESIS PROJECT¹⁵

(Note: The Thesis Project Report must be written in third person.)

CHAPTER 1: INTRODUCTION

The researcher, in this chapter, should answer the question, “What problem is being addressed?” The researcher will use each section of the Thesis Prospectus as the foundation of the corresponding chapter Thesis Project Report. Chapter 1 is the introduction to the project and should generally be between fifteen (15) and twenty-five (25) pages in length. The major level one Turabian subheadings required are: Ministry Context, Problem Presented, Purpose Statement, Basic Assumptions, Definitions, Limitations, Delimitations, and Thesis Statement. Candidates may add subsections under areas such as Ministry Context for clarification as needed.

Ministry Context

The ministry context is more than an “ethnographic snapshot.” This section should build to support the statement of the problem listed in the next section. The researcher should only address contextual ministry questions that build to support the statement of the problem. This part of the project is not a congregational or ministry profile necessarily; rather, it is more of a general contextual sketch.¹⁶ Here are some questions the researcher may find helpful:

1. Which rituals are most predictable and central to the congregation’s culture?
2. Which other activities are most instrumental in shaping people who participate and influencing what this group thinks of itself?

¹⁵ This outline follows with minor adaptation Sensing, *Qualitative Research*, 28-30. See page 81 below for format standards for Thesis Project Reports.

¹⁶ Sensing, *Qualitative Research*, 14-15.

3. What symbols best describe who they are? What objects, people, and events carry meanings linking them to the ideals of the group?
4. Which routine practices and styles of relationship best capture what this congregation values most?
5. What beliefs and ideas best describe what they think a practicing member ought to be like?
6. What are the other social characteristics? Is it a congregation, several congregations, or some other ministry context?
7. What's the geographical, historical, and demographical information that is helpful?
8. What is the student's relationship with the group?
9. What historical or traditional events of this group are associated with the particular project?
10. What activities occurring regularly connect to the student's research?
11. What resources are available in terms of finances, people, time, and influence?

Problem Presented

The Problem Presented and Purpose Statement Sections are the most important section of Chapter

1. The researcher should state the problem of the thesis project in a clear and concise manner. "The problem is that _____." This should be the last sentence in this section. The problem should be directly related to conditions present or absent in the ministry context. Researchers should consult *Research in Ministry (RIM)*,¹⁷ a database of professional doctoral projects for ideas on how to frame the problem statement. Using the analogy of a puzzle to be solved, Sensing offers four possible frameworks for describing the problem. The researcher may approach the problem by describing the

¹⁷ Research in Ministry, American Theological Library Association, accessed October 25, 2017, <https://www.atla.com/products/catalog/Pages/rim.aspx>.

cultural context of the ministry in order to analyze unexamined presuppositions and traditions of the community and to recommend strategies to change the culture. Another approach requires the researcher to analyze how a particular system works in the ministry setting with an eye to creating change in the process. The researcher may want to approach change in the ministry setting by comparing the researcher's setting to similar ministry settings. The research goal would aim to move the researcher's setting toward identifiable benchmarks gleaned from other ministry settings. Alternately, a researcher may want to gauge the effectiveness of bringing new resources into the ministry setting, and measuring the resulting positive or negative change in the ministry's culture or environment.¹⁸

Purpose Statement

The purpose statement should be a statement of how the research project is related directly to the problem and offer a full explanation for why the researcher wants to focus the research project on the problem. The tangible benefit for the persons directly related to the ministry context should be fully explained. This section should begin with the statement: "The purpose of this DMIN action research project is to"

Basic Assumptions

This section in chapter one should reflect the researcher's basic commitments and presuppositions. How do these inform the analysis and outline of the problem and purpose of the project? How do these govern the researcher's approach to the research question? The paragraph that deals with these points should be clearly and logically presented.¹⁹

¹⁸ Sensing, *Qualitative Research*, 15-18.

¹⁹ *Ibid.*, 20.

Definitions

This section in chapter one gives the researcher the opportunity to define the terms on which the research project will depend. The researcher will clearly define using external sources and citations exactly what the research project will cover, based on usage in current literature. The researcher does not simply make up definitions, rather from the literature should justify them. For example, if the researcher wants to focus on a church growth research project, using a unique approach with a new label, the use of the new label needs to be defended. Definitions can be foregone if there are no unique uses of terms in the thesis project.²⁰ As with any listing of elements in Turabian or a dictionary, the definitions should be in alphabetical order.

Limitations

The researcher also needs to define the boundaries of the research project and the resulting thesis project. These may include a limited sampling pool or a factor not controlled for in the research design. A limitation is a constraint imposed externally, for example, using a convenience sample because school authorities would not approve a random sampling of the student body. In essence, limitations are things that may happen outside of the researcher's control for which the researcher should prepare and understand.

Delimitations

A delimitation is a constraint imposed by the researcher on the research project, for example, the target population in the study. In essence, delimitations are things during the research phase that are under

²⁰ Sensing, *Qualitative Research*, 20.

the control of the researcher. The researcher should anticipate some of these in the prospectus, but a fuller explanation of these should be present in the project report.²¹

Thesis Statement

Researchers should conclude the first chapter with a clear, concise, and meaningful thesis statement. A researcher should avoid the pitfall of starting the research from the topic. Michael Kibbe contrasts topic from thesis. “A topic is a set of information that concerns a specific thing, such as Christology, the kingdom of God in Mark’s Gospel or prophetic call narratives. A thesis is a specific claim [the researcher] makes about that particular set of information.”²² Through the research process, researchers use the information in the topic to support the thesis. The thesis statement should be an active statement and be clearly measurable. Students will write their thesis statement as an “if this, then this” format, relating to their project and its intended outcome. It will require researchers to think deeply through the overarching goal of their thesis project so that a concise statement can be developed. As much as this section will be a single healthy paragraph or multiple paragraphs, the actual thesis statement will be the last sentence of this section.

²¹ Sensing, *Qualitative Research*, 20-21.

²² Michael Kibbe, *From Topic to Thesis: A Guide to Theological Research* (Downers Grove, IL: IVP Academic, 2016), 15.

CHAPTER 2: CONCEPTUAL FRAMEWORK

Think of this chapter as answering the question, “Why is this problem being addressed?” The researcher should acknowledge the research that has preceded this thesis project. Research is never done in a vacuum, and this chapter should acknowledge that research and how this informs the development of the researcher’s thesis project. This chapter should generally cover thirty (30) to forty (40) pages.

Literature Review

The following two sections explicate and expound on what the Literature Review will include as well as how this information will be included.

Precedent Literature

The precedent literature review is not just a list of related literature with a few comments. The researcher should interact with the selected literature critically, substantively, and analytically. How does each particular work support the researcher’s thesis project? How is the researcher’s thesis project distinct from this research? What gaps does the researcher see in the works related to this topic, which already exist? Ordinarily, these gaps will be in reference to the information on a topic (what is said), the application of that topic (how information is used), or both. Sensing offers some guidelines for a quality literature review:

1. “Do not include everything a book says, but only that which contributes to your project’s purpose and the argument you are making. To avoid redundancy, many important but similar contributors can be listed in a footnote.

2. “Original sources are weightier than secondary sources. Critical works and refereed journals are weightier than popular literature.” For example, researchers should interact with the actual book rather than a book review; citing an article in a professional journal rather than a lay magazine.
3. “State your opinion and interpret your sources as you engage in a dialogue with them.
4. “Allow your problem statement [from Chapter 1] to control what you include and omit. Every paragraph [in your literature review] must contribute to the ongoing discussion of your project.
5. “Avoid the pitfall of writing a Bible study. Although your theology will inform your public teaching, the theology portion of a thesis is not written for Sunday School. It is an attentive and rigorous theological argument that is comparable to peer-reviewed academic journal.”²³

Organizing a Literature Review

The researcher will need to determine how best to present the literature review for their thesis project. A chronological approach organizes the material being evaluated in the order of each work’s publication year. The advantage of this approach is that it can illustrate how thinking on the researcher’s topic has developed over the years. A disadvantage to this structure is that it could be a bit constraining to the researcher in analyzing and commenting on similar material published years apart. The researcher could allow the topics to be treated in the background chapter to govern the organization of the literature review. Material related to each topic is discussed as a unit in this plan. This would keep the focus on the concept rather than each publication. A drawback of this method is that it can lead to uneven treatment of material significant to the topic. The researcher needs to take care to highlight the most significant material related to the topic. A theoretical organizing plan focuses on current theory behind the issue. The

²³ Sensing, *Qualitative Research*, 23-24.

researcher would analyze materials with similar presuppositions together. This technique allows the researcher to highlight similarities between disparate materials. The researcher, however, should avoid inventing similarities or differences that cannot be substantiated. The material the researcher gathers could also be discussed through noting similar methodologies used to study the research question. Rather than focusing on the theory behind the research question, methodology addresses the approach to solving similar questions. This approach allows the researcher to demonstrate careful reflection on the appropriate methodology to address the research questions presented in chapter one. It gives the researcher a platform on which to defend the chosen methodology for the thesis research project while offering critique of methods the researcher opted against using in the thesis research project. Researchers should avoid discussing each methodology in their own silos without reference to other methodologies; strengths and weaknesses should be contrasted. Ultimately, the precedent literature should be synthesized to show how the preceding experts have viewed the topic while either agreeing or disagreeing with each other and the research in question.

Since so much information exists on any given topic, the researcher will usually need to focus on the works that 1) are most relevant, credible, and prominent in relation to their topic, and 2) have been written since a specified historical marker. Most review of literatures should focus on material that has been written since a certain date. The standard outlined above is within the past ten years. In other cases, the researcher needs to find a compelling historical line of debarkation that provides reasonable justification for only viewing literature after that date.

Theological Foundations

What are the biblical principles that serve as the underpinning or foundation of the researcher's thesis? Researchers must not use Scripture as proof-texts. This portion of the chapter is not a list of

selected Bible verses. This section should be a well-developed biblical argument using the totality of Scripture to establish biblical precedence for the thesis question. The researcher's biblical reflection must be undergirded with scholarly Bible commentaries and theological works. The researcher should not impose onto the theological reflection previously adopted assumptions; rather, theology should be the basis upon which the proposed ministry change is justified.²⁴ The theological reflection in this section should directly address the research project's purpose. Original and critical sources should be used to undergird the theological reflection. While the theological reflection should be biblically based, the researcher should avoid crafting a Bible study on the thesis topic. The researcher is not preparing a lesson or sermon in this section, but should be crafting a well-reasoned, biblical, and theological reflection on how Christian teaching informs the presuppositions and operating principles of the project.

Theoretical Foundations

What sort of research has been done related to the thesis topic? The researcher should be very familiar with the ideas that governed previous research, and be ready to defend the adoption of certain concepts to inform the researcher's work. What theories have been debunked and which ones remain not fully explored? The researcher should outline and explicate the concepts that will undergird the researcher's work. Is the researcher plowing new ground with a new theory? How does it compare or contrast with previous theories? What practices or models exist that provide justification for the research being conducted? This section should also explore theoretical models (ministry practices) predicated on various theological principles. Examine models of ministry related to the topic of study selected. Discuss these models, their history, their strengths, their weaknesses, and how they relate to the topic at hand.

²⁴ Sensing, *Qualitative Research*, 24-25, offers several examples from previous DMIN project reports.

CHAPTER 3: METHODOLOGY

Chapter three answers the question, “How is this problem being addressed?” With the thesis project thesis and research question extensively explained in Chapter 1 and the background research explored in Chapter 2, the researcher is ready to describe fully the methodology operating in the applied research in this chapter. This chapter should generally be twenty-five (25) to thirty-five (35) pages in length; although, different projects will require more or less material here. This chapter reflects and expands upon the research methodology described in the prospectus and approved by the Liberty University Institutional Review Board. It should give the reader a step-by-step explanation of the approach the researcher used to identify research project participants at the ministry site, and how “buy-in” from the participants for the project was achieved. What materials were produced to facilitate the research? The research should offer a complete narrative on the progress of the research project, and initial responses of the participants. How will the researcher establish a baseline for measuring change? How did the researcher collect the data throughout the project? This chapter should have the feel of a video of the research process. The reader should be able to see the set-up, the process, and the conclusion of the project. This result can be achieved in two steps: intervention and implementation.

Intervention Design

The intervention design should directly address the ministry context problem and purpose posed in Chapter 1. It should also reflect the research choices made in Chapter 2. This section is the most creative of the project. The researcher reports their designed approach to addressing the problem outlined in Chapter 1. The researcher should keep the intervention simple however complex the problem, and the results should be measurable. It may be that the project intervention may address only one aspect of the problem. The intervention plan must be focused on the actual problem, simple to implement, and

measurable. The whole process of the intervention needs to be outlined in this chapter. Sensing uses the analogy of a recipe. He lists the following ‘ingredients’:

Sensing ²⁵	Suggestions
The purpose and objectives of the project’s intervention	This should align with the project thesis, problem statement, and research question.
The tasks to be done	Explain how the task supports the purpose and objective
The steps to be taken for each task	Be very specific. Make sure each step supports the task.
The people involved (see ‘sampling’ in chapter 4)—including secondary groups (e.g. children). A minimum of ten primary participants is required.	Do not name specific persons, but describe them as a group: i.e., children’s Sunday School teachers, Senior Adults, etc.
The places where activities will occur	Describe the facilities where the intervention activity will take place: i.e., the church fellowship hall, home-based Bible study, etc.
The timelines and duration of activities	Provide a detailed schedule.
The ethical issues related to informed consent and confidentiality	A copy of the informed consent and confidentiality statement should be included in the thesis project appendices.

²⁵ Sensing, *Qualitative Research*, 66-67.

Sensing²⁵

Suggestions

The resource required—Handouts, projectors, posters, videos, guest speakers, etc.

A copy of any visual aids should be included in the thesis project appendices.

The types of data that will be collected

Be very specific about what activity will be measured for change.

The tools for gathering information needed—Recording equipment, observers, field note protocols, etc.

Be very specific on how information will be recorded

Protocols for using tools (precise recipes); notes about training others who might use your protocols (e.g., participant observers)

When will recording devices be turned on or turned off; how will participants and observers be trained to interact as usual?

The analysis/evaluation procedures and methods required (e.g., coding of data)

How will the data collected be analyzed? Will diagrams or charts be used to illustrate results?

A general rule of thumb is that it is best to measure twice and cut once. By carefully laying out the elements of the intervention plan, the researcher will find implementation easier to execute, even if unexpected elements arise.

Implementation of the Intervention Design

The researcher should keep careful notes as the research project intervention proceeds. The researcher should keep an after-action notebook and record immediate impressions after each planned event. If trained observers are part of data-gathering, the researcher should arrange an after-action meeting shortly after each planned event to make sure important details are recorded.

This section of Chapter 3 should offer a narrative of the implementation and collection of data. How was the observation done? Sensing highlights the concept of “triangulation” to enhance observation. Triangulation allows the researcher to cross-check the accuracy of the data. It is vital that the researcher clearly identify the sort of cross-checking that will be done for data. Triangulation means three different ways of gathering data. Ex: personal interviews, surveys, questionnaires, focus groups, participant journals, observations, and field notes, etc. Sensing suggests a simple system. The researcher should use his or her own observations, an outsider’s observation, and an insider’s observation. In addition to the researcher’s field participant observer notes, the researcher could gather insider participant data using response questionnaires/ surveys or moderated focus groups/interviews. The researcher also should seek out feedback from an outside expert, such as a faculty member at a nearby university or a neighboring church pastor who has earned a doctorate.²⁶ The researcher should be prepared to compensate the outside expert for their feedback on the data collected.

The researcher should also outline how the data will be analyzed once collection is complete. Sensing recommends identifying themes, slippages and silences in the data. Themes are identified by common answers given by participants. Slippages are identified by disparate answers. Is there a reality known by the researcher that the participants’ responses do not cover? This can be analyzed as a silence. Why did the participants’ miss it?²⁷ Sensing also outlines differing approaches for analyzing data:

- Processes: Qualitative data may be organized to describe important processes. . . . Distinguishing important processes becomes the analytical framework for organizing qualitative descriptions.
- Issues: An analysis can be organized to illuminate key issues, often the equivalent of the primary evaluation questions.

²⁶ Sensing, *Qualitative Research*, 75-78.

²⁷ *Ibid.*, 197-200.

- Questions: Responses to interviews can be organized question by question, especially where a standardized interviewing format was used.
- Sensitizing Concepts: When sensitizing concepts such as ‘leadership’ versus ‘followership’ have played an important pre-ordinate role in guiding fieldwork, the data can be organized and described through those sensitizing concepts.²⁸

With the implementation plan fully explained and the data collecting and analysis plan specified, the researcher is ready to report and analyze the results in the next chapter. The next chapter should show the results of data collected through the research project’s intervention plan.

²⁸ Sensing, *Qualitative Research*, 210, quoting Michael Quinn Patton, *Qualitative Research and Evaluation Methods* (Los Angeles, CA: Sage, 2015), 439.

CHAPTER 4: RESULTS

This chapter answers the question, “What were the results of addressing this problem?” This chapter should detail the results of the research project’s intervention plan. If appropriate, it should include illustrative graphs and charts to give the reader an at-a-glance look at the measurable changes. The chapter should generally be twenty (20) to thirty (30) pages in length; although, this chapter will vary based on the nature of the project and the information provided in Chapter 3. The researcher should bear in mind what was expected, as outlined in the project prospectus. Did the intervention plan yield the expected results? If not, what results were unexpected? Was this divergence a result of poor design or faulty implementation? The researcher should use the analysis tools that were outlined in chapter three. The researcher should use tables and graphs to illustrate the change that occurred between the baseline and the collected data, highlighting any change that is directly traceable to the intervention plan. This is the only chapter that should have these illustrations.

CHAPTER 5: CONCLUSION

This chapter answers the question, “Where should research regarding this problem go from here?” How do the results of the research project compare to the information gleaned from previous studies or the published work analyzed in the literature review? What did the researcher learn implementing the project? How might the results apply in other settings? Did anything emerge during the study that merits future research? This chapter should generally be fifteen (15) to twenty (20) pages in length.

THESIS PROJECT REPORT RESEARCH AND WRITING PROCESS

*New Degree Completion Plan*²⁹

The researcher may register for up to four semesters in DMIN 881 without special permission. However, after four semesters in DMIN 881, the researcher will need the director of the DMIN program's permission to continue to enroll in DMIN 881. The researcher will need to request an extension through the research project's faculty mentor. Once the research and writing of the thesis project is complete, the faculty mentor will ask the DMIN office to enroll the researchers in DMIN 890 to complete the defense process in the final semester.

The following schedule is designed to complete the thesis stage within the minimum required registration period for the thesis project stage. The first timeline is for students in DMIN 881. The second a timeline is given for DMIN 890.

*Timeline for DMIN 881*³⁰

Week 1	Course Requirement Checklist Contact Mentor Quiz Set with mentor the semester's three milestones Candidate begins live research project. ³¹
Week 2	Candidate continues live research project, taking notes on observations.

²⁹ This section applies only to researchers who entered the DMIN program in Fall 2020 forward.

³⁰ DMIN 881 is for candidates who enrolled in the DMIN program from Fall 2020 forward. What follows is one example of a timeline where the candidate could complete DMIN 881 in one semester. No thesis project is identical and the content and complexity of a thesis project along with a student's research and writing ability will impact that student's timeline. This timeline is not required. This timeline is only provided as an example.

³¹ Provided LU Institutional Review Board has approved the research design application.

Week 3	Candidate continues live research project, taking notes on observations.
Week 4 ³²	<p>Candidate continues live research project, taking notes on observations.</p> <p>Candidate analyzes results.</p> <p>Candidate begins writing Chapter 3.</p> <p>Candidate initiates a conference with the project's faculty mentor on the progress of research and the project.</p>
Week 5	<p>Candidate continues writing Chapter Three</p> <p>Milestone 1 Progress Report to Mentor Due</p>
Week 6	Candidate submits Chapter Three to mentor. ³³
Week 7	Candidate begins writing Chapter Four.
Week 8	<p>Candidate submits Chapter Four to mentor.</p> <p>Mentor returns Chapter Three to candidate.</p> <p>Candidate incorporates mentor feedback in Chapter Three.</p>
Week 9	Candidate begins writing Chapter Five.

³² Most research takes place in 4 to 6 weeks. More complex projects will take more time.

³³ While professional editing is not required until the project has been written, it is often helpful to submit each chapter to an editor before submitting the chapter to the mentor. If a chapter has substantive revisions, this will increase a candidate's educational costs since the chapter will probably have to be edited again. On the other hand, if the chapter has strong content, having it professionally edited in advance will often speed up the mentor feedback and avoid chapter revisions for grammar and formatting issues, which will slow down the writing process.

Candidate schedules a meeting with project's faculty mentor to discuss progress up to Milestone 2.

Week 10

Candidate submits Chapter Five to mentor.

Mentor returns Chapter Four to candidate.

Candidate incorporates mentor feedback in Chapter Four

Milestone 2 Progress Report to Mentor Due

Week 11

Candidate compiles the thesis project bibliography and appendices.

Week 12

Candidate submits bibliography and appendices to mentor.

Mentor returns Chapter Five to candidate.

Candidate incorporates mentor feedback in Chapter Five.

Week 13

With mentor's permission, candidate should send the draft thesis with all mentor corrections incorporated, to a professional editor for grammar and style editing.

Week 14

Week 15

Candidate receives the thesis project back from editor.

Candidate makes the corrections editor recommends.

Candidate submits the thesis project report to the mentor.

Milestone 3 Progress Report to Mentor Due (*This should be moved to week 14 during summer terms*)

Week 16

Mentor returns thesis project report with any final comments and a determination whether or not the candidate is ready to defend.

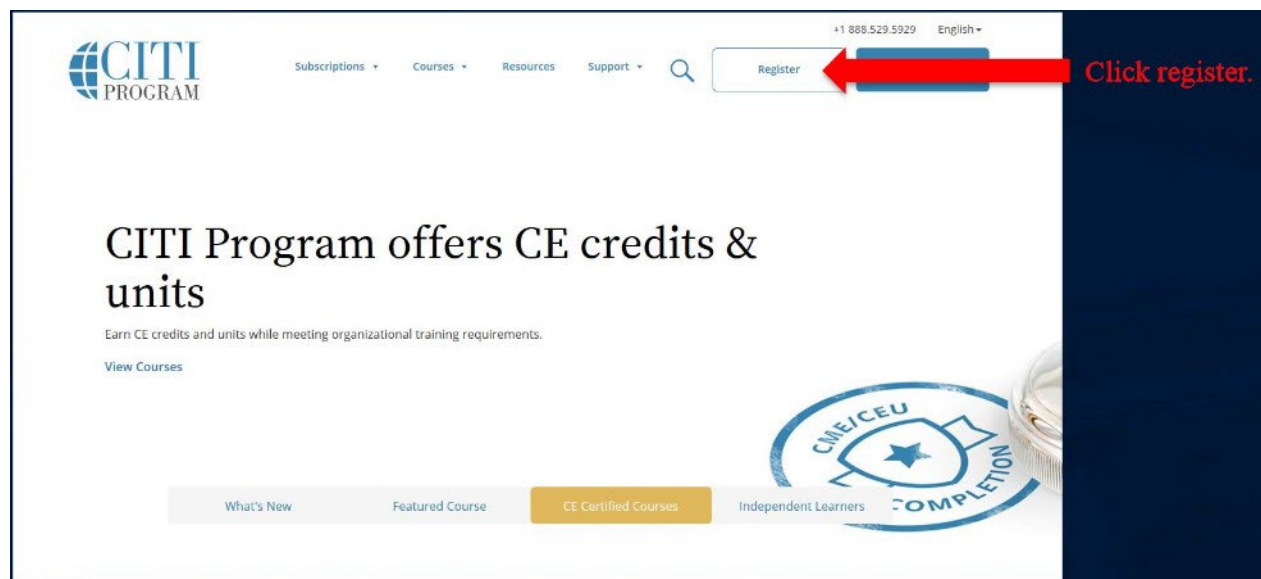
DMIN 890 Course Milestones

Milestone	Task	Task Complete?
One	Course Requirement Checklist	
Two	Contact Mentor to Set up Oral Defense	
Three	Oral Defense with Faculty Mentor and Faculty Reader	
Four	Thesis Project Report Corrections Made	
Five	Thesis Project Report Submitted to the Jerry Falwell Library Office of Scholarly Communication	
Six	Apply for Graduation through Registrar's Office (This can be done earlier.)	

APPENDIX A

CITI TRAINING REGISTRATION AND LOGIN INSTRUCTIONS

1. Go to www.citiprogram.org
2. Click Register



Continue on next page

3. Under CITI Learner Registration, type “Liberty University” under Select Your Organization Affiliation

The screenshot shows the CITI Program Learner Registration interface. At the top, the CITI PROGRAM logo is displayed, along with a language dropdown set to English. Navigation links for LOG IN, LOG IN THROUGH MY INSTITUTION, and REGISTER are visible. The main heading is "CITI - Learner Registration" with a progress indicator showing Step 1 of 7. The current step is "Select Your Organization Affiliation". Below this heading, there is explanatory text: "This option is for persons affiliated with a CITI Program subscriber organization. To find your organization, enter its name in the box below, then pick from the list of choices provided." A search input field is present, and a red arrow points to it from the left. A dark blue sidebar on the left contains the text "Type 'Liberty University.'" in red.

4. Agree to the Terms of Service by checking the box.

This screenshot shows the same registration page as above, but with the search input field containing the text "Liberty University". Below the input field, there is a note: "Liberty University only allows the use of a CITI Program username/password for access. You will create this username and password in step 2 of registration." At the bottom of the form, there is a checkbox labeled "I AGREE to the Terms of Service for accessing CITI Program materials." which is now checked. A red arrow points to this checkbox from the left. The dark blue sidebar on the left now contains the text "Check the box." in red.

Continue on next page

5. Affirm that you are affiliated with Liberty University by checking the box.



CITI PROGRAM English ▾

LOG IN LOG IN THROUGH MY INSTITUTION REGISTER

CITI - Learner Registration

Steps: 1 2 3 4 5 6 7

Select Your Organization Affiliation

This option is for persons affiliated with a CITI Program subscriber organization.

To find your organization, enter its name in the box below, then pick from the list of choices provided. ⓘ

Liberty University

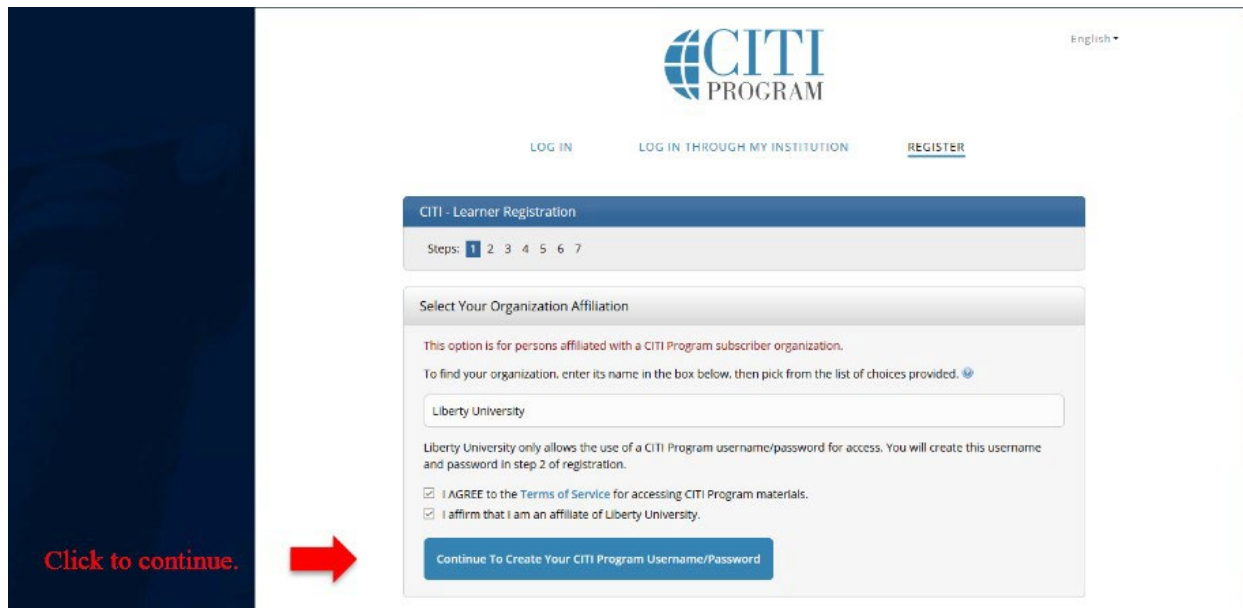
Liberty University only allows the use of a CITI Program username/password for access. You will create this username and password in step 2 of registration.

I AGREE to the [Terms of Service](#) for accessing CITI Program materials.

I affirm that I am an affiliate of Liberty University.

Check the box. →

6. Click “Continue to Create Your CITI Program Username/Password.”



CITI PROGRAM English ▾

LOG IN LOG IN THROUGH MY INSTITUTION REGISTER

CITI - Learner Registration

Steps: 1 2 3 4 5 6 7

Select Your Organization Affiliation

This option is for persons affiliated with a CITI Program subscriber organization.

To find your organization, enter its name in the box below, then pick from the list of choices provided. ⓘ

Liberty University

Liberty University only allows the use of a CITI Program username/password for access. You will create this username and password in step 2 of registration.

I AGREE to the [Terms of Service](#) for accessing CITI Program materials.

I affirm that I am an affiliate of Liberty University.

Continue to Create Your CITI Program Username/Password

Click to continue. →

Continue on next page

7. Type in Personal Information in designated boxes and click continue to open next webpage.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Personal Information

* Indicates a required field.

* First Name * Last Name

* Email Address * Verify email address

We urge you to provide a second email address, if you have one, in case messages are blocked or you lose the ability to access the first one. If you forget your username or password, you can recover that information using either email address.

Secondary email address Verify secondary email address

Continue To Step 3

Enter your name.

Enter your LU email address.

Click continue.

8. Create CITI Site Username and Password and click continue to open next webpage.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Create your Username and Password

* Indicates a required field.

Your username should consist of 4 to 50 characters. Your username is not case sensitive: "A12B34CD" is the same as "a12b34cd". Once created, your username will be part of the completion report.

* User Name

Your password should consist of 8 to 50 characters. Your password IS case sensitive: "A12B34CD" is not the same as "a12b34cd".

* Password * Verify Password

Please choose a security question and provide an answer that you will remember. NOTE: If you forget your login information, you will have to provide this answer to the security question in order to access your account.

* Security Question

* Security Answer

Continue To Step 4

Create your username. (We suggest using your LU username).

Create your password.

Select a security question and provide an answer.

Click continue.

9. Select Country of Residence and click to continue to next webpage.

The screenshot displays a web form titled "CITI - Learner Registration - Liberty University". At the top, a progress bar shows seven steps, with step 4 highlighted. Below the progress bar, a note states "* indicates a required field." The main section is titled "* Country of Residence" and contains a search instruction: "Search for country: Enter full or partial name (e.g., 'United States') OR your country's two or three character abbreviation (e.g., 'US', 'USA'), then pick from the list of choices provided." Below this instruction is a text input field. To the left of the form, a dark blue vertical bar contains two red arrows pointing to the input field and a button. The first arrow is labeled "Select Country of Residence." and the second is labeled "Click continue." The button is labeled "Continue To Step 5".

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

* indicates a required field.

* Country of Residence

Search for country: Enter full or partial name (e.g., "United States") OR your country's two or three character abbreviation (e.g., "US", "USA"), then pick from the list of choices provided.

Select Country of Residence.

Click continue.

Continue To Step 5

Continued on next page . . .

10. Unless you need the CEUs (fee involved), click on “No.”

Select whether or not you would like to pay for continuing education units. (Most will select “No”)

Steps: 1 2 3 4 **5** 6 7

* Indicates a required field.

* Are you interested in the option of receiving Continuing Education Unit (CEU) credit for completed CITI Program courses?

CITI is pleased to offer CE credits and units for purchase to learners qualifying for CE eligibility while concurrently meeting their institutions training requirements.

CE credits/units for physicians, psychologists, nurses, social workers and other professions allowed to use AMA PRA Category 1 credits for re-certification are available for many CITI courses – with that availability indicated on course and module listings. Please register your interest for CE credits below by checking the “YES” or “NO” dots, and, when applicable, types of credits you wish to earn at bottom of page. Please read texts entered for each option carefully.

Yes

At the start of your course, you will be prompted to click on a “CE Information” page link located at the top of your grade book and to VIEW and ACKNOWLEDGE accreditation and credit designation statements, learning objectives, faculty disclosures, types, number and costs of credits available for your course.

Yes

No

The CE functionality will not be activated for your course. Credits and units will therefore not be available to you for purchase after you start your course. You can change your preference to “YES” before such time however by clicking on the “CE Credit Status” tab located at the top of your grade book page.

No

If you picked “YES”, please check below the one type of credit you would like to earn

MDs, DDs, PAs - AMA PRA Category 1 Credits TM

Psychologists – APA Credits

Nurses – ANCC CNE

Other Participants – Certificates of Participation

Social Workers – Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling

Continued on next page

11. Respond to questions on participation in CITI research surveys and marketing and click to continue to next webpage.

Select whether or not you would like to participate in research studies. (Most will select "No") →

Select whether or not you would like to receive marketing information (Most will select "No") →

Click continue. →

* Can CITI Program contact you at a later date regarding participation in research surveys? ⓘ

Yes
 No
 Not sure. Ask me later

* Can CITI Program contact you at a later date with marketing information? ⓘ

Yes
 No

Continue To Step 6

12. Provide information requested by Liberty University.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Please provide the following information requested by Liberty University

* indicates a required field.

Language Preference

* Institutional Email Address

Gender

Highest Degree

Employee Number

* Department

* Role In Research

Enter your LU email address. →

Enter your highest earned degree. →

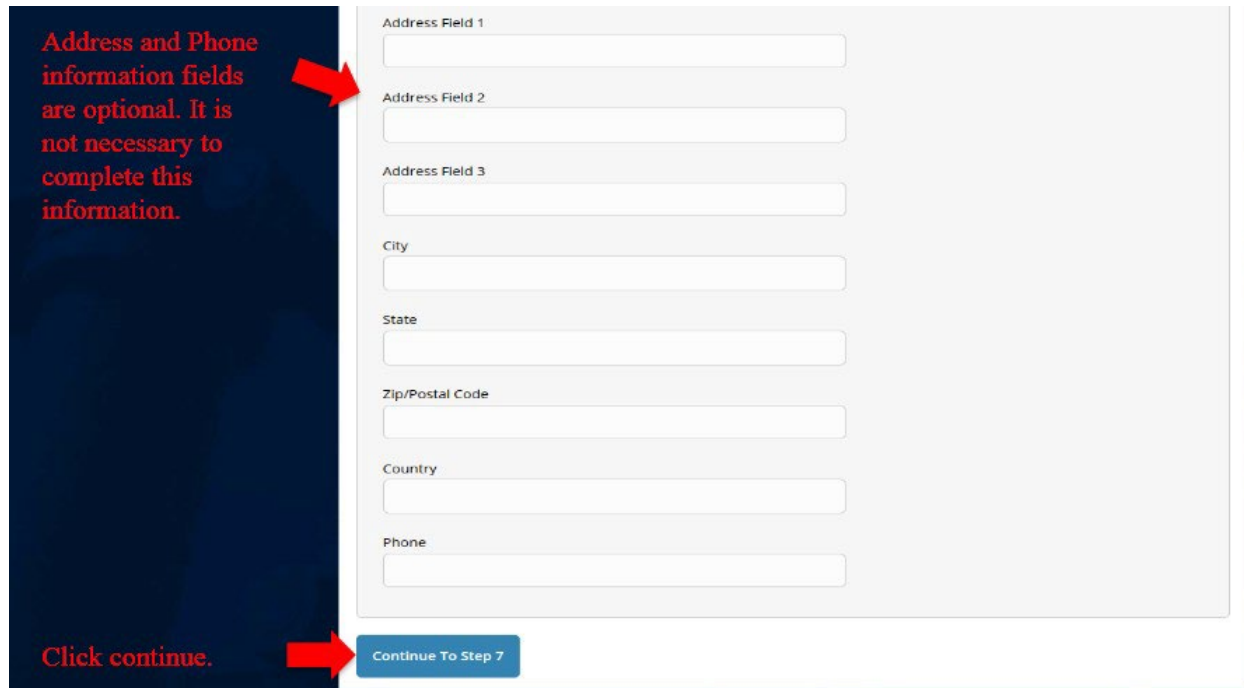
Enter your LU Department (School of Divinity, School of Education, etc.) →

Enter your student ID. →

Select your role.
 Faculty/Chair/Mentor: Select Principal Investigator
 Student: Select Student Researcher

Continued on next page

13. Optional contact information or click “Continue to Step 7” without providing this information.



The image shows a form for optional contact information. On the left, a dark blue vertical box contains red text: "Address and Phone information fields are optional. It is not necessary to complete this information." A red arrow points from this text to the top of the form. At the bottom of the blue box, another red arrow points to a blue button labeled "Continue To Step 7". The form itself consists of several input fields: "Address Field 1", "Address Field 2", "Address Field 3", "City", "State", "Zip/Postal Code", "Country", and "Phone".

Address and Phone information fields are optional. It is not necessary to complete this information.

Click continue.

Continue To Step 7

Continued on next page

14. Indicate the type of Human Subjects Research you will be doing. School of Divinity students should select “Social & Behavioral Researchers”.

CITI - Learner Registration - Liberty University

Steps : 1 2 3 4 5 6 7

Select Curriculum

* indicates a required field.

You will be provided a series of enrollment questions. Your responses will determine the curriculum for the courses you are going to take. Please read the questions carefully. Please read the responses carefully to make the best choice.

Click [here](#) to review the Liberty University instructions page.

Question 1

Human Subjects Research (HSR)

Please choose one learner group below based on your role and the type of human subjects activities you will conduct. You will be enrolled in the Basic Course for that group.

Choose one answer

Biomedical & Health Science Researchers: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Biomedical research with human subjects.

Social & Behavioral Researchers: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social and Behavioral research with human subjects.

Institutional Official

IRB Chair

Select if:
LUCOM, Health Sciences, etc.

Select if:
Education, Divinity, COMS, Music, Business, etc.

Select if:
IRB member or staff.

15. Skip Question 2 and Question 3 [not applicable to School of Divinity research]

Question 2

Animal Care and Use (ACU)

Question 3

Biosafety/Biosecurity

Continued on next page . . .

16. Respond to Question 4, Question 5 and Question 6 and click on Complete Registration

Select "Not at this time."

Only select an option if pursuing a grant for your research. Otherwise, select "Not at this time."

Only select "yes" if pursuing a grant for your research. Otherwise, select "No."

Click complete.

Question 4

Export Compliance
Please make your selection below to enroll into the CITI US Export Compliance course.

Choose one answer

- CITI Export Controls.
- Not at this time.

Question 5

Responsible Conduct of Research
Please make your selection below to receive the courses in the Responsible Conduct of Research.

Choose one answer

- Biomedical Responsible Conduct of Research Course
- Social and Behavioral Responsible Conduct of Research Course
- Physical Science Responsible Conduct of Research Course
- Humanities Responsible Conduct of Research Course
- Responsible Conduct of Research for Engineers
- Responsible Conduct of Research for Administrators
- Not at this time.

*** Question 6**

Would you like to take the Conflicts of Interest course?

Choose one answer

- Yes
- No

Complete Registration

Once you have registered, you will be sent a link to the appropriate training modules to complete this prerequisite for submitting your IRB application.

APPENDIX B

IRB APPLICATION CHECKLIST AND SURVIVAL GUIDE

DOCUMENTS & APPLICATION CHECKLIST

Use the checklist below to make sure you have completed the prerequisites and will submit the necessary paperwork to the IRB. Please submit all necessary documents as *separate attachments* to the *attachment links within your Cayuse application*.

- I have completed the required [CITI Training](#) (Social and Behavioral Researchers).
- I am in DMIN 841 and have received faculty mentor approval.
- I will complete the Quality Improvement Survey (QI) as stage one of the IRB approval process

If IRB approval is granted to the project as a Quality Improvement project, then no further action is needed with the IRB. The faculty mentor will be the final approving authority for all research instruments and research design. If IRB approval is not granted at stage one, then the IRB research application will proceed with the following.

- I will submit each of the following supplemental documents ([templates](#)) for review (scroll down on the website to find the “Supporting Document Templates”):
 - Permission Request Letter(s)** (how you will request permission from a church/organization to invite their members/attendees to be in your study)
 - Recruitment Document(s)** (how you will tell people about your study):
 - ✓ Email or Letter
[most common]
 - ✓ Verbal or Telephone Script
 - ✓ Announcement
 - ✓ Social Media Post
 - ✓ Flyer
 - Consent Document(s)** (a detailed statement about your study):
 - ✓ Consent Form
[most common]
 - ✓ Assent Form
 - ✓ Parental Consent Form

Study Instrument(s) (*what you will use to collect your data*):

- ✓ Survey or Questionnaire **[most common]**
- ✓ Interview Questions
- ✓ Focus Group Questions
- ✓ Other Test/Assessment Material/Instructional material

If applicable, I will submit proof of permission from the church(s)/organization(s) as a letter or email response.

I will submit my application by logging in to [Cayuse](#), providing the requested information, and attaching all applicable supplemental documents (See above.) as separate Word documents*.

**Please note: Proof of permission may be submitted as a PDF(s).*

REMEMBER:



IRB “SURVIVAL GUIDE”

KEY TERMS

The IRB uses several key terms, which we interpret in very specific ways. To help you keep them straight, we have provided them below for reference.

Common Data Collection Methods:

- **SURVEY**: A form of data collection that requests brief, specific, responses. Examples include yes/no questions, Likert scales, and check-the-box options. Study participants complete surveys on their own, and surveys are provided in paper form or online.
- **QUESTIONNAIRE**: This is similar to surveys but requests open-ended responses. Examples include questions asking participants to describe something. Study participants complete questionnaires on their own, and questionnaires are provided in paper form or online.
- **INTERVIEW**: A form of data collection that involves a researcher asking questions directly to participants and takes place at a specified date, time, and place, but may be in person, by phone, or through electronic means, like through video conferencing software.

- **FOCUS GROUP:** This involves a researcher asking questions directly to a group of participants. It generally takes place at a specified date, time, and place, but may be conducted electronically over a period of time through a discussion board software platform. **The term *focus group* does not refer to all study participants or a training session/study intervention. It is a data collection method.**

Common Terms:

- **PARTICIPANT:** This is anyone from whom a researcher collects personal information, which includes demographics, like age, sex, race, and religion, and responses to surveys, questionnaires, interviews, and journals, for the purpose of research. Researchers must list **ALL** participants along with their inclusion and exclusion criteria on the IRB application and must submit recruitment, consent, and instruments for **ALL** participants. Individuals who assist researchers with their projects by handing out or collecting study instruments or implementing interventions, etc., but from whom no personal information is collected are not participants. They do not need to sign consent forms, and the IRB does not need to see the information that will be provided to them asking them to assist.
- **INCLUSION CRITERIA:** The characteristics an individual **MUST HAVE** to be eligible to participate in your study. For example, a researcher conducting a study focusing on pastors might require participants to be currently pastoring a church; be 18 years of age or older; have a regular, Sunday attendance of 100 or more; and have been the pastor of their current church for at least 3 years. Individuals with the above characteristics could be ***included*** in the study as participants.
- **EXCLUSION CRITERIA:** The characteristics an individual **MUST NOT HAVE** to be eligible to participate in your study. For the above example, individuals who were retired pastors, youth ministers, or music ministers; under 18 years of age; have a regular, Sunday attendance of under 100; or have been the pastor of their current church for fewer than 3 years would not be eligible; they would need to be ***excluded***.
- **IDENTIFIABLE/IDENTIFYING INFORMATION:** This refers to any information that could point to a specific person. This includes names, ID numbers, social security numbers, email addresses, occupation/position, etc.

Commonly Confused Terms:

- ***ANONYMOUS VS. CONFIDENTIAL***
 - **ANONYMOUS:** Data that is **NOT IDENTIFIABLE TO THE RESEARCHER**. Researchers will know whom they invited to participate in their research, but once participants have done so, researchers will not be able to tell, from the data, who participated or be able to link responses to participants. A common means of

collecting anonymous data is through surveys that do not request participants' names or other identifying information.

- **CONFIDENTIAL:** Data is **IDENTIFIABLE TO THE RESEARCHER**, but the researcher will keep it private. Researchers will know who participated and how participants responded, but researchers will use pseudonyms (fake names) or assign number or letter codes to participants to protect their identities. A common means of collecting confidential data is through recorded interviews.
- ***PERMISSION VS. CONSENT***
 - **PERMISSION:** Obtaining approval from someone of authority within an organization to gain access to data or potential participants. Two common examples include obtaining permission from a pastor to advertise a study survey in a church bulletin or gaining permission from the leader of an organization to use the organization's membership list to contact potential participants.
 - **CONSENT:** Obtaining verification from participants that they agree to participate in your study. This step occurs **AFTER** recruitment. If you will record participants or collect confidential information (see above), consent forms will need to be signed by your participants. If data collection will be anonymous (see above), you will need to create and provide consent forms, but participants will not need to sign and return them.

GENERAL OVERVIEW OF THE IRB & RESEARCH PROCESS

1. After watching the IRB application video, begin by submitting the DMIN Quality Improvement survey before submitting the full IRB application.
2. Submit an application and all necessary documents to the IRB through the Cayuse link on the [IRB's home page](#). (Use the checklist to ensure that you prepare all necessary documents. Templates for the documents are provided at the bottom of the IRB's home page and within the Cayuse submission platform.)
3. If applicable, obtain permission from research sites.
4. Revise the application as requested by the IRB.
5. Receive IRB approval.
6. Recruit participants
7. Obtain/Provide consent to participants.
8. Conduct the study using the IRB-approved procedures (e.g., distribute the survey, conduct the interviews, etc.).

9. Publish/present the findings.

LINKS TO CAYUSE INFORMATION DOCUMENTS

[Log-in Instructions](#)

[How-Tos](#)

[FAQs](#)

APPENDIX C

THESIS PROJECT REPORT COMMITTEE REQUIREMENTS

1. **Mentor Qualifications and Responsibilities:** The Mentor will work closely with the student to assist him or her in completing an acceptable DMIN Thesis Project. The Mentor reports to the Director of the DMIN program.

DUTIES:

- Pray for and with the student.
- Approve each thesis project assignment and provide detailed feedback.
- Complete CITI Training (must be renewed every three years).
- Approve all research (i.e., questionnaires, interview questions, etc.) and provide approval for IRB application within 5 days of submission.
- Respond to emails within 36 hours.
- Post announcements in DMIN 841 and DMIN 881.
- Verify attendance through CRC.
- Provide clear, measurable milestones for the student at the beginning of each term.
- Uphold all submission dates.
- Provide feedback within 5 days of submission.
- Review Turnitin report of the final thesis project submission.
- Work with the DMIN office to secure a reader.
- Keep the reader informed and involved.
- Provide approval for enrollment in DMIN 890 *before* scheduling a defense.
- Lead the candidate's oral defense and complete the thesis project rubric with comments.
- Receive thesis project submission JFL documentation *before* posting final grade.

2. **Reader Qualifications and Responsibilities:** The Reader will work with the student to assist him or her in completing an acceptable DMIN thesis project. The Reader normally will not get involved until the student has completed a first draft of the thesis project. The Student will work exclusively with the mentor until the first draft is complete. The Reader reports to the Director of the DMIN program.

DUTIES:

- Review and read the thesis project as a second set of eyes. The primary focus is to look at readability and big concepts to ensure there are not gaping holes in the project.
- Provide comments regarding content and Turabian formatting.
- Participate in the student's oral defense and provide noted revisions.

APPENDIX D

THESIS PROJECT ORDER OF ELEMENTS AND SAMPLE PAGES

This is a list, in order, of all the components that need to be included in the final draft. This example is for those completing the traditional Thesis Project Option. For those completing the Portfolio Option, a sample outline should be included in the final course that should be utilized for the Portfolio.

Blank Page
Title Page
Copyright Page
Signature Page
Thesis Project Topic Abstract
Acknowledgments (Optional)
Contents
List of Tables (Optional)
List of Figures (Optional)
List of Abbreviations (Optional)
Preface (Optional)
Main Body to include:
 1. Chapter One [15 to 25 pages]
 2. Chapter Two [30 to 40 pages]
 3. Chapter Three [25 to 35 pages]
 4. Chapter Four [20 to 30 pages]
 5. Chapter Five [15 to 20 pages]
Appendices
Bibliography
IRB Approval/Waiver Page

(sample cover page)

LIBERTY UNIVERSITY

Title of Thesis Project

A Thesis Project Report Submitted to
the Faculty of the John W. Rawlings School of Divinity
in Candidacy for the Degree of
Doctor of Ministry

by

Insert Your Name Here

Lynchburg, Virginia

Month and Year Here

(sample copyright page)

Copyright © 2022 by John Doe
All Rights Reserved

(Sample approval page; mentor and reader faculty should provide a hard signature on this page for the required digital copy for the Library. This should be sent as a separate document along with the thesis project report when the student submits the documents to the Library.)

Liberty University John W. Rawlings School of Divinity

Thesis Project Report Approval Sheet

Mentor's Name Typed below Signature Line
Mentor's Faculty Title

Reader's Name Typed below Signature Line
Reader's Faculty Title

(Sample Thesis Project Topic Abstract)

THE DOCTOR OF MINISTRY THESIS PROJECT REPORT ABSTRACT

John Doe

Liberty University School of Divinity, 2014

Mentor: Dr.

The thesis project topic identifies the major points of the project and addresses the need for the Project in a ministry field (see Step Two). The abstract should identify the topic purpose and goal(s) clearly. Include a summary of the research methods and how the thesis project will influence others in the specified field. This thesis project topic will be published in Scholars Crossing with the names of the Mentor and Reader, key words of the thesis, and the downloadable thesis project as a PDF. Before publishing the thesis to Scholars Crossing, review the thesis project topic and make any corrections as needed. For examples of successful DMIN thesis project topics, visit Scholars Crossing, page https://digitalcommons.liberty.edu/lts_dmin_proj/.

Thesis project topic abstract length: Should not exceed 250 words.

(Sample Contents Page)

Contents

Chapter 1: Introduction	X
Ministry Context	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Problem Presented	X
Purpose Statement	X
Basic Assumptions	X
Definitions	X
Limitations	X
Delimitations	X
Thesis Statement	X
Chapter 2: Conceptual Framework	X
Literature Review	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theological Foundations	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theoretical Foundations	X
Point if needed	X

<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 3: Methodology	X
Intervention Design	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Implementation of Intervention Design	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 4: Results	X
Subhead if needed	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 5: Conclusion	X
Research Implications	X
Research Applications	X
Research Limitations	X
Further Research	X
Appendix A.....	X
Appendix B.....	X
(add additional appendix lines as needed)	
Bibliography	X
IRB Approval Letter	X

(Sample Table Page)

Tables (if needed)

1.1	Title of First Table	24
1.2	Title of Second Table.....	38
1.3	Title of Third Table.....	45

(Sample Illustration Page)

Illustrations (if needed)

Figures

- | | | |
|----|--|----|
| 1. | Author's name, "Title of Work," <i>Title of Source</i> | 40 |
| 2. | Author's name, "Title of Work," <i>Title of Source</i> | 60 |
| 3. | Author's name, "Title of Work," <i>Title of Source</i> | 62 |

(Sample Abbreviation Page)

Abbreviations (if needed)

DMIN *Doctor of Ministry*

FBC *First Baptist Church*

(Sample Chapter 1 Page)

CHAPTER 1: INTRODUCTION³⁴

Introduction

The introduction should be provided here. Be sure to use footnotes in Turabian format to support the arguments. Watch out for assumptions and anecdotal arguments. Every sentence should be justified.³⁵ The thesis project introduction should include the researcher's basic assumptions regarding the research process, and the definitions, delimitations, and limitations to the research project.

Ministry Context

If a second level heading is utilized, refer to Appendix E below for format. However, remember, if any heading (such as the first-level heading) is divided into sub-parts (using second-level headings), then there must be at least 2 sub-headings. Third-level headings are rare, but if used, would be left-hand justified and bolded.

Problem Presented

Here would be the second division for the main point. As a general rule, the introduction should never be subdivided into subheadings.

³⁴ The first line of the chapter heading should be 1" below the 1" top margin of the page. Subsequent pages will begin at the top page margin. Footnote numbers are formatted as superscript. The first line of each paragraph should be indented 0.5 inches.

³⁵ Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011), 19.

Purpose Statement

The rest of the paper continues to follow the format listed above, adjusting as the headings change. The conclusion, like the introduction, should not be subdivided.

Basic Assumptions

Definitions

Limitations

Delimitations

Thesis Statement

(Sample Chapter 2 Page)

CHAPTER 2: CONCEPTUAL FRAMEWORK

Chapter two should include a literature review that expands on the information discussed in the thesis project prospectus. Sensing explains, “Your work is not being done in a vacuum. When you take the keyboard into hand and begin writing, you enter into a dialogue with other scholars.”³⁶ The projects theoretical context and theological foundation should also be expanded from what was in the Thesis Project Prospectus.³⁷

Literature Review

Theological Foundations

Theoretical Foundations

³⁶ Sensing, *Qualitative Research*, 22.

³⁷ Shortened references should include the author’s last name and page number at minimum. If the author has more than one document referenced in the thesis project report, the shortened reference should include the keyword in the title between the author’s last name and the page number; e.g. Sensing, *Qualitative Research*, 22.

(Sample Chapter 3 Page)

CHAPTER 3: METHODOLOGY

How the research asks the question determines how the question is answered. Sensing elaborates, “The reader needs to know how methods were applied in your particular study to follow your research path, to develop confidence in the rigor and trustworthiness of the project, and to possibly replicate or utilize the project in their context.”³⁸ The methodology should be described carefully and defended. The chapter should include a complete description of the intervention design and an accurate narrative on how the design was implemented.³⁹

Intervention Design

Implementation of the Intervention Design

³⁸ Sensing, *Qualitative Research*, 53.

³⁹ Ibid. should be used for shortened references that refer to the same resource in the footnote that immediately precedes the note. It is advised that Ibid. should not be used in the draft stage of the writing the thesis project report. Replace shortened references with Ibid. in the final draft.

(Sample Chapter 4 Page)

CHAPTER 4: RESULTS

This chapter should outline the results gleaned from the data. Sensing suggests, “Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories, to examine data in holistic fashion and to find a way to communicate the interpretation to others.”⁴⁰ The Researcher should use graphics to illustrate changes that resulted from the project’s implementation.⁴¹

⁴⁰ Sensing, *Qualitative Research*, 194.

⁴¹ Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches. Begin renumbering footnotes at the beginning of each chapter. To begin renumbering footnotes, insert a section break at the end of each chapter.

(Sample Chapter 5 Page)

CHAPTER 5: CONCLUSION

The conclusion should compare the research for the Thesis Project Prospectus with the results of the implemented research project. Sensing elaborates, “The question of ‘So What?’ indicts the speaker, the author, and each of us who has tried to communicate to others. It is a question of relevance.”⁴² How do the results compare with similar situations? How might the research be replicated in a similar situation? What questions need additional investigation?⁴³

Research Implications

Research Applications

Research Limitations

Further Research

⁴² Sensing, *Qualitative Research*, 212.

⁴³ Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches. Begin renumbering footnotes at the beginning of each chapter. To begin renumbering footnotes, insert a section break at the end of each chapter.

APPENDIX E

LU-RSOD TURABIAN QUICK GUIDE

(This is based on the 9th edition of the Turabian manual.)

Formatting

- 1" margins
- Times New Roman size 12-pt. font except in the footnotes where Times New Roman 10-pt. font is used.
- Double-spaced except in the footnotes, block quotes, and other exceptions (see Turabian, Appendix, A.1.3, Spacing and Indentation).
- Block quotations should be blocked if any amount of the quote is over four lines. Therefore, a four-line quotation can remain in the body of the text without being blocked.
- Pagination placement: Front matter is numbered with lower-case Roman numerals in the footer. The paper body, bibliography, and appendices display Arabic numerals in the header. Do not number the title page. A tutorial on pagination placement for Microsoft is available here: <http://office.microsoft.com/en-us/word-help/add-different-page-numbers-or-number-formats-to-different-sections-HA102809694.aspx>.

Style

- Use active voice and avoid using first person pronouns (I, me, we, us, our) and second person pronouns (you, yours).

- Turabian permits two citation styles. LU-RSOD only accepts Notes-Bibliography Style in submitted documents. Do not use other citation styles within a document.
- LU-RSOD still uses superscript numbers for footnotes. An example of a superscripted footnote number looks like this “¹”, whereas the incorrect numbering is “1.”
- When footnoting, indent the first line of the footnote. The indentation should be before the superscripted footnote number. The footnotes should be single-spaced, but there should be 6-pt. spacing beneath the footnote. In order to format the paper using 6-pt. spacing, highlight the footnote, right-click on your highlighted space, click the paragraph option, and then with the spacing option change it to 6 pt. spacing in the “after” option. Begin renumbering footnotes at the beginning of each chapter. To begin renumbering footnotes, insert a section break at the end of each chapter.
- When referring to a source whose bibliographical data are in the footnote prior, use “Ibid.” Ibid. cannot be the first footnote on a page, nor the only footnote on a page. Do not include a page number when citing the same page as the previous footnote; however, if it is a different page number use Ibid. plus a comma and then the page number like this, “Ibid., #.”
- Biblical passages should be included in the body of the sentence and spelled out in their entirety, or included in parenthetical notes at the end of the sentence, with the version spelled out entirely the first time (John 3:16, New American Standard) and abbreviating the same version thereafter (Acts 1:8, NASB). If you change versions in this option, spell out the version entirely the first time you use it (Mark 1:24, New International Version); and thereafter use the abbreviation for the version (Deuteronomy 3:5, NIV).

- When footnoting a book for the second time and the citation is not the next citation after the first citation, a full citation is not needed. Instead, use the last name(s) of the author(s), an abbreviated version of the book title, and the page number. An example of this is in the footnote below.⁴⁴
- Writing and preaching are two different communicational mediums with two distinct purposes. When writing, avoid the temptation to “sermonize.”

Grammar Usage Notes

- Avoid using the em-dash (—) which is used in place of a comma to separate thoughts in a sentence. If it is necessary, make sure to understand the grammatical reasoning behind using this form of punctuation.
- Bible is the title of a book whereas biblical is an adjective. Bible should be capitalized, but biblical should not be capitalized. See the Capitalization Glossary⁴⁵ for more examples of common capitalization mistakes.
- The abbreviation, i.e., means “that is” and should be used in parentheses when providing a point of clarification.
- The abbreviation, e.g., means “for example” and should be used in parentheses when giving an example.
- [*sic*] should be used following an error in a quotation because quotations need to be cited verbatim (including errors), but the student does not want to suffer the point reduction of an

⁴⁴ McClendon and Kimbrough, *Square One*, 50.

⁴⁵ See Appendix H below.

error. Therefore, *[sic]* lets the reader know that the student purposefully copied over the error because it was in the original citation.

- Avoid using air quotes, italics or bold for emphasis.

Levels of Headings

Here is the expected format for the different levels of headings for LU-RSOD papers. The level explanation below also provides an example of what each level should look like. All headings are to remain Times New Roman 12-pt. font.

First Level: Centered, Boldface, Headline-Style Capitalization

Second Level: Centered, Regular Type, Headline-Style Capitalization

Third Level: Flush with Left Margin, Boldface, Headline-Style Capitalization

APPENDIX F

BIBLIOGRAPHY AND FOOTNOTE FORMATTING AID

This document provides various sources in both bibliographic and footnote format so that the student will have a general guide to help the student in formatting the sources found in the course of research. While the LU Writing Center has documents and personnel to assist students, this document identifies particular sources generally utilized in divinity research and study.

Footnote and bibliographic entries are single spaced for the individual entry, but a double space is provided between entries. Notice that footnotes are indented on the first line, when bibliographic entries are indented on the second and following lines. For all the sources below, the bibliographic style will be given first followed by a footnote number. The footnote style will be given in the footnote in the footer.

Please remember that the footnote entries are always at the bottom of the page in the footer with a corresponding number marking the citation in the paper. Here is an example.⁴⁶ Footnotes are in 10pt Times New Roman font. Additionally, since footnotes are utilized for all papers, parenthetical in-text references are not to be used except for Scripture citations (i.e., Rom 3:23). Here are the examples of various sources with the proper formatting styles. Again, please remember that the bibliographic style is given followed by a footnote number. The footnote style for the corresponding source is provided in the footer.

⁴⁶ Adam McClendon and Matt Kimbrough, *Square One: Back to the Basics* (Little Elm, TX: eLectio, 2018), 32.

Book with a Single Author or Editor

Habermas, Gary R. *The Risen Jesus and Future Hope*. Lanham, MD: Rowman & Littlefield Publishers, 2003.⁴⁷

Book with Multiple Authors

Baggett, David, and Jerry L. Walls. *Good God: The Theistic Foundations of Morality*. New York, NY: Oxford University Press, 2011.⁴⁸

Bible Commentaries

Commentary not in a Series

Holland, Tom. *Hope for the Nations: Paul's Letter to the Romans*. London: Apiran, 2017.⁴⁹

Kline, Meredith G. *Genesis: A New Commentary*. Edited by Jonathan G. Kline. Peabody, MA: Hendrickson, 2017.⁵⁰

Commentary in a Series

Stott, John R. W. *The Message of Romans*. The Bible Speaks Today. Edited by John R. W. Stott. Downers Grove, IL: InterVarsity, 1994.⁵¹

Miller, Stephen R. *Daniel*. Vol. 19, The New American Commentary. Nashville, TN: Broadman and Holman, 1994.⁵²

⁴⁷ Gary R. Habermas, *The Risen Jesus and Future Hope* (Lanham, MD: Rowman & Littlefield Publishers, 2003), 23.

⁴⁸ David Baggett, and Jerry L. Walls, *Good God: The Theistic Foundations of Morality* (New York, NY: Oxford University Press, 2011), 57.

⁴⁹ Tom Holland, *Hope for the Nations: Paul's Letter to the Romans* (London: Apiran, 2017), 30.

⁵⁰ Meredith G. Kline, *Genesis: A New Commentary*, ed. Jonathan G. Kline (Peabody, MA: Hendrickson, 2017), 52.

⁵¹ John R. W. Stott, *The Message of Romans*, The Bible Speaks Today, ed. John R. W. Stott (Downers Grove, IL: InterVarsity, 1994), 12.

⁵² Stephen R. Miller, *Daniel*, vol. 19, The New American Commentary (Nashville, TN: Broadman and Holman, 1994), 107.

Bock, Darrell L. *Luke*. 2 vols. Baker Exegetical Commentary on the New Testament. Edited by Moisés Silva. Grand Rapids, MI: Baker Academic, 1996.⁵³

Wenham, Gordon J. *Genesis 1-15*. Vol. 1, Word Biblical Commentary. Edited by John D. W. Watts. Grand Rapids, MI: Zondervan, 1987.⁵⁴

Commentary with Multiple Commentaries by Different Authors Per Volume (not common)

Carson, D. A. "Matthew." In *Matthew and Mark*. Vol. 9, The Expositor's Bible Commentary. Edited by Tremper Longman, III and David Garland, 23-670. Grand Rapids, MI: Zondervan, 2010.⁵⁵

Tomasino, Anthony. "Esther." In *1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther*. Vol. 3, Zondervan Illustrated Biblical Backgrounds Commentary, 270-275. Grand Rapids, MI: Zondervan, 2009.⁵⁶

One-Volume Commentary

Zuber, Kevin D. "Exodus." In *The Moody Bible Commentary*. General Editors, Michael Rydelnik and Michael Vanlaningham. 195-313. Chicago, IL: Moody, 2014.⁵⁷

Kindle or Like Device

This is a quick note before providing the bibliographic format. Use this format when accessing a book with any e-reader device like Amazon Fire or Kindle. The device name will be

⁵³ Darrell L. Bock, *Luke*, 2 vols, Baker Exegetical Commentary on the New Testament, ed. Moisés Silva (Grand Rapids, MI: Baker Academic, 1996), 22.

⁵⁴ Gordon J. Wenham, *Genesis 1-15*, vol. 1, Word Biblical Commentary, ed. John D. W. Watts (Grand Rapids, MI: Zondervan, 1987), 117.

⁵⁵ D. A. Carson, "Matthew" in *Matthew and Mark*, vol. 9, The Expositor's Bible Commentary, ed. Tremper Longman, III and David Garland (Grand Rapids, MI: Zondervan, 2010), 112.

⁵⁶ Anthony, Tomasino, "Esther" in *1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther*, vol. 3, Zondervan Illustrated Biblical Backgrounds Commentary (Grand Rapids, MI: Zondervan, 2009), 273.

⁵⁷ Kevin D. Zuber, "Exodus" in *The Moody Bible Commentary*, eds. Michael Rydelnik and Michael Vanlaningham (Chicago, IL: Moody, 2014), 227.

listed at the end of the citation. If the chapter being referenced is broken up into sections with headings, students are allowed to provide the corresponding heading after the “chapter” designation in the footnote.

Earley, Dave, and Rod Dempsey. *Disciple Making Is. . . : How to Live the Great Commission with Passion and Confidence*. Nashville, TN: Broadman & Holman, 2013. Kindle.⁵⁸

E-Reader Book through Program or Database

This is a quick note before providing the bibliographic format. Use this format when accessing a book through a program or database, such as MyWSB, Logos, EBSCOhost, ProQuest, etc. The program or database name will be listed at the end of the citation. If page numbers are provided, list the page number before the program; however, if no page number is given, give the chapter number. In this case, if the chapter being referenced is broken up into sections with headings, students are allowed to provide the corresponding heading after the “chapter” designation in the footnote.

With Page Numbers

Wilson, Jared. *The Prodigal Church: A Gentle Manifesto against the Status Quo*. Wheaton, IL: Crossway, 2015. MyWSB.⁵⁹

⁵⁸ Dave Earley, and Rod Dempsey, *Disciple Making Is. . . : How to Live the Great Commission with Passion and Confidence* (Nashville, TN: Broadman & Holman, 2013), chap. 1, Kindle.

⁵⁹ Jared Wilson, *The Prodigal Church: A Gentle Manifesto against the Status Quo* (Wheaton, IL: Crossway, 2015), 3, MyWSB.

Without Page Numbers

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, MI: Zondervan, 2016. MyWSB.⁶⁰

Journal Article in Print

Issler, Klaus D. "Inner Core Belief Formation, Spiritual Practices, and the Willing-Doing Gap." *Journal of Spiritual Formation & Soul Care* 2, no. 2 (2009): 179-198.⁶¹

Litfin, A. Duane. "Revisiting the Unpardonable Sin: Insight from an Unexpected Source." *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 713-732.⁶²

Fox, Michael V. "The Meanings of the Book of Job." *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 7-18.⁶³

Journal Article Only Online

Scalise, Brian T. "Perichoresis in Gregory Nazianzen and Maximus the Confessor." *Eleutheria* 2, no. 2 (2012): 58-76. Accessed August 8, 2013. <http://digitalcommons.liberty.edu/eleu/vol2/iss1/5/>.⁶⁴

Dissertation

Thornhill, A. Chadwick. "To the Jew First: A Socio-Historical and Biblical-Theological Analysis of the Pauline Teaching of 'Election' in Light of Second Temple Jewish Patterns of

⁶⁰ Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, MI: Zondervan, 2016), chapter 1, MyWSB.

⁶¹ Klaus D. Issler, "Inner Core Belief Formation, Spiritual Practices, and the Willing-Doing Gap," *Journal of Spiritual Formation & Soul Care* 2, no. 2 (2009): 180.

⁶² Duane A. Litfin, "Revisiting the Unpardonable Sin: Insight from an Unexpected Source," *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 730.

⁶³ Michael V. Fox, "The Meanings of the Book of Job," *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 8.

⁶⁴ Brian T. Scalise, "Perichoresis in Gregory Nazianzen and Maximus the Confessor," *Eleutheria* 2, no. 2 (2012): 76, accessed August 8, 2013, <http://digitalcommons.liberty.edu/eleu/vol2/iss1/5/>.

Thought.” PhD diss., Liberty Baptist Theological Seminary, 2013. ProQuest Dissertations & Theses Global.⁶⁵

Bibliography Tips

- All resources cited in footnotes, except encyclopedias or dictionary entries, should be listed in the Bibliography.
- Resources listed in the Bibliography should be alphabetized by author’s last name.
- Resources listed in the Bibliography should use a hanging indent and be single-spaced. There should be a blank line between each resource.
- The Bibliography should include a minimum of 100 scholarly sources.
- Use the term Bibliography for the final list of bibliographic entries.
- The title should be bolded and should begin a new page with normal page numbering.
- Other terms such as references or works cited are not acceptable.

⁶⁵ A. Chadwick Thornhill, “To the Jew First: A Socio-Historical and Biblical-Theological Analysis of the Pauline Teaching of ‘Election’ in Light of Second Temple Jewish Patterns of Thought” (PhD diss., Liberty Baptist Theological Seminary, 2013), 222, ProQuest Dissertations & Theses Global.

APPENDIX G

ABBREVIATION LISTS

Books of the Bible

Spell out the name of biblical books when they are referred to in their entirety in the body of a sentence. To abbreviate a book of the Bible, use this list. Always abbreviate biblical books when used as part of a passage reference in parentheses (Prov 3:5-6).

Old Testament

Gen	Genesis	Song	Song of Songs (or Solomon)
Exod	Exodus	Isa	Isaiah
Lev	Leviticus	Jer	Jeremiah
Num	Numbers	Lam	Lamentations
Deut	Deuteronomy	Ezek	Ezekiel
Josh	Joshua	Dan	Daniel
Judg	Judges	Hos	Hosea
1-2 Sam	1-2 Samuel	Amos	Amos
1-2 Kgs	1-2 Kings	Obad	Obadiah
1-2 Chr	1-2 Chronicles	Jonah	Jonah
Ezra	Ezra	Mic	Micah
Neh	Nehemiah	Hab	Habakkuk
Esth	Esther	Zeph	Zephaniah
Ps/Pss	Psalms/Psalms	Hag	Haggai
Prov	Proverbs	Zech	Zechariah
Eccl	Ecclesiastes	Mal	Malachi

New Testament

Matt	Matthew	1-2 Thess	1-2 Thessalonians
Mark	Mark	1-2 Tim	1-2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1-2 Cor	1-2 Corinthians	1-2 Pet	1-2 Peter
Gal	Galatians	1-2-3 John	1-2-3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

Bible Version Abbreviations

Uses of Scripture do not require a footnote citation and should be captured in parentheses at the end of the sentence if not written out in the body of the sentence (John 3:16, Anchor Bible).

Subsequent parenthetical citations to the same version can abbreviate the version (Prov 3:5-6, AB).

If a Bible citation comes from a different version, spell it out the first use (Gen 1:1, Common English Bible), and subsequent scriptures from this version should be cited as follows: (Phil 4:6-7, CEB). Be sure to include an abbreviation list in the front matter when using different Bible versions.

AB	Anchor Bible	NASB	New American Standard Bible
AMP	Amplified Bible	NET	New English Translation
ASV	American Standard Version	NIV	New International Version
CEB	Common English Bible	NRSV	New Revised Standard Version
CEV	Contemporary English Version	RVS	Revised Standard Version
CSB	Christian Standard Bible		
ESV	English Standard Version		
GNB	Good News Bible		
HCSB	Holman Christian Standard Bible		
JB	Jerusalem Bible		
KJV	King James Version		
MSG	The Message		

Journal Title Abbreviations⁶⁶

<i>ABQ</i>	<i>American Baptist Quarterly</i>
<i>AsJT</i>	<i>Asia Journal of Theology</i>
<i>BBR</i>	<i>Bulletin for Biblical Research</i>
<i>CTJ</i>	<i>Calvin Theological Journal</i>
<i>CH</i>	<i>Church History</i>
<i>EvJ</i>	<i>Evangelical Journal</i>
<i>EvQ</i>	<i>Evangelical Quarterly</i>
<i>ExpTim</i>	<i>Expository Times</i>
<i>JSNT</i>	<i>Journal for the Study of the New Testament</i>
<i>JSOT</i>	<i>Journal for the Study of the Old Testament</i>
<i>JBL</i>	<i>Journal of Biblical Literature</i>
<i>JAAR</i>	<i>Journal of the American Academy of Religion</i>
<i>JETS</i>	<i>Journal of the Evangelical Theological Society</i>
<i>JTS</i>	<i>Journal of Theological Studies</i>
<i>SBL</i>	<i>Society of Biblical Literature</i>
<i>SBJT</i>	<i>Southern Baptist Journal of Theology</i>
<i>SwJT</i>	<i>Southwestern Journal of Theology</i>

⁶⁶ These abbreviations are related to resources commonly used in a Doctor of Ministry Thesis Project Report. They were abstracted from *The SBL Handbook of Style for Biblical Studies and Related Disciplines*, 2d ed. (Atlanta, GA: SBL Press, 2014), 171-260. Check this resource for any abbreviation not listed here.

Commentary Series Abbreviations

ANTC	Abingdon New Testament Commentaries
AOTC	Abingdon Old Testament Commentaries
ACNT	Augsburg Commentary on the New Testament
BBMS	Baker Biblical Monograph Series
BECNT	Baker Exegetical Commentary on the New Testament
CBC	Cambridge Bible Commentary
ECC	Eerdmans Critical Commentary
IBC	Interpretation: A Bible Commentary for Preaching and Teaching
NAC	New American Commentary
NIBCNT	New International Biblical Commentary on the New Testament
NIBCOT	New International Biblical Commentary on the Old Testament
NICNT	New International Commentary on the New Testament
NICOT	New International Commentary on the Old Testament
TNTC	Tyndale New Testament Commentary
TOTC	Tyndale Old Testament Commentary
WBC	Word Biblical Commentary

US Postal Service Abbreviations for Individual States

Use these abbreviations in bibliography references and footnote citations when the publisher's location is included.

U.S. State Postal Abbreviations List⁶⁷

- Alabama - AL
- Alaska - AK
- Arizona - AZ
- Arkansas - AR
- California - CA
- Colorado - CO
- Connecticut - CT
- Delaware - DE
- Florida - FL
- Georgia - GA
- Hawaii - HI
- Idaho - ID
- Illinois - IL
- Indiana - IN
- Iowa - IA
- Kansas - KS
- Kentucky - KY
- Louisiana - LA
- Maine - ME
- Maryland - MD
- Massachusetts - MA
- Michigan - MI
- Minnesota - MN
- Mississippi - MS
- Missouri - MO
- Montana - MT
- Nebraska - NE
- Nevada - NV
- New Hampshire - NH
- New Jersey - NJ
- New Mexico - NM
- New York - NY
- North Carolina - NC
- North Dakota - ND
- Ohio - OH
- Oklahoma - OK
- Oregon - OR
- Pennsylvania - PA
- Rhode Island - RI
- South Carolina - SC
- South Dakota - SD
- Tennessee - TN
- Texas - TX
- Utah - UT
- Vermont - VT
- Virginia - VA
- Washington - WA
- West Virginia - WV
- Wisconsin - WI
- Wyoming - WY

⁶⁷ United States Postal Service, Article Number 000003217, accessed May 29, 2019, <https://faq.usps.com/s/article/What-are-the-USPS-abbreviations-for-U-S-states-and-territories>.

APPENDIX H

CAPITALIZATION GLOSSARY⁶⁸

Abrahamic Covenant Age

AD (Latin abbreviation for “in the year of our Lord”) goes before the date (AD 2014)

church age

nuclear age

Apostolic Age

Bronze Age

Iron Age

Stone Age

Almighty God

amillennial, amillenarian

Ancient Near East

the Antichrist

anti-Christian

antichrists (many)

the Apocrypha (but: apocryphal)

apostle(s) (but: the Twelve Apostles, the Twelve)

apostolic

archaeology

ark (any reference)

Ascension (specific biblical event)

Atonement (of Christ)

BC (English abbreviation for “before Christ”) goes after the date (586 BC)

Beatitudes

believer-priests’

Bible

biblical

black theology

body of Christ

Book of books (Bible)

book of Job (a book of the Bible)

book of life (mentioned in Rev. 20:15)

Bread of Life

bride of Christ

⁶⁸ For additional resource, see “Appendix A: Capitalization and Spelling Examples,” in *The SBL Handbook of Style: For Eastern, Near Eastern, Biblical, and Early Christian Studies* (Peabody, MA: Hendrickson, 1999), 154-65.

Calvary
 Captivity (the Babylonian; others, lowercase)
 Catholics, Catholicism (but: catholic, meaning universal)
 chapter (general term)
 Chapter 6 (specific chapter)
 charismatic
 chief priest(s)
 children of Israel
 Christ Child
 Christian education (but: Department of Christian Education)
 Christlike
 Christological
 Christology
 Christ's kingdom
 church (both universal and local)
 church
 the early church fathers (but: the Fathers)
 the commandments (capitalize only when referring to the whole Decalogue: Ten Commandments, but: first commandment)
 commencement
 communion (the ordinance)
 communists, communism (when referring to the political system)
 covenant (but: Old Covenant and New Covenant)
 Creation (the original)
 the Creator
 the Cross (figurative sense of Christ's sacrifice and redemption)
 cross (the wooden object)
 the Crucifixion (when referring to Calvary in its total significance)
 curriculum (plural: curricula, not: curriculums)

Davidic Covenant
 Day of Atonement
 Day of Pentecost
 Day of the Lord
 the Dead Sea Scrolls (DSS)
 Decalogue
 Department of Historical Theology (but: the Historical Theology department)
 deity pronouns⁶⁹
 devil
 disciple(s) (but: the Twelve)

⁶⁹ As a form of respect and less ambiguous reading between human and divine antecedents, all pronouns (i.e., He, Him, His) referring to the Christian God (God, Yahweh, Father, Jesus Christ, Jesus, Christ, Holy Spirit, etc.) should be capitalized.

Easter Day

Epistle (when used in connection with the biblical letters, as “the Epistle to the Galatians,” “the Epistles,” “the Epistles of Paul,” “the Pauline Epistles,” “the Pastoral Epistles”; but Paul’s epistles)

eternal God

Eucharist

Exile (biblical event)

Exodus (biblical event)

Fall (of man, biblical event)

fall season

Father

the Father (God)

the Fathers (meaning the church fathers)

Feast of Tabernacles

Flood (biblical event—but: the flood of Noah’s day)

fundamentalism, fundamentalist

Garden of Eden

Garden of Gethsemane

Gentile

gnostic (when used as an adjective)

Gnostic(s), Gnosticism

Godhead godless godly

God-Man

gods (plural)

God’s Word

Golden Rule

the Good Shepherd

gospel (when referring to the evangelical message)

Gospel (one of the first four New Testament books)

Gospels (two or more of the first four New Testament books)

Great Commission

great white throne judgment handbook

hell

High Priest (for Jesus, otherwise lowercase)

Holy Land

holy of holies, holy place, most holy place (in the tabernacle and temple)

Holy One (God)

Holy Ghost Holy Spirit

the Incarnation

the Intertestamental period

Jehovah (but: Yahweh is preferred)
 judgment seat of Christ
 the Just for the unjust

King of kings
 the kingdom
 kingdom of Christ kingdom of God

Lamb of God
 Last Supper
 Law (Pentateuch or the Ten Commandments; lowercase for any other reason)
 Law of Moses
 liberation theology
 Living Water (Jesus)
 “living water” (salvation)
 Lord of lords
 Lord’s Day (Sunday)
 Lord’s Prayer (specific prayer taught by Jesus)
 Lord’s Supper
 Lord’s Table
 lordship

Majority Text
 Markan priority
 marriage supper of the Lamb
 Masoretic Text (when used as a singular proper noun)
 the Master (Jesus)
 Mediator (Christ)
 mercy seat
 Messiah
 messiahship
 messianic
 midrash (as a body of rabbinic literature; specific works within the collection would be capitalized and italicized such as *Genesis Rabbah*)
 midrashim (plural)
 midrashic (adjective)
 millenarian
 millenarianism
 millennial
 millennium
 Mosaic Covenant
 Mosaic Law
 Most High (name of God)
 most holy place

New Covenant
 New Jerusalem
 New Testament
 Nicene fathers
 Noah's ark
 non-Christian
 Northern Kingdom (Israel)

Old Covenant
 Old Testament

parable of the prodigal son (and other parables)
 Passover feast (Feast of the Passover)
 the person and work of Christ
 the personhood of Christ
 Person (if referencing one of the Trinity) e.g. The third Person of the Trinity postmillennial
 postmillenarian
 premillennial
 premillenarian
 Prince of Peace
 Promised Land
 prophet (the prophet Amos)
 the Prophets (Hebrew division of the Old Testament)
 Protestant
 Protestantism
 proto-Mark
 proto-Luke
 proto-Matthew
 Psalm (specific song or chapter in the Psalms—Psalm 1; but: this psalm)
 psalmist (psalmist David)
 the psalms (general reference)
 Psalms (the biblical book)

rabbi
 rabbinical (but: Rabbinical Judaism)
 rapture
 the Redeemer
 the Reformation
 registration
 the Resurrection (Jesus'; otherwise lowercase)
 Righteous One
 River Jordan

Sabbath Day
 Sadducees
 Sanhedrin
 Satan
 satanic
 satanism
 Savior
 scribes
 scriptural
 Scripture (when referencing the Bible, otherwise scripture)
 the Second Advent
 the Second Coming (biblical event; but: Christ's second coming)
 the Second Temple period
 Septuagint
 Sermon on the Mount
 Shekinah
 Sin-bearer (Christ)
 Son of Man sonship
 Southern Kingdom (Judah)
 the Spirit of God
 the Spirit of Truth
 spring season (summer, fall, winter, spring)
 Stoic(s) (member of the philosophy begun by Zeno)
 stoic (an attitude)
 suffering Servant (Christ)
 Sunday school
 Synoptics
 Synoptic Gospels
 systematic theology (unless used as a proper noun such as for a course, Systematic Theology)

tabernacle
 Talmud
 temple
 the Ten Commandments (but: the first commandment)
 the two-source (or document) hypothesis (or theory)
 Theology
 theological
 third world (preference: two-thirds world)
 throne of grace
 Thy holy name
 Transfiguration (any biblical event)
 Tribulation
 the Tribulation

the Great Tribulation
Trinitarian
Trinity
Triumphal Entry
triune
TV (not T.V.)
the Twelve (referring to the apostles)

unbiblical
unchristian (but: un-Christlike, non-Christian)
Upper Room

white (Caucasian)
wise men (biblical)
Wonderful One (title of God)
the Word (Bible or Christ)

APPENDIX I

INTRODUCTION TO THE UNIVERSITY LIBRARY

Liberty University's Jerry Falwell Library collections are available for use by all Doctor of Ministry researchers. The Library is centrally located on the main campus.

The Jerry Falwell Library provides a wide range of materials and services, employs a group of well-qualified personnel consisting of professional librarians and trained support staff, and maintains membership in local, state, regional, and national library cooperative ventures. The Jerry Falwell Library (<http://www.liberty.edu/library>) provides an abundance of research resources including books, E-books, online journals, audio-visual items, musical scores, plays and theses/dissertations.

Access to the electronic materials is available worldwide to Liberty researchers and faculty via the Internet. If a full-text journal article is not available through the library website, the Interlibrary Loan department may be able to request the article for you from another university at no cost to the researcher. For research questions please e-mail research@liberty.edu, Call: (434) 592-2220 or Chat: www.liberty.edu/library/chat-faq/. Also available is the School of Divinity Liaison Librarian at www.liberty.edu/library/liaison-librarians/.

Doctor of Ministry researchers have use of the library collections as long as they remain enrolled in courses. Access is authenticated using your researcher username and password.

Since 2006, DMIN students have been required to post their theses to Liberty University's Scholars Crossing (formerly called Digital Commons). Students may read other thesis projects online at the Scholars Crossing, https://digitalcommons.liberty.edu/lts_dmin_proj/.

Researchers may search the Jerry Falwell Library <https://lucas.liberty.edu> for books, eBooks, theses, dissertations, and journal articles. In the Jerry Falwell Library, the most frequently used and most recent books are on the shelves. Older materials are stored in a robotic retrieval system. Requesting that a book be retrieved from the robotic storage system just means that it will come to the Customer Service desk in the Jerry Falwell Library. It does not mean that the title will be shipped to the student. In order to request that Liberty-owned books be shipped to a student's home, the student must create an account and request a title through the ILLiad interlibrary loan system at www.liberty.edu/library/interlibrary-loan/. Note that many of the titles are available electronically and the full-text may be accessed off campus. Books owned by Liberty may be checked out by Doctor of Ministry researchers under the current circulation policies in place for graduate online researchers. See the Library website, www.liberty.edu/library/ for these details. As a protection, use a traceable carrier to return materials.

Because of time constraints, the library will not borrow books from other libraries for Doctor of Ministry researchers who live outside the Lynchburg area. Researchers can use WorldCat (www.worldcat.org) to find books in libraries near them. Many libraries allow guest researchers to use materials on their campus, or pay a small fee for a community borrower's card to allow them to check out materials.

While researchers are on campus at Liberty, the library offers computers with application software such as Microsoft® Word, copiers, and research assistance librarians to assist with specific research questions. The campus computer lab will also be available for computing needs. If a student brings a personal laptop to campus, the student may have to download a security program to be allowed full access to campus networks.

Liberty has a number of multi-disciplinary and subject specific journal databases that are available from the library website, www.liberty.edu/library/databases/. These include the ATLA Religion Database with ATLASerials, Christian Periodical Index, ProQuest Religion, Old Testament thesis project topics, New Testament thesis project topics, Theological Journal Library, etc.

If a researcher finds a particular journal article that he or she would like to read, then the researcher can use Journal Finder to find which, if any, of the electronic databases contain that particular journal. Articles are found in journals, and journals are indexed in databases. Once the researcher finds the correct database containing a particular journal, the researcher can “search within this journal” for the particular author or article title.

Revised and Updated

April 2022