

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 Doctoral Studies Division. I am Dr. Adam McClendon, director of the Doctor of Ministry program. 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 ministry leaders in their own right. 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 teacher, your mentor, and your friend. 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.

Phone: 434-592-4163, 8:30 am-5:00 pm, Eastern Time

E-mail: divinitydmin@liberty.edu

Sincerely,

P. Adam McClendon, PhD
Program Director, Doctor of Ministry

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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 tracks: Portfolio Track or Thesis Project Track. You make the choice by registering for the first class in the track you desire to take: either DMIN 851 (Portfolio Track) or DMIN 820 (Thesis Project Track). 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

All courses are eight weeks in duration.

DMIN 851 – Micro-Project I: Biblical Precedence

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

DMIN 853 – Micro-Project III: Personal Engagement

DMIN 854 – Micro-Project IV: Recommended Engagement

DMIN 855 – Portfolio Presentation

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

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

General Program Parameters

This program 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 Track courses or the Thesis Project Track 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 track, 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 (DMIN 890) with a minimum grade of B (includes B-), if the student is taking the Thesis Project Track.
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.

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

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.

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. The course number, title, and description for the cognate courses are listed below. Three courses in the cognate under which the student was

admitted must be successfully passed (Grade of B- or higher; 1 C 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 TRACK THROUGH WHICH THEY WILL COMPLETE THE DOCTOR OF MINISTRY DEGREE. THE CANDIDATE WILL CHOOSE TO EITHER COMPLETE THE PORTFOLIO TRACK OR THE THESIS PROJECT TRACK.

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/index.cfm?PID=41931>.

SECTION II DOCTORAL CANDIDACY OPTIONS

This section explains when a student becomes a doctoral candidate and the two track 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. The doctoral candidate is more than a student; they are a researcher 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 Track or the Thesis Project Track, that produces new and innovative solutions to address the specific issue.

Once a student enters this stage, students must be enrolled in their DCP's 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. Students are re-admitted to that year's Degree Completion Plan.²

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

² **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.

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

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

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 their candidacy courses.

PORTFOLIO TRACK STANDARDS AND COURSES

Portfolio Track Standards

Candidates who choose the Portfolio Track 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 their 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 is a sample list 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.

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| <p>Advertisement for ministry launch</p> | <p>In the Organization phase, you will identify the multiple options that exist for advertising a new ministry. These ideas may come from ministry sites, business launches, or other venues where something new must be advertised. A minimum of 10 options should be considered and presented. In the Elaboration phase, you will then narrow down your advertisement best option, and begin the strategy for creating that advertisement genre. For example, if you chose word-of-mouth advertising, how would that option look with a beginning, middle, and end? How will you track its success? The Implementation phase then is where you will take what you have learned and planned and put it into action for at least a period of one week. The Culmination phase presents a 20-page report on the assessment of the advertisement strategy and option, including a SWOT analysis. (Recommended for these cognates: <i>Biblical studies, Evangelism / Church planting, Urban Ministries</i>)</p> |
| <p>Article critiques</p> | <p>You will read 15 peer-reviewed journal articles in four phases on your cognate-related topic which addresses the problem and/or purpose for your research. Each review will indicate the bibliographic information, followed by a one-page double-spaced annotation of the article contents. The Organization phase will identify 15 articles to be reviewed. The Elaboration phase will involve a rough synopsis or abstract of each article. The Implementation phase will involve submitting a rough draft of the 20 article critiques. The Culmination phase requires that a final critique will be an overall analysis and personal reflection on the sum total of the information gleaned from the articles. This critique does not endorse how one “feels” about the information, rather a doctoral-level analysis of the application to ministry. Thus, the fourth and final phase for this project will include Turabian formatted: cover page, 15 pages of annotations, followed by a 5-page personal analysis of the information as it relates to your ministry. (Recommended for these cognates: <i>Discipleship, Leadership, Theology/Apologetics</i>).</p> |
| <p>Blogging</p> | <p>You will investigate on your own and create a new blog related to your cognate. The Organization phase will involve blog investigation to identify what paid and free options are available, how one sets up and begins a blog, etc. A good place to investigate free blog sites is https://themeisle.com/blog/best-free-blogging-sites/. The Elaboration phase of the project will create a full “blog plan” for the layout, various areas involved, and a 3-month plan for continuation after the launch as well as topics to be covered in each blog. The Implementation phase will involve the actual launch of the blog, including the URL links to be distributed to classmates and instructor for feedback, with the Culmination phase of the project presenting the organization, elaboration, implementation data as well as an evaluation and remediation planning.</p> |

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| | (Recommended for these cognates: <i>Biblical Studies, Chaplaincy, Church revitalization, Expository preaching, Pastoral Counseling, Spiritual formation, Worship</i>) |
| Brochure or poster | For the more creatively gifted individual, this option involves using technology to create three multi-panel brochures or posters for some element related to an existing ministry and your cognate. In the Organization phase, you will determine the program or app to use for the creation of the project, as well as provide some evidence on research indicating the efficacy of either a poster or brochure. In the Elaboration phase, you will create a mock-up of the brochures or posters based upon sound industry evidence, which is also presented. The Implementation phase presents the completed brochures/posters in their final form for critique and feedback. The Culmination phase should result in a 15-page analysis of research findings, needed improvements to the project-based upon feedback as well as a reflection on such a project's efficacy to the ministry problem as well as the actual brochures/posters. (Recommended for these cognates: Biblical studies, Evangelism / Church planting, Next Gen, Pastoral Counseling, Spiritual formation). |
| Book reviews | This option requires that you identify two peer-reviewed journals related to your cognate which offer book reviews, to which you will submit two different book reviews for publication. It is improper to submit the same review to two journals, so while you may review the same book in two journals, the reviews may not be identical. In the Organization phase, you will identify two peer journals that you will submit work to, as well as identifying one or two books published within the past 12 months to review per the journal's editorial requirements. In the Elaboration phase, you will explain what the journal's editorial requirements are from their website, how to submit a review to them, and will give a summary of the chosen book contents. The book and journal should have some relation to your cognate if possible. During the Implementation phase, you will formally submit your reviews to the journals. The Culmination phase comprises of a reflection on both books, an annotated bibliography of each, explanation of the process of writing for a journal article, the actual submitted article in Word, and a 10-15 page justification and explanation of how the process may assist toward resolution of the ministry problem you stated earlier. (Recommended for these cognates: Biblical studies, Discipleship, Evangelism / Church planting, Next Gen, Pastoral Counseling, Leadership, Spiritual formation, Theology / Apologetics, Urban ministry, Worship) |
| Case Study | In the Organization phase, you will identify 3-4 different types of case studies found in academic research, as well as identifying one specific ministry to be studied as it relates to your own ministry problem. The ministry may be your own or someone else's. In the Elaboration phase, you will provide solid arguments for choosing one selected ministry to study as a case, and will lay out a strategy for studying it. In the Implementation |

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| | <p>phase, you will complete the case study, examining a particular ministry model or program that best represents a potential solution to your own ministry problem. The Culmination provides a 20-page paper expounding all three elements, as well as a fourth section which justifies the validity of considering such a case for your own ministry or another's, or for expressing clear reasons why such a case would be inappropriate in your own case. (Recommended for these cognates: Chaplaincy, Church revitalization, Discipleship, Expository preaching, Pastoral Counseling, Worship)</p> |
| <p>Chronological flowchart</p> | <p>This type of chart reveals steps toward a specific goal or plan, and has a beginning, middle, and end. This flowchart is not historical but should show time increments; it shows logical progression toward a solution in visual media. Microsoft has a free program in their Word suite, but you may choose to go outside in the web to find other programs that work better, are more attractive, or are easier to use. In the Organization phase, you will identify the program you plan to chart out, as well as the specific goal/plans to solve a ministry-related problem. In the Elaboration phase, you present a rough draft of the flowchart in a gradable format, with narrated writing explaining the major portions of the chart and how they relate to each other, how they flow, and how they are appropriate toward resolving a problem. The Implementation phase presents a finely-tuned final chronological flowchart along with 15-20 pages of narration explaining each of the steps in the chart. The Culmination phase reviews the flowchart and all narration and adds to it 3-4 pages of reflection on the process, other potential applications, and usefulness of it as a way to resolve ministry problems. The final document submitted will be 20 pages. (Recommended for these cognates: Biblical studies, Discipleship, Leadership, Spiritual formation)</p> |
| <p>Fieldwork</p> | <p>You will identify a ministry that needs to be created in your local church or community, taking strategic steps to establish a program. This project is not to establish a complete church or parachurch ministry, but to find and fill a hole in one that already exists. 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. Your instructor must approve the project in Module/Week 1 in the Organization phase where an argument for the project will take place. The Elaboration phase will involve strategic design for the implementation of the ministry. Then, the Implementation phase will involve soliciting three individuals in your community or church who will provide substantive feedback on the plans. This may be interviews or in writing, but transcripts of the feedback are to be submitted in the Culmination phase. The Culmination phase reports results, assessment, and improvements needed along with the transcripts and plans and should be 15-20 pages in length. (Recommended for these cognates: Chaplaincy, Discipleship, Next Gen, Pastoral Counseling, Urban ministry, Worship)</p> |

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| <p>Illustrative or interactive messaging</p> | <p>Primarily geared toward those who have a teaching or preaching ministry outlet, the uniqueness to this option is that a message are to be delivered in phase three, but it must be highly visual in appeal and approach. Note: Powerpoint, Prezi, and pulpits are disqualified as options. Think in terms of messaging with 3D visual elements, activity, or in terms of audience involvement throughout. In the Organization phase identify a ministry area needing addressing, and present 3-5 various ways that the message can be expressed using visual cues for the audience. (Biblical examples abound, from Jesus asking for a coin to illustrate his point, to plucking corn, etc.) Justify your chosen best option. In the Elaboration phase, you will lay out and plan the message as well as noting various places within it where visual elements will be presented. The Implementation phase is the actual message delivered to an audience, utilizing either interactivity or visual illustrations or both. The message must be video recorded for posting on Youtube for a grade. The Culmination then presents an analysis of both the concept of this type of messaging, its value as it related to your ministry problem, as well as reflections on future messages of this type and how and when they may be utilized. (Recommended for these cognates: Biblical studies, Discipleship, Next Gen, Pastoral Counseling, Urban ministry, Worship)</p> |
| <p>Instructional video</p> | <p>This project is very specific in scope: think of it as a “How To” genre: how to revitalize or plant a church, how to disciple, evangelize, grow spiritually, defend Scripture. This is not a sermon or Sunday school lesson. It is training others in video format. Related to your cognate, you will be instructing an audience on specific ways to do a skill, project, process, etc. This training must be video recorded. In the Organization phase you will express your intended lesson providing clear defense as to why this is necessary as well as the intended audience. In the Elaboration phase, you will create the entire training lesson in writing, including the details related to the presentation of it. The Implementation phase is where you will present the training lesson. The Culmination is a self-evaluation based upon audience, instructor, and peer feedback. (Recommended for these cognates: Church revitalization, Discipleship, Evangelism / Church planting, Spiritual formation, Theology / Apologetics)</p> |
| <p>Interviews and analysis</p> | <p>We learn from others’ successes and failures, walking in the footsteps of those who have gone before. In the Organization phase of this option, you will identify 5 individuals in your community who best represent your cognate as well as your stated ministry problem, establishing a plan and protocol to interview these individuals to gain wisdom and information that may assist you toward forming your own solutions. In the Elaboration phase, you will schedule appointments with these 5 people in person or virtually, and will create a list of 20 open-ended questions for the interviews. In the Implementation phase, you will interview each person for approximately one hour, and will record the conversation. You will then compare, contrast and analyze the findings and insights that emerge as a</p> |

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| | <p>whole. The Culmination phase requires a 20-page analysis of your research, including a separate single-spaced transcript of each recorded interview. The transcript counts as part of the 20 total pages. (Recommended for these cognates: Chaplaincy, Discipleship, Expository preaching, Leadership, Theology / Apologetics)</p> |
| Ministry development plan | <p>You will ultimately create a 20-page document explicating a detailed plan for creating a new or revitalized ministry following an established outline template provided in the assignment instructions. The Ministry Development Plan will be written in four phases and will include all of the following: Cover sheet, full table of contents with four major sections. The Organizational phase will require completion of the plan titled Creating a Vision for the Plan. The Elaboration phase will explicate the Purpose for the Plan. The Working Outline for the Plan is the essence of the Implementation phase, and the Culmination phase will be a full presentation of the entire document, including a Conclusion. Required subsections for each of those Chapters are in the Assignment Instructions folder for more detailed explanation of the requirements. (Recommended for these cognates: Church revitalization, Evangelism / Church planting, Next Gen, Urban ministry)</p> |
| Panel discussion | <p>The panel discussion is not simply gathering some people together behind a table to chat. The Organizational phase of the micro-project involves rigorous defense for three topics related to your cognate, (these may be precedent, controversial, contemporary, misunderstood, etc.) and you will have to give evidence that these topics are relevant to today's ministry. The Elaboration phase will involve creating three complete panel plans, from providing information to 3-5 panelists, gathering data, identifying panelists, and a full sweep of the evening's event. This includes location, permissions, outline of the three topics to be discussed, prompt questions, plans for recording the panel discussion, etc. The Implementation phase will require a one-time, 90-minute event with panelists and an audience of 3 or more in which your topics are discussed. For the Culmination phase, direct quotes may be needed as you will present evidence of the event's success, failures, changes needed, etc. so you will need to record the event for accuracy. (Recommended for these cognates: Biblical studies, Leadership, Spiritual formation, Theology / Apologetics)</p> |
| Podcasting | <p>(Note: Because this option may involve personal financing beyond your regular schooling, it is strongly advised that you look at this option very carefully beforehand should you choose not to use a free-podcast option, though there are many available. Any form of LU branding on the website is prohibited.) There are many sites on the internet discussing how one creates a ministry or personal podcast. You will investigate options on your own in the Organization phase, identifying the steps in creating and launching a podcast, and identify the various types of podcast genres. In the Elaboration phase, you will take your findings from the investigation, and</p> |

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| | <p>will lay out a plan for the elements, mission, vision, intended weekly topics, and steps for launching the podcast. The Implementation phase (if possible and time allows) you will launch the first podcast. If time constraints prohibit launching the podcast, you will solicit feedback on the plan, format, topics, etc. from 3 individuals in your community or church. The Culmination will result in an evaluation of the efficacy of a podcast ministry, justification for the podcast genre chosen versus other options or styles, and will make recommendations for moving forward with such a ministry in a 15-20 page analysis. (Recommended for these cognates: Biblical studies, Discipleship, Expository preaching, Pastoral counseling, Theology / Apologetics)</p> |
| Website | <p>(Note: Because this option may involve personal financing beyond your regular schooling, it is strongly advised that you look at this option very carefully beforehand should you choose not to use a free-website option, though there are many available. Any form of LU branding on the website is prohibited.) In the Organization phase, you will investigate the various websites and elements related to starting a website, and create a 5-page report on what makes a good website versus those that fail. Screenshots of samples are recommended to be included. Once thorough investigation is completed, in the Elaboration phase you will formulate a detailed plan for setting up your own ministry website. Based on the information secured in the Organization phase, you will create a detailed rubric to determine a good website layout from a weak one. Then, justify the intended format, layout, design, and program/app being used to create the website as well as identify the content. The third phase, the Implementation of this project will involve actually launching your website for peer-review evaluation. If time constraints prohibit an actual launch, then you will solicit feedback from three individuals in your community (not related to you) on all elements related to the website plans. The Culmination phase will conclude with a project re-evaluation and revision if necessary. (Recommended for these cognates: All cognates)</p> |
| Workshop host | <p>This option differs from the Instructional video option in that this takes place live and in real-time with face-to-face interaction in a local setting. It is video recorded for grading purposes only. This differs from the Panel discussion option in that it is a one-time workshop that may last several hours, covering one topic approved by your instructor. In the Organization phase, you will identify how hosting a workshop with a small group could address the ministry problem, and provide a sketch or outline of the intended workshop contents. In the Elaboration phase, the workshop plans will be complete, including but not limited to location, time, invitees, contents, supplies, permissions, etc. All the details should be included. In the Implementation phase, you will hold the workshop in a location and time as intended. The Culmination phase reports on the workshop, including a script of the event recorded, followed by an evaluation of the</p> |

| | |
|------------------------|---|
| | success or improvements related to the workshop and its value in addressing the ministry problem. (Recommended for these cognates: Biblical studies, Chaplaincy, Discipleship, Evangelism / Church planting, Expository preaching, Next Gen, Spiritual formation, Theology / Apologetics, Urban ministry, Worship) |
| YouTube channel | (Note: Because this option may involve personal financing beyond your regular schooling, it is strongly advised that you look at this option very carefully beforehand should you choose not to use a free-website option, though there are many available. Any form of LU branding on the website is prohibited.) In the Organization phase, you will justify the use and efficacy of using what some consider a controversial medium, explaining why this option is better than the others at this time in your portfolio. In the Elaboration phase, you will investigate and report on the various options for starting and building a YouTube site, including identifying 3-4 others in existence that may address your stated ministry problem. The Implementation phase develops a YouTube page, ready to launch or fully launch. The Culmination will compare your site to others, citing the pros and cons of each, and solicits feedback and responds to it as given. (Recommended for these cognates: Biblical studies, Chaplaincy, Church revitalization, Next Gen, Spiritual formation, Theology / Apologetics) |

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 Track 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 Track and Thesis Project Track Comparison

The Portfolio Track 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 Track places candidates one-on-one with a mentor in order to produce one large project through one research method.

| Portfolio Track | Thesis Project Track |
|--|--|
| DMIN 851 - Identifies a ministry problem and demonstrate 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 - Researches what has been done historically to address the problem | DMIN 830 - Researches what has been written on the problem; produces thesis prospectus |
| DMIN 853 - Analyzes what you are doing currently to address the problem | DMIN 840 - 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 - Create ideas others can do to address the problem | DMIN 885 - 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 TRACK STANDARDS AND COURSES

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

Research Preparation Courses

Once the core and cognate courses have been completed, the Thesis Project Track 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 their area of research and then formulate their project problem, purpose, and thesis statements based upon their selected and approved topic.

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
Limitations
Delimitations

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.

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 their 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 enter the thesis-project phase of their degree [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 Track 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 students.

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

Getting Paired

The student who is enrolled in DMIN 830, and ready and eligible to enroll in DMIN 841 will receive a link to the registrar's office dissertation pairing tool. The student will complete the form and the DMIN office will process the form in order to register the student in a mentor's section of DMIN 841.

Students will also submit a copy of their Thesis Prospectus by e-mail to divinitydmin@liberty.edu. This document will be shared with faculty until a mentor agrees to support the student's thesis project process. The DMIN office will then use the pairing tool to enroll the student in the mentor's section of DMIN 841. The candidate and mentor will continue through the remaining coursework and defense together. The mentor, when the thesis project report is complete in rough draft form, will request a reader to be assigned by the DMIN office. The reader will review the completed draft and determine with the mentor whether the student is ready to enroll or be transferred into DMIN 890 for the oral defense.

Thesis Project Research and Writing Courses

Once the student completes DMIN 830 with a passing grade,⁴ the candidate will be matched with a faculty mentor to coach them through the rest of the thesis project research and writing. It is important for the student 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. Candidates will register for their remaining courses through the Doctor of Ministry office.⁵ Since ***the final thesis project must be professionally edited before final submission***, it is recommended that the candidate select an editor at this stage and work with that same editor throughout the process before submitting the final project to the mentor. The Doctor of Ministry office has a list of potential editors if a recommendation is needed.

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.

⁴ A "C" or higher constitutes a "passing grade" if the student has not received a "C" in a previous class. If the student already has a "C" on their record from another course, the student will have to retake DMIN 830 until "B" or higher is received and will not be granted candidate status until they pass DMIN 830.

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

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 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. The candidate will continue to register for and take this course each semester 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, they will need to provide a written report to the Doctor of Ministry Program Office explaining the lack of progress and provide a written plan to complete the thesis project during the next semester.⁷ This extension request must come with the approval and endorsement of the candidate's mentor.

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

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.

⁷ See DMIN 881 extension request form in Appendix C below.

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 their 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 Candidate consult to select a Faculty Reader. The Mentor should request a faculty reader through the DMIN office, and once secured, send the reader a copy of the completed draft of the thesis project.**
 - 2. 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 Scholarly Communication Department, 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 CANDIDACY COURSES

Once the student has completed all the core and cognate course requirements for the program, they are 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 incredible accomplishment and one in which the student should be proud. At this stage, the student is considered a DMIN candidate.

As a reminder, once a student enters this stage, students must be enrolled in their DCP's 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. Students are re-admitted to that year's Degree Completion Plan.⁸

Portfolio Track Courses

Candidates who choose the Portfolio Track 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. Candidates should be prepared to enroll in five consecutive 8-week terms to complete the requirements of the portfolio option.

Thesis Project Track Courses

Candidates who choose the Thesis Project Track will submit a request for a mentor through the mentor-student pairing tool. A link to this tool will be sent to them during their enrollment in DMIN 830.

⁸ **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.

The DMIN office will process candidates' requests for a mentor and enroll the student in their mentor's section of DMIN 841. Students must successfully complete DMIN 830 to progress into DMIN 841.

Registering for DMIN 841

1. The candidate completes the information requested in the dissertation mentor-student pairing tool. The link is as follows: www.liberty.edu/startdissertation. This tool is used by all doctoral programs at the university to request a dissertation or thesis supervisor/mentor when a student nears candidacy stage. The form will have questions for you that are customized to your degree program.
2. The candidate emails divinityadmin@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. If the candidate 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.
 - d. 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.
3. Once a faculty mentor's agreement is secured, the DMIN office will process the pairing tool request submitted by the student in order to register the student for their mentor's section of DMIN 841.

4. 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, 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 requires 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 either 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 approves 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 Track.

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 candidacy stage. If done well, the prospectus will be the base from which the full thesis project can be produced.⁹

Standards for the Thesis Project Prospectus¹⁰

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.

⁹ For a detailed account of what each chapter should include, see Standards for the Thesis Project, pages 34-46 below.

¹⁰ 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 Design¹¹

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 they 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 have an alternate control group to help validate the results?
5. Has the student qualified how success will be measured?

¹¹ 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 be actually 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 Prospectus¹²

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

¹² See pages 29-31 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 research project report. The prospectus must contain the all following elements.¹³

Thesis Project Prospectus Chapter 1 (Introduction; at least 10 pages). The researcher should describe the ministry context for the thesis project.¹⁴ 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 sections on basic assumptions, limitations, delimitations and the thesis statement sections well-explicated.

Thesis Project Prospectus Chapter 2 (Conceptual Framework; at least 10 pages). The researcher must provide a review of precedent literature followed by the theological and theoretical bases 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. Publications should include books, scholarly Bible commentaries, journal articles, and relevant dissertations or theses generally, closely, and directly related to the topic. These publications can be

¹³ 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.

¹⁴ “Researcher” and “student” are used interchangeably.

accessed via online data within the last ten years, unless the source is considered a seminal work. For examples, a homiletics thesis may need to contain sermon pieces from great orators such as Spurgeon or Billy Graham. These should be approved by the mentor in any case. For the theological and theoretical sections of Chapter 2, commentaries should be cited extensively, but not in the Review of Literature section or elsewhere. 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; approx. 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; approx. 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 submitting the researcher 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). 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).¹⁵ *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.*

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.

¹⁵ Instruction on how to register for this training is located in Appendix A below.

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 PROJECT¹⁶

(Note: the Thesis Project 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.¹⁷ 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?

¹⁶ This outline follows with minor adaptation Sensing, *Qualitative Research*, 28-30. See page 81 below for format standards for Thesis Project Reports.

¹⁷ 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 congregations 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 your relationship with the group?
9. What historical or traditional events of this group are associated with your particular project?
10. What activities occurring regularly connect to your 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)*,¹⁸ 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

¹⁸ 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.¹⁹

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.²⁰

¹⁹ Sensing, *Qualitative Research*, 15-18.

²⁰ *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.²¹ 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

²¹ 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.²²

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.”²³ 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. Often 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.

²² Ibid., 20-21.

²³ 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

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.”²⁴

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 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

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

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.

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 researcher needs to find a compelling historical line of demarcation 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.²⁵ The theological reflection in this section

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

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 own work. What theories have been debunked and which ones remain not fully explored? The researcher should outline and explicate the concepts that will undergird their own 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.

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 research question 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 that 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 ²⁶ | 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. |

²⁶ Sensing, *Qualitative Research*, 66-67.

Sensing²⁶

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 own field participant observer notes, the researcher could gather insider participant data using response questionnaires/ surveys or moderated focus groups/interviews. The researcher should also 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.²⁷ 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 analyzed once collection is complete. Sensing recommends identifying themes, slippages and silences in the data. Themes are identified by common answers given by participates. 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?²⁸ 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.

²⁷ Sensing, *Qualitative Research*, 75-78.

²⁸ 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.²⁹

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.

²⁹ Ibid., 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 Plan³⁰

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 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 881³¹

| | |
|--------|---|
| Week 1 | Course Requirement Checklist Contact Mentor Quiz Set with mentor the semester's three milestones Candidate begins live research project. ³² |
| Week 2 | Candidate continues live research project, taking notes on observations. |

³⁰ This section applies only to researchers who entered the DMIN program in Fall 2020.

³¹ 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.

³² Provided LU Institutional Review Board has approved the research design application.

| | |
|----------------------|---|
| Week 3 | Candidate continues live research project, taking notes on observations. |
| Week 4 ³³ | Candidate continues live research project, taking notes on observations. Candidate analyzes results. Candidate begins writing Chapter 3. Candidate initiates a conference with the project's faculty mentor on the progress of research and the project. |
| Week 5 | Candidate continues writing Chapter Three Milestone 1 Progress Report to Mentor Due |
| Week 6 | Candidate submits Chapter Three to mentor. ³⁴ |
| Week 7 | Candidate begins writing Chapter Four. |
| Week 8 | Candidate submits Chapter Four to mentor. Mentor returns Chapter Three to candidate. Candidate incorporates mentor feedback in Chapter Three. |
| Week 9 | Candidate begins writing Chapter Five. |

³³ Most research takes place in 4 to 6 weeks. More complex projects will take more time.

³⁴ 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.

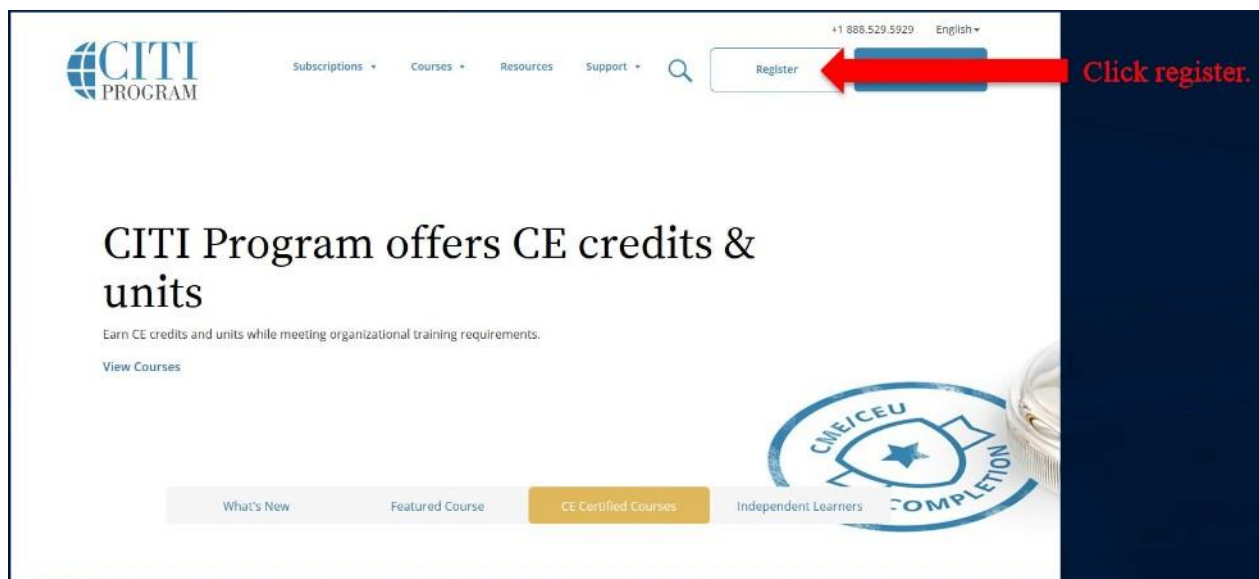
DMIN 890 Course Milestones

| 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 ASIST (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

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

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. ⓘ

Type “Liberty University.”

- Agree to the Terms of Service 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.

Check the box.

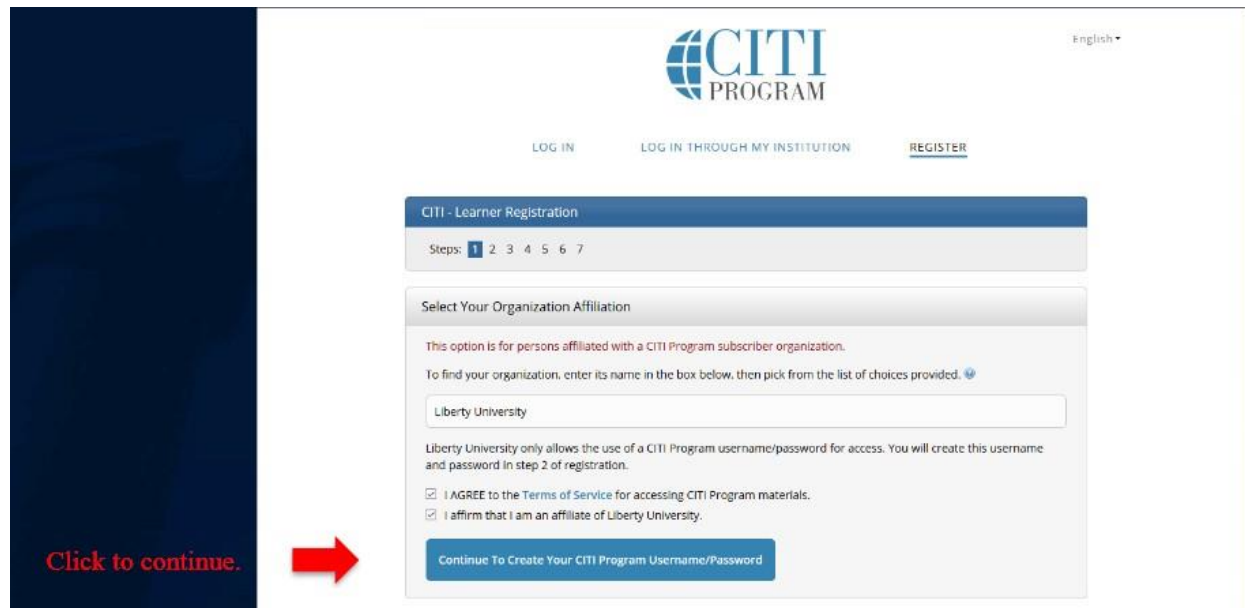
Continue on next page

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



The screenshot shows the CITI Program registration interface. At the top, there is a logo for 'CITI PROGRAM' and a language dropdown set to 'English'. Below the logo are three navigation links: 'LOG IN', 'LOG IN THROUGH MY INSTITUTION', and 'REGISTER'. The main content area is titled 'CITI - Learner Registration' and shows a progress bar with steps 1 through 7, where step 1 is highlighted. The current step is 'Select Your Organization Affiliation'. This section includes instructions for users affiliated with a CITI Program subscriber organization, a search box containing 'Liberty University', and a note that Liberty University only allows the use of a CITI Program username/password. Two checkboxes are present: the first is checked and reads 'I AGREE to the Terms of Service for accessing CITI Program materials.', and the second is unchecked and reads 'I affirm that I am an affiliate of Liberty University.'. A red arrow points from a dark blue sidebar with the text 'Check the box.' to the second checkbox.

- Click "Continue to Create Your CITI Program Username/Password."



This screenshot is identical to the previous one, showing the 'Select Your Organization Affiliation' step. In this view, the second checkbox, 'I affirm that I am an affiliate of Liberty University.', is now checked. A blue button labeled 'Continue To Create Your CITI Program Username/Password' is visible at the bottom of the form. A red arrow points from a dark blue sidebar with the text 'Click to continue.' to this button.

Continue on next page

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

Enter your name. →

Enter your LU email address. →

Click continue. →

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

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

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

Create your password. →

Select a security question and provide an answer. →

Click continue. →

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

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 in blue. 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 "Continue To Step 5" button. The first arrow is accompanied by the text "Select Country of Residence." and the second arrow is accompanied by "Click continue."

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, DOs, 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 840 and have received faculty mentor approval.
- I will submit each of the following supplemental documents ([templates](#)) for review:
 - 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**: Similar to surveys but request 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**: 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**: Involves a researcher asking questions directly to a group of participants. 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**: 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, so 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:** 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. Submit an application and all necessary documents to the IRB through the Cayuse link on the [IRB's home page](#). (Use our 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. 😊)
2. If applicable, obtain permission from your research sites.
3. Revise your application as requested by the IRB.
4. Receive IRB approval.
5. Recruit participants
6. Obtain/Provide consent to participants.
7. Conduct your study using your IRB-approved procedures (e.g., Distribute your survey, conduct your interviews, etc.).
8. Publish/present your 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 provides approval for IRB application within 5 days of submission.
- Respond to emails within 36 hours.
- Post announcements in DMIN 841 and 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 SafeAssign 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 will normally 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 of the components that need to be included in the final draft. This example is for those completing the traditional Thesis Project Track. For those completing the Portfolio Track, 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 Preface (Optional)
Main Body to include:
 1. Chapter One
 2. Chapter Two
 3. Chapter Three
 4. Chapter Four
 5. Chapter Five
Appendixes
Bibliography
IRB Approval/Waiver Page

(sample cover page)

LIBERTY UNIVERSITY
JOHN W. RAWLINGS SCHOOL OF DIVINITY

Title of Thesis Project

A Thesis Project Report Submitted to
the Faculty of the Liberty University 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 © 2018 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 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 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). You should identify your topic purpose and goal(s) clearly. Include a summary of your research methods and how the thesis project will influence others in your field. This thesis project topic will be published in Scholars Crossing with the names of your Mentor and Reader, key words of your thesis, and your downloadable thesis project as a PDF. Before publishing your thesis to Scholars Crossing, review your 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 |
| Subhead | X |
| Subhead | X |
| Bibliography | X |
| Appendix A..... | X |
| Appendix B..... | X |
| (add additional appendix lines as needed) | |
| 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*

LURSOD *Liberty University Rawlings School of Divinity*

(Sample Chapter 1 Page)

CHAPTER 1: INTRODUCTION³⁵

Introduction

The introduction should be provided here. Be sure to use footnotes in Turabian format to support your arguments. Watch out for assumptions and anecdotal arguments. Every sentence should be justified.³⁶ 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, it will look like this one; however, remember, if any heading (such as the first-level heading) is divided into sub-parts (using second-level headings), then you must have a 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.

³⁵ 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.

³⁶ 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.”³⁷ The projects theoretical context and theological foundation should also be expanded from what was in the Thesis Project Prospectus.³⁸

Literature Review

Theological Foundations

Theoretical Foundations

³⁷ Sensing, *Qualitative Research*, 22.

³⁸ 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 you ask 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.”³⁹ 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.⁴⁰

Intervention Design

Implementation of the Intervention Design

³⁹ Sensing, *Qualitative Research*, 53.

⁴⁰ 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 of 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.”⁴¹ The Researcher should use graphics to illustrate changes that resulted from the project’s implementation.⁴²

⁴¹ Sensing, *Qualitative Research*, 194.

⁴² Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches.

(Sample Chapter 5 Page)

CHAPTER 5: CONCLUSION

Your 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.”⁴³ How do the results compare with similar situations? How might your research be replicated in a similar situation? What questions need additional investigation?⁴⁴

⁴³ Sensing, *Qualitative Research*, 212.

⁴⁴ Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches.

APPENDIX E

LURSOD TURABIAN QUICK GUIDE

(based on the 9th edition of the Turabian manual)

Formatting

- 1" margins
- Times New Roman size 12-pt. font except in the footnotes when you are to have Times New Roman 10-pt. font.
- 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 roman numerals in the footer. The paper body, bibliography, and appendices display Arabic numerals in the header. Do not number the title page. You can find a tutorial on pagination placement for Microsoft at <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 first person pronouns.
- Turabian permits two citation styles. LU-RSOD only accepts Notes-Bibliography Style in submitted documents. Do not use both 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 your 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 your 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.
- 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 if you are citing the same page as the previous; however, if it is a different page number use Ibid. plus a comma and then the page number like this, “Ibid., #.”
- Since the Bible is considered a sacred work, cite Bible passages in footnotes, and not in the bibliography. The exception to this rule is when you are citing notes from a study Bible, which should in turn be referenced in the bibliography. An example for properly footnoting a biblical citation is in the footnote at the bottom of this page.⁴⁵ Notice the phrasing of the footnote, “Unless otherwise noted, all biblical passages referenced are in the _____ Bible.” This means that you will not need to reference the version of the Bible in subsequent citations, unless you change the version.

⁴⁵ Unless otherwise noted, all biblical passages referenced are in the New American Standard Bible (Anaheim: Lockman Foundation, 1998).

- When footnoting a book for the second time and the citation is not the next citation after the first citation, you do not need a full citation. Instead use the author last name(s), an abbreviated version of the book title, and the page number. An example of this is in the footnote below.⁴⁶
- 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 you 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 Glossary⁴⁷ 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 you do not want to suffer the point reduction of an error.

⁴⁶ McClendon and Kimbrough, *Square One*, 50.

⁴⁷ See Appendix J below.

Therefore, [*sic*] lets the reader know that you 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 them 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 of 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.⁴⁸ 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.

⁴⁸ 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, 2003.⁴⁹

Book with Multiple Authors

Baggett, David, and Jerry L. Walls. *Good God: The Theistic Foundations of Morality*. New York, NY: Oxford University Press, 2011.⁵⁰

Bible Commentaries

Commentary not in a Series

Holland, Tom. *Hope for the Nations: Paul's Letter to the Romans*. London: Apiran, 2017.⁵¹

Kline, Meredith G. *Genesis: A New Commentary*. Edited by Jonathan G. Kline. Peabody, MA: Hendrickson, 2017.⁵²

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, 1994.⁵³

Miller, Stephen R. *Daniel*. Vol. 19, The New American Commentary. Nashville, TN: Broadman and Holman, 1994.⁵⁴

⁴⁹ Gary R. Habermas, *The Risen Jesus and Future Hope* (Lanham, MD: Rowman & Littlefield Publishers, 2003), 23.

⁵⁰ David Baggett, and Jerry L. Walls, *Good God: The Theistic Foundations of Morality* (New York, NY: Oxford University Press, 2011), 57.

⁵¹ Tom Holland, *Hope for the Nations: Paul's Letter to the Romans* (London: Apiran, 2017), 30.

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

⁵³ John R. W. Stott, *The Message of Romans*, The Bible Speaks Today, ed. John R. W. Stott (Downers Grove, IL: InterVarsity, 1994), 12.

⁵⁴ 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, 1996.⁵⁵

Wenham, Gordon J. *Genesis 1-15*. Vol. 1, Word Biblical Commentary. Edited by John D. W. Watts. Grand Rapids, MI: Zondervan, 1987.⁵⁶

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, 2010.⁵⁷

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, 2009.⁵⁸

One-Volume Commentary

Zuber, Kevin D. "Exodus." In *The Moody Bible Commentary*. General Editors, Michael Rydelnik and Michael Vanlaningham. 195-313. Chicago, IL: Moody, 2014.⁵⁹

Kindle or Like Device

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 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.

⁵⁵ Darrell L. Bock, *Luke*, 2 vols, Baker Exegetical Commentary on the New Testament, ed. Moisés Silva (Grand Rapids, MI: Baker Academic, 1996), 22.

⁵⁶ Gordon J. Wenham, *Genesis 1-15*, vol. 1, Word Biblical Commentary, ed. John D. W. Watts (Grand Rapids, MI: Zondervan, 1987), 117.

⁵⁷ 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.

⁵⁸ 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.

⁵⁹ Kevin D. Zuber, "Exodus" in *The Moody Bible Commentary*, eds. Michael Rydelnik and Michael Vanlaningham (Chicago, IL: Moody, 2014), 227.

Earley, Dave, and Rod Dempsey. *Disciple Making Is. . . : How to Live the Great Commission with Passion and Confidence*. Nashville, TN: Broadman & Holman, 2013. Kindle.⁶⁰

E-Reader Book through Program or Database

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.⁶¹

Without Page Numbers

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, MI: Zondervan, 2016. MyWSB.⁶²

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): 179-198.⁶³

⁶⁰ 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.

⁶¹ Jared Wilson, *The Prodigal Church: A Gentle Manifesto against the Status Quo* (Wheaton, IL: Crossway, 2015), 3, MyWSB.

⁶² Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, MI: Zondervan, 2016), chapter 1, MyWSB.

⁶³ 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.

Litfin, A. Duane. "Revisiting the Unpardonable Sin: Insight from an Unexpected Source." *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 713-732.⁶⁴

Fox, Michael V. "The Meanings of the Book of Job." *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 7-18.⁶⁵

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/>.⁶⁶

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 Thought." PhD diss., Liberty Baptist Theological Seminary, 2013. ProQuest Dissertations & Theses Global.⁶⁷

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 your final list of bibliographic entries.
- The title should be bolded and should begin a new page with normal page numbering.

⁶⁴ Duane A. Litfin, "Revisiting the Unpardonable Sin: Insight from an Unexpected Source," *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 730.

⁶⁵ Michael V. Fox, "The Meanings of the Book of Job," *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 8.

⁶⁶ 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/>.

⁶⁷ 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.

- Other terms such as references or works cited are not acceptable.

APPENDIX G

ABBREVIATION LISTS

Books of the Bible

Spell out the name of biblical books when they are referred to in their entirety. To abbreviate a book of the Bible, use this list.

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 |
| Ecc1 | 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

The first time scripture is cited in the manuscript, include the following notation in the footnote:

John 3:16, King James Version (KJV). Unless otherwise noted, all scripture references in this thesis project will be from the King James Version of the Bible.

Subsequent citations should be shortened as such: John 3:16, KJV.

AB Anchor Bible

AMP Amplified Bible

ASV American Standard Version

CEB Common English Bible

CEV Contemporary English 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

NASB New American Standard Bible

NET New English Translation

NIV New International Version

NRSV New Revised Standard Version

RVS Revised Standard Version

Journal Title Abbreviations⁶⁸

| | |
|---------------|---|
| <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> |

⁶⁸ 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), p. 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 List⁶⁹

- 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

⁶⁹ 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 GLOSSARY⁷⁰

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

Calvary

⁷⁰ 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.

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: curriculumums)

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 pronouns⁷¹
 devil
 disciple(s) (but: the Twelve)

⁷¹ 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) 592-3362 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). You 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 you. In order to request that Liberty-owned books be shipped to your home, you 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 our 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. Protect yourself by using 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 you bring your own laptop to campus during intensive weeks, you may have to download a security program to be allowed full access to campus networks.

We have 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 our electronic databases contain that particular journal. Articles are found in journals, and journals are indexed in databases. Once you find the correct database containing a particular journal, you can “search within this journal” for the particular author or article title.

Revised and Updated

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