GRACE
SCHOOL OF THEOLOGY

Doctor of Ministry Program

Applied Research Project Handbook

Table of Contents

Directions: How to Use This Handbook

1. Read through this entire handbook one time to get a "feel" for its contents.

    The information in this handbook is subject to change. Every effort is made to ensure the accuracy of the information published, but because circumstances constantly change within an institution, new decisions may affect the accuracy of the details appearing in this handbook. It is the responsibility of the student to ensure proper and current guidelines are followed.

2. In a second reading, get a good grasp of:
    *   definitions
    *   the relationship between problem statements, research questions, hypotheses and research method
    *   the five models for applied research projects common in the DMin program

3. To lay the foundation for your project, write a first draft of the problem statement, research question, hypothesis and description of the research method on the "Up to Now" chart in the "Planning Your Project" section of this handbook.

4. Contact Dr. Fred Chay to discuss your topic.
    Email: fchay@gsot.edu
    Phone: 602.622.1033

Share Your Completed Work with Others!

Electronic Distribution and Proquest Publications

The purposes of the Applied Research Project include contributing knowledge about ministry to the larger ministerial community and making available to other professional Christian leaders knowledge and understanding about critical areas of ministry. With Proquest Publications, your work becomes available to students, theological libraries, ministry leaders, and others in the Christian community.

If you wish to have your work published by Proquest Publications, see the guidelines in Appendix 2. If you elect not to submit your work to Proquest Publications, we ask that you fill out the **Exclusion Form** (also in the Appendix).

Required Textbooks and Research Bibliography

REQUIRED TEXTBOOKS

Reading of the following texts in their entirety is required:

Sensing, Tim. *Qualitative Research, Second Edition:*
    A Multi-Methods Approach to Projects for Doctor of Ministry Dissertations. Eugene:
    Cascade Books, 2022.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizzup, William T.
    FitzGerald. *The Craft of Research*, 5th edition. (Chicago Guides to Writing, Editing,
    and Publishing). Chicago: University of Chicago Press, 2024.

RECOMMENDED READING:

The following texts have been helpful to many during their Final Research Paper
preparation and research. They are recommended to you as important resources in
addition to those required above.

Bryant, Miles T. *The Portable Dissertation Advisor, 1st Edition*. Corwin Press, 2004.

Creswell, John W., Cheryl N. Poth. *Qualitative Inquiry and Research Design:*
    Choosing Among Five Approaches, 5th Edition. Los Angeles: Sage Publications, Inc.,
    2023.

Zerubavel, E. *The Clockwork Muse: A Practical Guide to Writing Theses and*
    Dissertations. Cambridge, MA: Harvard University Press, 1999.

RECOMMENDED TEXTS FOR SPECIFIC PROJECT TYPES:

For project type 1 -- *Descriptive survey*:

Bourque, Linda B. and Fielder, Eve P. *How to Conduct Self-ADMinistered and Mail*
    Surveys (Survey Kit 3) (v. 3). Thousand Oaks, CA: Sage, 2002.

Fink, Arlene. _The Survey Handbook 2nd Edition_. Thousand Oaks, CA: Sage, 2002.

Fowler, Floyd J. *Improving Survey Questions: Design and Evaluation.* Sage
    Publications, 1995.

Mertens Oishi, Sabine. *How to Conduct In-Person Interviews for Surveys*. Sage Publications, 2002.

Developing and Using Questionnaires. U.S. General Accountability Office. 1993. Item no. PEMD- 10.1.7. http://www.gao.gov/search?q=developing and using questionnaires

For project type 2 -- *Program development and implementation*

Altschuld, James W. and J. N. Eastmond. *Needs Assessment Phase I: Getting Started (Book 2) (Needs Assessment Kit).* Sage Publications, 2009.

King, Jean. A. and Morris, Lynn L. and Fitz-Gibbon, Carl T. <u>*How to Assess Program Implementation (CSE Program Evaluation Kit)*</u> Thousand Oaks, CA: Sage, 1987.

McMillan, Jim. <u>*Research in Education: Evidence Based Inquiry (6th Edition)*</u>. Indianapolis, IN: Addison-Wesley Educational Publishers, 2005.

For project type 3 -- *Program evaluation and response*

Fitz-Gibbon, Carol T., Morris, Lynn L. and Jean King. *How to Assess Program Implementation (CSE Program Evaluation Kit).* Sage Publications, 1987.

Owen, John M. *Program Evaluation, Third Edition: Forms and Approaches*. The Guilford Press. 2006.

Gredler, Margaret E. *Program Evaluation.* Englewood Cliffs, NJ: Prentice-Hall, 1996.

For project type 4 -- *Case studies*

Yin, R.K. *Case Study Research: Design and Methods, Third Edition, Applied Social Research Methods Series, Vol 5*. Thousand Oaks, CA: Sage, 1994.

Merriam, Sharan B. *Case Study Research in Education: A Qualitative Approach (The Jossey-Bass Social & Behavioral Science Series)*. San Francisco, CA: Jossey-Bass, 1991.

Strake, Robert E. <u>*The Art Of Case Study Research*</u>. Thousand Oaks, CA: Sage, 1995.

Case Study Evaluations. U.S. General Accountability Office. 1991. Item no. PEMD-10.1.4. http://www.gao.gov/search?q=Case+Study+Evaluations.

Bibliographic Resources for Research

The following sources may be useful in addressing aspects of research design.

Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York : Norton, 1993.

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6th ed. Belmont: Thomson/Wadsworth, 2004.

Becker, Howard S. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: U of Chicago Press, 1998.

Bradley, James E, and Richard A. Muller. *Church History: An Introduction to Research, Reference Works, and Methods*. Grand Rapids: Eerdmans, 1995.

Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Thousand Oaks, CA: SAGE Publications, 2018.

Creswell, John W., and Vicki L. Plano Clark. *Designing and Conducting Mixed Methods Research*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2017.

Cryer, Pat. *The Research Student's Guide to Success*. 2nd ed. Buckingham, Eng: Open University Press, 2000.

Davies, Richard E. *Handbook for Doctor of Ministry Projects: An Approach to Structured Observation of Ministry*. Lanham, MD: University Press of America, 1984.

Davis, Gordon B. and Clyde A. Parker. *Writing the Doctoral Dissertation: A Systematic Approach*. 2d ed. Hauppauge, NY: Barron's Educational Series, 1997.

Fink, Arlene. *Conducting Research Literature Reviews: from Paper to Internet*. Thousand Oaks, CA: Sage, 1998.

Glatthorn, Allan A. *Writing the Winning Dissertation: A Step-By-Step Guide*. Thousand Oaks, CA: Cowin Press, 1998.

Heppner, P. Paul, Dennis M Kivlighan, and Bruce E Wampold. *Research Design in Counseling*. 2d ed. Delmont, CA: Brooks, Cole and Wadsworth, 1999.

Krathwohl, David R. *Methods of Educational and Social Science Research: An Integrated Approach*. 2d ed. New York: Longman, 1997.

Mann, Thomas. *The Oxford Guide to Library Research*. New York: Oxford University Press, 1998.

Mauch, James and Jack Birch. *Guide to the Successful Thesis and Dissertation*. 4th rev ed. New York: M. Dekker, 1998.

Meltzoff, Julian. *Critical Thinking About Research: Psychology and Related Fields*. Washington, DC: American Psychological Association, 1997.

Miller, Donald E. and Barry J. Seltser. *Writing and Research in Religious Studies*. Englewood Cliffs, N. J.: Prentice Hall, 1992.

Murphy, Nancey. *Reasoning and Rhetoric in Religion*. Valley Forge, PA: Trinity Press, 1994.

Myers, William. *Research in Ministry: A Primer for the Doctor of Ministry Program*. Rev. ed. Chicago: Exploration Press, 1997.

Patton, Michael Quinn. *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2015.

Rudestam, Kjell Erik, and Rae R Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 2nd ed. Newbury Park, CA: Sage, 2001.

Tucker, Dennis. *Research Techniques for Scholars and Students in Religion and Theology*. Meford, NJ: Information Today, 2000.

Vyhmeister, Nancy. *Your Indispensable Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan, 2001.

Some Definitions

Applied: The project takes place in a context of real-life ministry.

Paper: A written report that describes the applied research project from its biblical-theological and theoretical roots to its results and implications for further study. Most DMin papers follow the paradigm found in this handbook.

Project: A research undertaking that conducts and/or evaluates ministry.

Research: Within the context of the specific topic, one will know how to minister better as a result of professional doctoral-level investigation according to recognized standards of inquiry.

What Does a Research Paper Look Like?

A paper that reports on your applied research project has a specific format to follow. Your own research paper will *normally* consist of the chapters below. In unusual cases, the order or number of chapters may vary, if approved by your Advisor and the Dean of DMin Studies.

Most DMin Applied Research Papers are expected to be from 150-200 pages in length. More is not necessarily better. The page length is determined by what is required to present the study with high quality. There is no page minimum or maximum. The estimates above are just that -- estimates.

Chapter 1: Introduction
    Introduce the project so that this chapter <u>briefly</u> (a) explains what the project is all about and why (a rationale) is it being researched/ investigated, (b) the biblical/theological rationale for the project, (c) the research design and what results were anticipated, and (d) previews of the remaining chapters. Chapter one <u>probably</u> will look much like your proposal but will be written in past tense instead of future tense (estimate: 15 pages). If the biblical/theological rationale requires a lot of background or exegesis, it may be best to make it a separate chapter of your paper placed after the introduction as Chapter 2. Other chapter numbers would then be adjusted accordingly.

Chapter 2: Previous Research and Literature Review
    Investigate all published materials directly related to your area of research, and all materials indirectly related to your research which will enhance or inform it. Both religious and secular sources should be included. Explain why the project is designed as it is in light of previous research on this and related topics (estimate: 30 pages).

Chapter 3: Procedure and Research Method
    Specify the problem statement (rationale for the project), research question, the research method chosen to answer the question and why it is an appropriate method, hypothesis(es), and instruments of evaluation or assessment, including a detailed report of how, when, and with whom the project was actually conducted (estimate: 30 pages).

Chapter 4: Results
    Provide the answer(s) to the research question with supporting data (estimate: 40-50 pages).

Chapter 5: Conclusions and Implications for Further Study
    Make a case for what we may be able to generalize from this particular study and what other research questions this study raises for further investigation (estimate: 20 pages).

Appendices: Include any research instrument, such as a survey or curriculum you may have used, as an appendix.

Human Subject Research (HSR) Ethical Guidelines

When research conducted by members of the Grace School of Theology community involves human subjects, the paramount responsibility of those members is to the human subjects they study. When there is a conflict of interest, these subjects always come first. It is essential that the rights, interests, and sensitivities of those being studied must be safeguarded. Among other things, research subjects have the right to remain anonymous; the right to understand the nature, purpose, and intended use of the research; the right to understand the possible consequences of the research; and the right, if any, to fair compensation for their services. *(Adapted from the Statements on Ethics of the American Anthropological Association)*

DMin students are the most likely candidates to engage in Human Subject Research (HSR) in this institution. In keeping with the Ethical Guidelines for Human Subject Research, *all doctoral research anticipating involvement with human subjects requires the pre-approval of the seminary's Internal Review Board* (IRB) for HSR. To obtain this approval the candidate must follow these steps:

1. Doctoral candidates planning to do HSR as part of their research process will submit an *HSR proposal* to the Internal Review Board of the Seminary.

2. The proposal will include:
    a. The hypothesis to be tested
    b. A summary of experimental methods to be used
    c. The rationale for such methods
    d. Possible impacts (positive and negative) on subjects of the research
    e. Specific plans for obtaining informed consent of subjects
    f. Specific plans for the protection of subjects' personal information

3. The candidate must receive explicit, written approval of any HSR outlined by the candidate in the proposal before any HSR may begin. This approval can only come from the Internal Review Board. **Conducting HSR without approval by the Internal Review Board will be a ground for dismissal from the DMin program.**

4. Should a proposal for HSR be rejected by the Internal Review Board, said proposal may be modified and resubmitted up to two more times for approval. Any additional reviews may be offered to the candidate at the discretion of the Internal Review Board.

5. Additions to HSR methods or substantive changes to Board-approved HSR strategies made during research must be approved before implementation. **Failure to receive such approval may be grounds for dismissal from the DMin program.**

Big Picture: The Applied Research Project

DMin studies at Grace School of Theology culminate in the completion of an applied research project submitted as an Applied Research Paper. Note that the term "applied research project" refers to the entire project as described in the five models below. The term "paper" refers to the actual written document.

The student's applied research project and paper will be evaluated by three people: (1) the Advisor, (2) the Reader, and (3) Dean of DMin Studies (*Dr. Fred Chay*). The Dean of DMin Studies assigns the Advisor and Reader based on the student's topic and input. The Advisor assumes responsibility to direct the entire project and serves as the "point person" with whom the student will have regular contact during the course of the project. The applied research project is a Pass or Fail (P/F) project.

PURPOSE OF THE PROJECT

The purposes of the Applied Research Project are to:

1. further develop the student's professional skills for ministry.

2. contribute to the mission of the church through reflective praxis and actualized ministry in the student's current context.

3. improve the student's self-directed learning skills and understanding of how ministry is accomplished.

4. make available to other professional Christian leaders' knowledge and understanding in regard to a certain area of ministry.

5. develop further the student's ability to do field research on the level of a professional doctorate.

6. contribute knowledge about ministry to the larger ministerial community.

CRITERIA FOR AN ACCEPTABLE APPLIED RESEARCH PROJECT

The project:

1. when completed, will inform our understanding of ministry and how to minister better.

2. clearly relates to the student's current ministry (a "front burner" issue or need) or ministry interests.

3. develops from an adequate knowledge of biblical theology, ministry theory and praxis.

4. employs an acceptable research method(s) with which the guided student has sufficient competence to attain validity.

5. is sufficiently focused to allow a concentration of effort and to avoid trying to cover so much ground that the results are superficial.

6. gives evidence of careful planning and execution.

7. incorporates an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.

8. is submitted in the form of a Research Paper, written in clear, correct English and is in correct format as defined by this handbook, avoiding polemic or exaggerated claims.

9. is written with careful attention to the correct use of source material, documentation and research standards.

Five Common Models

Students who have completed DMin studies successfully at Grace School of Theology often have employed one of the five following models for an applied research project. These are not the only models for applied research, however. Other options should be discussed with the Dean of DMin Studies.

1. **Descriptive surveys of a ministry situation.** The survey is designed to report current ministry conditions or strategies in quantifiable variables. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation are expected.

2. **Program development and evaluation.** The student will develop some ministry program or activity and evaluate its effectiveness. The ideal program is one that the student's ministry seeks so that the program is not implemented solely for the sake of completing the research project.

3. **Program evaluation and response.** An *existing* program will be evaluated and modified.

4. **Case studies of ongoing ministry situations.** The student selects churches, denominations, leaders, etc., to study as cases to answer a descriptive research question. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation are expected.

5. **Exegetical Research Methodology.** There are some who may desire to select a topic for research that falls more in line with the traditional Ph.D. model concerning

biblical and theological studies. In this case, the research method involves more of an exegetical/expositional model with a theological orientation. However, the final paper must still relate to the research to a practical ministry situation.

*The following are important textbooks regarding exegetical procedure:

Between Two Horizons: Spanning New Testament Studies & Systematic Theology, edited by
      Joel B. Green and Max Turner. Grand Rapids: Eerdmans, 2000.

Erickson, Richard J. *A Beginner's Guide to New Testament Exegesis: Taking the Fear Out o
      Critical Method.* Downers Grove, IL: Intervarsity Press, 2005.

Green, Joel B. *Hearing the New Testament: Strategies for Interpretation.*
      Grand Rapids: Eerdmans, 1995.

Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis, edited
      by Darrell L. Bock and Buist M. Fanning. Wheaton, IL: Crossway Books, 2006.

Topic Approval & Writing the Proposal

Procedure and Deadlines

Students may begin their applied research project before they finish their course work only with the approval of the Dean of DMin Studies. Students should give thought to possible topics for the project early in their DMin program. Students will receive instructions concerning how to conduct the project and to prepare the applied research paper.

Students must complete their final project **within three years** of finishing all coursework. If the student does not complete their Applied Research Paper within those three years, they will be removed from the Doctor of Ministry program. If a student registers for their final project and then abandons it, failing to complete it within the allowed three years, they will be removed from the program and they will be assigned a failing grade for the project. If they wish to resume their research project at a later date, they will need to reapply to the program, re-register for the final project, and pay any applicable registration and reinstatement fees, and tuition. Such reapplication will require completing a new DMin application form and provide an up-to-date ministry history, as well as a ministry supervisor recommendation.

The Project Topic. To have the project topic approved, the student will submit a *DMin Applied Research Project Topic Approval Form* (TAF) to the Dean of D.Min Studies. If approved, the Dean will appoint an Advisor and a Reader to the project. **The TAF must be submitted by March 15 of the year preceding graduation**, **before the student enrolls in the DM-990 Ministry Project I course.** For example, the student who wishes to graduate in May 2024 should submit the <u>form no later than March 15, 2023</u>. Failure to secure approval may result in the postponement of graduation.

Registration. Once the TAF is approved, the student must register for *DM-990 Doctoral Project I* and pay 100% of the registration fees/tuition**.** This is done by undergoing the standard registration process.

The tuition fee for *DM-991 Doctoral Project II* should be paid in full as well.

*For a complete list of payment estimates to be made, see **Appendix 1**.*

Extensions. If the student fails to complete the final paper by April 15th, they may register for a 6-month extension, however, they won't be allowed to graduate in the May ceremony. If an extension is approved, it must be registered with the Registrar and the appropriate extension fee *($300 for each extension request*) paid in full at that time. No student will participate in graduation without first completing all of the graduation requirements; no exceptions.

The Project Proposal. *By June 1, the student must submit a proposal that defines the project and outlines the applied research paper to the DMin Office.* The proposal should follow the chapter divisions of the research paper and summarize the key elements. These elements are:

> (1) Definition of the problem or issue, research questions, and hypothesis(es)
> (2) Literature review, data sources
> (3) Procedures and method of data collection
> (4) Anticipated results
> (5) Probable conclusions and recommendations for further study
> (6) Preliminary bibliography

Typically, the proposal should not exceed twenty double-spaced pages. The seminary provides a sample project proposal. The proposal should be emailed to the DMin Office and the assigned Advisor.

Often, candidates are required to revise and resubmit their proposal, sometimes two or more times, before it is approved. **The Proposal must be approved by the Advisor and the Dean of DMin Studies before the candidate may proceed writing the first two chapters of the first draft.**

Please see the *Project Schedule of Submissions* for other important dates and deadlines.

The following is a sample schedule that serves as a guide in your completion of the project. The specific dates indicated may not be applicable to you but will nevertheless give an idea on the typical duration of the project.

Project Schedule of Submissions
(MAY GRADUATION)

Feb 1st	• Submit general topic for project (via phone call or meeting with the Dean of DMin Studies (Dr. Chay).
Mar 15th	• *Topic Approval Form* (TAF) due to the DMin Office (Dr. Chay). • Literature review should be *in process.*
Apr 15th	• Begin preparation of *Applied Research Paper Proposal.*
June 1st	• *Applied Research Paper Proposal* due to the DMin Office (Dr. Chay) and your Advisor (if assigned). • Human Subject Research (HSR) proposal (if applicable) is due to the seminary *Internal Review Board* for approval by this date. • Literature review should be substantially complete and should accompany your *Proposal.* • Registration for *DM-990 Ministry Project I* & payment of tuition fee for the course.
July 1st	• Reviewed proposal is given back to the student.
August 1st	• Start of *DM-990 Ministry Project I*
Sept 15th	• First draft of the first two chapters due to the project Advisor.
Dec 15th	• First draft of the third & fourth chapters due to the project Advisor.
Jan 15th	• Registration for *DM-991 Doctoral Project II* & payment of tuition fee for the course
Feb 15th	• Arrange for the oral presentation of your research to a group that includes professional peers. Documentation forms for this presentation are available from the DMin Office (Dr. Chay) and must be submitted from observers of your presentation as instructed.
Mar 15th	• Second draft that includes any required changes is due to the Advisor and Reader for their review and approval. An electronic copy shall be sent to the Dean of DMin Studies (Dr. Chay) as well. ***It is the student's responsibility to have a professional editor who will evaluate and fix any formatting errors, footnotes, etc. based on the Turabian guidelines found in the Applied Research Project Handbook.*** • A grading form will be provided to your Advisor/Reader for evaluation of your research project. It must be completed and submitted to the DMin Office (Dr. Chay) before the April 15th submission deadline. • Please note that the applied research paper is a Pass or Fail (P/F) project.

Mar 25th – 30th	• Oral presentation of the research
Apr 25th	• Submit two originals of Applied Research Paper, with all corrections approved, to the Grace-approved bindery for binding. *These two unbound originals must be printed on the required paper as specified in the* Applied Research Paper Manual.
	• If you wish to obtain the services of Proquest Publications (copyrighting service included), request for the detailed process and Agreement Form from the Office of the DMin Dean.
	• ***It is the student's responsibility to obtain advisor and reader signatures on both copies of the approval page. If they are resident faculty physically located at the Seminary, Dr. Chay can help you obtain these signatures.***
	• If the Applied Research Paper is not complete by this date, an extension must be approved by the DMin Dean and filed with the Registrar at this time.
May Graduation	• Receive Doctor of Ministry Diploma

Developing Your Research Strategy

THE RESEARCH PROBLEM

The DMin "Applied Research Project" begins with a clearly defined **research problem.** By "problem," we do not necessarily mean something wrong that needs to be fixed. A research problem provides the **rationale** for the applied research project. (Some research literature refers to the research problem as a "problem statement" or "purpose statement.") A research problem may be:

- a ministry that needs to develop (why it needs to develop is actually the problem).
- a descriptive study of what and why various ministries have succeeded or failed in selected contexts.
- a particular ministry skill, philosophy or issue that needs improvement, development or resolution.
- a reason for a descriptive-evaluative study (how we will know better how to minister).

NOTE: Four sample research problem statements appear in the following pages.

THE RESEARCH QUESTION

Most research questions in DMin studies come as a "grand tour" (Creswell, 1994, p. 70). That is, the research question gives in its most abstract form what will direct the study or what the researcher wishes to know, learn, explain, or clarify as a result of the project.

Typically, the research question will use wording that points to the research method that will be employed or at least to its *quantitative or qualitative* nature.

e.g., **qualitative:** What influence do interracial leadership, relevant expository preaching and blended music have on the racial integration of Caucasians into Peoria Community Church?

e.g., **quantitative:** Will teaching selected doctrines of systematic theology to CBS students improve their ability to understand and evaluate the false doctrine of the WOF Movement?

The Logic of DMin Research

Problem Statement	Research Question	Hypothesis	Method/Project
Evaluating the Zaporozhye Bible College as a model for providing Bible College education in modern-day Ukraine	Does Zaporozhye Bible College provide an acceptable educational model for Bible college education in modern-day Ukraine?	Given the religious and political history, language and churches of modern-day Ukraine, Zaporozhye does provide an acceptable educational model for Bible college education in modern-day Ukraine.	Case study on Zaporozhye Bible College that includes needs of the Ukrainian church, educational options, evaluation of ZBC curriculum and ZBC graduates, etc.

The Logic of DMin Research

Problem Statement	Research Question	Hypothesis	Method/Project
The influence of the father-child relationship in Evangelical ministers' families on the child's church involvement as an adult	What influence does growing up in the home of an evangelical minister have on one's adult church involvement?	H1 The minister's child who reports a positive relationship to his or her minister-father as a child will also report high church involvement as an adult. H2 The minister's child who reports a negative relationship to his or her minister-father as a child will also report little or no church involvement as an adult.	Two surveys that compare (1) factors of the paternal childhood relationship and (2) factors of adult church involvement

The Logic of DMin Research

Problem Statement	Research Question	Hypothesis	Method/Project
The apparent shift from expository preaching to "current topic" preaching of pastors who were trained in expository preaching	Have a significant percentage of Grace School of Theology alumni who serve as preaching pastors changed their philosophy of preaching from expository preaching to "current topic" preaching?	Less than 25% of Grace School of Theology alumni who serve as preaching pastors have changed their philosophy of preaching from expository preaching to "current topic" preaching.	Descriptive survey that seeks information about current and former preaching philosophy (and whether there has been a change in philosophy)

The Logic of DMin Research

Problem Statement	Research Question	Hypothesis	Method/Project
Measuring the value of Murray Bowen's family systems theory to increase the effectiveness of Christian & Missionary Alliance Women Counselors in Taiwan	Will teaching Murray Bowen's family system theory and therapy to Taiwan Christian & Missionary Alliance Women counselors enable them to become more effective family counselors?	Post-test scores on a counseling questionnaire to measure participants' understanding of Murray Bowen's family system theory and therapy will be significantly higher than pre-test scores.	Program development and evaluation: Develop 12 sessions for teaching Bowen's family system theory and therapy. Pre- and post-test participants

UP to NOW: Planning Your Project

Directions: Complete every section below. Write <u>neatly</u> in black ink.

Problem Statement	Research Question	Hypothesis	Method/Project

How to Write the DMin Applied Research Project

TOPIC APPROVAL FORM

The Topic Approval Form (TAF) that follows this page communicates to the Dean of DMin Studies the student's initial conceptual intent for the applied research project. The Topic Approval Form is essentially a "learning contract" that specifies a brief summary of the project and its significance, a very early and foundational bibliography, and the fit of this project for the student and his or her ministry context.
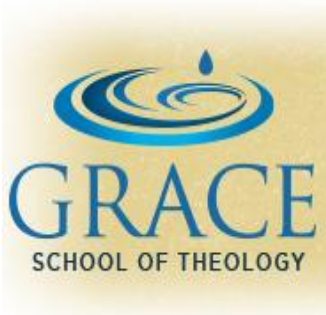
If the student and Dean have discussed potential advisors, the advisor should guide the student in the completion of the TAF. When the TAF is approved, the DMin Studies Committee officially assigns an Advisor and Reader, but often a faculty member has discussed the project with the student and therefore can (and should) be involved as early in the process as possible.

The questions on the form are self-explanatory *if you have done the required reading* and should be answered with as much detail as possible. The following three pages show the general format of the Topic Approval Form.

Once you have turned in the Topic Approval Form, please watch these videos which are designed to help you start with your Applied Research Paper.

Introduction to DMin Applied Research Project: https://vimeo.com/313898988
Process of Writing: https://vimeo.com/322072944

DMin Topic Approval Form

Instructions: Fill out one copy of this form (single space type) and send it to the DMin office. The DMin Committee will review the TAF and communicate with you as to its acceptability or the need for changes. Please know that it is uncommon for a TAF to be approved without required revisions.

Name of Student_____

Anticipated Graduation Date_____

1. Applied Research Project Interim Proposed Title _____

_____

_____

_____

2.   Briefly state the significance of this topic for your personal ministry context (church, mission field, etc.) and its significance for others in similar ministries:

Grace School of Theology Topic Approval Form
(Continued)

3. Briefly state the relationship of the topic to your DMin goals and post-graduation goals.

4. Give a summary description of your applied research project, including its rationale (why you want to do this project).

5. <u>On a separate sheet</u>, list at least 10 major books, 10 major journal articles, and 10 other sources (such as internet sources or other publications) with which you can start your research. It is expected that you will use *complete bibliographic entries in Turabian format*).

6. Describe the compatibility of this topic with your capabilities, the availability of information, your limits of time, and limits of money (is this project "doable?").

7. Provide one sentence for each of the following items, as you currently understand them:

<u>Problem to be addressed:</u>

<u>Research question to be answered:</u>

<u>Research method</u> (program, survey, case study, etc.):

<u>Hypothesis(es) to be tested:</u>

CANDIDATES SHOULD NOT WRITE BELOW THIS LINE

For Committee Use

Topic Approved:

_____ _____
DR. FRED CHAY'S APPROVAL   DATE

Does the Candidate need to submit a proposal to the Grace School of
Theology Internal Review Board for Human Subject Research?

(circle one)   Yes   No

DMin Committee Appointments:

_____
ADVISOR ASSIGNED

_____
READER ASSIGNED

How to Write the DMin Applied Research Project Proposal

PURPOSE

Once your Topic Approval Form has been approved and your project Advisor assigned, you must begin work on your Project Proposal. The proposal is a "blueprint" for your applied research project and paper. The blueprint needs to be precise enough that another researcher could follow and work your plan, but not so precise that it becomes redundant or verbose.

DESCRIPTION AND PROCEDURE

The Project Proposal: The proposal should follow the chapter divisions of the applied research paper and summarize the key elements. These elements are: definition of the problem or issue, research questions or hypotheses, theological rationale, data sources and methods for collection, analytical procedures, probable conclusions and recommendations for further study, and preliminary bibliography.

The proposal should be sent to the Advisor and the DMin Office for approval. The student must obtain approval of the project proposal before proceeding to write the first two chapters of the *first draft* of the research paper.

More specifically:

The proposal previews the project and paper and will look very much like the **first chapter** of the research paper, by delineating the following sections (subheadings for the proposal):

NOTE: The overall proposal will be approximately 15-20 double-spaced pages. The suggested length of each section below is only a suggestion, not a requirement.

SECTIONS OF YOUR PROPOSAL

Introduction
Provide the rationale for the project (what got you interested in this project, how it fits your ministry, a precisely worded problem statement and research question, the "big picture" of the project). Include your biblical/theological rationale for the project. How will this project help others to do ministry better? Who can benefit from this besides you? This is the most general section of the proposal (2-3 pages). TEST: Do the readers of this proposal have "the big picture" of why you want to do this project and what you're going to do?

Previous Research and Literature Review (= 2nd chapter)
Your literature review is designed to make you the expert in your topic area. This means your pool of literature, web, and other sources is to be *exhaustive*. This will mean visits to more than one library. It means both religious sources and secular sources bearing on your topic/field. It may also include sources not in English. Yes, you must find them all and be aware of their contents.

Preview the literature review in broad categories. (By the time you write the proposal, you will have done much of the work on the literature review, so you should be able at least to talk about the broad categories of your literature review and why this literature is relevant for your project. Provide at least one paragraph describing how your project will build on or extend this line of research (2-3 pages). TEST: Is it clear what line of study or research will serve as a foundation for your study?

Procedure and Research Method (= 3rd chapter)
Explain how you're going to conduct this project, with whom, when, etc., and how you're going to evaluate it. Be specific with the research design, including hypotheses and specific method (descriptive survey, program implementation and evaluation, program evaluation, case study, etc.). If you have developed an instrument for evaluation such as a questionnaire, survey or interview, note that the instrument appears in the appendix of the proposal. Also describe the feasibility of this study. That is, can you do it in the allotted time? Are the subjects for study available to you?, etc. This section of the proposal is probably the most specific and requires precise thinking and wording (2-3 pages). TEST: Could another researcher, who has read the literature, conduct this study according to your research design?

Anticipated Results (= 4th chapter)
Based on the hypothesis(es) of the previous section, what do you expect to find as answers to your research question. Granted, you can make only an educated guess at this point, but be sure that it's educated (2 pages)! *TEST: Can the readers of this proposal easily discern what you expect to find?*

Conclusions and Implications for Further Study (= 5th chapter)
This is probably the most difficult section of the proposal to write because you have not yet conducted the research and therefore you do not yet know what conclusions, questions or further studies the project will generate. So, you simply preview the fact that the research paper's final chapter will draw conclusions from the results, make generalizations for broader ministry and discuss implications for further inquiry (2 pages). TEST: Can the readers of this proposal easily discern how the study will add to the body of literature for ministry and improve how we do ministry?

Important Guidelines for Writing the Proposal

1. This is a piece of academic writing, not a sermon manuscript, not an undergraduate essay. Therefore:

   a. Write in academic style, demonstrating the ability to write a formal applied research paper. Composing in the third person is standard for academic research. Hyperbole is not acceptable in academic reporting. Avoid the use of convenience statistics that do not substantively advance your argument.
   b. Employ the Turabian Style Manual (9th Edition). APA style may be used for research paper in counseling; all others must use Turabian 9th Edition.
   c. Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature. (Avoid seeing the readers' comments, "says whom?" in the margin.)
   d. Anticipate some revisions. Most proposals are approved on the second or third submission.
   e. Be succinct and get to the point. If it can be said in a paragraph, don't use a full page. If it can be said in a sentence, don't use a full paragraph.
   f. Don't be subtle; lay it out there explicitly so that the readers can discern exactly what you plan to do.
   g. Realize that a large percentage of the work on your project will be completed when you submit your proposal. Most of the literature review and the crafting of the research design (the grunt work), including development and testing of an instrument, will be complete when you write the proposal. So, don't get in too much of a hurry to submit the proposal. When the proposal is approved, the DMin Committee is telling you "OK…work the plan according to the way that you've proposed it and we'll approve your research paper." An approved proposal is like a contract. That's why you must give sufficient evidence that you have done sufficient work to submit the proposal. Do not be surprised if you are required to revise and resubmit your proposal. Two (or even three) resubmissions is not uncommon for doctoral research.

2. If you're stuck, contact Dr. Fred Chay. Don't let time get away from you while you're wondering, "What do I do now?"

3. Pray. This too can be a spiritual exercise. Shalom!

How to Do a Literature Review

"Review of the Literature" is a meaningless phrase until you specify which part of the vast literature of Theology, Administration, Counseling, etc., you are looking at. You must determine which specific area you plan to review, and then focus your literature review on that area. For instance, if you planned on writing your applied research paper on the leadership style of Jesus, you would not review the entire vast amount of literature on leadership. Instead, you would review the literature that specifically discusses the leadership style of Jesus.

Your literature review should be a map that allows you to see where your study is located in relation to what has been done before.

A good review of the prior writings or studies that bear on your topic will make clear to the reader what part of the vast field of knowledge is being investigated.

You might think about the prior literature as medieval maps that had many details of land and seas, and also think of the blank spaces as "unknown" regions. You want to locate an area at the edge of an unknown section, a jumping off point, which will provide a foundation for your study from which you will launch into the unknown. Then your study can push knowledge a little way into the blank (unknown) area and fill in a bit of the map.

Your literature review should identify the principal work and authors, spell out the main ideas dealing with your topic, indicate generally accepted concepts and explanations, and identify any uncertainties or controversies.

Your review should be organized by themes, systematic propositions about the studies covered, historical sequences, or other important ideas. **It is not a file of books or articles reviewed, but a coherent, intellectual analysis of an area of study.**

You should make the organizing ideas explicit and show the development and enhancement of those ideas as your review proceeds.

There are likely to be partial summaries as you complete aspects of your total review. There must be a thorough summary at the end, which reminds the reader of principle points that are relevant to your study and leads into formal procedural statement of your problem of research question.

A literature review is <u>never</u> a collection of articles or book reviews, or a catalog of prior writing. It is an exposition of the state of knowledge, theory, and ideas in the appropriate segment of the field you are investigating.

Applied Research Project
GENERAL PROTOCOL

This is designed to be a quick reference to guide you in completing your applied research project. This form will not provide you with all the necessary formatting requirements. You will need to use the Turabian 9th Edition writing manual (Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations – Ninth Edition*. Chicago: University of Chicago Press, 2018). Where the manual gives options, the following guidelines will state the option required by the seminary:

1. Title page: See sample provided.

2. Acceptance page: See sample provided.

3. Abstract page: the seminary requires an abstract of the project not to exceed one page.

4. Paragraph indention: Grace School of Theology requires ½".

5. Margins: 1.5" on the left side only, and 1" on the rest.

6. Spacing: The text shall be double-spaced except for certain items mentioned in Turabian.

7. Grace School of Theology requires footnotes at the bottom of the page. End notes, parenthetical references, author-date system, or reference list styles should not be used.

8. Bibliography: In a succession of works by the same author, the name is given for the first entry, and an eight-space line (the underscore key struck eight times) followed by a period takes its place in subsequent entries. If, however, you wish to utilize the automatic alphabetization function of your word processing software, it is permissible to spell out the name of the author in each instance.

9. Appendix: A section following the main text which contains items germane to the project but which are not included in the text. These might be questionnaires, testing procedures, maps and charts, different forms used, case studies, etc.

10. Type face: Grace School of Theology requires a 12-point Times New Roman font throughout.

11. Book of the Bible Abbreviations:

Gen.	Job	Jonah	1-2 Cor.
Exod.	Ps.	Mic.	Gal.
Lev.	Prov.	Nah.	Eph.
Num.	Eccl.	Hab.	Phil.
Deut.	Song	Zeph.	Col.

Josh.	Isa.	Hag.	1-2 Thess.
Judg.	Jer.	Zech.	1-2 Tim.
Ruth	Lam.	Mal.	Titus
1-2 Sam.	Ezek.	Matt.	Phlm.
1-2 Kgs.	Dan.	Mark	Heb.
1-2 Chr.	Hos.	Luke	Jas.
Ezra	Joel	John	1-2 Pet.
Neh.	Amos	Acts	1-2-3 John
Esth.	Obad.	Rom.	Jude
			Rev.

14.   Order of Front and Back Matter

Order of Front Matter

Title page
Approval Page
Internal Review Board Approval of Human Subject Research [if required]
Copyright page [or blank page]
Abstract [Prefer no more than one page, block format, single spaced]
Dedication [if desired]
Contents
List of Figures [if applicable]
List of Tables [if applicable]
List of Illustrations [if applicable]
Preface [if applicable]
Acknowledgements [if applicable]
List of Abbreviations [if applicable]

Order of Back Matter

Appendices [numbered consecutively; eg. *Appendix 1, Appendix 2*, etc.]
Bibliography
Index [if used]

15. Other Items of Format: There are several other format items, all of which are discussed clearly and thoroughly by Turabian. Some of these are: abbreviations, numbers, spelling, punctuation, hyphenation, capitalization, underlining, quotations, ellipses, margins, statistical tables, graphic illustrations, outlining, etc. Pay close attention to Chapter 1 of Turabian which addresses items such as order of preliminary matter, blank pages, etc.

Consult the Table of Contents and the Index for specific items. If you have a question that Turabian doesn't deal with, consult your project advisor.

SUBMISSIONS

1. FINAL COPY

      a. Your final copy is submitted to your Advisor and may be printed on a high-quality laser printer. It must be carefully proofread so that it is grammatically accurate and free of typographical errors.

      b. Your Advisor and/or Reader may require revisions to your paper. Make these and resubmit to them.

      c. When your Advisor makes his final approval, your oral presentation will be scheduled.

2. DEFENSE/ ORAL PRESENTATION
Once you have successfully passed your defense / oral presentation, you may begin the Final Editing process so that your work is suitable for binding.

3. FINAL EDITING:

      a. It is the student's responsibility to ensure that they have done their best to format the document correctly and eliminate all grammar mistakes before sending it to the editor. It must be in Turabian format established by GRACE. The project will be formatted with sufficient margin space suitable for binding (at least 1.5" on the binding edge and 1" on all other margins).

      b. The student is responsible for paying their editor. The amount charged is an agreement between the student and the editor and does not involve Grace Faculty or Staff. Cost may vary depending on length and the inclusion of charts and tables, and any other special appendices.

4. FINAL PRINTING

      a. When the document is returned to the student, the student is responsible to print 2 originals in the appropriate weight paper: 8 ½" x 11", acid-free, white 25% cotton fiber, fine business paper, 20 lb. weight.

      b. It is preferable to have a local FEDEX or office store (OFFICE DEPOT/MAX) do this, not on a private printer/copier. This cost is borne by the student.

c. These will be printed on one side, ensuring that all pages have a sufficient margin (1.5") for the binding, left edge.

5. SIGNATURES

a. The student will have EACH original approval page (already printed out on the appropriate paper) signed by the members of his committee. This is best accomplished by having the pages sent 'round-robin' to each member. The student bears the cost of postage and handling, not the signers.

b. The final signer will send the executed pages back to the student and be incorporated into his final project that has been printed on the appropriate paper.

6. BINDING

a. This cost is borne by the student and will be paid directly to the bindery.

b. The student will send the TWO originals of the signed document to the GRACE-approved bindery, who will bind 2 originals. For specific instructions on how to send the document to the bindery, you may coordinate with the office of the DMin Dean.

c. The bindery will send two finished volumes to the school, and the school will mail the student's copy to his residence.

7. CATALOGING and COPYRIGHT

a. The library will catalog GRACE's copy.

b. The student is responsible to have his work published and copyrighted (through Proquest Publications). Please note that these are optional. See Appendix 2 for more details.

Project Oral Presentation and Examination

Once the candidate's applied research paper advisor and reader agree that the student has reached the end of their research and writing process, an oral presentation/examination will be scheduled by the student in conjunction with the Advisor. A research project oral presentation is a requirement for the Doctor of Ministry degree. As a general rule, the student will present their findings to an audience consisting (at a minimum) of the Advisor, the reader, and one person designated by the DMin Studies Committee. We strongly encourage the candidate to have present for this presentation leaders and members of his ministry, colleagues in ministry, interested seminary faculty and seminarians.

The goals for the demonstration are:

1. To articulate clearly that which the student has learned about ministry as a result of the research and writing for the applied research paper.
2. To enable the audience to understand the student's work and specifically to explain concisely the principles explored in the research paper.
3. To enable the audience to strengthen the practical aspects of their respective ministries.

The student will be expected to assess the audience and prepare materials for presentation in a manner suitable for the occasion. The student should recognize that the research paper demonstration is a component of the overall research process, and that a poor quality presentation may affect approval or disapproval of the project as a whole. The demonstration may involve such things as lecture, visual aids, media materials, handouts, enactment, question/answer, and the like. It should answer the following:

- Why this subject? (Research problem and question)
- How was research done? (Be brief and concise. Do not rehash your research paper.)
- What was the research designed to test? (Your hypothesis)
- What is the research *not* designed to show? (Limitations of the study)
- How did theology and Bible inform the research? (Theological context)
- What conclusions can be drawn?
- What other research questions were uncovered by this study that others may pursue?

The oral presentation can be held at the Grace School of Theology main campus at The Woodlands or the student's place of ministry. (The student may be required to bear the expense of bringing the Advisor and Reader to the demonstration, if travel is required.) However, most presentations can be accommodated through the Zoom technology allowing for virtual meetings. *Any adjustments to the oral presentation may be made with the approval of the Dean of D.Min. Studies.*

A presentation will be no more than **one hour** in length, and will be judged by the Advisor, Reader and/or other observers according to the following criteria:

1.   Evidence of thorough preparation
2.   Clarity of presentation and presentation materials
3.   Sensitivity to audience in both planning and presentation

The Advisor will complete an evaluation form with input from the Reader and any others he or she desires to consult who were present for the presentation.

See the Appendix for the DMin Applied Research Paper Demonstration Evaluation Form.

Grace School of Theology Library Research Helps

The Grace School of Theology library has developed step-by-step tutorials for research tools available to help you with your research. You can download these tutorials as .pdf files from the seminary web site on the **Research and Study Resources** web page (see Sessions I-V) at: http://www.gsot.edu

We explain how to use many online tools that will be especially useful to you from your laptop or home computer. Two of the links require **User ID or Authorization # and Password**. We change these from time to time, so call or email us for the current access information.

For bibliographic information to find books, articles and other materials, you will need to use **FirstSearch** (6th link down). This indexing tool provides the information needed to allow your local librarian to order the items through the Interlibrary loan system (ILL).

If you wish to access religious full-text materials online, you will want to access **EBSCO HOST** (14th link down). One of the tutorials mention in the first paragraph above will walk you through the process of using this index tool.

You will find many more useful hyperlinks on the Research and Study Resources web page— please experiment with them to see how useful they are.

If you have any questions on anything regarding online or print resources, please do not hesitate to give us a call so that we can assist you.

We look forward to having your DMin research project on our "reference" shelves in the library. We urge you to make your research available to other theological libraries and seminaries as a microfiche and electronic document so your work will not just gather dust, but be utilized by others in ministry and academia.

APPENDIX 1

DMin Applied Research Project Fees

Tuition Fees	$3,200.00
DM-990	$1,600.00 ($400 per credit hour)
DM-991	$1,600.00 ($400 per credit hour)
Other Fees	**$925**
Technology Fee	$200 ($100 per semester, non-refundable)
Admin Fee	$80 ($40 per course, non-refundable)
Late Registration Fee	$35 (per semester)
Extension Fee (for Ministry Projects)	$300 (for each extension request)
Transcript Fee	$20 (per transcript request)
Binding Fee	$150 *(This is an estimate. Amount may vary depending on the number of pages and other factors. Details are in the Bindery Guidelines, to be provided by the DMin Office)*
Graduation Fee	$145
Optional Fees	**$170**
Proquest Publications Fee (Open Access)	$95
Copyright Service	$75
Total	**$4,335**
Total, excluding late registration fee, extension fee, transcript fee & optional fees	**$3,830**

APPENDIX 2

Proquest Publications Guidelines

Our first recommendation to begin the submission process would be to read and complete the publishing agreement form. Please note that ProQuest publishes dissertations and theses from graduates of accredited universities.

Below is a list of requirements:

1) An electronic version of your manuscript copied to a CD/flash drive. The format must be PDF; the file must be non-encrypted, and all fonts must be embedded. Please make sure that security settings allow printing and that there is no password protection on the PDF. If you require additional resources in creating your PDF, please contact our Author and School Relations (ASR) department at the contact information listed at the bottom of this email.

2) The completed and signed ProQuest/UMI Publishing agreement form. The Agreement Form will be sent to you by the Office of the DMin Dean once requested.

3) Payment for services in the form of money order or check made payable to ProQuest LLC. We cannot accept credit card payments for publishing services. We accept credit card payment for bound copy orders only. PLEASE NOTE THAT IF YOU ARE SUBMITTING YOUR DISSERTATION OR THESIS IN ELECTRONIC FORMAT THE COST FOR TRADITIONAL PUBLISHING IS $25.00.

4) Proof of degree: a copy of your diploma, transcripts or an official letter stating completion of all graduate requirements from the university are all acceptable.

5) A hard copy of your title page and abstract

These materials can be sent together in one package to be submitted directly to ProQuest at the address below:

ASR Department/ProQuest LLC
789 E Eisenhower Pkwy (PO Box 1346)
Ann Arbor MI 48106-1346

Publishing with paper submissions carries a turnaround time of eight to 12 weeks. Students hand in a complete paper manuscript, signed agreement forms and payment. All materials are then shipped to ProQuest for processing. It is important to review all submissions for accuracy and completeness in order to ensure the quickest possible turnaround time for publication. Please ensure that all forms are filled out completely, all signatures are present and all payments are included. Please note that payments, if sent separately, must arrive BEFORE manuscripts. If we begin to process without payments some options (e.g. copyright) can no longer be applied. It is extremely helpful if each shipment is accompanied by a school letter and list identifying all students sent in the current shipment.

Please feel free to contact any representative in our Author and School Relations Department should you have further questions. We can be reached by phone at 800-521-0600 or by email at disspub@proquest.com.

![ProQuest]

Dissertations Publishing Services: 2023-2024 Academic Year
U.S. University Fee Schedule

Service	Fee	
Publishing Services		
Using ProQuest ETD Administrator (Doctoral Dissertation or Master's Thesis)	No fee	
Using ProQuest electronic publishing agreement with FTP delivery or other delivery method (Doctoral Dissertation or Master's Thesis)	No fee	
ProQuest Open Access Service (optional fee regardless of submission method)	$95	
Copyright Service		
Doctoral Dissertation or Master's Thesis	$75	
Copies for University at Time of Publication		
Softbound Cover: Blue cover; stamped black title; 24-lb acid-free archival grade paper; double-sided color printing. Available in two sizes, 6 x 9 or 8.5 x 11.	6 in x 9 in 8.5 x 11 in	$33 $36
Library Hardbound Cover: Available in two editions: • 6 x 9: Hardbound library bind; black cover; embossed gold title on spine. 24-lb acid-free archival-grade paper; double-sided color printing • 8.5 x 11: Hardbound library bind; black cover; embossed gold title with author's last name; white 24-lb acid-free archival-grade paper; double-sided color printing.	6 in x 9 in 8.5 x 11 in	$41 $48
Electronic Original Bind: Hardbound library bind; 8.5 x 11 in	$30	
Corrections to a completed publication		
Charge to republish work (known as "Vault Correction")	$47	

Proquest Publications Exclusion Form for Applied Research Project
Grace School of Theology

I hereby state my decision not to include my *DMin Applied Research Paper* in Proquest's publication program.

Name and Signature: _____

Date: _____

APPENDIX 3

Applied Research Paper Scoring Instrument

Instructions

The purpose of this instrument is to evaluate the quality and completeness of Doctor of Ministry Applied Research Paper submissions at Grace School of Theology. The use of this rubric is intended to provide on-going and flexible evaluation and re-evaluation of the proposal and research paper drafts as they are developed.

Use by Advisor/Reader: Upon submission of a final draft, the candidate's assigned Advisor and Reader should complete the rubrics and submit them to the Dean of DMin Studies for retention for institutional assessment purposes.

Consensus: Consensus between the Advisor and Reader in scoring a research paper is not required.

Using the rating scale: A four (1 – 4) level rating scale is used for scoring each of the quality indicators in the rubric. *In general, ratings of 3 or above are considered satisfactory, while rates of 1 or 2 do not achieve minimal standards for passing.* An "NA" (not applicable) category is also used when an indicator on the rubric is not relevant to the manuscript.

A space for comments is provided for quality indicator. This space can be used to provide specific guidance for revision, and it should also be used to praise strong work or noteworthy improvements. More extensive notes can be submitted as a separate attachment or as a marked-up copy of the manuscript.

Definitions of Ratings for Quality Indicators

4 = Clearly meets this competency with a pattern of excellence.

3 = Consistently above-average performance in this competency.

2 = Approved, though in most areas, competency is of average quality or, rarely, below average quality.

1 = Candidate has failed to exhibit this competency.

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Scoring Instrument

Date _____   Candidate Name _____

Criteria	Rating
1. Abstract contains a concise description of the study, a brief statement of the problem, exposition of methods and procedures, and a summary of findings and implications. Comments:	
2. The Introduction section has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study. Comments:	
3. There is a well-organized review of the literature surrounding the subject, including a well-articulated summary of research literature that substantiates the study. Comments:	
4. The *nature of the study*, the r*esearch question*, *hypotheses*, or research *objectives* are briefly and clearly described. Comments:	
5. Operational definitions of technical terms, jargon, or abstractions are clearly provided. Comments:	

6. The significance of the study is described in terms of
    a. knowledge generation
    b. professional application
 	
Comments:	

7. The literature review is clearly related to the problem statement as expressed in
    a. research questions and hypotheses, or
    b. study questions and study objectives
 	
Comments:	

8. The review of related research and literature includes
    a. comparisons/contrasts of different points of view or different research outcomes,
    b. the relationship of the study to previous research
 	
Comments:	

9. The content of the literature review is drawn from acceptable peer-reviewed journals or sound academic journals, or there is justification for using other sources. Comments:	

10. The role of the researcher in the data collection procedure is described. Comments:	
11. The process by which the data were generated, gathered, and recorded is clearly described. Comments:	
12. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described. Comments:	

13. The findings
      a. build logically from the problem and the research design, and
      b. are presented in a manner that addresses the research questions.
 	
Comments:	

14. Discrepant cases and nonconforming data are included in the findings. Comments:	
15. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings. Comments:	

16. The Applied Research Paper
      a. follows a standard form and has a professional scholarly appearance
      b. is written with correct grammar, punctuation, and spelling
      c. includes citations for direct quotes, paraphrasing, facts, and references to research studies
      d. does not have over-reliance on limited sources
      e. in-text citations are found in the reference list
 	
Comments:	

17. The Applied Research Paper is written in scholarly language (accurate, balanced, objective). The writing is clear, precise, and avoids redundancy. Statements are specific and topic sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas. Comments:	
18. The Applied Research Paper is logically and comprehensively organized. The chapters add up to an integrated "whole." Subheadings are used to identify the logic and movement of the paper, and transitions between chapters are smooth and coherent. Comments:	

_____   _____

Signature of Evaluator   *Date Scoring Completed*

_____

Print Name of Evaluator

APPENDIX 4

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Oral Presentation Evaluation Form

THIS FORM MUST BE RETURNED TO THE DOCTOR OF MINISTRY OFFICE WITHIN 5 DAYS AFTER THE ORAL PRESENTATION IS CONDUCTED	Ref. ATS Degree Program Standards -- F.3.1.3.2 Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.

Determination by Oral Examiner

(Print candidate name: _____ made his/her oral

presentation to the undersigned on (date) _____. In my judgment the candidate has

(check one)   ☐ *Passed the oral presentation.*
☐ *Has failed the oral presentation.*

Explanatory comments are required in case of a failing grade. Add pages if required.

_____

_____

_____

Print name: _____   Signature _____
Observer

Acknowledgement by Candidate

I have seen the evaluation rubric attached to this form as completed by my oral presentation observers. (Signing below does not imply agreement with the observers' evaluation marks or conclusion regarding certification.)

Candidate signature _____   Date: _____

DMIN APPLIED RESEARCH PAPER ORAL PRESENTATION EVALUATION

To be completed by the observer of the Project Oral Presentation

(Observer: Please return the completed form by emailing it to the Dean of DMin Program.)

	Poor				Excellent	
Evidence of thorough preparation	1	2	3	4	5	Comments:

Clarity of presentation　　　　　1　2　3　4　5
Comments:

Organization of materials　　　　1　2　3　4　5
Comments:

Appropriateness of methodology　1　2　3　4　5
Comments:

Sensitivity to audience　　　　　1　2　3　4　5
Comments:

Overall Presentation　　　　　　1　2　3　4　5
Comments:

Comments:

APPENDIX 5

Turabian Footnoting Guide

TITLE OF THE THESIS SHOULD BE ALL CAPS AND

ARRANGED ON TWO LINES IF OVER 48 CHARACTERS

_____

An Applied Research Paper

Presented to

the Faculty of

Grace School of Theology

_____

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Ministry

_____

by

Full Name of Author

Month Year

Accepted by the Faculty of Grace School of Theology in
partial fulfillment of the requirements for the degree Doctor of Ministry

Examining Committee

_____

_____

ABSTRACT

TITLE OF THE THESIS IN ALL CAPS

Your name

Readers: Name of First Reader, Name of Second Reader

Abstracts are required for all theses and dissertations. This page should have the heading "ABSTRACT" and include the full title of the dissertation, the author's name, and the full names of the readers, with either their first name and middle initial or first initial and middle name. Do not include personal titles such as "Dr." The abstract should function as a "stand alone" document which includes a statement of the problem, a brief exposition of the main lines of argument, and the conclusion. The abstract must not exceed 350 words.

TABLE OF CONTENTS

Chapter

CHAPTER 1

CHAPTER TITLE

This paper briefly lays out some basic formatting guidelines for theses and dissertations. For a discussion of what should go into an introduction see Turabian and Vyhmeister and Robertson.[1]

The paragraph indention is one-half inch. Spacing is double. There is only one space between sentences. The font is Times New Roman size twelve. The font size for footnotes is ten. The margins are one and one-half inch on the left and one inch on all other sides.

Preliminary pages (Abstract, Table of Contents, etc.) are numbered with lower case Roman numerals. The regular text uses Arabic numerals. The number for the first page of each chapter, Bibliography, and Appendices is located at the bottom center of the page—for subsequent pages, the page numbers are the upper right of the page. Page numbers continue consecutively throughout but footnotes are re-numbered, beginning with the number one, at the beginning of each chapter.

Level One Heading (do not leave headings alone at the bottom of the page)

First Level Two Heading (do not leave headings alone at the bottom of the page)

---

[1] Turabian, *Manual*, 106–7; Vyhmeister and Robertson, *Guide*, 209. Turabian, *Manual*, 106–7. For guidelines on page ranges, see Table 23.2 in Turabian, *Manual*, 337. These two citations are examples of how to footnote a subsequent reference.

The first level headings are centered and bold. Second level headings are also centered, but not bold. Note the spacing between regular text and a following heading. In Microsoft Word, put a twelve-point space before the heading. This, coupled with the double spacing, will make the space between the text and the following heading just right.

Second Level Two Heading

If you have one level two heading, you need at least one more. Here is an example footnote for a single author book that is not part of a series.[2] Note that footnotes are indented one-half inch, just like paragraphs, and are single spaced. There is one ten-point space between footnotes. This is an example citation for a reprint edition.[3]

Level Three Heading

Level three headings are left justified and italicized. Here is an example of a book that contains commentaries on books of the Bible by different authors.[4] This same format would be used for a book with chapters by different authors, or a Bible dictionary or encyclopedia with entries by different authors. Here is an example citation for a book by multiple authors.[5] This footnote is for that same source on the same page.[6] This one is

---

[2] George W. Peters, *A Biblical Theology of Missions* (Chicago: Moody Press, 1972), 55.

[3] F. F. Bruce, *New Testament History* (1969; repr., Garden City, NY: Doubleday-Galilee, 1980), 307.

[4] John A. Martin, "Ezra," in *The Bible Knowledge Commentary: An Exposition of the Scriptures by Dallas Seminary Faculty*, Old Testament ed., ed. John F. Walvoord and Roy B. Zuck (Wheaton: Victor Books, 1985), 653.

[5] Paul J. Achtemeier, Joel B. Green, and Marianne Meye Thompson, *Introducing the New Testament: Its Literature and Theology* (Grand Rapids: Zondervan, 2009), 280.

[6] Ibid.

also for that same source, but note that "Ibid" is never the first footnote on a page.[7] Here

is "Ibid" for that same source but a different page.[8]

<div align="center">*Second Level Three Heading*</div>

If you have one level three heading, you need at least one more. When a quotation

is five lines or more, it is put in a block quote and single spaced. This is what it looks

like:

> Block quote. Block quote. Block quote. Block quote. Block quote. Block quote.
> Block quote. Block quote. Block quote. Block quote. Block quote. Block quote.
> Block quote. Block quote. Block quote. Block quote. Block quote. Block quote.
> Block quote. Block quote. Block quote. Block quote. Block quote. Block quote.
> Block quote. Block quote. Block quote. This footnote is an example of an
> electronic book.[9]

If the quotation is four lines or less it is integrated into the regular text. Turabian

and Vyhmeister and Robertson offer counsel as to when and when not to quote.[10] Here is

an example citation for an edition other than the first.[11] Here are two other examples for

subsequent references.[12]

If a book of the Bible is cited in the text without chapter it is spelled out. For

example, "The main theme of Romans is the righteousness of God." A Biblical book

cited with chapter is abbreviated unless it comes at the beginning of a sentence. For

example, "The theme verse is Gal 2:20." "Second Corinthians 5:21 teaches

---

[7] Achtemeier, Green, and Thompson, *Introducing the New Testament*, 280.

[8] Ibid., 320.

[9] William Evans, *How to Memorize the Bible* (Chicago: Bible Institute Colportage Association, 1919), chap. 8, Kindle.

[10] Turabian, *Manual*, 358–69; Vyhmeister and Robertson, *Guide*, 138, 183–84.

[11] Donald Guthrie, *New Testament Introduction*, 4th ed. (Leicester, England: Apollos, 1990), 791.

[12] Peters, *Biblical Theology*, 123–25; Martin, "Ezra," 659.

substitutionary atonement."[13]

Usually, three levels of headings are sufficient. If a fourth level heading is used it should be flush left, like the third level. The type is regular (not bold or italics) and the capitalization is sentence style. As always, if there is one level four heading, there must be another. If a fifth level heading is used it is at the beginning of a paragraph. The type is bold and the capitalization is sentence style. As always, if there is one level five heading, there must be another.[14]

Third Level One Heading

Here is an example of a citation for a commentary that is part of a series.[15] This footnote is an example of a citation from a chapter in a book in which the various chapters have different authors.[16] Here are two examples of citations of entries from a dictionary.[17] Note that when two or more sources appear in a footnote they are separated by a semicolon. Here are several good sources for helping with writing: handbooks by Hudson, Strunk and White, and Sword.[18]

---

[13] For Bible related abbreviations see *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*, 2nd ed. (Atlanta: SBL Press, 2014), 121–25.

[14] For more on headings see Turabian, *Manual*, 404–405.

[15] R. T. France, *The Gospel of Mark: A Commentary on the Greek Text*, New International Greek Testament Commentary (Grand Rapids: William B. Eerdmans Publishing Company, 2002), 366–67.

[16] Grant R. Osborne, "Redaction Criticism," in *Interpreting the New Testament: Essays on Methods and Issues*, ed. David Alan Black and David S. Dockery (Nashville: Broadman & Holman, 2001), 142.

[17] Holland L. Hendrix, "Thessalonica," in *The Anchor Bible Dictionary*, ed. David Noel Freedman (New York: Doubleday, 1992), 6:523; Chris J. Seeman, "Judea," in *Dictionary of New Testament Background*, ed. Craig A. Evans and Stanley E. Porter (Downers Grove, IL: InterVarsity Press, 2000), 621.

[18] Robert Hudson, *A Christian Writer's Manual of Style*, 4th ed. (Grand Rapids: Zondervan, 2016); William Strunk, Jr. and E. B. White, *The Elements of Style*, 4th ed. (Boston: Pearson, 2000); Helen Sword, *Stylish Academic Writing* (Cambridge, MA: Harvard University Press, 2012).

Conclusion

For a discussion of what should go into a conclusion see Turabian and Vyhmeister and Robertson.[19] These are example citations of an on-line journal article[20] and an article taken from a website,[21] an unpublished dissertation,[22] and the Bauer lexicon.[23]

---

[19] Turabian, *Manual*, 107; Vyhmeister and Robertson, *Guide*, 209.

[20] S. Lewis Johnson, "The Transfiguration of Christ," *Bibliotheca sacra* 124, no. 494 (April-June 1967): 135, accessed August 23, 2016, http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=3cde35c4-eeab-4e3d-8452-e22243d41d12%40sessionmgr102. The general guidelines for breaking a url are: after a colon or double slash; before a period or single dash. See Vyhmeister and Robertson, *Guide*, 250.

[21] Greg Herrick, "The Date and Destination of Galatians," June 28, 2004, https://bible.org/article/date-and-destination-galatians. If the source includes a time stamp, as this one does, an access date is not required. If a time stamp was not available for this source, the citation would look like this: Greg Herrick, "The Date and Destination of Galatians," accessed August 23, 2016, https://bible.org/article/date-and-destination-galatians.

[22] Donald R. Sunukjian, "Patterns for Preaching: A Rhetorical Analysis of the Sermons of Paul in Acts 13, 17, and 20" (Th.D. diss., Dallas Theological Seminary, 1972), 98.

[23] Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, rev. and ed. Frederick William Danker, 3rd ed. (Chicago: University of Chicago Press, 2000), 374.

WORKS CITED

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Zondervan, 2009.

Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Revised and edited by Frederick William Danker. 3rd ed. Chicago: University of Chicago Press, 2000.

Bruce, F. F. *New Testament History*. 1969. Reprint, Garden City, NY: Doubleday-Galilee, 1980.

Evans, William. *How to Memorize the Bible.* Chicago: Bible Institute Colportage Association, 1919. Kindle.

France, R. T. *The Gospel of Mark: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: William B. Eerdmans Publishing Company, 2002.

Guthrie, Donald. *New Testament Introduction*. 4th ed. Leicester, England: Apollos, 1990.

Hendrix, Holland L. "Thessalonica." In *The Anchor Bible Dictionary*, edited by David Noel Freedman, 6:523–27. New York: Doubleday, 1992.

Herrick, Greg. "The Date and Destination of Galatians." June 28, 2004. https://bible.org/article/date-and-destination-galatians.

Hudson, Robert. *A Christian Writer's Manual of Style*. 4th ed. Grand Rapids: Zondervan, 2016.

Johnson, S. Lewis. "The Transfiguration of Christ." *Bibliotheca sacra* 124, no. 494 (April-June 1967): 133–43. Accessed August 23, 2016. http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=3cde35c4-eeab-4e3d-8452-e22243d41d12%40sessionmgr102.

Martin, John A. "Ezra." In *The Bible Knowledge Commentary: An Exposition of the Scriptures by Dallas Seminary Faculty*. Old Testament ed., edited by John F. Walvoord and Roy B. Zuck, 651–72. Wheaton: Victor Books, 1985.

Osborne, Grant R. "Redaction Criticism." In *Interpreting the New Testament: Essays on Methods and Issues*, edited by David Alan Black and David S. Dockery, 128–49. Nashville: Broadman & Holman, 2001.

Peters, George W. *A Biblical Theology of Missions.* Chicago: Moody Press, 1972.

Sapaugh, Gregory P. Class notes for NT 517 General Epistles and Revelation, Grace School of Theology, The Woodlands, TX, 2017.

Seeman, Chris J. "Judea." In *Dictionary of New Testament Background*, edited by Craig A. Evans and Stanley E. Porter, 616–24. Downers Grove, IL: InterVarsity Press, 2000.

Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4th ed. Boston: Pearson, 2000.

Sunukjian, Donald R. "Patterns for Preaching: A Rhetorical Analysis of the Sermons of Paul in Acts 13, 17, and 20." Th.D. diss., Dallas Theological Seminary, 1972.

Sword, Helen. *Stylish Academic Writing*. Cambridge, MA: Harvard University Press, 2012.

The SBL Handbook of Style: For Biblical Studies and Related Disciplines. 2nd ed. Atlanta: SBL Press, 2014.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and the University of Chicago Editorial Staff. Chicago: University of Chicago Press, 2018.

Vyhmeister, Nacy Jean, and Terry Dwain Robertson, *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*. 4th ed. Grand Rapids: Zondervan, 2020.

APPENDIX 6
How to Access GSOT's Online Library

1. Log in to your Canvas account.
2. Go to your course.
3. Click on "Library Resources".

4. You will be led to this page where you will have the options to:
   a. Go directly to the Catalog and Database
   b. Visit the Writing Center
   c. Visit the Logos Center
   d. Watch the How-To Videos

5. To locate eBooks, journal articles, and other scholarly resources, please select the **Catalog and Database** tab. Grace now provides access through the **Digital Theological Library**. Detailed login instructions are available within the aforementioned tab.

APPENDIX 7
Quantitave and Qualitative Research Chart

Terms	Definition	Description
Qualitative Research "What Is Qualitative vs. Quantitative Study?" National University	Qualitative research is a method that is concerned with subjective phenomena that can't be numerically measured, like how different people experience grief.	Qualitative research aims to gain insights into phenomena, groups, or experiences that cannot be objectively measured or quantified using mathematics. Instead of seeking to uncover precise answers or statistics in a controlled environment like quantitative research, qualitative research is more exploratory, drawing upon data sources such as photographs, journal entries, video footage, and interviews. In qualitative studies, data is usually gathered in the field from smaller sample sizes, which means researchers might personally visit participants in their own homes or other environments. Once the research is completed, the researcher must evaluate and make sense of the data in its context, looking for trends or patterns from which new theories, concepts, narratives, or hypotheses can be generated. Some sources of, or approaches to, qualitative research include the following examples: - Conducting ethnographic studies, which are studies that seek to explore different phenomena through a cultural or group-specific lens - Conducting focus groups - Examining various types of records, including but not limited to diary entries, personal letters, official documents, medical or hospital records, photographs, video or audio recordings, and even minutes from meetings - Holding one-on-one interviews - Obtaining personal accounts and recollections of events or experiences

| | | Below is a step-by-step overview of how to analyze qualitative data:
• Make sure all of your data is finished being compiled before you begin any analysis.
• Organize and connect your data for consistency using computer-assisted qualitative data analysis software (CAQDAS).
• Code your data, which can be partially automated using a feedback analytics platform.
• Start digging deep into analysis, potentially using augmented intelligence to get more accurate results.
• Report on your findings, ideally using engaging aids to help tell the story.

Pros:
• More flex room for creativity and interpretation of results
• Greater freedom to utilize different research techniques as the study evolves

Cons:
• Potentially more vulnerable to bias due to their subjective nature
• Sample sizes tend to be smaller and non-randomized |
| Quantitative Research

"What Is Qualitative vs. Quantitative Study?"
National University | Quantitative research is numeric and objective, seeking to answer questions like when or where. | Quantitative research tackles questions from different angles compared to qualitative research. Instead of probing for subjective meaning by asking exploratory "how?" and "why?" questions, quantitative research provides precise causal explanations that can be measured and communicated mathematically. While qualitative researchers might visit subjects in their homes or otherwise in the field, quantitative research is usually conducted in a controlled environment. Instead of gaining insight or understanding into a subjective, context-dependent issue, as is the case with qualitative research, the goal is instead to obtain objective information, such as determining the best time to |

		undergo a specific medical procedure.
		Quantitative research is typically carried out via tools (such as questionnaires) instead of by people (such as a researcher asking interview questions). Another significant difference is that, in qualitative studies, researchers must interpret the data to build hypotheses. In a quantitative analysis, the researcher sets out to test a hypothesis.
		Some example methods of quantitative research methods or sources include, but are not limited to, the following: • Conducting polls, surveys, and experiments • Compiling databases of records and information • Observing the topic of the research, such as a specific reaction • Performing a meta-analysis, which involves analyzing multiple prior studies in order to identify statistical trends or patterns • Supplying online or paper questionnaires to participants
		There are numerous approaches to analyzing quantitative data. Some examples include cross-tabulation, conjoint analysis, gap analysis, trend analysis, and SWOT analysis, which refers to Strengths, Weaknesses, Opportunities, and Threats.
		Whichever system or systems being used, there are specific steps that should be taken to ensure that data are organized and analyzed as accurately as possible. Here's a brief four-step overview: • Connect measurement scales to study variables, which helps ensure that your data will be organized in the appropriate order before you proceed.

		• Link data with descriptive statistics, such as mean, median, mode, or frequency. • Determine what measurement scale you'll use for your analysis. • Organize the data into tables and conduct an analysis using methods like cross-tabulation or Total Unduplicated Reach and Frequency (TURF) analysis. Pros: • Large, random samples help ensure that the broader population is more realistically reflected • Specific, precise results can be easily communicated using numbers Cons: • Data can suffer from a lack of context or personal detail around participant answers • Numerous participants are needed, driving up cost while posing logistical challenges

[This page intentionally left blank]