Writing Handbook
for
Students in the
Doctor of Ministry Program
Ashland Theological Seminary
2014-2015

Revision 11/4/2014
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Part I: Writing Basics
Welcome to the process of Academic Research and Writing! This journey will strengthen your skills and abilities which will prepare you for the final document of the program; your project dissertation.

Writing standards are rigorous in the Doctor of Ministry (DMin) program. We expect you to use correct form in all of your writing assignments. This means using the parenthetical citation system according to Turabian is mandatory. Kate Turabian served for thirty years as the dissertation secretary at the University of Chicago where she adapted the Chicago Manual of Style (the standard for editors and publishers) into a shorter handbook for students. The manual, which still bears her name, *A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed.*) is the final authority for all papers in the DMin program at Ashland Theological Seminary.

**Exceptions in the DMin handbook and professor’s instructions supersedes Turabian.** As a student, it will be your responsibility to learn the citation process and use it within all of your papers. Proper citation avoids plagiarism within your documents. First, however, familiarize yourself with the following policies for work in the DMin program at Ashland Theological Seminary.

**Ashland Theological Seminary Academic Integrity Policy**

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in this policy.

**Section 1. Purpose**

Academic integrity is an essential aspect of every believer’s identity in Christ. As people who are called to speak the truth and live the truth (Eph. 4:15, 25; 2 John 1-2, 4); as people who are to follow the One who is the way, the truth, and the life (John 14:6); as people who are to be blameless and above reproach (Phil. 1:10; 2:15; 2 Pet. 3:14), we in Ashland Theological Seminary ought to regard academic integrity as a necessary part of our personal and intellectual development. For these reasons student infractions relating to academic integrity must be considered very serious, since they damage the
educational process and undermine the biblical and spiritual foundations of our community.

Section 2. Conduct which Violates Academic Integrity

Ashland Theological Seminary expects each student to uphold the seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment, a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own work, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that the student use one’s own capabilities to achieve high potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty.

Section 3. Forms of Academic Dishonesty

Proper acknowledgment of ideas and sources is central to academic honesty. To ensure academic honesty, it is important to examine that which constitutes academic dishonesty.

Academic dishonesty includes:

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else’s words, ideas or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, the faculty shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others:

1. Whenever one quotes another person’s actual words.
   - Direct quotes from a book, journal, online resource, etc.

2. Whenever one uses another person’s idea, opinion or theory, even if it is completely paraphrased in one’s own words.
   - If the author’s words shaped your thoughts or ideas; borrowed part of an idea and shaped it into your own; even if you paraphrase it, one must show where you obtained the idea.

3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.
   - History facts, statistics related to your research, graphic designs, tables, graphs, etc.
Fabrication

Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

1. Citing information not taken from the source indicated.
2. Including, in a list of references, those sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting any academic assignment (e.g., written work, sermons, sermon outlines, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one’s work to be submitted by another person as if it were his or hers.
7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating

Cheating is an act of deception in which a student represents mastery of information that one has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or verbal expressions so similar as to merit the charge. Cheating may be suspected if there is a statistical inconsistency in the student’s performance and the student cannot explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, the student cannot explain or reproduce the thought-processes used to generate the writing.

Examples include:

1. Copying from another student’s test paper.
2. Allowing another student to copy from a test paper.
3. Sharing previous copies of exams with other students.
4. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.
5. Securing, giving or exchanging information during examinations without authority to do so.

6. Having someone else do your work for an online course.

7. Other offenses of this form which incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct
Examples include:

1. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor.

2. Stealing, buying, or otherwise obtaining all or part of an un-administered test in which the origins of the materials are suspect.

3. Selling or giving away all or part of an un-administered test including answers to an un-administered test.

4. Inducing any other person to obtain an un-administered test or any information about the test.

5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic record of Ashland Theological Seminary which relate to grades.

6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.

7. Using computing resources in a manner which violates the seminary’s academic integrity policies.

8. Copying sermons or papers in part or whole from the Internet without proper documentation.

9. Buying materials from an Internet online paper service.

10. Other offenses of this form which incorporate dishonesty for academic gain.

*These examples are not meant to be exhaustive.* Be aware that the above policies also apply to all on-line courses.
Section 4. Procedures Following an Allegation of Academic Dishonesty at Ashland Theological Seminary

A. If a faculty member suspects a student of academic dishonesty, whether by direct observation or inference, the faculty will meet with the student to ascertain whether a violation has occurred and whether formal action ought to be taken.

B. If the faculty member feels that formal action should be taken and has actually observed a student violating any of the policies stated herein, the faculty will meet informally with the Associate Dean, Doctor of Ministry Program to process the nature and willfulness of the violation.

C. If a faculty member has not directly observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence, the faculty member shall likewise meet with the Associate Dean, Doctor of Ministry Program informally. If both agree that the situation warrants formal action, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the Associate Dean, Doctor of Ministry Program.

D. If a faculty member has not directly observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence and on meeting with the student, the faculty member shall likewise meet with the Associate Dean, Doctor of Ministry Program informally. If both agree that the situation warrants formal action, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the Associate Dean, Doctor of Ministry Program.

E. Within two weeks of notification of the student of the allegation, the faculty member and Associate Dean, Doctor of Ministry Program will meet with the student and determine the nature and severity of the academic dishonesty. The Associate Dean, Doctor of Ministry Program and faculty member will meet privately after conferring with the student and determine the penalty for the infraction. The penalty will be noted on the “Academic Integrity Incident Report” form.

F. The faculty member will notify the student of the penalty in writing.

G. All paperwork will be filed in the student’s academic file in the registrar’s office.

Section 5. Penalties

A. If there is a violation of the academic integrity policy, the faculty member has the discretion of assigning a grade of zero for the assignment or test involved and/or assigning an F for the course. If it is discovered that this is a second violation of the academic integrity policy, the student will face dismissal from the seminary. This action will be taken by the Associate Dean, Doctor of Ministry Program and
the Academic Dean of Ashland Theological Seminary. Note: Any grade appeal in process will be suspended until any integrity violation is resolved.

B. In determining the penalty for a violation, the faculty member and Associate Dean, Doctor of Ministry Program will take into consideration the seriousness of the offense, including:
1. the willfulness of the incident; e.g., an incomplete citation is less serious than no attempt to credit the work of another;
2. the extent to which the student had been previously instructed or warned about the academic integrity policy; and
3. previous violations of academic integrity.

Section 6. Student Appeal Procedure
A. The student shall have an opportunity to appeal the decision of the faculty member and the Academic Dean, Doctor of Ministry Program and Academic Dean to the Academic Affairs Committee.

B. The Academic Affairs Committee shall consider the appeal at its next meeting following reception of the appeal.

C. The decision of the Academic Affairs Committee will be final in all cases.

D. If the Academic Affairs Committee determines that no academic dishonesty has occurred, all paperwork relating to the case will be removed from the student’s file.

Inclusive Language Policy
Ashland Theological Seminary maintains a standard that requires students to use gender inclusive language when referring to human individuals or groups.

There are two exceptions to this rule:
• When referring to a specific person whose gender is known, you must use the gender-specific pronoun that applies to that person.

• With respect to the Godhead, ATS recognizes that various religious traditions may have a preference for gender-specific terms (such as referring to God as “He”). When referring to God, therefore, you may use gender-specific pronouns, as long as that format is carried out with consistency throughout each paper.

Ashland Theological Seminary endeavors to affirm both men and women as created in the image of God, called and gifted for various forms of ministry. The faculty, therefore, requests that a good faith effort be made to use inclusive language in class, in any and all papers, theses, research projects, or projects submitted to this institution.
Seminary policy requires all students to use inclusive language when referring to people. Inclusive language is language that does not speak solely in terms of the masculine gender when one intends to talk about both men and women. Some acceptable alternatives are as follows:

- Humanity, humankind, people, or human beings instead of mankind
- Men and women instead of men
- Person instead of man
- Use of pronouns (“he or she”) throughout the text (“s/he” is not acceptable)
- Chairperson or chair instead of chairman
- Supervisor, police officer, or flight attendant instead of foreman, policeman, or stewardess, respectively
- Homemaker instead of housewife

Unacceptable alternatives are:

- s/he
- he and/or she
- she and/or he

Obviously, these examples are to be used when one does not intend to speak of a gender-specific individual or group of people. An author should make clear that both genders are under discussion when they are; authors should indicate gender only when one specific and known gender is discussed. With some rephrasing and careful attention to meaning, even the generic he can be avoided most of the time.

The faculty urges students to use a variety of biblical images, both male and female (cf. Is. 49:14 -15), when describing God’s activities and character. The Bible itself does so, and students should follow that model. The first person of the Trinity, even though called the Father, transcends gender and is neither male nor female. The traditional language of calling God Abba-Father is to be affirmed as important, biblical, and taught by Jesus. Students should consider the use of a variety of biblical names or functional terms for God, such as Yahweh, El Shaddai, Creator, Redeemer, or Lord in order to avoid conveying the impression that the first person of the Trinity is a male or that using masculine language is the only appropriate way to address the one true God.

Writing Assistance

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.
Students that wish to have their proposal and dissertation edited for style and grammar can do so on a fee for service basis. Interested students should contact Dr. Matt Bevere, Associate Dean, Doctor of Ministry Program at 419-289-5815 or email mbevere@ashland.edu.

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Basic Writing Format

Getting Started in Academic Writing

This is a brief summary of important issues considered in Turabian format. It is offered as a way to help the student begin to understand and produce written material in proper academic form. The following reference is in Turabian Reference list format. This format is the only format used for the DMin program.


**NOTE:**

Some of the standards listed below are narrowed or amended interpretations of Turabian. These changes are unique to the Ashland Theological Seminary DMin program and have not been approved for any other program at Ashland Theological Seminary. These changes have been made in order to standardize documents.

1. **Font Style:** Use Arial as the font style for all papers and dissertation.

2. **Font Size:** Use 12-point font size, which is equal to 10 characters per inch. 12-point font is used for all course papers, proposal and dissertation. 12-point font is the only size used, even for headings, tables, etc.

3. **Italics:** In your paper, you may (on occasion) emphasize words by the use of *italics*. Do not use **bold** to emphasize words in the body of your paper. The use of bold is reserved for some section titles. Do not use different style or other aspects to bring emphasis such as icons, dings or graphics. Use *italics* sparingly.

4. **Line spacing:** Always double-space your papers. The exceptions to this rule are block quotations, notes, reference list, captions, and long headings. These should be single spaced **within** each entry, and double spaced **between** each entry.

5. **Margins:** Margins for papers produced in the DMin program at Ashland should be as follows: Left margin: 1.5 inches and Top, Bottom, and Right: 1 inch. This applies to all course papers, proposal and dissertation.
6. **Page numbers:** All page numbers should be placed at the center bottom of the pages, one inch from the bottom edge. Number all the pages except the title page. Pages considered preliminary (before text pages) are in lower-case Roman numerals. Do not use any hyphens, parentheses, etc. with the numbers. Your word processing program can place the numbers in the right place using the “footer” function.

7. **Block quotes:** Quotes of 40 words or more should be placed in a block. The block should be indented .5 inches from the left margin. Do not indent the right side of the block. Do not use justification on right side. Make sure that the lines above and below the block are double spaced. Although this guideline does not conform to Turabian standards, the standard has been changed for students in the DMin. program to simplify word processing. Remember that block quotes are single spaced.

8. **Using end punctuation with quotes:** The most common mistake is the use of the parentheses and quotation marks without proper punctuation. In the following, note the placement of the period in conjunction with quotations:

   **Terminal punctuation with a quotation that is “run in”**
   
   to your text must be placed as follows:

   Most linguists function on the belief that "the ability to read is usually construed . . . to involve something more than the ability to parrot . . . and is more than phonetics and memory" (Rabinowitz 1987, 15). Thus, reading is more than a sum of the parts.

   The period is at the end of the parentheses for “run-in” text.
Terminal punctuation with a block quotation must be placed as follows:

Many studies show that most linguists function on the basis of Rabinowitz’ theory:

Xxxxxxxx xxxx xxxx xx xxxxxxxxx xx xxxx xx xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxxxxxxx xxxx xx xx xxxx xxxxxxxxx xxxxxxx xxxxxxx xxx xx xx xxxx xxxxxxxxx xxxxxxx xxxxxxx xxx xx xx xxxx.

the ability to read is usually construed . . . to involve something more than the ability to parrot . . . and is more than phonetics and memory. (Rabinowitz 1987, 15)

Thus, reading is more than a sum of the parts, and researchers would do well to remember the function of the more inaccessible areas when conducting linguistic studies.

The parenthetical reference comes after the block quote, with no period after the parentheses.

9. **Citing scripture:** If Scripture is directly quoted, the student must include an in-text parenthetical citation with Bible book abbreviation(s), chapter(s), and verse(s) AND the Bible version initials in all capital letters (ex., “Jesus wept” (John 11:35 NIV) or (Jn 11:35 NIV)).

If the student is only paraphrasing or summarizing Scripture, then the version initials may be omitted, but the student must still include an in-text parenthetical citation, including the Bible book abbreviation(s), chapter(s), and verse(s) after the Scripture usage.

Whether quoting Scripture directly or paraphrasing, the student does not need to include the Bible in the list of references. Bibles, as a general rule, are not listed in the Reference List of any academic paper, proposal, or dissertation.

10. **Justifying/aligning text:** All text pages should be left-justified. Do not use “full” or “right” justification anywhere in your paper, including block quotes.

11. **Paragraph indentation:** The first line of a paragraph should be indented .5 inches from the left.

12. **Headings and subheadings:** Turabian provides for up to four levels of headings and subheadings that usually correspond with the paper’s outline. Most student papers will use no more than two or three levels, but a longer paper (such as a thesis) may require up to four levels.

**Double space above and below headings and subheadings.**
**Single space** headings if longer than one line; however, typically if the heading or subheading is more than one line, it is probably too lengthy. Reconsider the length of a heading.

### Heading Levels and Examples

<table>
<thead>
<tr>
<th><strong>Chapter headings:</strong> centered, all uppercase, no bold, no italics. If chapter headings take up more than one line, then double-space between lines.</th>
</tr>
</thead>
</table>
| **CHAPTER TWO**  
**SALVATION AS DISCIPLESHIP IN THE CHURCH** |
| **CHAPTER TWO**  
**SALVATION AS DISCIPLESHIP IN THE CHURCH:**  
**THREE THEORIES THAT SUPPORT THIS THEOLOGICAL VIEW** |
| **Other Headings:** on all other headings in documents such as references, appendix, etc. use all capitals and center in the page, no bold or italics |
| **REFERENCES**  
**APPENDIX** |
| **First level:** placed under the chapter heading and chapter title with a paragraph written between the chapter heading and first level heading— centered heading, boldface, capitalized headline style (No stacking headings) |
| **Traditional Controversy between Medieval Church and State** |
Reappearance of Religious Legalism

Legalism and the Poets

The gospel as it is related to Jesus

13. **Dash:** One dash should be used when hyphenating words. When using a dash for any other reason, two dashes should be used, without spaces. Dashes should be used sparingly. Write in complete sentences and avoid dashes unless necessary. For example:

“The Masoretes were anxious that not one jot or tittle – not the smallest letter (yod) or one tiny part of a letter – of the Law should pass away.”

14. **Proofreading:** Never hand in an unproofed paper. The student is always responsible for proofreading the document. Even if the student hires an editor, the student is always responsible for the document.

15. **Spacing following punctuation:** Because word processor programs automatically set the correct spacing in a document (“kerning”), the student should type only one space after terminal punctuation: periods, question marks, and exclamation points.
Using the Parenthetical Citation/Reference List System (P/R)

In your work in the doctoral program at Ashland Theological Seminary, you are to use the Parenthetical citation (P)/Reference list (R) system. In this system, source material is cited within the text of your paper using a parenthetical citation (P). This parenthetical citation is cross-referenced to an entry in your Reference list (R), which is to be included at the end of your paper. The Parenthetical citation format is the only acceptable citation process for the DMin program.

Parenthetical citations (P) are the citations that are placed within the text of your document, and they contain three basic elements: authors' names, dates of publication, and page numbers, all contained in parentheses. The full bibliographical details for these cited works are given in a list of references arranged alphabetically by author at the end of the paper. Author as used here means the name under which the work is alphabetized in the Reference list and may thus refer to an editor, compiler, translator, organization, or group of authors. There should be no comma between author and date, but there should be a comma after the date, before the page number. Do not use the letter "p" to designate the page. Example: (Gabelein 1995, 25)

The Reference list (R) section is placed on separate pages at the end of your document. It is arranged alphabetically by author's last name, first name; followed by the year of publication, just as the reference was in the Parenthetical citation in text. This enables the reader to locate any item in the Reference list.

Example:


The elements are separated by periods, followed by a single space. The entire list should not be divided into sections or categories as the list represents the entire document. Page numbering for the reference list is continuous with the text matter that comes before it. Do not start over again at “1.”
Reference List (R) Guidelines:

- Titles and subtitles of books are capitalized and italicized.  
  **Example:**


- Titles of series are capitalized and not italicized or underlined.  
  **Example:**


- Titles of chapters are capitalized with no quotation marks.  
  **Example:**


- Titles of periodical articles are capitalized with no quotation marks and no italics.  
  **Example:**


- Titles of journals and other periodicals are capitalized and placed in italics.  
  **Example:**


- Abbreviations are used for *edited by (ed.), translated by (trans.)*, and *compiled by (comp.),* unless they might be misunderstood or unless they appear at the beginning of a segment in a reference list entry, when they are spelled out.  
  **Example:**

The name of the editor follows the title of an edited book and is followed by the inclusive page numbers of the chapter cited. **Example:**


Repeating the same author means that the first entry will have the full name (last, first) and the second and further entries will have eight lines followed by a period in place of the name. **Example:**


If a publication date is missing from the source, the use of n.d. (no date) is placed where the publication date would appear. **Example:**


The Turabian manual, 8th edition, demonstrates the P/R system for documenting sources. See Chapter 18, which begins on p. 216, for descriptions of basic patterns and elements, as well as information about how to handle exceptions. Also see Chapter 19, which begins on p. 229, for ways to document many different, specific types of sources using the P/R system.

While the Doctor of Ministry program uses *Turabian Parenthetical Reference* formatting, the program reserves the right to have unique citation for the final document. Therefore, it is required that the full citation be placed in the document as seen in these examples. The author’s name, publication date, and page numbers must appear for all parenthetical references within the written document.
### Examples of Documentation

#### Book with One Author

<table>
<thead>
<tr>
<th>P</th>
<th>(Kitchen 2003, 75)</th>
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</table>

#### Book with Two Authors

<table>
<thead>
<tr>
<th>P</th>
<th>(Forster and Marsten 1973, 56)</th>
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</table>

#### Book with More than Two Authors

<table>
<thead>
<tr>
<th>P</th>
<th>(Smith, Jones, Edwards, and Douglass 2011, 25-7)</th>
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#### Translated Book

<table>
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<tr>
<th>P</th>
<th>(van Unnik 1962, 45)</th>
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#### Book or Commentary in a Series

<table>
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<tr>
<th>P</th>
<th>(Childs 2001, 93)</th>
</tr>
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</table>

#### Multi-volume Works – Same Author and Title for All Volumes

<table>
<thead>
<tr>
<th>P</th>
<th>(Hodge 1993, 3:148)</th>
</tr>
</thead>
</table>

#### Multi-volume Works – Same Author but Different Title for Each Volume

<table>
<thead>
<tr>
<th>P</th>
<th>(Wright 1992, 252-253) (Include the volume number if more than one volume is included in the references – e.g., 1:252-253.)</th>
</tr>
</thead>
</table>

#### Multi-volume Works – Different Authors and Titles for Each Volume

<table>
<thead>
<tr>
<th>P</th>
<th>(Bauckham 1995, 60-61)</th>
</tr>
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</table>
### Article or Component Part by One Author in a Book by Another Author or Editor

<table>
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<tr>
<th>P</th>
<th>(Osborne 1975, 145)</th>
</tr>
</thead>
</table>

### Early Church Fathers and Classical Works

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<tr>
<th>P</th>
<th>(Eusebius <em>The Ecclesiastical History</em> 6.21.1)</th>
</tr>
</thead>
</table>

(These sources are generally not included in the list of references)

### Article in a Bible Dictionary or Bible Encyclopedia

According to Turabian, well-known general reference works (e.g., *Webster’s Dictionary* or *Encyclopedia Britannica*) are only included in a note or parenthetical citation and facts of publication are omitted. However, using specialized reference works with signed articles requires a full citation and should be treated as “Article or Component Part.”

### General Reference Works (Note: These are typically unsigned.)

|----|--------------------------------------------------------|

### Specialized Reference Works (with Signed Articles); Theological Wordbooks

<table>
<thead>
<tr>
<th>P</th>
<th>(Napier 1962, 896)</th>
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</table>

### Articles in Periodicals

#### Journal Article

<table>
<thead>
<tr>
<th>P</th>
<th>(Holladay 2001, 673-674)</th>
</tr>
</thead>
</table>

### Online Sources

When choosing online sources, it is important to consider how to evaluate the online source to see if it is appropriate material for research. The following concept about evaluating an online source comes from the book:


How does one begin the process of evaluating an online source that does not have an author listed but seems to be information that might be good for your project? How do
you move ahead to determine whether the information is a quality source? (Badke 2014, 157). Here are some ideas:

- Look for the name of the author or possibly an organization that produced the information. Sometimes this is listed not on the front page of a web site, but on an interior page of the web site. Be sure to check the entire website to find the author’s name.
- If one cannot find the author’s name, then a possible solution may be to “chop back on a URL” (Badke 2014, 158). The first portion of the URL such as http://seminary.ashland.edu/ tells where the information is from. Sometimes that information is helpful and sometimes it does not tell you who wrote the article.
- “Look for signs of scholarship – good language level, analytical thinking, bibliography and/or footnotes, logical organization” (Badke 2014, 158).
- “Look for signs of a lack of scholarship – lots of opinion without the support of evidence, indications of paranoia (as in somebody’s out to get us, or we’re victims of a conspiracy), poor spelling and grammar, lack of references to other sources, poor organization” (Badke 2014, 158).

Unacceptable online resources for the DMin project are:

- Wikipedia
- Devotional Bibles
- Spiritual Devotions
- Church Blogs
- Face Book
- Computer Acronyms and Abbreviations
- Online Devotional Commentaries
- Study Bibles with Helps and Tools
- Matthew Henry Commentary (although available online, it is not acceptable for our DMin program)
- Outdated material presented online
- Any website that does not have substantial research information presented

Once you have evaluated and chosen an online source, proper citation is then needed and Turabian, 8th edition is the best source to address this area of citations (see p. 260 for Websites and see p. 245 for multiple examples of Electronic Books).

**Web Page**

<table>
<thead>
<tr>
<th>P</th>
<th>(Krejcir 2002, Discipleship Tools)</th>
</tr>
</thead>
</table>

*Notice that the entire web address must be included in the Reference List.  
*If there is no date for the web article, then use n.d. (no date) in place of publication date.
<table>
<thead>
<tr>
<th><strong>Online Journal Article</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Turner 2004, 25)</td>
</tr>
<tr>
<td><em>If no page numbers are included, then leave that out of the citation</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Journal Article from an Online Database</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Lambert 2000, 24)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Electronic Book</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Gladwell 2008, 193)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Online Videos</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Donner 2011, Video)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class Materials</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Audio/Visual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Smith 2011, DVD)</td>
</tr>
<tr>
<td><em>If item was viewed online, include URL and accessed date.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Handouts and Lecture Notes</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Paper Handouts with Citations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> (Wardle 2011, Lecture)</td>
</tr>
</tbody>
</table>
Handouts without Citations; Lecture notes
First, check with the professor/instructor for any further citation information available for the material and/or lecture. If nothing else is available, then use as much information as possible following the above example.

Quoting or Referencing a Power Point Presentation
With Slide Numbers

<table>
<thead>
<tr>
<th>P</th>
<th>(Wardle 2011, Slide 7)</th>
</tr>
</thead>
</table>

Personal Communications

Personal Interviews
Use the name of the person interviewed as the author.

<table>
<thead>
<tr>
<th>P</th>
<th>(Shields 2011, Interview)</th>
</tr>
</thead>
</table>

“If you cannot reveal the name of the person interviewed, use only a parenthetical citation or weave the information into the text; you do not need to include the interview in your reference list. Explain the absence of a name (“All interviews were confidential; the names of interviewees are withheld by mutual agreement”) in the text.

| P | (Interview with a church volunteer, April 5, 2011) |

Personal Emails
For emails, use the person name that the email is from, as you would in personal interviews. Add the date of the email.

<table>
<thead>
<tr>
<th>P</th>
<th>(Shields 2011, Email)</th>
</tr>
</thead>
</table>

Quotes within Quotes

Sometimes a student will come across a source that quotes another earlier source. Turabian prefers that a student look up and quote from the earlier source. Sometimes, however, the original source may not be available; the student must use the material presented by the later source. In this event, the student’s source becomes known as the secondary source of the quote, and the earlier material (quoted by the secondary source) becomes known as the primary source. If the student includes a
direct quotation from the primary (original/earlier) source in the paper, then both the primary source as well as the secondary source must be given credit.

Example: A book by Marvin McMickle contains a quote from Haddon Robinson. If the student quotes Robinson’s words within the text of a paper, the citation would appear as follows:

<table>
<thead>
<tr>
<th>P</th>
<th>(Robinson 1980, 77)</th>
</tr>
</thead>
</table>

Structure and Punctuation for Quotes within Quotes

Block Quotation:

Block quotes do not require quotation marks. If the source quotes another source, which is being included in the quote, then double quotation marks must be used around the primary source. The entire paragraph within a block would look like this example:

Marvin McMickle states his idea about the preacher’s awareness of current events:

Haddon Robinson points to this need for the preacher to pay attention to what is going on in the world around him or her. He says: “The expositor must also be aware of the currents swirling across his own times, for each generation . . . [quote continues] . . . because they ignore the life-wrenching problems and questions of the hearers.” Paying attention to the ideas . . . heard throughout society greatly assists the preacher in tapping into those “life-wrenching problems and questions” that are gathered in the pews on any given Sunday morning. (Robinson 1980, 77)

The block quote begins with material from the secondary source. The whole block is indented .5 inches on the left only, and no double quotation marks are used at the beginning and end of the block. It is single spaced. When appropriate, the source’s quoted material (the primary source) is placed in double quotation marks (“ ”) within the block, just as shown above. Then the block is completed with the rest of the secondary source’s material. The entire block ends with a period followed by the parenthetical citation.
Run-in Quotations

If the quote is run directly into the text, the quote should look like the following:

Marvin McMickle states his idea about the preacher’s awareness of current events: “Haddon Robinson points to this need for the preacher to pay attention to what is going on in the world around him or her. He says: ‘The expositor must also be aware of the currents swirling across his own times, for each generation’” (Robinson 1980, 77).

Double quotes are placed at the beginning of McMickle’s material. Single quotes are placed at the beginning and end of Robinson's material. The entire quote ends with double quotation marks, the parenthetical citation, followed by a period. The paragraph is then completed with the student’s expository material interpreting the relevance of the quote.

When using quotations, it is important not to “stack quotes.” Stacking quotes is placing one quote after another with no writing in between the quotations. Writing between quotations is important to tie the subjects together and provide a cohesive writing in the process.

Quoting from the Bible

In the DMin dissertation, with the first use of a quote from the Bible must look like this:

Example:
“Blessed are the poor in spirit, for theirs is the kingdom of heaven” (Matt. 5:3 NIV) (Unless otherwise noted, all scripture references are taken from the NIV – New International Version.)

When to abbreviate: In running text, when referring to a single or group of verses, and also in parenthetical citations, abbreviate Bible book names.

Example:
According to Gen. 1:27, God created human beings in his own image.
Jesus shares our grief over the loss of a loved one (Jn 11:35).
The Lord indicates that Abram will be a blessing to others (Gen. 12:1, 2).

When not to abbreviate: In running text, when referring to whole books or whole chapters of the Bible, the book name is spelled out.
Example:

The opening chapters of Ephesians constitute a sermon on love. Jeremiah, chapters 42-44, records the flight of the Jews to Egypt.

Standard Bible Abbreviations

When using scriptural passages in parenthetical citations, use the following chart of acceptable abbreviations.

<table>
<thead>
<tr>
<th>Old Testament</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Name</td>
</tr>
<tr>
<td>Amos</td>
</tr>
<tr>
<td>1 Chronicles</td>
</tr>
<tr>
<td>2 Chronicles</td>
</tr>
<tr>
<td>Daniel</td>
</tr>
<tr>
<td>Deuteronomy</td>
</tr>
<tr>
<td>Ecclesiastes</td>
</tr>
<tr>
<td>Esther</td>
</tr>
<tr>
<td>Exodus</td>
</tr>
<tr>
<td>Ezekiel</td>
</tr>
<tr>
<td>Ezra</td>
</tr>
<tr>
<td>Genesis</td>
</tr>
<tr>
<td>Habakkuk</td>
</tr>
<tr>
<td>Haggai</td>
</tr>
<tr>
<td>Hosea</td>
</tr>
<tr>
<td>Isaiah</td>
</tr>
<tr>
<td>Jeremiah</td>
</tr>
<tr>
<td>Job</td>
</tr>
<tr>
<td>Joel</td>
</tr>
<tr>
<td>Jonah</td>
</tr>
<tr>
<td>Joshua</td>
</tr>
</tbody>
</table>
### New Testament

<table>
<thead>
<tr>
<th>Book Name</th>
<th>Abbrev.</th>
<th>Book Name</th>
<th>Abbrev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts of the Apostles</td>
<td>Acts</td>
<td>Mark</td>
<td>Mark</td>
</tr>
<tr>
<td>1 Corinthians</td>
<td>1 Cor.</td>
<td>Matthew</td>
<td>Matt.</td>
</tr>
<tr>
<td>2 Corinthians</td>
<td>2 Cor.</td>
<td>1 Peter</td>
<td>1 Pet.</td>
</tr>
<tr>
<td>Colossians</td>
<td>Col.</td>
<td>2 Peter</td>
<td>2 Pet.</td>
</tr>
<tr>
<td>Ephesians</td>
<td>Eph.</td>
<td>Philemon</td>
<td>Philem.</td>
</tr>
<tr>
<td>Galatians</td>
<td>Gal.</td>
<td>Philippians</td>
<td>Phil.</td>
</tr>
<tr>
<td>Hebrews</td>
<td>Heb.</td>
<td>Revelation</td>
<td>Rev.</td>
</tr>
<tr>
<td>James</td>
<td>James</td>
<td>Romans</td>
<td>Rom.</td>
</tr>
<tr>
<td>John (Gospel)</td>
<td>John</td>
<td>1 Thessalonians</td>
<td>1 Thess.</td>
</tr>
<tr>
<td>1 John</td>
<td>1 John</td>
<td>2 Thessalonians</td>
<td>2 Thess.</td>
</tr>
<tr>
<td>2 John</td>
<td>2 John</td>
<td>1 Timothy</td>
<td>1 Tim.</td>
</tr>
<tr>
<td>3 John</td>
<td>3 John</td>
<td>2 Timothy</td>
<td>2 Tim.</td>
</tr>
<tr>
<td>Jude</td>
<td>Jude</td>
<td>Titus</td>
<td>Titus</td>
</tr>
</tbody>
</table>

### The Apocrypha

<table>
<thead>
<tr>
<th>The Apocrypha /Section Initials</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additions to Esther or The Rest of Esther</td>
<td>Additions to Esther</td>
</tr>
<tr>
<td>Baruch</td>
<td>Bar.</td>
</tr>
<tr>
<td>Bel and the Dragon</td>
<td>Bel and Dragon</td>
</tr>
<tr>
<td>Ecclesiasticus or Sirac</td>
<td>Ecclus. or Sir.</td>
</tr>
<tr>
<td>1 Esdras</td>
<td>1 Esd.</td>
</tr>
<tr>
<td>2 Esdras</td>
<td>2 Esd.</td>
</tr>
<tr>
<td>Judith</td>
<td>Jth.</td>
</tr>
<tr>
<td>1 Maccabees</td>
<td>1 Macc.</td>
</tr>
<tr>
<td>2 Maccabees</td>
<td>2 Macc.</td>
</tr>
<tr>
<td>Prayer of Manasses or Manasseh</td>
<td>Pr. of Man.</td>
</tr>
<tr>
<td>Song of the Three Holy Children</td>
<td>Song of Three Children</td>
</tr>
<tr>
<td>Susanna</td>
<td>Sus.</td>
</tr>
<tr>
<td>Tobit</td>
<td>Tob.</td>
</tr>
<tr>
<td>Wisdom or Wisdom of Solomon</td>
<td>Wisd or Wisd. of Sol.</td>
</tr>
<tr>
<td>Scripture Version</td>
<td>Abbreviation</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Apocrypha</td>
<td>Apoc.</td>
</tr>
<tr>
<td>American Revised Version</td>
<td>ARV</td>
</tr>
<tr>
<td>American Standard Version</td>
<td>ASV</td>
</tr>
<tr>
<td>American Translation</td>
<td>AT</td>
</tr>
<tr>
<td>Authorized Version (King James Version)</td>
<td>AV</td>
</tr>
<tr>
<td>Common English Bible</td>
<td>CEB</td>
</tr>
<tr>
<td>Contemporary English Version</td>
<td>CEV</td>
</tr>
<tr>
<td>Douay Version</td>
<td>DV</td>
</tr>
<tr>
<td>English Revised Version (1880’s)</td>
<td>ERV</td>
</tr>
<tr>
<td>English Standard Version*</td>
<td>ESV</td>
</tr>
<tr>
<td>English Version(s)</td>
<td>EV</td>
</tr>
<tr>
<td>Hebrew Bible</td>
<td>HB</td>
</tr>
<tr>
<td>Jerusalem Bible</td>
<td>JB</td>
</tr>
<tr>
<td>King James Version*</td>
<td>KJV</td>
</tr>
<tr>
<td>New American Standard Bible*</td>
<td>NASB</td>
</tr>
<tr>
<td>New International Version*</td>
<td>NIV</td>
</tr>
<tr>
<td>New International Readers Version*</td>
<td>NIRV</td>
</tr>
<tr>
<td>New King James Version*</td>
<td>NKJV</td>
</tr>
<tr>
<td>New Living Translation*</td>
<td>NLT</td>
</tr>
<tr>
<td>New Revised Standard Version</td>
<td>NRSV</td>
</tr>
<tr>
<td>Masoretic Text</td>
<td>MT</td>
</tr>
<tr>
<td>Septuagint</td>
<td>LXX</td>
</tr>
<tr>
<td>Today’s New International Version*</td>
<td>TNIV</td>
</tr>
<tr>
<td>Revised Version</td>
<td>RV</td>
</tr>
<tr>
<td>Revised Standard Version</td>
<td>RSV</td>
</tr>
<tr>
<td>Syriac</td>
<td>Syr.</td>
</tr>
<tr>
<td>Vulgate</td>
<td>Vulg.</td>
</tr>
</tbody>
</table>

*These versions are not listed in either the Turabian manual or The Chicago Manual of Style. They have been composed to be in keeping with Turabian/Chicago conventions and are included in the ATS standard.*
Title Page

This page is counted in pagination, **but no page number should show on it.** All type should be in all capital letters, Arial font, 12 point font, and double spaced. Do not use Word program title pages with graphics. The title page is not listed in the Table of Contents for the dissertation. A title page is required with all seminary papers, proposal and dissertation. Margins are 1.5 on left and 1 inch on all other sides.

**SAMPLE Title Page**

- 2 inches from top edge: ASHLAND THEOLOGICAL SEMINARY
- 4 inches from top edge: TITLE
- 6 inches from top edge: A PAPER SUBMITTED TO THE FACULTY OF ASHLAND THEOLOGICAL SEMINARY IN FULLFILLMENT FOR THE DEGREE OF DOCTOR OF MINISTRY
- 8 inches from top edge: BY STUDENT NAME
- 9 inches from top edge: ASHLAND, OHIO MONTH DAY, YEAR
- Location of your program
C. S. LEWIS: THE UNINTENTIONAL APOLOGIST

Clive Staples Lewis was a brilliantly educated man who, as a scholar of literature, brought a lifetime of study, and personal and philosophical thought to his own writings. Following his conversion to Christianity, Lewis became a prolific writer of books of apologetic nature, myth, allegory, and fiction. The writings of C. S. Lewis point to him, not as a systematic theologian, but as a Christian apologist who had a gift for literary evangelism. His strong literary gifts and extremely well-read background form the basis for the presentation of his apology. Throughout his fiction, especially The chronicles of Narnia and the space trilogy, he interweaves his ideas regarding imagination, myth, other dimensions of reality, allegory, joy, and intense longing, and places these within a Christian context.

Although it may not have been his intent, Lewis uses these fictional works as vehicles for presentation of his apology. Lewis's fiction shines brightly, however, as evangelical works that display the Christian message in a superbly creative fashion.

A Biography of C. S. Lewis

Clive Staples Lewis (Jack, to his family and friends) was born in Ireland in 1898, near Belfast. He was the second son of a professional man who held public office. In his autobiography, Surprised by joy, Lewis described a fairly benign early childhood. He wrote:

My childhood, at all events, was not in the least other-worldly, nor was it even imaginative; it lives in my memory mainly as a period of humdrum, prosaic happiness and awakes none of the poignant nostalgia with which I look back on my much less happy boyhood. (Lewis 1956, 8)

He described his parents' collection of books. The books were everywhere, as apparently the parents bought all the books they ever read, and did not dispose of them. There were books in every nook and cranny: "in the study, books in the drawing room, books in the cloakroom, books (two deep) in the great bookcase on the landing, books in a bedroom, books piled as high as my shoulder in the cistern attic" (Lewis 1952b, 10).
He had no restraints placed upon his reading: he was allowed any book, whether well-written or poorly written, whether suitable for a child or not. In this place, and at this point in time, he created his first fiction, a land of dressed animals with adult human characteristics. In this place, and at this point in time, he continued to work on this story, interweaving his own fantasies of this "Animal Land" with those of his brother, Warnie, who dreamed of India and ships and wars. Lewis later called this fantasy _Boxen_.

In his autobiography, Lewis described his scant religious upbringing. He said he was taught the "usual things," and to pray – and was eventually taken to church. But his attitude toward religion was one of indifference. His aesthetic experiences were rare, and religious experiences were rarer, still (Lewis 1952b, 7).

Lewis's mother died of cancer when he was ten years old, an event which fore-shadowed his outlook on life and his spiritual journey. He described the gradually increasing sense of loss that felt during her illness; the loss he felt included estrangement from his father, since understanding his father's strengths. At that time, young Lewis was certain that his mother would be healed if he prayed in faith. He later described this situation:

I had approached God . . . without love, without awe, even without fear. He was, in my mental picture of this miracle, to appear neither as Savior nor as Judge, but merely as a magician; and when He had done what was required of Him I supposed He should simply – well, go away. (Lewis 1956, 21)

Lewis believed that with his mother's passing, all "settled happiness and security passed from his life. He attributed his later atheism, in part, to the pessimism with which he viewed life.

It came, not only from his mother's death, but also from his physical deformity. He wrote:

Ridiculous as it may sound, I believe that the clumsiness of my hands was at the root of the [pessimism] . . . . What [it] really bred in me was a deep (and, of course, inarticulate) sense of resistance or opposition on the part of inanimate things . . . a settled expectation that everything would do what you did not want it to do. (Lewis 1956, 63-64)
REFERENCES


Part II: How to Write the Doctor of Ministry Proposal
The Doctor of Ministry Project:  
A Journey in Practical Wisdom

The purpose of a Doctor of Ministry project is to enrich practical wisdom. **Practical implies application.** Wisdom implies knowing when, where, how, and why to apply what is practical. This is the wisdom of the Bible.

*Happy is the person who finds wisdom, and gains understanding.  
For the profit of wisdom is better than silver and her wages are better than gold.  
Wisdom is more precious than rubies; nothing you desire can compare with her.*

*Proverbs 3:13-15*

The Doctor of Ministry Project is different from the Doctor of Philosophy Research, however, it is a quality degree for church ministry and for those wanting to explore and improve their understanding of a particular church ministry aspect. While a Ph.D. is preparing a person to advance in their profession as a professor or person who might lead or teach in higher education; a DMin is preparing a person to improve skills for the church.

<table>
<thead>
<tr>
<th><strong>Distinguished Difference</strong></th>
<th><strong>The Doctor of Ministry (D.Min.)</strong></th>
<th><strong>The Doctor of Philosophy (Ph.D.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>The Church</td>
<td>The Academy</td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
<td>Practical</td>
<td>Theoretical</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Social Science/Christian Conviction</td>
<td>Social Science/Scientific</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Values self-disclosure</td>
<td>Values objectivity</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Adequate for the project</td>
<td>Exhaustive in research</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Professional enrichment</td>
<td>Professional advancement</td>
</tr>
</tbody>
</table>

The Doctor of Ministry Program will provide online samples of quality projects previously presented by DMin students and a DMin Handbook to assist the student in the process of the project. It is the student’s responsibility to read and understand the handbook, make a hard copy of the handbook, and review the online samples provided for the student.

**Different Types of Dissertations**

You must determine the kind of project you will undertake. We ask that students consider this at the beginning of their program. This will assist the student to incorporate course work into their project and to begin the process of critical thinking for the
dissertation project. While we do want students to consider this at the beginning of the program, we understand that it will be shaped throughout the process.

In the end, no matter what type of dissertation you choose to accomplish, there is a relationship between your courses, proposal, final project and writing the dissertation. We expect integration throughout the process of the DMin program.

There are three kinds of dissertation projects accepted at Ashland Theological Seminary: Discovery, Impact and Resource. All projects will discover something whether it is information, facts, experience, personal growth of participants or knowledge of subject. All projects will use an assessment tool pre-approved by Associate Dean, Doctor of Ministry Program and an expert panel from Ashland Theological Seminary.

**Until the assessment tool is officially approved in writing, a student cannot begin the DMin project.**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Criteria</th>
<th>Focus</th>
<th>What is Created?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>To discover something about a group of individuals within the context of a church or ministry on a larger population scale.</td>
<td>Need 50 minimum for population sample unless pre-approved.</td>
<td>What has happened or is happening among a group of people (not produced or induced by the researcher)?</td>
<td>An empirical research method or survey method used to discover information</td>
</tr>
<tr>
<td>Impact</td>
<td>Working with a small group to determine the growth patterns of the individuals within the small group from the beginning of the project to the end of the project.</td>
<td>Need 8 minimum; but the ideal small group is 12-15 participants. Emphasis is on a small group experience together.</td>
<td>How have participants changed or been impacted by some intervention done by the researcher?</td>
<td>A formation or training or similar experience used within a small group</td>
</tr>
<tr>
<td>Resource</td>
<td>Creating a resource that will assist others with a ministry or para-church ministry. This DMin project implies expertise in a certain ministry or knowledge that would suggest a resource can be developed by the student.</td>
<td>The resource idea must be approved by the Associate Dean, Doctor of Ministry Program. There must be a panel of experts to evaluate the resource; which includes no self-selection and definition of the panel of experts (explanation of why they are qualified to be the experts for your resource).</td>
<td>How is the resource perceived by a knowledgeable panel of experts in the field?</td>
<td>A workbook, DVD, study guide, prayer guide, handbook, notebook, manual or curriculum for ministry purposes</td>
</tr>
</tbody>
</table>
Proposal Outline

The proposal will be written as follows and in this order.

**Purpose Statement**

**Overview**

**Foundations**

**Context**

**Definition of Terms**

**Project Goals**

**Design, Procedure, and Assessment**

**Personal Goals**

**Calendar**

**Core Team**

**Support Team**

**Life Management Plan**

**References**
The Purpose Statement

A purpose statement has two parts: The statement of purpose for the project and the research question the project seeks to answer.

The Statement of Purpose describes in one sentence the kind of project it is (discovery, impact or resource), and answers the what, who, how, and where questions.

The Research Question is the guide for the project design, expressing the goal of the project, and answering the how, who, and what questions.

Examples of purpose statement and research questions are listed below for each type of project.

**Example #1 – Discovery Project**
The purpose of this project is to discover the effectiveness in mission mobilization practices at a District-wide level within the Christian and Missionary Alliance. The research question is, to what degree are district wide practices in the Christian and Missionary Alliance effective in mission mobilization?

**Example #2 – Impact Project**
The purpose of this project is to impact relationships with God in a select group of women from Kenosha, Wisconsin through participation in a ten week group experience focused on attachment issues. The research question is, "What impact will participation in a ten week group experience focused on attachment issues have on relationships with God in a select group of women from Kenosha, Wisconsin?"

**Example #3 – Create a Resource Project**
The purpose of this project is to create a resource on spiritual disciplines that will enhance the experiences of intimacy with God among Christian leaders. The research question for this project is: In what ways will a resource on spiritual disciplines enhance the experiences of intimacy with God among Christian leaders?
Statement of Purpose

**Develop the statement of purpose:** Your purpose will state or imply the following:

- **WHAT** are you going do? (The goal of the whole project)
- **WHO** are your participants? (The people involved)
- **HOW** are you going to do this? (The design of the project)
- **WHERE** is this going to happen? (The context: a place or group)

Think through your project as you answer the following questions as fully as possible:

- **WHAT** are you going do? (The goal of the whole project)
- **WHO** are your participants? (The people involved)
- **HOW** are you going to do this? (The design of the project)
- **WHERE** is this going to happen? (The context: the place or group)

**Follow this process:**

**Write your purpose statement for completeness**
Write your purpose statement so that everything is in the statement (get it all down in one grand, rambling sentence):

**Write in order to be concise**
Eliminate everything possible so that you have a short purpose statement that expresses the project.

**Write in order to be clear**
Rearrange the sentence in such a way that it is as clear as possible to the reader. It should mirror the research question and not be a different project.

---

**The Research Question**

**Write for completeness**
Write your research question so that everything is in the statement (get it all down in one grand, rambling question).

**Be concise**
Eliminate everything possible so that you have a short research question that expresses the project. **DO NOT use the word “and” or the word “or” in your research question.** This will indicate more than one question.
Be clear
Rearrange the question in such a way that it is as clear as possible to the reader. It should mirror the purpose statement and not be a different project.

The Overview

Imagine that someone has said to you, “I want to know about your project, but I only have one minute. Can you explain it to me?” Provide the reader with an overview of the project in 350 words or less. To do so, express the:

Focus of the Project
What the project is about; state the problem you are addressing. Explain the precise focus of the project, the target of impact or discovery. This paragraph will anticipate your goals.

Function of the Project
What the project will do; the project design. In summary, what are you going to do? Will you impact a change, make a discovery, or create a resource? You will want to indicate the length of the project (such as ten lessons over ten weeks, or a three-month study). You will also need to indicate how you will assess the project?

Overview Structure

The overview provides the reader with a very brief outline of the project. It tells the reader in two paragraphs what you are trying to do and how you are going to proceed. (Warning: It is not the place to tell the reader WHY you are doing the project. You are telling the reader WHAT you are doing and HOW you will proceed.)

Paragraph one
Help the reader get your project in focus. To do this, let your first sentence state the problem you are going to address in your project. Begin with a sentence that starts, “The focus of this project is…” This sentence must match the purpose statement and the research question.

The next sentence(s) are designed to help the reader understand your exact target which is in anticipation of your goals. You can write, “The specific focus of this project is…. ” Give the reader a clear indication of the goals, and do this in narrative form.
Paragraph two
The next paragraph is designed to help the reader understand the design of the project or how the project functions. Tell the reader if your project is designed to make an impact or change, make a discovery, or create a resource.

You will then want to indicate the process and length of the project (such as ten lessons over ten weeks, or a three-month study that will survey...). Finally, tell the reader how you will assess the project.

Write your Overview
Write your overview as completely as possible. Think about the paragraphs mentioned above and how that will look as you write out your Overview. It is recommended that you write and rewrite the overview to narrow down the focus of the project and to ensure that one is not writing about why the project is important.

The Foundation

In this section, you will present the foundations for the project that comes out of your study and your personal concern. In the foundations, you will give the reader an introduction to the foundations of the project. You will engage the reader, drawing the reader into the subject. You will state the five foundations and why they serve as a foundation for your project.

The Structure of the Foundation

- It is to be academic, yet related to the practical side of ministry.
- It is to incite action, not simply report information.
- It is to be informed by experts, not simply pulling together opinions of others.
- It is to be reasoned and logical, not “preachy” or a personal “soap box.”
- It is to be clear and concise, but not shallow.

The structure of the foundations is in five parts. These foundations later become Chapter Two (Biblical, Theological, and Historical) and Three (Contemporary) of the Dissertation.

Part 1. Personal Foundation (no subheading)
Part 2. Biblical Foundation
Part 3. Theological Foundation
Part 4. Historical Foundation
Part 5. Contemporary Foundation
FOUNDERNATION FOR THE PROPOSAL, PROJECT AND DISSERTATION

<table>
<thead>
<tr>
<th>Personal</th>
<th>What of your personal experiences has motivated you in this particular topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical</td>
<td>What does the Bible have to say about some relevant issues? How do Bible scholars help with an understanding of the passage(s)?</td>
</tr>
<tr>
<td>Theological</td>
<td>What have theologians said about some concept, theme, or issue of relevance to your work? Consider the ideas of recognized theologians.</td>
</tr>
<tr>
<td>Historical</td>
<td>What has the church done, regarding some topic relevant to your work? What actions of the church have been noted by church historians? (You may want to focus on some select period of church history.)</td>
</tr>
<tr>
<td>Contemporary</td>
<td>What are contemporary writers saying that is relevant to your work? What models, concepts, principles, techniques, or strategies are being used by contemporary practitioners?</td>
</tr>
</tbody>
</table>

The foundations of your project are the streams of thought and action upon which your project rest. How do the classic disciplines relate or speak to the thematic areas of your project? What roots nurture your project? You need to be able to demonstrate that you can dialogue with scholars in each of the four areas noted above.

Information from Douglas M. Little, Ph.D., Chart redesigned by Dawn Morton, Ed.D. March 2014

Kinds of Acceptable References

<table>
<thead>
<tr>
<th>Biblical</th>
<th>Critical Commentaries, Scholarly Bible Dictionaries, Journal Articles, Specialized Books, Scholarly Grammatical and Lexical Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological</td>
<td>Major Theologians, Systematic Theologies, Theological Dictionaries, Old or New Testament Theologies</td>
</tr>
<tr>
<td>Historical</td>
<td>Major Figures from History, Primary Sources, Scholarly Secondary Sources, Historical Dictionaries, Denominational and MajorMovements in History</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Modern Authors on Practical Theology pertaining to your subject, It could also include statistics, social science research, and counseling views that pertain to your subject.</td>
</tr>
</tbody>
</table>

Page Length
All four sections should be at least 3 pages in length which equals 12 pages of the Proposal. These sections will be lengthened in the dissertation.
The Context

The context section of the proposal must address the basic questions: Who are these people? Why these people? Why these people here and now? This section of the proposal will be approximately three pages.

The proposal must contain the relevant details of: Place, History, Values, People, and Current story.

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Context is the people who will be participating in the discovery project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>Context is the small group that is being impacted by the small group experience.</td>
</tr>
<tr>
<td>Create a Resource</td>
<td>Context is the people that will be impacted with the resource.</td>
</tr>
</tbody>
</table>

Definition of Terms

Purpose
To provide definition of terms used in the document which reflect unique usage of terms for the project. It is appropriate to quote how others use a particular term, as long as the definition reflects the student’s project. Common terms such as: church, servant, theology, history, etc. should not be included unless they are used in a distinct way within the document.

Content
- If a term is used in a way that deviates from the generally accepted definition.
- Term that would be considered uncommon to the reader.
- Support the term with a recognized source, if needed.
Project Goals

Purpose
Project Goals relate exclusively to outcomes. They define outcome goals related to the project. The Project Goals will allow you to accomplish the Purpose Statement and answer the Research Question.

Content
Project goals will be listed numerically. Do not use the word “and” or the word “or” as it creates more than one Project Goal. Once the goals are finalized, they should be listed the same throughout the Proposal and the Dissertation.

<table>
<thead>
<tr>
<th>Dissertation Type</th>
<th>Question to Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>What information do you want to know about the target group?</td>
</tr>
<tr>
<td>Impact</td>
<td>What do you want to be different about the target group as a result of the project?</td>
</tr>
<tr>
<td>Resource</td>
<td>What do you want the panel of experts to evaluate regarding the resource?</td>
</tr>
</tbody>
</table>

Consider these areas as you develop Project Goals
Behaviors, Thoughts, Feelings, Choices, Interpersonal, and Spiritual considerations.

Design, Procedure, and Assessment

Purpose
The purpose is to give the reader an overview of the project. In narrative form, tell the reader about the design of your project and specific details about the procedure used to develop it.

Content
- *Design*: What type of project?
- *Procedure*: What steps will you take to do your project?
- *Assessment*: How will your project be measured in relation to your project goals?
Format
Restate the purpose statement. Give details on how the project will be accomplished. Tell the reader how you will do the assessment. This section will be two pages maximum in the proposal.

Design and Procedure
What are the details of the procedure?

Discovery
- Selecting and gathering a target group
- Designing the appropriate research instrument
- Upon approval of the research instrument, implement and gather the necessary data
- Setting forth the process to be used for evaluation

Impact
- Selecting and developing materials for a teaching/training event. The “who,” “what,” “when,” “where,” and “how long” questions.
- Designing the appropriate research instrument
- Upon approval of the research instrument, implement and gather the necessary data
- Setting forth the process to be used for evaluation

Resource
- Creating the resource itself (e.g. a bible study, book, seminar, retreat, etc.)
- Defining, selecting, and recruiting the panel of experts
- Designing the appropriate research instrument
- Upon approval of the research instrument, implement and gather the necessary data
- Setting forth the process to be used for evaluation

Assessment
The assessment tells the reader how you intend to measure the project outcomes. This includes a reminder of specific project goals and the method that will be used to gather the data necessary to measure those goals. This can be done by listing a goal and then discussing the goal specific strategy, or by listing all the goals and then describing the method(s) being used to measure the degree to which those goals have been reached.
**Assessment Strategy**

**Ethical Concerns in Social Science Research:** When you are working with human beings, it is essential that you safeguard the dignity, privacy, and integrity of each person involved. The following guidelines are helpful, where appropriate:

1. Allow each person volunteer to participate. No one should be forced to participate.
2. Protect each participant. No harm or injury should come to any participant.
3. Provide an honest statement of anonymity. All responses should be considered anonymous unless you receive direct and written permission from the participant.
4. Provide an honest statement of confidentiality. Let each participant know the level of confidentiality in the study. Who will see the results?
5. Give an honest statement of how the results will be used. Tell the participants how you will use the results and, if possible, provide them with a summary of the results.
6. Be honest. Deception of the participants is wrong.

*You need to know . . .*

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity</td>
<td>Quality</td>
</tr>
<tr>
<td>Numbers</td>
<td>Words</td>
</tr>
</tbody>
</table>

**Quantitative Assessment Tools:** Quantitative tools translate data into numbers. For example: a survey that asks you to choose one of a number of answers can be easily translated into numerical data. Another example is to count occurrences of behavior such as the number of times a person attends a Bible study. Many published tests and questionnaires are quantitative in nature in that they translate data into numbers.

The advantage of quantitative assessment tools is that you can easily show averages, deviations and display the data in chart form. Standard deviations are not used in this program. The common quantitative assessment tools used in Doctor of Ministry projects include:

- Forced-choice survey questions
- Counted observations
Qualitative Assessment Tools: Qualitative assessment tools deal with words and ideas rather than numbers. They are tools that capture a person’s thoughts and expressions as they are made, rather than forcing the person into a fixed set of choices. For example: open-ended questions are excellent qualitative assessment tools and should be included in every survey used in a doctoral project. Other qualitative assessment tools include interviews with participants in which you record responses in written or taped form.

The advantage of qualitative data is the richness of the data gathered. The assessment captures a fuller expression of the opinion, attitude, understanding, or motivation of the participant. The challenge in this method is to report the data so that it is understandable and usable. This is a process known as content analysis: looking for the key ideas, themes, or terms used by the participants. Common qualitative assessment tools used in projects include:

- Open-ended survey questions
- Interviews
- Written documents

In your project, you will use both quantitative and qualitative assessment tools.

Develop Your Assessment Strategy:

Choosing your assessment strategy is a matter of best procedure and practice.

To begin developing your assessment plan, consider each assessment tool listed below. How could this tool be useful in assessing the goals in your project? Do your best to consider how each tool could be used in your assessment strategy.

Quantitative Assessment Tools (numbers)

- A forced-choice survey you create that reflects the goals of your project.

Qualitative Assessment Tools (thoughts, ideas, feelings)

- Open-ended questions in survey form that ask participants to write short responses to questions.
**Evaluating Your Assessment Tool:**

**For Advisors and Students**

**NOTE:** All assessment tools are pre-approved before they can be distributed for the DMin Project. Unless a student has official approval of the instrument, it cannot be used.

1. The assessment strategy is a reasonable extension of the purpose statement and research question of the project.

2. The assessment strategy cannot introduce an additional or alternative purpose in the project.

3. The assessment strategy accurately reflects the goals of the project.

4. Each goal is assessed adequately.

5. Qualitative and quantitative assessment tools are used in the assessment strategy.

6. The assessment tools are being used appropriately.

7. The assessment strategy adequately answers the project research question.

---

### Personal Goals

- How do you expect to grow spiritually through the process?
- What personal growth do you anticipate as you complete the project?
- What will you experience that is an expression of growth and transformation?

---

**The Structure of the Personal Goals Statement**

**Purpose:**

The Personal Goals Statement has a double purpose: first, it is the way you introduce your personal involvement, heart values, and commitment to the project, and second, the list of goals becomes the outline for the last pages of your Final Paper.
Content:

The Statement has two parts:

- Personal insight: In a paragraph or two, help the reader get to know you and your investment and interest in this project by sharing a story, an anecdote, or personal testimony of the origin or significance of the project for you personally.

- Personal goals: In a clear list, share what ways you will grow and be transformed, and how your spiritual life will be impacted. Personal goals reflect the anticipated growth you will experience cognitively, emotionally, spiritually, relationally and professionally.

Format Your Personal Goals

1. Write your testimony, anecdote, or personal story that expresses your heart value and commitment to the project:

2. Add to the end of your testimony, anecdote or story these words, “To this end, my personal goals for this project are: (List your personal goals)

Evaluating your Personal Goal

For Advisors and Students

1. Do your personal goals express the heart values and commitment of the author?

2. Do the goals represent a range of concerns and outcomes (knowledge, relationships, personal growth, spirituality, etc.)?

3. Will the list of goals serve as an appropriate outline for the last section of the Final Paper?
What are the major steps and timetable for completing this project? Be realistic:

**The Structure of the Calendar Statement**

The structure is straightforward: List the event and the time of each major step in the project. **For example:**

**Calendar:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Date/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend DMN 9996 Proposal Course</td>
<td></td>
</tr>
<tr>
<td>Receive final proposal approval</td>
<td></td>
</tr>
<tr>
<td>Attend DMN 9997 Writing Class</td>
<td></td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td></td>
</tr>
<tr>
<td>Approval of assessment tool</td>
<td></td>
</tr>
<tr>
<td>Initiate project</td>
<td></td>
</tr>
<tr>
<td>Gather the data</td>
<td></td>
</tr>
<tr>
<td>Evaluate the results of the data</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 2 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 3 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 4 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 5 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 6 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Chapter 1 and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Preliminaries and submit to advisor</td>
<td></td>
</tr>
<tr>
<td>Write Reference List and submit to advisor</td>
<td></td>
</tr>
</tbody>
</table>
Core Team

List and describe your core team; i.e. advisor, field consultant, resource person. What follows is an explanation of the role of the core team member (in italics) and the form for introducing your reader to your core team.

The Role of Advisor: Students do not choose their Advisor. The Associate Dean for the Doctor of Ministry Program and/or the Track Leader assigns and supervises the advisor.

The Role of Field Consultant: The field consultant is someone who knows you in your context; someone you can consult with on the details of working through your project. This person is required to read and approve your final document. They are expected to attend your final exam. This person does not need to have a doctorate, however, they need to demonstrate proficiency and personal interest in your field of study. Your advisor approves your selection of a field consultant.

The Role of Resource Person: The resource person(s) (you may choose more than one) are selected for their competency in providing specific resources you will need in your study. This may be a person who can provide resources in library research, in denominational studies, in reflective understanding, or some other area of need. You are encouraged to expand your network of resources as you look for this person. The requirements for this person are what you negotiate. (The person is not required to read the final paper or attend the exam.) Your advisor will approve your selection of the resource person(s).

Life Management Plan

Purpose:
Being a doctoral student requires a significant commitment from the student in terms of both time and effort. As a doctoral student, you will need to anticipate how you will organize and manage your daily routine in order to meet projected calendar deadlines.

Content:
Include what you will focus upon within your life management plan. Include what you will relinquish in order to make time and space to complete your doctoral work.

Format:
1 ½ to 2 pages, narrative form
Explanation and Role of the Support Team:
The support team is composed of people who ‘will lift you emotionally and spiritually through the project. They may be family, friends, church members, etc. It is your choice. They do not have to meet together, but you will want to have a strategy for keeping them informed of your progress, your prayer requests, and your needs. Use this opportunity to develop your own accountability support group. As you move into the project and the writing of the final paper you will be grateful for the spiritual and emotional support they will provide. List and describe your support team. How will they participate in the project?

Introduce your support team to your reader with their names and a brief description of how you plan to meet with your support team.

Support Team Style:
Jonathan Smith, husband of the author
Cynthia Small, church member
Henry and Hazel McCormick, church members
Hellen Watcher, neighboring pastor

The support team will meet every three months. I will bring them an update on the progress of the project. I anticipate the questions of this group to be formative in maintaining the project’s relevance to the local ministry. In addition I will email the team at least monthly regarding my progress, or more often as needs emerge.
General Considerations

1. To develop a questionnaire, begin with a clear sense of your research purpose. Be very clear about what you want and need to identify. Don’t write specific items until you have clearly defined your research purposes.

2. Every time you write a question ask “Why do I want to know this?” Relate your answer to your research objectives. Be wary of asking questions to satisfy idle curiosity.

3. Make sure the attitude and objects of interest (e.g., empathy, progress, understanding, sensitivity, homework, problem relief) are clearly specified before you write items.

4. Decide on the critical aspects of the attitude to be measured: affective, cognitive, behavioral. Do not assume these are necessarily consistent.

5. If you are not familiar with the subculture you want to study use focus groups to explore language usage, perspectives, priorities, and suggestions.

Developing the Questionnaire

1. Provide a brief general description of the purpose of the questionnaire and how the data will be used. Specify the limits of confidentiality for the results.

2. Provide directions for how to answer the questions, even if this seems obvious.

3. Strive to use clear wording in introductions, instructions, and questions.
   a. Favor simple language (be careful about multi-syllabic words).
   b. Keep questions brief, usually not more than 20 words.
   c. Avoid double-barreled questions, e.g. “To what extent was the counselor friendly and helpful?” Such items introduce multiple questions and do not have a single answer. Whenever possible, separate issues from individuals.
   d. Limit the use of double negatives whenever possible, e.g. “My counselor should not share his/her values? Agree or Disagree”
4. Give respondents tasks that are manageable.
   a. Make sure the **meaning** of the terms used are commonly understood, e.g. may be problems with words like crime, family, neighborhood
   b. Remember that **memory** questions tend to be difficult, e.g. especially when asking for info which is trivial, remote, very complex
   c. Screen out **ambiguous** items.
   d. Avoid items that ask for knowledge the respondent **does not have**.
   e. Avoid items which ask for overly **personal** or sensitive information.

5. **Specific** questions are usually better than general ones.
   a. “The more general the question, the wider the range of interpretations it may be given. By contrast, wording that is specific and concrete is more apt to communicate uniform meaning” (Converse and Presser 1986, 31).
   b. e.g. “How happy are you?” vs. “How happy are you with your work?”
   c. Sometimes general questions are useful, e.g., when no time or space to ask for more specific details; when global focus is a definite research interest.

6. **Minimize** **leading** questions or those with **social** desirability.

7. If general and specific attitude questions are related, ask the **general** question first. “How are things going?” How are things going in your marriage?

8. Do not continue a question from one **page** to the next.

9. Use upper and lower case letters for the question.

10. Put all rating scale and response options on **each page**.

11. Do not **crowd** the questions.

12. Use all **closed** questions for quantitative analysis, rather than **open** questions. Pilot studies use open questions to help generate specific items.

13. Put the open-end questions at the **end** of the questionnaire.

14. A booklet format has advantages over sheets of paper.
15. Especially on demographics of background items, make sure that response alternatives do not overlap, e.g. “What is your age?” a) 18-25 b) 25-30 c) 30 and older.

16. Make sure there are no gaps on the response categories.

17. Be careful about borrowing items that were designed for a different context. Format instruction items; meanings need to be checked for appropriateness.

18. Whenever possible, use multiple questions to tap each content area. This is especially important when you want to draw conclusions from the data.

19. In evaluating programs or services, conclude with a few open-end questions. Use these to explore what respondents might want or have to say but have had no opportunity on closed questions, e.g. “Explore 2-3 most beneficial aspects of the program and 2-3 things that most need improvement. Avoid vague questions such as “Comments?”

20. Put the questions in order and number them.

**Pre-testing the Questionnaire**

1. Before using the questionnaire, pretest it to explore potential problems, e.g., meaning, task difficulty, respondent interest, flow of items

2. Get feedback on the first draft of the questionnaire.

3. Revise the draft and test the revised questionnaire. Search for awkwardness, Misinterpretations, threat, difficulty, etc.

4. Be sure to have some items which discriminate among the respondents.

5. Revise questions that cause difficulty. Pre-test again.

**Ethical Considerations**

1. Make sure to administer the questionnaire only after obtaining review by permission of the agency/institution where the questionnaire will be used.

2. Make sure you provide respondents with sufficient information to deal with informed consent, e.g. Respondents need sufficient information about what they are being asked to do and how it will be used so they can judge how unpleasant the consequences will be.

3. Be sensitive to the right to privacy. Respondents have the right to define for themselves when and on what terms his/her acts will be revealed to the public.
(People who refuse should not be subjected to isolation or punishment.)

4. Clarify any limits on confidentiality.

**Selected Response Alternative for Questionnaires**

The following are all viable ways of offering forced-choice responses to questionnaires and surveys. There are three basic types of response alternatives:

- The Frequency scales are used when you want to know “how often.” For example, how often one engages in a certain behavior or sees others engage in a certain behavior.

- The Likert scales are for asking the degree of agreement. Example: “Our church has excellent contemporary worship.”

- The Extent scales measure the depth or extent of a skill, feeling, attitude, motivation, or opinion. For example: “How good is the pastor’s preaching?” The Extent scales measure from very good to poor (see example three under Extent).

**Frequency (Verbal Frequency Scale)**

<table>
<thead>
<tr>
<th>Example One</th>
<th>Example Two</th>
<th>Example Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – Always</td>
<td>5 – Almost Always</td>
<td>5 – Very Frequently</td>
</tr>
<tr>
<td>4 – Usually</td>
<td>4 – Frequently</td>
<td>4 – Frequently</td>
</tr>
<tr>
<td>3 – Often</td>
<td>3 – Occasionally</td>
<td>3 – Occasionally</td>
</tr>
<tr>
<td>2 – Sometimes</td>
<td>2 – Sometimes</td>
<td>2 – Rarely</td>
</tr>
<tr>
<td>1 – Rarely</td>
<td>1 – Almost Never</td>
<td>1 – Never</td>
</tr>
<tr>
<td>0 – Never</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Four</th>
<th>Example Five</th>
<th>Example Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – Always</td>
<td>5 – Very Often</td>
<td>5 – All the Time</td>
</tr>
<tr>
<td>4 – Almost Always</td>
<td>4 – Often</td>
<td>4 – Often</td>
</tr>
<tr>
<td>3 – Sometimes</td>
<td>3 – Sometimes</td>
<td>3 – Moderately Often</td>
</tr>
<tr>
<td>2 – Seldom</td>
<td>2 – Rarely</td>
<td>2 – Sometimes</td>
</tr>
<tr>
<td>1 – Rarely</td>
<td>1 – Hardly Ever</td>
<td>1 – Not at All</td>
</tr>
</tbody>
</table>
### Agreement (Likert Scales)

#### Example One
- 7 -- Agree Strongly
- 6 -- Agree Moderately
- 5 -- Agree Slightly
- 4 -- Neither Agree nor Disagree
- 3 -- Disagree Slightly
- 2 -- Disagree Moderately
- 1 -- Disagree Strongly

#### Example Two
- 7 -- Totally Agree
- 6 -- Mostly Agree
- 5 -- Slightly Agree
- 4 -- Agree as Much as Disagree
- 3 -- Slightly Disagree
- 2 -- Mostly Disagree
- 1 -- Totally Disagree

#### Example Three
- 7 -- Very Strongly Agree
- 6 -- Strongly Agree
- 5 -- Mildly Agree
- 4 -- Agree & Disagree Equally
- 3 -- Mildly Disagree
- 2 -- Strongly Disagree
- 1 -- Very Strongly Disagree

### Extent (Verbal Extent Scale)

#### Example One
- 5 -- Very Much
- 4 – Much
- 3 – A Fair Amount
- 2 – A Little
- 1 – None

#### Example Two
- 5 – Extremely
- 4 – Very
- 3 – Moderately
- 2 – Sometimes
- 1 – Not

#### Example Three
- 5 – Excellent
- 4 – Very Good
- 3 – Good
- 2 – Fair
- 1 – Poor

#### Example Four
- 5 – A Good Deal
- 4 – A Lot
- 3 – Some
- 2 – A Little
- 1 – Not at All

#### Example Five
- 5 – Definitely True
- 4 – Mostly True
- 3 – Unsure
- 2 – Mostly Untrue
- 1 – Definitely Untrue

#### Example Six
- 7 – Very True
- 6 – Considerably True
- 5 – Moderately True
- 4 – Somewhat True
- 3 – Slightly True
- 2 – A Little True
- 1 – Not at all True
Content analysis is used to help transform open-ended questions and other qualitative data into numbers that can be used for quantitative data. For example, you ask an open-ended question on your survey such as, “What are the three biggest problems facing your ministry right now?” If 25 people complete the questionnaire, there will be up to 75 personally crafted answers. Taken as it is, this is useless information. Content analysis is a system to “make sense” of all the answers by placing the answers in categories. Then, you can count the responses in each category. This way you can determine the biggest problems facing the ministries you have surveyed.

The following information will walk you through the process of conducting a content analysis.

1. **Definition**: The systematic and quantitative description of a communication or set of communications.

2. **Purpose**: It employs a system to transform unstructured messages (e.g. responses to the question: “What should we do to make First Church a better Church?”) into numbers for quantitative analysis.

3. **Category System**: The biggest challenge is deciding upon a category system. It is the category system that will determine how you arrange and count the responses. There are two ways to develop categories: **pre-specify** out of a theory, or let the categories **rise out of the responses**.

4. **Pre-Specified Categories**: It is possible to use pre-specified classification systems for coding content when such categories are known and relevant to the issues under investigation. For instance, responses may be classified in terms of interpersonal needs. William Shultz suggests that everyone has needs for **inclusion, control, and affection**. People can be rated in terms of how much of each of these needs they want to **express** and how much of each they want to receive. Suggestions given on a questionnaire could be analyzed in terms of which needs are expressed most often.

5. **Categories that Rise out of Responses**: Intuition can be used to develop an initial set of categories for sorting the communication messages. Read the responses several times and you will develop a “feel” for the categories in the responses. There is no “right” or “wrong” category. However, there may be a better set of categories that your tuition first suggests. When seeking categories out of the responses. Keep open to new insights.
6. **Coding Rules/Guidelines.** Coding rules must be clearly specified. You and others that rate (or categorize the response) must have clear guidelines for deciding in which category a given message or comment should be placed. These rules/guidelines must be written down and are part of your presentation of the data in Chapter 5 of your Final Paper.

7. **Testing the Rules/Guidelines.** One of the first steps is to read over all the written comments to a given question. For example: read over what every respondent said in response to the question, “How could this leadership program be improved?” See if you can pencil in one or more categories that could apply to each statement. Examples: “Our sessions should be 90 minutes, not just an hour?” (Classified in a category having to do with **TIME**); “Provide for more discussion and small group interaction” (Classified in a category having to do with **SOCIAL RELATIONSHIPS**). If more than one category applies—decide on a rule to specify how such comments should be categorized.

8. **Simple and Few are Better.** The choice of the number of categories will depend on the purpose of the study and the nature of the data. Be careful about having too many categories.

9. **Too Many or Too Few Responses in a Category.** Preliminary research can help refine the categories. If a given category is consistently underrepresented broaden the category or drop it from the system. If it is over represented it may be divided into more discriminating options. Remember, be open.

10. **Use “Irrelevant” or “Other” as a Category.** Categories should be mutually exclusive and can include “irrelevant” or “other.”

11. **Clear Rules for Categories Results in Better Data.** The less inference raters have to make, the more reliable the ratings will be (e.g. prayed roday — vs .— sought God). The better your guidelines, the better your results. It is best to take the response at face value rather than interpret “what the person probably meant.”

12. **Use More Than One Rater of Responses.** If you had a perfect system of guidelines for categories, two raters would categorize all the responses the same way. In all likelihood, this will not happen. However, it is best to test your category system of rules and guidelines. This is called determining your Category System Reliability. At least two coders should categorize the comments of the respondents to each open-ended question. Then the degree of “intercoder agreement” can be determined. Intercoder agreement can be expressed as the percentage of times the two raters agreed about the “proper” category to which each comment belongs. You will want to report your procedure for determining categories and the “intercoder agreement” percentage in Chapter Four — Design and Procedure — of your Final Paper.
Content analysis is particularly useful in congregational studies. It has a special place in Doctor of Ministry projects in particular and congregational research in general. With a little experience, you can use Content Analysis for many projects in your ministry.

TITLE PAGE: PROPOSAL DOCUMENT ONLY
This page is counted in pagination, but no page number should show on it. All type should be in all capital letters, Times New Roman font, 12 point type, and double-spaced. It is not listed in the Table of Contents.

ASHLAND THEOLOGICAL SEMINARY

TITLE OF PROPOSAL

A PROJECT PROPOSAL SUBMITTED TO
THE FACULTY OF ASHLAND THEOLOGICAL SEMINARY
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF MINISTRY

BY
STUDENT NAME

ASHLAND, OHIO
MONTH DAY, YEAR

Location of your program
Document 4
Doctor of Ministry Proposal: Common Errors Checklist

- Improperly formatted cover page or no cover page
- First page of content numbered as page 2, instead of page 1
- Purpose statement is not clearly identified as either *impact* or *discovery* or *create a resource*
- Research question stated in either/or terms
- Improper use of subheadings
- Failure to write an introduction to the subsections of the Foundations which gives the reader an idea of what issues will be addressed or what questions will be answered
- Discussion in subsections of Foundations does not clearly follow stated outline detailed in subsection introduction
- Cited material not referenced or improperly referenced
- Personal Foundations not included
- Biblical Foundations bleeds over into Theological or Historical Foundations
- Theological Foundations does not present what the Christian church has *said* about theological concerns
- Historical Foundations does not present what the Christian church has *done* in some relevant period, post Pentecost
- Contemporary Foundations neglects one of more major contributors
- Biblical, Theological, Historical or Contemporary Foundations is too brief
- Ending or beginning a page with only one line of a paragraph
- Improper formatting of ellipses
- Failure to put quoted material of more than 40 words in block quotes
- Parenthetical reference not formatted properly
- In text citation of material not formatted properly (not block quote)
- Failure to number pages
- Improper margins (1 ½" on left, 1" on top, bottom and right)
- Letting a paragraph be merely a series of quotations. No personal comment or discussion provided on quoted material. (Stacking quotes)
- Sentences too long. Simple sentences are best.
- Paragraphs too long. Dividing provides greater clarity and coherence
- Project goals not consistent with type of project identified in purpose statement
- Project goals not properly detailed
- Project goals are stated in terms of process rather than outcome
- Project goals stated in either/or terms
- Definitions of Terms not written in complete sentences
- Definitions of Terms not personalized (quotation only)
- Failure to reference borrowed material in Definitions of Terms
- Too many or too few terms defined
How to Write the Doctor of Ministry Dissertation
Introduction to the Dissertation

The research project is a precise form of writing that reports your findings to a knowledgeable reader. The goal is to be clear and concise. You may assume that your reader has the equivalent of a Master of Divinity and is a practitioner in ministry. The flow of the paper moves through six chapters. Listed below are the precise titles of the chapters and a description. This will help you understand the basic requirement of each chapter.

<table>
<thead>
<tr>
<th>Chapter One</th>
<th>Introduction</th>
<th>Tell what you did and why it is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Two</td>
<td>Biblical, Theological, and Historical Foundations</td>
<td>Give the biblical, historical, and theological foundations of your project</td>
</tr>
<tr>
<td>Chapter Three</td>
<td>Review of the Literature</td>
<td>Tell about what others are saying and doing</td>
</tr>
<tr>
<td>Chapter Four</td>
<td>Design, Procedure, and Assessment</td>
<td>Tell about what you did so that others could do it too</td>
</tr>
<tr>
<td>Chapter Five</td>
<td>Reporting the Results</td>
<td>Tell the facts about what you learned</td>
</tr>
<tr>
<td>Chapter Six</td>
<td>Summary and Conclusions</td>
<td>Tell what those facts mean and what the reader is supposed to do with them</td>
</tr>
</tbody>
</table>

Guidelines for Writing

1. **Avoid preaching.** For example, "The increase was fantastic" is good preaching. However, "The increase was 88%, more than double that of the previous year" is convincing and specific.

2. **Label your opinions and conclusions.** If you state, "Young Methodist pastors are disillusioned with the appointment system," your reader will ask, "Where did you get this information?" However, to state, "In my conversations with young Methodist pastors, I have concluded that many of them are disillusioned with the appointment system" is legitimate writing for a D.Min. project.

3. **Use documentation correctly.** Citations of sources are expected in your document. Use the parenthetical system in Turabian with a Reference section at the end of the document. We do not use footnotes or endnotes in the Doctor of Ministry program.

4. **Write as a scholar and as a human being.** Write in a scholarly fashion, indicating that you have knowledge of the field, but also write as a human being, sharing insights into yourself. We do not want to read only what others have said. We want to read what is going on in your heart and mind also.
Chapter One: Introduction and Project Overview (15-25 pages)

The purpose of this chapter is to introduce a knowledgeable reader to the project. The first chapter is a maturing of material presented in your project proposal and should demonstrate the wisdom and maturity of one who has completed the project. Your reader needs to have a clear and concise answer to two questions. What was your project and why was your project important?

As always, begin with an introduction but do not give it a heading. This “hook” is the first impression you will give the reader. Engage the reader well. Choose a story, an anecdote, a quote, etc. to draw the reader into your project.

The following sections will be level one headings as reflected in your proposal. Write in past tense; tell the reader what you did. Review the handout for sections to be included in Chapter One. Note the comparison between Chapter One and the proposal.

You will end Chapter One with a level one section called Plan of the Paper. State what this chapter has accomplished (in a sentence or two.) Conclude the chapter by outlining in narrative form the rest of the dissertation chapters. For example, Chapter Two will describe the biblical, theological, and historical foundations for this project. Continue in this manner through Chapter Six.

When writing Chapter One, you should include fresh material. What has changed since you wrote the proposal? You may borrow some sentences from the proposal. Remember to use past tense for the activities which have already been completed.

(adapted from a handout by Dr. Douglas Little, Ph.D.)

Designing and Writing Chapter One

Step 1
Review your proposal for weaknesses and gaps.
A. Reread your original proposal. Has anything changed since you began the project? Share the changes to your project in Chapter One.

Step 2
Collect and organize information along with insights that will introduce the reader to your project and its value.
A. What does your reader need to know in order to understand what the project was about, the goals, the design, the assessments, and the terms?
B. What does your reader need to know in order to understand the significance of the project, the personal, biblical, historical, theological, contemporary foundation?
Step 3 – Write the introduction and project review chapter. Use past tense and describe an accomplishment. Carefully follow this outline:

Begin your paper with a story, observation, or some appropriate quote that captures the problem and the reader’s attention. (Do not use a heading for this section.) Your goal here is to engage the reader. Draw the reader in. The following sections will be level one headings as reflected in your proposal.

**Purpose Statement and Research Question**
- Purpose statement – This should be exactly as in your proposal.
- Research question - This should be exactly as in your proposal, except that it is in past tense. You may wish to add a further explanation or insight into the meaning of the purpose in order to help the reader grasp the problem you have engaged.

**Overview**
By reworking your proposal, give a brief but accurate description of what you did in the project.

**Foundation**
Begin with a personal incident and/or personal observation concerning the problem. Include a logical presentation of personal, biblical, historical, theological, and contemporary ministry arguments that demonstrate the foundation of your project. This introduces the reader to the material you will explore later in your *Foundations* and *Literature Review* chapters. Discuss how the new material you have discovered in your research reveals a greater depth of insight into the significance of your project.

**Context**
Describe the context in enough detail to that your reader can understand the significance of your project. Explain why the project was significant in that place with those participants and at that time. You will have greater opportunity to explain this in more detail later, in Chapter Four.

**Project Goals**
Restate your purpose statement for the reader. Then, list each goal. Be clear and concise.

**Design, Procedure, and Assessment**
Describe how you assessed each goal in your project. Did you develop our own survey? Briefly share the procedure. Open this section by reminding the reader of your research question. Clearly introduce your reader to the design of your project; was it a discovery project, an impact project, or did you create a resource? Did you teach a series of classes, hold a retreat, survey a large group, etc.
Personal Goals
Begin with a personal statement that helps the reader understand your investment in the project. Tell the reader why this is important to you. List in numerical form your personal goals for the project. Remember, you will have opportunity to comment fully on your personal goals when you are writing Chapter Six. At this point, however, you must allow the reader to get to know you by way of description of your personal goals.

Definition of Terms
The definition of the terms should help your reader better understand the project. Explain project terms that you use in a particular way, such as “model,” ”class,” “retreat,” etc. Explain academic terms that clarify your field of study.

Plan of the Paper
Conclude the chapter by outlining the rest of the paper. For example, you might write a sentence or two summarizing the “what” and “why” of your project. Then write the following or something similar: The following chapters will include biblical, historical, and theological foundations (Chapter Two); a review of contemporary literature (Chapter Three); a detailed description of the method, procedures, and design of the project (Chapter Four); and, results (Chapter Five). A final chapter will reflect on the findings as it applies to ministry.

STRUCTURAL COMPARISON OF THE PROPOSAL AND OF CHAPTER ONE
(Douglas Little, Ph.D.)

<table>
<thead>
<tr>
<th>COMPONENTS OF THE PROPOSAL</th>
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</thead>
<tbody>
<tr>
<td>Purpose Statement and Research Question</td>
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<tr>
<td>Overview</td>
<td>Overview</td>
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<tr>
<td>Foundations (w/ 5 subsections)</td>
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<tr>
<td>Context</td>
<td>Context</td>
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<tr>
<td>Definition of Terms</td>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Goals</td>
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<tr>
<td>Design, Procedure, and Assessment</td>
<td>Design, Procedure, and Assessment</td>
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<td>Personal Goals</td>
<td>Personal Goals</td>
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<td>Support Team</td>
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<td>Life Management Plan</td>
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<tr>
<td>Reference List</td>
<td></td>
</tr>
<tr>
<td>Plan of the Paper</td>
<td></td>
</tr>
</tbody>
</table>

When writing chapter one, you should include fresh material. What has changed since you wrote the proposal? You may borrow sentences from the proposal. Remember to use the past tense for activities which have already been completed.
Step 4 – Contact your advisor
When you have an acceptable copy (no “rough” copies in doctoral work), send it to your advisor. Include the following:

- A copy of the questions shown below*
- A copy of the chapter in a form that is the quality of a finished term paper
- A copy of your cumulative “REFERENCES” list

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisor’s time and energy.

Checklist of Questions of Evaluation of Chapter One – Students and Advisors

- Does the chapter justify the time and energy invested in the study; and the time and energy needed to read the full document?
- Does the chapter make the reader want to read the study?
- Does the chapter open in such a way as to engage the interest of the reader?
- Is the Purpose and Overview clear and true to the project (in past tense)?
- Does the chapter present a clear purpose for the project?
- Does the chapter help the reader become acquainted with the context of the project; defining the context, describing the context, and defending why the context needed the project?
- Are the goals, assessment strategy, design, and procedure (expressed in past tense) explained in a concise and clear way so the reader understands the workings of the project?
- Does the section on personal goals provide a helpful insight into the concerns and interest of the author? Do we get to know the author through the presentation of personal goals?
- Does Chapter One (as compared to the proposal) demonstrate the wisdom, maturity, and familiarity of the author as one who has completed the project?
Chapter Two: Biblical, Theological, and Historical Foundations (25-40 pages)

The Association of Theological Schools insists that the doctor of ministry student be able to properly integrate the disciplines of biblical studies, theology, church history, and practical ministry. This competency is to be demonstrated in the final document, designated at Ashland Theological Seminary, Ashland, Ohio as the dissertation.

The purpose of this chapter is to present a foundation for the project that is contextually rooted in the biblical, theological, and historical tradition of the student. Chapter Two will provide a tool for critical evaluation of contemporary literature (Chapter Three). The primary skill needed to write Chapter Two is critical thinking. One must move outside the contemporary paradigm in order to develop a means of evaluating contemporary literature. The process of preparing to write this chapter will help you become "self-aware," expressing and evaluating your own perceptions and sources of authority. Chapter Two is not centered on data or comparing models or programs; it is focused on ideas. These ideas provide a bedrock for the project and a tool for evaluating contemporary writings.

Designing and Writing Chapter Two

Step 1 – Transform your purpose statement into good questions that explore biblical, historical, and theological foundations.
You must begin with the same purpose statement as expressed in Chapter One. Remember that you are investigating a practical concern. Good questions probe for the importance of the topic. They not only tell us what you are researching, but also why it is important. Develop questions that will assist you in writing the biblical, historical, and theological foundations.

Step 2 – Collect, complete, and organize your research according to the questions.
This calls for wide reading and reflecting on the questions that you have asked. You have completed a significant amount of research through your six academic classes and personal reading, so start by reviewing the work and reading you have done in the D.Min. program.

Next, determine if you have inadequate answers to any of your questions. If so, complete your research in Scripture, church history, and theology. Review your personal library. Explore a seminary library. Search articles as well as books. Also, TALK WITH EXPERTS in your area. They can save you many, many hours of wandering through library shelves and on-line search engines.
Finally, for each of your questions, reflectively read the research material you have collected. These four thoughts will help you read with reflection:

- What thoughts are coming into my mind as I read? – Jot them down.
- What biblical passages does this bring to my mind? – Jot them down.
- What questions or difficulties do I see in applying this? – Jot them down.
- Where does this ring true with my experience? – Jot them down.

**Step 3 – From your research, determine the most significant questions and key ideas your reader needs to understand in order to grasp the foundations of your project.**

The most significant ideas that emerge from the best questions need to be shared. You will discover that you have more material than you can fit in 25-40 pages. But, more important, you have more material than your reader needs to know. First, eliminate the material that is surplus. Remember, write for clarity and be concise. State the most significant questions and the best ideas in your answers. You will know much more than you tell. Tell the reader what must be known in order to understand the key ideas that answer the significant questions.

Next, reduce the material that remains to the best questions and the most significant ideas. You may find it best to combine some questions. You may determine that asking the question is a different way will help your reader better understand the research and the key ideas in your answer.

**Step 4 – Approaching the chapter**

Chapter Two of the dissertation is designed to provide the student with the opportunity to demonstrate the ability to integrate the stated disciplines as both scholar and practitioner. Simply stated, Chapter Two provides the biblical, theological, and historical foundations for the student’s project. It is to link the scriptures, disciplines of theology, and historical practices of the church to the project in such a way as to show the foundation and the importance of the project to the life of the church.

Open the chapter with a story, an insight, or some appropriate observation that will engage the reader in the chapter. Do not use a heading for this section. The introduction to the chapter should:

- capture the reader’s attention
- state why this chapter is important to the project/dissertation
- tell the reader what will follow in the chapter
- transition to the biblical section.

Then make a transition to writing about the Foundations.

**Biblical Foundation**

Begin with an introduction. Start with a hook that captures the readers’ attention. This can be a quote, anecdote, poem, etc.; whatever illustrates an overall picture of your biblical foundations. It should be broad in nature and not focused on one particular theme or scripture reference.
Next, help the reader understand the importance of the relevance of this section to the project or dissertation. How does the Bible give credibility or support to your project?

Identify your themes or the sections of scripture you will be discussing. Give a brief description of how they support your project. End with a transition into your first theme or scriptural foundation. Again, in the introduction to this section you should:

- capture the reader’s attention
- state the importance/relevance of this section to the project/dissertation
- identify the chosen themes or sections of scripture to be discussed
- transition to the first section.

**Theme or Scripture**

Begin with the themes or scriptures in the order that you identified them in the introduction. Make sure you quote the text; do not just give a scripture reference. Discuss the text as it relates to your project. Support your discussion with biblical scholars from quality commentaries and journal articles. This material should be about the scripture, not about your project. Remember this section is about the scripture, not theology nor history. Weave in your professional and personal voice where appropriate. Do not delve into the personal foundations, however.

Close with a summary and a transition into the theological section. A summary is a review of what you have written. Do not draw conclusions. In this section, you must remember to:

- the biblical section is about the scripture, not your project
- identify target themes
- state the text
- discuss the context
- relate the discussion to the project
- reflect personally
- integrate the work of biblical scholars
- close the biblical foundation with a summation and transition.

**Theological Foundation**

You should follow the same guidelines for the introduction that you did in the biblical section. Your focus here is on theology, not the scriptures. Do not forget that this section is about the theological foundation for your project. You have already examined the Biblical Foundation. Remember this is what the church has “said” about your topic. This is not about the biblical text or a continuation of Biblical Foundation.

**Theological Themes**

In this section, you will discuss the theological topics and doctrines that form a foundation for your project. You will engage in a conversation with theologians who write about topics and doctrines that form a Theological Foundation for your project. A theologian is a person who specializes on reflecting and writing in a scholarly way upon given topics of theology. Modern theologians include Karl Barth, Donald Bloesch,

In the theological section, what is said about an item of theology is the highlighted point, referenced to the theologian. The theological discussion should be linked to the project in all sub-sections of the theological foundation. The Theological Foundation should be concluded with a summation and transition statement to the section on Historical Foundation.

**Historical Foundation**

You should follow the same guidelines for the introduction that you used in the previous two sections on the biblical and theological foundations. In the introduction, identify the periods of history upon which you intend to focus and why. This is not a continuation of Biblical Foundation or Theological Foundation.

The historical foundation is to be a discussion of how the church has historically “attended to” the subject of your project practically. It is not a section to focus upon what the Church has said, but upon what the Church has done or not done.

This section is to include reflections of people from history about what happened (i.e., Wesley said…) Include research from church historians (i.e., Williston Walker asserted…) Be sure to show the relevance of this discussion to your project at numerous points. Close this section with a summation.

Close the entire chapter with a summation and transition to the next chapter.

**Step 5 – Write the Foundations (Chapter Two).**

It is time to write. The process is as follows:

1. Write
2. Proofread
3. Revise
4. Ask others to read it
5. Revise
6. Send it to your advisor.

**Step 6 – Contact your advisor.** When you have an acceptable copy (**no “rough” copies in doctoral work**), send it to your advisor. Include the following:

- A copy of the questions shown below*
- A copy of the outline you used for writing the chapter
- A copy of the chapter in a form that is the quality of a finished term paper
- A copy of your cumulative “REFERENCE” List.

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisors time and energy.
Checklist of Questions of Evaluation of Chapter Two – Students and Advisors

☐ Does the chapter demonstrate that the author has researched and answered clear questions that deal with the foundations of the study?

☐ Does the author deal with biblical, historical, and theological materials in appropriate ways?

☐ Does the chapter flow? Is the reader carried along a clear line of reasoning that results in conclusions (or foundations) that have guided the study?

☐ Does the chapter present the opinions and writings of others as a means of carrying the reader toward a desired understanding (or simply report the opinions and writings of others)?

☐ Does the chapter have enough “summary statements” strategically placed in the writing to help the reader keep up with the flow of the argument?

☐ Does the reader finish the chapter with a sense that the author “knows the subject” and “knows the foundations” of the project?
Chapter Three: Review of the Literature
(25-40 pages)

The purpose of this chapter is to review the literature that impacts the focus of the project. Your review will include a review of those CONTEMPORARY SOURCES which speak to your project. These resources should include theories, data, models, and programs that others have presented when applicable to your project. This material will provide a theoretical frame and a contemporary setting for your project.

The Process of Reviewing Literature

Chapter Three will allow a knowledgeable reader to interact with the most prominent authors, ideas, and examples of the project's focus. The flow of the chapter is to be logical, moving the reader from the broad field of study to the precise focus of the project.

For Example:

A purpose statement reads: It is the purpose of this project to impact the spiritual formation of a select group of men, from Ashland, Ohio through participation in a small group experience.

A literature review relevant to this project could move from the broad topic of spiritual formation to the more specific topic of spiritual formation of men to a discussion of specific models of spiritual formation with men or key voices who are impacting these issues (models and key voices).

The contents of Chapter Three must address the purpose statement. This means that the questions you will ask in the review of the literature must answer the research question. Your review of the literature will answer the questions you ask in an effort to help answer the research question.

In Chapter Three, you will address the general and more specific themes that come from the purpose statement. Your goal is to move from general theory to specific application. Within these themes addressed throughout the various levels, you are always moving from broad categories to more narrow ones.

Your themes addressed in Chapter Three may be different than your themes in Chapter Two. Some contemporary themes will not fit into biblical or theological themes or doctrines. While you will want to make some correlation between Chapter Two and Chapter Three themes where possible, resist the temptation to force contemporary themes into the material in Chapter Two.
Fields of study are the most general. They include broad categories in the literature that speak to your project. For example, if your project addresses ordination and leadership in your denomination, themes may include general leadership principles found in contemporary literature. This is where you will address the field of study, if applicable to your project.

Theories and trends are more specific. Using the example above, theories and trends may include leadership principles that relate to ordination. Theories and trends would include resources that speak to ordination and area relevant to your topic, but are not necessarily specific to your denomination.

Models and practices are the most specific. These would include resources that speak directly to your topic of ordination within the policy of your denomination. It is here that you would discuss application in context. What are the implications for your specific project?

In your work on Chapter Three you will use the tool of critical evaluation that you developed in Chapter Two. In this chapter, you will critique your reading from your foundation (biblical, historical, and theological).

The literature review of Chapter Three adds to the foundations set in Chapter Two by looking into the world of social science and contemporary ministry. The key to this chapter is related to your purpose statement and what current literature has to say.

Your ability to read will be a crucial factor in writing this chapter. Mortimer Adler, in How to Read a Book (revised edition, 1972), reveals four stages of reading. These stages progress from unsophisticated reading at stage 1 to the most advanced at level 4.

Most graduate students seem to function at stage 3, called “analytical reading.” This type of reading involves finding out what the book is about, its structure, and the problem(s) the author is trying to solve. It also involves interpreting the book: coming to terms with the leading propositions; understanding the author’s arguments; and determining whether the author has solved the problem(s).

The highest stage, however, presents the type of reading required in the doctoral program. This is stage 4 and it is called “Syntopic Reading.”

The Five Steps in Syntopic Reading

The key to syntopic reading is your research question. The better your research question, the better your syntopic reading. Good questions focus your research. You should develop questions in four areas:

- What questions introduce the key components in this field of study?
- What questions probe major theories in this field of study?
- What questions explore current models and practices?
- What questions address application of the project?
Armed with your questions, follow these five steps in reviewing the literature:

1. **Find the relevant passages.**
   You are capable of reading books analytically and thoroughly (stage 3). To do so is to follow the normal pattern of university education. In stage 3 you place the book as the first priority and your problem (what you want to know) as the second. However, in stage 4, syntopic reading, the order is reversed. Your question is to be served, not the book. Use inspectional reading skills to determine the passages that are most relevant to your purpose.

2. **Bring the authors to terms.**
   Again, this is the opposite of the kind of reading you have learned in graduate school. You have learned to come to terms with the author. You seek to understand what the author means by examining the specific terms used. However, you are now faced with a number of different authors, and it is unlikely that they will all use the same words, or even the same terms. You must establish the terms. You must bring the authors to your terms rather than the other way around. Determine the central ideas (terms) that frame your question. While reading, ask “What does this author have to say about this concept?” The author may never use your terms but may be speaking directly to your topic.

3. **Become clear about the flow of questions.**
   When you read a single book, you are following the flow of the author’s ideas. The author will propose a question and then seek to give an answer, which leads to yet another question and another answer, etc. These questions may be stated as propositions that are proved, topics that are discussed, or concepts that are explained. Whatever the pattern, it is your job as the reader to follow the flow of ideas.

   When you are reading multiple authors, it is your task to come up with the flow of ideas. What is a logical flow of questions, propositions, topics, or concepts that you need to explore in order to find a satisfactory answer to your research question? As you read, you discover what various authors say in response to your questions (propositions, topics, or concepts). The key is to state your questions in such an order that they will help you solve the research problem.

4. **Define the issues.**
   If your questions are clear, and if the authors answer them in different ways, then you have come upon a complex issue. If all the authors give a total of only two different answers, you have a relatively simple issue. Sorting out and arranging these controversies leads to the final step (“Step 5”) of syntopic reading: “analyze the discussion.”
5. **Analyze the discussion.**

You now have a flow of questions, and perhaps a number of issues. Now it is your task to analyze. Answer the questions logically so that the reader can follow your thinking. Present the issues clearly so the reader can understand the controversy. Finally, tell the reader where you stand on the issue. Your stand should reflect your biblical, historical, and theological assumptions as you work in the context of literature review.

Here are a few suggestions for writing the chapter:

- Emphasize relatedness. Help the reader understand how the literature you are discussing is related to your project.

- Review the material, do not just restate it. It is challenging to write a literature review. You are sharing key ideas, relating them to each other, and focusing the reader toward your project. In other words, you are taking the reader on a guided tour of the most significant writings that apply to your project.

- Summarize often. A discussion of literature needs brief summaries that gather up what has been said and explain its importance in terms of the project. You will want to do this at the close of each section and again at the close of the chapter.

**Designing and Writing Chapter Three**

**Step 1 – Collect, complete, and organize your research.**

Start your review for the literature chapter by reviewing the work and reading you have done in the D.Min. program. A simple organizational tool is to make columns on a sheet of paper. The first is Reading. The remainder are labeled with your key investigation areas: Field of Study, Major Theories, Models and Practices, and Application. For example:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Field</th>
<th>Theory</th>
<th>Models</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, 21st Century *</td>
<td>Contemporary Audience</td>
<td>Ch 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Then, determine where you need to do deeper study and research. Stay focused on your questions. Here are a few suggestions for going deeper in your literature review:
• Prepare your mind and heart. Clear your thinking. Know what you are attempting to do. Block out significant time. Open your heart to the Holy Spirit as your teacher.

• Use your plan. Your significant questions will give you organization and coherence. Stay on the question. You may discover additional questions arise during the process of research. Consider whether these questions should be ignored or incorporated in your development.

• Set a goal. You cannot do an "exhaustive" review of literature. Continue to read until you come to the awareness that you are now able to enter an educated conversation on this subject. You will know when you get there. To help, tell yourself that you want to have, say, fifty to one-hundred sources in your literature review.

• Ask for help. Talk to key professors and experts in your area. They will know the most significant literature. Use academic books to trace the source of other authors. Use journal articles to find the most contemporary authors. A conversation with an experienced research librarian is invaluable.

**Big Warning!** When you read, take careful notes or take lots of dimes for the copy machine. One way or the other, you have to know where your information comes from so that you can cite it properly.

**Step 2 – Determine the most significant questions and issues.**

As in your Foundations research, you will have more material than you should use. Follow the same procedure for focusing your material. First, eliminate the material that is surplus. Be clear and concise. The reader needs to understand your area of study in order to grasp the major issues and their application to your project. Second, reduce the material that remains to the best questions and the most significant issues. You may combine questions or ask them in a better way that helps your reader better understand the literature and the key issues of application in this project.

**Step 3 – Outline the chapter by section, questions, significant literature, and key issues.**

The following is a generic outline. You may choose to outline your paper by your major research areas or by an outline that emerges through your study.

**Opening:** Open the chapter with a thought, story, or quote that will engage the reader. Help the reader understand the importance of the material you are about to present. (Do not use a heading for this section of the chapter.) Summarize the key concepts of chapters 1-2 in a few brief statements. Give the rationale and the foundational core of the project. State the purpose of Chapter Three and give an outline (map).
*Broad Field of Research:* Introduce the section with a clear description of the field of study and the questions you will answer. Conclude the section with key issues, stating your stand on the issues based on your foundations and context.

*Focused Research:* Introduce the section and include the questions you will investigate through the literature. Conclude the section with key issues and your stand, based on your foundations and context.

*Models and/or Key Voices:* Introduce the significant models and practices you have found in the literature and the questions you will explore. Conclude with key issues and your stand on these issues. Base your stand on your context and your foundations.

*Application:* This section summarizes how you will apply the lessons gleaned from the literature review to your project. In the outline phase, it is best to write out the application section in full. This section should be one or two pages in length. Summarize what you have learned from the literature as it applies to your project.

**Example of literature review style of writing:**

**Example #1**

McKnight also points to eschatological “end of all ends” hinted at in 1 Corinthians 15:28 as God completing the task that God started in the opening chapters of Genesis (McKnight 2011, 56). At that time humanity will complete our assignment to govern this world as God’s representatives and we will be connected in eternal union with God through God’s Son, Jesus Christ. Humanity will then be doing exactly what God intended for God’s creation. “God will be God and we will be God’s people—and the whole story will be about God” (McKnight 2011, 56). Willard echoes this view by noting that in the last chapter of the Bible “God’s purposes in creation come round full circle in eternity: ‘The Lord will be their light, and they shall reign for ever and ever’” (Rev. 22:5) (Willard 1998a, 25).
Example #2

Jim Smith agrees with Hauerwas that we are storied people. Smith says that humans make sense of the world through stories and that a person’s or a people’s story drives their behavior.

Narrative is “the central function . . . of the human mind.” We turn everything into a story in order to make sense of life. . . . We are storied creatures. Our stories help us navigate our world, to understand right and wrong, and to provide meaning (“So the moral of the story is . . .”). (Smith 2009a, 25)

Therefore, it is crucial that we live in the right story. This is especially important for the biblical narrative, or the Gospel.

Moon highlights two articulations of that biblical narrative, the Gospel, the Good News (Moon 2009, 15). He describes two of these narratives that drive a person’s soteriology. The first one has been well stated by McKnight above. The emphasis of this narrative is that God has done and is doing all that God can, including coming to earth to die on the cross, so that humanity can live in eternal, loving community with the Trinity.

Step 4 – Contact your advisor. When you have an acceptable copy (no “rough” copies in doctoral work), send it to your advisor. Include the following:

- A copy of the questions shown below*
- A copy of the outline you used for writing the chapter
- A copy of the chapter in a form that is the quality of a finished term paper
- A copy of your cumulative “REFERENCE” List

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisor’s time and energy.
Checklist of Questions of Evaluation of Chapter Three – Students and Advisors

☐ Does Chapter Three present a reasonable and understandable discussion that carries the reader through the chapter (rather than a collection of small papers strung together)?

☐ Does the author present the field of study in a way that allows the reader to engage the field? Does the author give the reader enough background in the field to allow the reader to engage the ideas that are presented?

☐ Does the chapter present a theoretical framework for the project? Is it a framework from a single author or a combination of several authors? Is the framework understandable to the reader?

☐ Does the author present contemporary models and best practices of others?

☐ Does the author interact with other writers and practitioners (or simply present a string of book reports)?

☐ Does the author bring the reader to conclusions that impact the project (The approach or design or procedure or goals or assessment)?

☐ Does the reader complete the chapter with awareness that the author has a firm grasp on this material?
Chapter Four: Design, Procedure, and Assessment (10-15 pages)

The purpose of this chapter is to describe the design and method used in the study. Here you are "telling the story" of how you conducted your project. You are to do so in such a way that another knowledgeable person could replicate your project. You anticipated this "story" when you wrote your proposal for the project. The Overview, Context, Procedure, and Goals and Assessment are parts of the story. In the proposal, you told the story in future tense. However, in this chapter, you will tell the story in past tense.

There is a process for developing this chapter. You have already completed the process. You have completed your project. Your proposal, your field notes, and your calendar are the helpful items in reviewing the process. You have gone through the steps to produce your work. In this chapter, you will tell the story.

Begin this chapter with your purpose statement. Then provide the reader with a clear overview of the project that includes a narrative of your goals, design and method. This should be about a page in length. You are giving the reader a snapshot of what you did.

The purpose of this chapter is to describe the design and method used in the study. Each section that follows will be a level one heading. Each section helps to “tell the story” of how you conducted your project. You are to do so in such a way that another knowledgeable person could replicate your project. You anticipated this story when you wrote your proposal for the project. In this chapter, you will tell the story in the past tense.

Context

Help the reader understand your context as it relates to your project. What is the setting for your research? What is there about the church, small group, institution, denomination, support group or individuals in your study that might help the reader understand the generalizability of your findings? In addition to any relevant history, include details that might relate to your particular study.

Participants

Describe the participants in your project. They may have been experts evaluating your resource, members being trained in your program, or pastors being observed, etc. Explain how and why they were selected. Did they self-select? Was there a specific criterion in the selection process? Characterize these people and share any demographic material that you have. How many people provided data? What other information is pertinent to understanding your participants.
Procedure and Assessment

Give the reader a detailed picture of the steps used in conducting your project. Write in narrative form. If you did a great deal of research as part of the project, outline your research process. If you developed material that was used in the project, describe the procedure you followed. If you conducted a training program, describe each part of what a typical training session would entail. If you created a resource, describe how the panel of experts critiqued your resource.

How did you assess the extent to which you achieved your project goals? Describe the questionnaire used to collect data for your dissertation. Include a brief summary of the content of your questions. Describe the rating scale that was used in the questionnaire. Also include a brief summary of the kinds of things you assessed with open-ended questions. Refer the reader to a specific appendix (e.g. Appendix B) where the instrument can be found.

Alert the reader to Chapter Five. Write two or three sentences.
(adapted from a handout by Dr. Douglas Little, Ph.D.)

Designing and Writing Chapter Four

Step 1 – Gather and organize the information you need to write the chapter.
You will need clear and precise information organized into the following categories:

- Your Context
- Your Participants
- Your Procedure
- Your Assessments

Read your field notes.

- What were your observations?
- What anecdotes did you detect?
- What details emerged in the process of doing the project?
- How will these areas assist you in telling the story of what you did?

After you organize the information:

- Tell the story of what you did to a few individuals
- Note their questions
- Learn to tell the story with more clarity

Step 2 – Outline the design and procedure chapter.
Outline this chapter in the following order:

Introductory Statement

- Remind your reader of your precise purpose statement.
- Provide the reader with a clear overview of the project.
- Include a list of your goals.
- Make sure that your goals are measurable.
Share the basic design of the project.
Share your research method. (class surveys, interviews, retreats, etc.)
1-2 pages in length
Give the reader a snapshot of what you did.
This section does not need a title.

Context
Help the reader understand your context as it relates to your project.
Summarize what you said in the context section of the first chapter.
Provide additional details, expansions, or other information needed to understand the context of the study.
Be thorough in sharing the context.

Participants
Describe the participants in your project. (Experts evaluating your resource, members being trained in your program, pastors being observed, etc.)
Did the participants self-select?
Were they selected for convenience?
Are they part of the existing group that you are observing?
Characterize these people and share any demographic material about them.
Explain their participation level, if appropriate.
Include anecdotal material from your field notes.

Procedure and Assessment
Take the reader through a step-by-step process of your project.
Outline the project in sufficient detail that it could be replicated.
If you did a great deal of research as part of the project, outline your research process in detail.
If you developed material that was used in the project, describe the procedure you followed.
If you conducted a training program, you describe each part of what a typical training session:

A. Prayer
B. Singing/Worship
C. Scripture
D. Triads responding to questions related to the goal
E. Lesson for the evening (refer to appendices)
F. Experiential activity that applies what has been presented
G. Processing the most significant learning
If you created a resource, describe how the panel of experts critiqued your resource:

A. The evaluation process (written, interviews, etc.)
B. What instructions you gave them
C. Schedule for doing the evaluation
D. How you monitored and encouraged completion of evaluation

Assessment
- Explain how and when you used each assessment tool.
- Explain how the assessment measured the goal.
- If you developed an assessment tool (a written survey, guided interview, etc.), describe how you developed it.
- Describe the assessment method you employed.
- Briefly describe the content of questionnaires or rating tools.
- Refer the reader to an appendix where the tools can be found.
- Explain how you conducted your content analysis, if applicable.
- Explain how you analyzed the response of experts, if applicable.
- Include your more subjective methods such as journaling, pastoral observation, and anecdotes.
- Conclude the assessment section (and the chapter) by telling the reader that the results will be reported in Chapter Five.

Step 3 – Write the chapter.
Tips for writing the chapter:
- Write in a manner that is clear and concise.
- Do not try to be extravagant in wording, but make it clear with clean and simple sentences.
- If you struggle with grammar and punctuation, find an editor to assist you.
- Allow several people to read the chapter.
- Proofread the chapter several times from their recommendations. Listen to their ideas and make changes as necessary.
- Read the chapter out loud to yourself to see if it “sounds” right to you. If something does not sound right, rewrite that section to make it clear.
- Edit the chapter again.

Step 4 – Contact Your Advisor.
When you have an acceptable copy (no “rough” copies in doctoral work), send it to your advisor. Include the following:
- A copy of the questions shown below*
- A copy of the chapter in a form that is the quality of a finished term paper

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisor’s time and energy.
Checklist of Questions of Evaluation of Chapter Four – Students and Advisors

☐ Does the chapter remind the reader of the purpose of the project?

☐ Does the chapter remind the reader of the measurable goals of the project?

☐ Does the chapter adequately describe the context?

☐ Does the chapter describe the participants?

☐ Does the chapter adequately describe the design?

☐ Does the chapter adequately describe the procedure?

☐ Does the chapter adequately describe the assessment process?

☐ Does the chapter provide enough information for another persona to replicate (not reproduce) the project?

☐ Is the chapter written so that the readers can follow the unfolding of the project?
The purpose of this chapter is to report the results of the study. The outline for this chapter is based upon your goals. You will lead with your most prominent finding (highest average score of goals). This is followed by the next most prominent finding, and so forth. The headings can be your goals. For example:

- Goal #4: To Impact Spiritually Formative Practices Among Board Members
- Goal #1: To Impact the Attitude of Board Members Concerning Board Meetings
- Goal #3: To Impact Attendance at Board Meetings

The Process of Reporting your Findings

The process for preparing material for Chapter Five is analyzing your data. You have received data from many sources, primarily your instruments and field notes. Your instruments include items such as: surveys, open-ended questions, and content analysis. Your field notes include observations and anecdotes you gleaned through the project. Gather all these materials before you begin writing the chapter. Describe the evidence that is important for understanding the outcome. You do not share all the evidence.

Designing and Writing Chapter Five

**Step 1 – Gather, organize, and analyze your data.**

Arrange the data under each goal. For each goal, you may have several sources of data such as surveys, open-ended questions, journal entries, anecdotes, and observations from field notes. Analyze the data for each goal. You may need to seek help from an expert in this area.

**Step 2 – Arrange the goals according to prominent findings.**

Prioritize your goals according to prominence. Your most prominent finding comes first. This is followed with your next most prominent finding, and so forth. Remember, you do not have to have a finding that matches your expectations in order to have a quality project. You may discover that what you thought would happen did not happen. Report the accurate findings of your study. Be truthful to the project data.

**Step 3 – Outline a written data report for each of your goals.**

Data do not interpret themselves. You must help your reader understand the findings (data). A certain amount of redundancy in your written treatment of the data will help the reader understand what you think the data indicates. There is a three-fold pattern for presenting findings:

A. Make an observation.
B. Present supporting data.
C. Data indications.
Findings must be presented for each question.

**Example 1: Observation (from survey)**

A. Make an observation: "The most widely mentioned difficulty of pastors was the lack of commitment among the laity."

B. Present supporting data: "Three out of ten pastors noted that 'lack of laity commitment' was their major frustration."

C. Interpret the data: "This concern was described as the lack of commitment to the faith, the failure of believers to minister, the difficulty of enlisting volunteers to help the church, and the challenge of sustaining long-term commitment."

**Example 2: Observation (from expert panel)**

A. Make an observation: "Teaching prayer needs a strong experiential component."

B. Present supporting data: "Six out of the eight members of the expert panel suggested that more experience with prayer be added to the seminar."

C. Interpret the data: "Experts suggested that more time to talk about the challenges of prayer, to plan prayer retreats, and to pray together would improve the teaching."

**Other tips:**

- You may have several forms of data that apply to a specific goal.
- Report them beginning with the most prominent.
- You may have several questions from your survey that address one goal.
- Each goal should have the same number of questions.
- Again, report them in the order of their prominence.

**Step 4 – Prepare tables that illustrates the most prominent findings.**

- Make tables that illustrate your data. Tables are a way to summarize and emphasize what you have found. In a table, you organize the data using the same principle you used to organize the goals: organize by most prominent change or finding.
- When you report a survey, do not report the data from a survey in the order in which the questions appeared on the survey.
- Report with the most prominent result first.
- *Never* divide a table between pages. Place the whole table on one page.
- If there is space at the bottom of a page, that is ok when working with tables.
- If the table is too big for one page, then the table is too big. Reconsider what you are trying to share with the reader and narrow down your information.
Tables

Tables for both discovery and resource projects are similar in format. Tables for impact projects must include both pre-test and post-test average scores. Tables created for quantitative analysis use average scores. A separate table is created for the open-ended, qualitative analysis. See samples below.

Sample Table #1 (Resource Project)

Table 1. Self-Awareness

<table>
<thead>
<tr>
<th>Question</th>
<th>Average</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.) This resource highlights a possible lack of awareness of individual vices.</td>
<td>6.1</td>
<td>20</td>
</tr>
<tr>
<td>8.) This resource highlights a possible lack of awareness of Christian formation in particular dimensions of the self.</td>
<td>6.1</td>
<td>20</td>
</tr>
<tr>
<td>11.) This resource will facilitate discussion about a respondent’s awareness of their own Christian formation.</td>
<td>6.0</td>
<td>20</td>
</tr>
<tr>
<td>10.) This resource will help the respondent understand their own awareness of their level of Christian formation.</td>
<td>5.8</td>
<td>20</td>
</tr>
<tr>
<td>Composite</td>
<td>6.0</td>
<td>N = 20</td>
</tr>
</tbody>
</table>

7 = strongly agree; 6 = moderately agree; 5 = slightly agree; 4 = neither agree nor disagree; 3 = slightly disagree; 2 = moderately disagree; 1 = strongly disagree

Notice within the table: 10) is placed after 11) because the data is 5.8 and the other is 6.0. The higher score is placed first in the list showing the prominence of the data in the research. The composite score is achieved by adding the 4 numbers and dividing by 4. Example: 6.1 + 6.1 + 6.0 + 5.8 = 24 DIVIDED BY 4 = 6.

Never have a group of tables one after another. There must be text between the tables that give explanation and interpretation. Consider what you are introducing to
the reader and write that information between the tables. Introduce the table to the reader so that the reader understands what they are viewing.

**Sample Table #2 (Discovery Project)**

Tables should look like this. **No percentages.** Just give the raw data (4.9; 3.7; 2.9), of which this data is out of a 5 point Likert scale. Notice you have writing before and after the table. Tell the reader what the goal was and what were the statements that were connected to the goal, then present the table.

Table 6. Goal #4: Influence of Absentee Father on Self-Care

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Average</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – I push myself hard</td>
<td>4.54</td>
<td>34</td>
</tr>
<tr>
<td>10 – I overindulge in destructive behavior</td>
<td>4.20</td>
<td>34</td>
</tr>
<tr>
<td>14 – I struggle with taking care of myself</td>
<td>2.94</td>
<td>34</td>
</tr>
<tr>
<td>Composite</td>
<td>3.89</td>
<td>N=34</td>
</tr>
</tbody>
</table>

**NOTE:** Likert Scale: 5 = strongly agree, 4 = agree; 3 = neither agree or disagree; 2 = disagree; 1 = strongly disagree

After the table, share an explanation of the table. Do not drop tables in with no explanation. Explanations help the reader to know what you accomplished in your project.
Sample Table #3 (Impact Project)

Table #3: False Beliefs Effecting Addictive Behaviors

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average</th>
<th>Pre-test</th>
<th>Post-Test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) I believe I have strengths to succeed.</td>
<td></td>
<td>5.8</td>
<td>6.8</td>
<td>1.0</td>
</tr>
<tr>
<td>5) I feel I am very valuable.</td>
<td></td>
<td>5.7</td>
<td>6.6</td>
<td>.9</td>
</tr>
<tr>
<td>15) I believe I am good at learning new things.</td>
<td></td>
<td>6.5</td>
<td>6.8</td>
<td>.3</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td>6.0</td>
<td>6.7</td>
<td>.7</td>
</tr>
</tbody>
</table>

Note: The scores are mean scores based on the answers given by a total of eleven men for each of these above statements, after twelve weeks (n=11). They responded on a scale from 1-7, with 1 being “Not At All True” to 7 being “Very True.”

Notice that the Impact Study has Pre-test and Post-test data, then showing the change or growth of the group. At this point, you are merely reporting the data of the project. There is no interpretation of the data until Chapter Six of the dissertation.

Guidelines for Presenting Qualitative Analysis

Qualitative analysis is used to interpret your open-ended questions. Your open-ended answers can be analyzed using one of two systems: categories that rise out of the responses or pre-specified categories.

In some cases, you will only have a few open-ended responses. If so, you can weave the responses in with the quantitative data as support. You can also list the responses and comment after the quantitative analysis is given.

Categories must be coded. Simple and fewer categories are preferable. If a category is consistently unrepresented, you can broaden the category or drop it from the system.
Step 5 – Write a full outline of the chapter.
The outline for this chapter is as follows:

In an introductory statement, remind the reader of the purpose of the project and the purpose of the chapter.

Goal Number ____ (Order of prominence in the project according to data).

Goal Number ____
Goal Number ____
Goal Number ____
Goal Number ____

Discussion of the Goals

For each goal, pick an abbreviated title that well captures the essence of the goal. Use that title as your heading for that section. This is a level one heading. It is generally better not to use the whole goal as the title for the heading.

Next, write an opening paragraph for your first goal of discussion. Remember, begin with the goal with the most prominent findings. The opening paragraph has three parts.

1. State the goal verbatim.
2. State or paraphrase the questions used to assess the goal.
3. Identify the rating scale used by the participants.

Write at least one paragraph for every question used to assess the goal. Each paragraph is structured as follows.

1. Make an observation about the data. E.g., “It appears that the discipleship program was effective in helping the participants understand the importance of positioning themselves to meet with Jesus.”
2. Present relevant data from one of the questions. E.g., “The average score for question nine was 4.87, much closer to the level of ‘excellent’ than ‘very good’” (Table 1).
3. Make a comment about the pattern. Numbers do not interpret themselves. E.g., “The participants expressed strong agreement on the importance of positioning themselves to meet with Jesus.”
4. Add anecdotal evidence or illustrative responses from the open-ended questions if it will help clarify what you found.
5. Insert table.
Repeat this process for each question used to assess the goal. Remember to structure the order of the goals based on the most prominent findings.

In a concluding statement, prepare the reader for chapter six.

**Note on appendices:**
You may have appendices that will contain more data and copies of your instrument, if appropriate. If so, place them not in this chapter, but at the end of your document.

**Step 6 – Write the chapter.**
Write in a manner that is clear and concise. Allow several people to read the chapter. Edit the chapter.

**Step 7 – Contact Your Advisor.** When you have an acceptable copy (no “rough” copies in doctoral work), send it to your advisor. Include the following:

- A copy of the questions shown below*
- A copy of the chapter in a form that is the quality of a finished term paper

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisor’s time and energy.

**Checklist of Questions of Evaluation of Chapter Five – Students and Advisors**

- Does chapter five organize the results by the goals of the project?
- Does the chapter present the most prominent findings first; the next most prominent finding second; and so forth?
- Are the results presented in a proper and adequate fashion – an observation, the data, and an interpretation of the data?
- Does the chapter limit itself to a presentation of the data (rather than moving into areas of explanation, inference, and application which are reserved for the next chapter)?
- Is the data presented fairly and completely (rather than presenting only “positive” data)?
- Is the data presented in table form in ways that are accurate, proper, and easy for the reader to understand?
- Does the reader finish the chapter with a clear understanding the results of the study?
Chapter Six: Summary and Reflections
(15-25 pages)

The purpose of Chapter Six is to present reflections gleaned from this study. The content for this final chapter includes information based upon your findings, your application to ministry, your concerns for further study, and your personal goals. Coming at the end of the writing, it is easy to "short change" this chapter. However, Chapter Six translates your findings into the practical wisdom needed for ministry and communicates the transformative experience you have had while participating in this program. Integration of Chapter Two and Chapter Three are expected in Chapter Six. In this respect, it is the most valuable chapter.

**Step 1 – Develop good questions for your reflections.**

In conversation and meditation, develop a list of good questions that can guide your reflections. Your questions need to be about your project. The following are questions that will help you think of good questions:

What questions do you have about the results?
What questions do you have about the project design?
What questions do you have about your assessment tools and procedures?
What questions do you have about the participants?
What questions do you have about why things turned out the way they did?
What questions do you have about the foundations of the chapter?
What questions do you have about what you learned that you were not planning to learn?

As you work on your questions for reflection, talk to your field consultant and your advisor. They can help you formulate questions that will bring out the practical wisdom in the project. You need three to five questions for the reflection portion of this chapter. Good questions will guide you in writing a good chapter.

**Step 2 – Gather and organize your information and insights.**

Organize information and insights around the following topics:

*General Background Information* – There is information from your reading and insights from working through the project that will help you reflect. Re-consider your foundations and literature review chapters. Also, highlight important insights that you believe need to be shared.

*Application of the project in the future* – How can this project be used in other ministries? Share how this project has influenced the larger circle of your ministry.

*Possibilities for additional study* – Imagine you are talking to a group of Doctor of Ministry students who are looking for a way to continue your work. What projects would you suggest?
Reflections upon personal goals – take time to think about each of your personal goals. What happened to you? Reflect on changes in relationships, spiritual growth, professional development, and practical wisdom.

Step 3 – Write a complete outline of the final chapter.

Introductory section – Begin with a story or insight that will engage the reader. Move from the story or insight to a clear and concise statement of the rational for the project. Then, in one paragraph, state the conclusions of the study. (This section does not need a title.) The following is an example:

Author and Christian educator Robert W. Pazmiño has written, “For Christians, the teaching of the content of their religious faith is to sustain persons in the third millennium” (Pazmiño 2002, 75). This is the same premise that is at the heart of this project, to develop a curriculum for instructing a semester-long overview course of the New Testament to help college students remember, apply, and value its teachings.

Today’s postmodern generation is just as spiritual as any previous generation, but without a solid understanding of the content of the faith, the newest generation will lack the substantive foundation to confront successfully the challenges of life, particularly in this third millennium. Spirituality devoid of knowledge evaporates at the slightest waft of trouble. This project developed a course of study whose content will be remembered and applied in the students’ lives long after the classes are finished. The results of the study demonstrate the curriculum was successful in reaching the goals of the project. Students who experienced the connectional learning curriculum displayed much more excitement about the learning process, improved their understanding of the New Testament and its teachings, and increased their personal Bible reading. The new curriculum also produced an increase in the number of students who said they would be more likely to become involved in their church.

Project Goals (level one heading)

Begin the section by reminding the reader of your purpose statement and the specific goals that you used to evaluate the success of the project. Then tell the reader that each goal will be analyzed, beginning with the goal that had the most prominent findings, followed by the remainder of the goals in descending order of prominence.

Goal Number __________ (level two heading)

Abbreviated Statement of the Goal

(The goal analyzed first is the one that had the most prominent movement.)

In this section, draw out your conclusions, suggest dynamics, and reflect on implications. Organize this section according to the “reflection questions” you have developed. You will want to reflect on the foundations of your study for insight.
Begin by stating the goal verbatim. Then share the findings, followed by your analysis. What were your findings? What were the possible reasons for the results you received? Include all observations, implications, and personal reflections related to that goal, its survey questions, and the results.

Goal Number ___________ (level two healing)
Abbreviated Statement of the Goal

Do the same as above for each of the goals in descending order of the findings.

**Application** (level one heading)

In this section, you will share with the reader how you will apply (or are applying) your findings to your ministry context. You will make suggestions on how others can apply these findings. You will refer, if appropriate, to contemporary ministry literature.

**Further Study** (level one heading)

In this section, you will suggest areas that warrant additional research. Imagine you are talking to a group of Doctor of Ministry students who are looking for a way to continue your work. What projects would you suggest?

**Personal Goals** (level one heading)

Begin with a personal story or anecdote that captures the reader’s attention. State the personal goals that you included in Chapter One, and point the reader to the sections that will follow.

Personal Goal Number One
(Abbreviated Statement of the Goal)

Give the reader insight into what happened to you related to this goal. Use story, anecdotes, scripture, and relevant material from Chapter Two and Chapter Three. Give insights into what happened, what did not happen, and why.

Personal Goal Number Two
(Same as above)

Personal Goal Three
(Same as above)

Personal Goal Four
(Same as above)
Concluding Thoughts (level one heading)

Conclude with a general summation of the experience and your final reflections on the project, the findings, and the significance of this experience for you and for the people of God.

Step 4 – Write the final chapter. Write in a manner that is clear and concise. Allow several people to read the chapter. Edit the chapter.

Step 5 – Contact your advisor. When you have an acceptable copy (no “rough” copies in doctoral work), send it to your advisor. Include the following:

- A copy of the questions shown below*
- A copy of the chapter in a form that is the quality of a finished term paper

Allow your advisor two weeks to read the chapter and get back to you. More time is needed if your advisor is on vacation or it is a holiday season. Be respectful of your advisors time and energy.

Checklist of Questions of Evaluation of Chapter Six – Students and Advisors

- Is it clear that the author has invested enough reflection and thought in the chapter? Is this reflected in the opening of the chapter?
- Are the conclusions presented fairly, using only what the data allows?
- Does the author present reflections in a proper form – Inference, Reflection, and Implication?
- Are there other reflections that need to be added to the work; are some reflections flawed in presentation?
- Does the author deal adequately with application and further areas of study?
- Does the author reveal personal change through reflecting on the personal goals?
- Is Chapter Six a presentation of practical wisdom (the goal of the Doctor of Ministry project)?
The Process of Forming Meaningful Conclusions

As you prepare for this chapter it is important that you understand the necessary components of in-depth reflection. The formal method of reflection and developing meaningful conclusions involves three steps: inferring, reflecting, and implying.

**Inferring:** To infer is to derive a logical conclusion from a premise which is known or assumed to be true, the act of reasoning from factual knowledge or evidence. From your questions and observations, you will draw an inference. You ask the question, "What fact could be indicated (but possibly unstated) here?"

**Example 1:** Pastors who are frustrated with lack of laity commitment could be motivated primarily by the strain of their personal workload or by genuine concern for the mature development of lay leaders.

**Example 2:** The experts' request for more experiential learning could indicate a learning style preference in the experts or a teaching method needed for spiritual development.

**Reflecting:** To reflect is to think deeply or concentrate or give careful consideration. Reflection follows inference. Reflection involves a reasoned opinion based upon observation of the facts and solid inferences. It may be your opinion or an opinion you have discovered in your research. It often involves pulling together disjointed facts as support for the reflection.

**Example 1:** It is interesting to note that the potential for "burnout" is very high among the pastors surveyed while the number of training classes provided for lay people has not changed significantly in the last twelve months.

**Example 2:** Kolb's definition of learning reads, "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb 1984, 38). The prayer seminar was structured around a process that spoke of experience but allowed participants to take action steps outside the classroom experience rather than during the seminar. I assumed the experiential involvement of students.
**Implying:** To imply is to attach meaning. Implication is a logical step resulting from inference and reflection. It is a method of attaching possible meaning by discerning motivations, dynamics, relationships, or structures.

**Example 1:**
This implies that pastors are talking about lay leadership without building structures to develop lay leadership. It also indicates that they may be primarily motivated by personal stress levels.

**Example 2:**
This seems to indicate a teaching style preference on the part of the instructor rather than a learning style preference on the part of the experts.

**Meaningful Conclusions**
When you write your conclusions, you must help the reader understand the inference, the points of reflection, and the implications that you wish to draw. The following examples move the reader from inference to reflection to implication by combining the three steps together:

**Example 1:**
Pastors who are frustrated with lack of laity commitment could be motivated primarily by the strain of their personal workload or by genuine concern for the mature development of lay leaders. It is interesting to note that the potential for "burnout" is very high among the pastors surveyed while the number of training classes provided for lay people has not changed significantly in the last twelve months. This implies that pastors are talking about lay leadership without building structures to develop lay leadership. It also indicates that they may be primarily motivated by personal stress levels.

**Example 2:**
The experts' request for more experiential learning could indicate a learning style preference in the experts or a teaching method needed for spiritual development. Kolb's definition of learning reads, "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb 1984, 38). The prayer seminar was structured around a process that spoke of experience but allowed participants to take action steps outside the classroom experience rather than during the seminar. I assumed the experiential involvement of students. This seems to indicate a teaching style preference on the part of the instructor rather than a learning style preference on the part of the experts.
The Final Exam
Doctor of Ministry Program
Ashland Theological Seminary

The Final Exam procedure is as follows:

- The advisor and student determine whether the student is ready to schedule the final exam.
- This is an exam over the entire research project.
- **The exam should be scheduled six to eight weeks in advance.**
- The student’s advisor will contact the DMin Office with three acceptable dates for the defense.
- The Associate Dean of the Doctor of Ministry Program will choose one of the three dates based upon the Seminary schedule.

1. Upon completion of your coursework and research project, contact Lori Lower, Registrar for an application for graduation and current graduation fees.

2. Notify The Associate Dean, Doctor of Ministry Program office of your desire to schedule your final exam. Either The Associate Dean of the Doctor of Ministry Program or an appointed faculty member will facilitate your final exam. A room will be reserved for your final exam. Due to special circumstances or needs, a request for the final exam might be scheduled off campus.

3. The Director determines the membership of the Final Exam Committee after consulting with the student and advisor. The Final Exam Committee is made up of the following:

   - The student
   - The student’s advisor
   - The field consultant (if possible)
   - The Chair (The Associate Dean of the Doctor of Ministry Program or appointed faculty member)
   - An outside reader chosen by the The Associate Dean of the Doctor of Ministry Program

With The Associate Dean of the Doctor of Ministry Program approval, the student may invite an additional person who has been involved in the reading and implementation of the project, as long as the person has been involved in the project professionally. There should be a total of four to five people on the committee. No relatives of the candidate may be present in the exam.
4. The student is responsible to contact the committee members and ask them to participate. The student will coordinate the date and time with the members of their committee.

5. The student will send a completed copy of the research project to each member of the committee, two copies being sent to the DMin office. The document should be given to committee members at least 14 days prior to the exam.

Structure of Final Exam

The exam will be in three parts:

Part 1 – Examination of the project. The Associate Dean of the Doctor of Ministry Program or the appointed faculty member (acting as facilitator of the exam) will ask a series of questions designed to allow the student an opportunity to reflect on the project.

Part 2 – Examination of the paper. The Committee will examine the paper by asking questions of the student concerning the written document.

Part One – Examination of the Project

Question One. How was this project born out of your heart and ministry? In preparing your answer review your proposal:

- The purpose – what was your purpose statement? Briefly, what did you do?
- The problem – what was the issue/concern you dealt with in the project?
- The rationale – why did you pursue this topic and why is it significant?
- The context – where was the project done and with whom?
- The method/design – what procedure and measurements did you use and how?

The answer is your spiritual and ministerial journey in preparing this project.

Question Two. What did you learn from this project and process? In preparing this answer, review the following:

- What are the most significant findings of your study? (The facts)
- How do you interpret the findings in the light of your study? (The meaning)
- As you reflect on the findings, what would you suggest as further inference, recommendations, and additional study? (The application)

Answer clearly and concisely.

Question Three. How has this project and this degree process impacted your personal and professional growth? Prepare for this answer by reflecting on your personal growth through the process of the Doctor of Ministry program. Consider the following:
• What were your personal goals as you entered the project phase of the program? (Refer to the proposal.) Are there additional goals that have guided you through the program?
• Reflect and report on each goal area: What is the change or lack of change in your life and/or ministry.
• Reflect and report unanticipated growth and discovery: What have you experienced in the Doctor of Ministry process that you did not anticipate, and what impact has it made on your life and ministry?

You should be able to answer these questions in ten minutes.

**Part Two – Examination of the Paper**

The committee will examine the paper by asking questions of the candidate. The procedure will begin with chapter one and continue through the document. This is a detailed process covering the comments of the committee regarding the written dissertation. It is a time to “polish” the document and correct any mishaps in the presentation and writing.
Dissertation Title Page

At 2” from top edge → ASHLAND THEOLOGICAL SEMINARY

At 4” from top edge → TITLE OF RESEARCH PROJECT

At 6” from top edge → A DISSERTATION SUBMITTED TO
THE FACULTY OF ASHLAND THEOLOGICAL SEMINARY
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF MINISTRY

At 8” from top edge → BY STUDENT NAME

At 9” from top edge → ASHLAND, OHIO
MONTH DAY, YEAR

Location of your program
BLANK OR COPYRIGHT PAGE
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Copyright © 2014, by Student Name
All rights reserved
To Hagar and her sisters, ancient and contemporary

DEDICATION
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I cannot dance, O Lord, unless You lead me.

    If You wish me to leap joyfully, let me see You dance and sing.

    Then I will leap into love –
    And from Love into Knowledge.
    And from Knowledge into the Harvest,
    That sweetest Fruit beyond human sense.
    There I will stay with You, whirling.

Mechthild of Magdeburg
Accepted by the faculty and the final demonstration examining committee of Ashland Theological Seminary, Ashland, Ohio, in partial fulfillment of the requirements for the Doctor of Ministry degree.

__________________________________________________________________________
Academic Advisor
__________________________________________________________________________
Date

__________________________________________________________________________
Director of the Doctor of Ministry Program
__________________________________________________________________________
Date
ABSTRACT

The purpose of this project was to impact the prayer life among select members of Covenant House Church of Columbia Station, Ohio through the participation of a six week course on divine healing. The design of the project included the administration of pre-test and post-test questionnaires, along with the completion of weekly reflection journals by the participants.

The results of the divine healing course revealed that the participants became more comfortable praying for one another. The prayer life of the participants also improved as they experienced God by hearing his voice, by feeling his presence in times of prayer.
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ACKNOWLEDGMENTS

This resource and paper have had critical contributions from many minds and hearts. I am extremely grateful to those mentioned below and more:

To Dr. Dallas Willard whose teaching and counsel formed the specific foundations of this resource. Your affirmation that this tool would make a difference in the Kingdom sustained me through many challenges.

To the faculty at the Renovare Institute and ATS, especially Dr. Gary Moon and Dr. Keith Matthews. Your guidance was instrumental in forming this resource. Thank you for championing this effort.

To Gary Bulley with whom we jointly developed the Transform ministry. Thanks for the Spirit-led conversations that laid the groundwork for this resource.

To Dr. Chris Cottrell whose consistent support guided my steps.

To Dr. Matt Bevere who welcomed me to ATS and my D.Min. journey.

To Dr. Sharon Rowland who was a fountain of encouragement to me.

To Dr. Dawn Morton whose editing expertise molded the end product.

To all those who have taken the Inventory, who helped form not only the resource, but also formed me.

To my boss Barbara Hampton who graciously offered me the flexibility to pursue this passion.

To my entire family, especially Wendy and Anna Jane Harben, who selflessly supported me through this process in ways too numerous to express.

To my triune Lord, please accept this as an imperfect offering for Your use in furthering Your Kingdom. May it be pleasing in Your sight.