

DMN9996 Research Proposal Seminar (Ashland)

ASHLAND THEOLOGICAL SEMINARY

Fall 2020 – August 31-December 18, 2020

Tuesday – Friday, October 13-16, 2020

8:00am – 5:00 pm each day

(8 hours is provided for individual instruction with the proposal and instrument through email, phone, and/or Zoom)

Course meets on Ashland Campus

Dr. Dawn Morton, Ed.D. Director of Advanced Degree Programs and Assessment;

Assistant Professor of Christian Formation and Leadership

dmorton@ashland.edu cell: 419-560-2468; office: 419-289-5113

This is a “working” course. Bring your laptop and be prepared to construct the proposal throughout the week. We will work together on some areas and on other sections students will be asked to work on individual sections and bring them back to class for discussion and peer review. Research is also part of this course and assignments will be given in class each day.

I. Course Description

The purpose of this class is to prepare the student to write an acceptable proposal for a Doctor of Ministry project. The student will conceive and design a ministry project. The proposal is a document with a precise form that outlines the strategic planning and rationale of the ministry project. The class will include instruction in project design, assessment, and academic research.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

The student will be able to:

1. Integrate biblical, theological, and historical reflection within the practice of ministry in relation to the student's project.
2. Apply relevant practices of ministry for the student's project.
3. Demonstrate social science research, assessment, and interpretation within the context of ministry for the student's project.
4. Engage in expression of fundamental commitments related to self-care and personal growth necessary for the student's project.

III. Course Requirements

A. Textbooks and Other Readings.

Required:

Ashland Theological Seminary. *Ashland Theological Seminary DMin Writing Handbook*. Students can find this item at:

https://seminary.ashland.edu/upload/programs/pastoral/pdf/dmin_2015-2016_writing_handbook_09_29_2015.pdf (by the time of the course, we may have the updated version available.)

Suggested:

Badke, William B. 2014. *Research Strategies: Finding Your Way through the Information Fog*. 5th edition. Bloomington, IN: iUniverse. ISBN: 978-1-4917-2233-6.

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition. Chicago, IL: The University of Chicago Press. ISBN-13: 9780226430577.

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. Writing the Proposal (PASS/FAIL)

- The goal of this course is to *complete a written proposal for the student's project*. The written proposal is approximately 15-16 page proposal – details outline with the Sample available in Blackboard.
- The overall grade for this course is PASS/FAIL.
- Once the proposal is acceptable and receives a PASS, then the student may begin the next phase of the Doctor of Ministry program. This phase is creating the instrument for the project
- **First draft of proposal is due: Nov. 9, 2020.** This first copy is turned in to be evaluated so that feedback can be given to the student. Then the professor will return the document for final corrections.
- **Final draft of proposal is due: Dec. 11, 2020.** If the document is not turned in by **Dec. 11, 2020**, the student *will fail the research proposal course*. Once the corrections are made, it is returned to the professor for the final grade of P or F in the course. This grade is then applied to the permanent grade book.
- If the student fails the proposal, they will be dismissed from the DMin program.
- The document must be submitted to Dr. Dawn Morton at dmorton@ashland.edu
- There are **no extensions** on this document.
- Once it is approved, then **two more steps** are required **before** the student can begin their project.

- Step 1 – Complete the Preliminary Assessment Tool – this helps the student to evaluate the goals, create Likert Scale statements for measuring the goals and open ended questions.
- Step 2 – Complete the Survey in Final Form to be used for the project. This includes creating the cover letter, the demographics section, and the completed structure for the final survey.
- **Once the proposal, and both of these forms are approved, then the student may begin the project.**

Calculation of Grade and Connection of Learning Outcomes

Assignments	Student Learning Outcomes	Percent of Final Grade
Writing Sections Each Week Leading up to the Face-to-Face Week Intensive	1,2,3,4	100 points each week
Written Proposal	1,2,3,4	PASS/FAIL

IV. Tentative Course Schedule

This course begins on the first day of the semester through Blackboard with online discussions, activities, and writing sections of the proposal. The proposal is what you “propose to do” for your project. The biblical, theological, historical, and contemporary foundations “support” your project. Remember, it is a work in progress.

Before the one week intensive, there is work in Blackboard and this work is required, not optional. Bring this Word document with you to the week intensive as we will continue to shape the proposal. If the student does not participate in the preliminary weeks leading up to the one-week intensive course, then the student will be withdrawn from the course.

Before the one week intensive

Week	Date	Lecture/Topic	Readings/Assignments
#1	August 31	Introductions 3 Kinds of Projects Review the SAMPLE	Share the Project Create the headings Write the Personal section (1-2 pages)
#2	Sept 7	Share the Project	Write the Overview (2 paragraphs)
#3	Sept 14	Share 2 Biblical Scripture Passages	Write Biblical Section (2 pages)
#4	Sept 21	Share 3-4 Theological Themes	Write Theological Section (2 pages)

Week	Date	Lecture/Topic	Readings/Assignments
#5	Sept 28	Share 1-3 Historical Christian Movements or Christian Church History Men and Women	Write Historical Section (2 pages)
#6	Oct 5	Share 3 Personal Goals	Write the 3 Personal Goals Write Definition of Terms Write who your Field Consultant is and why you chose them
#7	Oct 12	Nothing due in Blackboard	Get ready for the week of Face-to-Face Intensive

Below is the tentative schedule. Be flexible during the Face-to-Face week intensive as it could have changes.

Goal is by the end of the week: Purpose Statement, Research Question, Project Goals and Personal Goals are APPROVED.

Day #	Date(s)	Lecture/Topic	Readings/Assignments
Tuesday 8:00 am- 5:00 pm *Lunch is 12 N - 1pm	Oct 13, 2020	*Overview and Structure of proposal *Purpose Statement *Research Question *Project Goals *Personal Goals	Writing the Purpose Statement, Research Question, Project Goals, and Personal Goals – in class activities and outside of class activities
Wednesday 8:00 am- 5:00 pm *Lunch is 12 N - 1pm	Oct 14, 2020	*Biblical *Theological *Historical *Contemporary	Writing of sections and research time will be incorporated into this session of the course, sharing in class about your foundations Peer Review of sections
Thursday 8:00 am- 5:00 pm *Lunch is 12 N - 2pm <i>6pm – out as a group to a local restaurant</i>	Oct 15, 2020	*Foundation continued *Other sections of the proposal and review as needed of previous material	Continuing to write the Foundation sections and adding the other sections to the proposal, discussion of any areas of the proposal to bring clarity
Friday 8:00 am- 5:00 pm *Lunch is 12 N - 1pm	Oct 16, 2020	*Preliminary Assessment Tool and Final Survey *Q & A for final discussion	Practice in class writing Likert Scale Questions, Continuing to write the proposal. Examples shared Group work

After the one week intensive

Week	Date	Lecture/Topic	Readings/Assignments
#8	Oct 19	Individual Q & A available	Writing Proposal
#9	Oct 26	Individual Q & A available	Send Rough Draft of Proposal to your advisor for feedback – ask for a 1 week turn around
#10	Nov 2	Individual Q & A available	Apply changes and suggestions from advisor
#11	Nov 9	Individual Q & A available	First draft of proposal due to Dr. Dawn Morton at dmorton@ashland.edu
#12	Nov 16	Individual Q & A available	Proposals returned with feedback from Dr. Dawn Morton
	Nov 23		Enjoy Thanksgiving Week
#13	Nov 30	Individual Q & A available	Finalize writing the proposal
#14	Dec 7	Individual Q & A available	Finalize writing the proposal
#15	Dec 11		Research Proposal due to Dr. Dawn Morton at dmorton@ashland.edu

*****If there are further changes needed, Dr. Dawn Morton will contact the student with the final requirements. A final copy of the Research Proposal is printed and added to the student's file. The student becomes a candidate for the Doctor of Ministry Degree.**

V. Recommendations for Lifelong Learning

The proposal subject is a lifelong learning process for the student, chosen by the student. The student is encouraged to continue to use the subject for possible speaking engagements, writing of a publication, or to assist in training others in the ministry of the church or parachurch organizations.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

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, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest 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. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [AshlandMultiliteracy Center](https://ashlandmultiliteracycenter.com) (abbreviated AMuLit Center) (<https://ashland.mywconline.com/>). Or you may go to (<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>) and scroll down to the heading “For online appointments.”

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904., or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	

Grade	Quality	Percent	Description
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography or References

Booth, Wayne c., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research. 3rd edition*. Chicago, IL: The University of Chicago Press.

Browne, N. Neil and Stuart M. Keeley. 2003. *Asking the Right Questions: A Guide to Critical Thinking. 7th edition*. Upper Saddle River, NJ: Pearson, Prentice Hall.

Stone, Howard W. and James O. Duke. 2013. *How to think theologically. 3rd edition*. Minneapolis, MN: Augsburg Fortress.

*Other resources available in Blackboard in the course.

*Other research will be applied by student for the writing of the proposal.