



GRACE
SCHOOL OF THEOLOGY

A SEMINARY
TO THE WORLD



Doctor of Ministry Program

Applied Research Project Handbook

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Table of Contents

Directions: How to Use This Booklet.....	1
Required Textbooks and Research Bibliography	2
Bibliographic Resources for Research.....	4
Definitions.....	6
Human Subject Research (HSR) Ethical Guidelines	8
Applied Research Project.....	9
Purpose of the Project	9
Criteria for an Acceptable Applied Research Project	9
Five Common Models.....	10
Topic Approval and Writing the Proposal	11
Project Schedule of Submissions	13
Developing Your Research Strategy.....	15
The Logic of D.Min. Research	16
Planning Your Project.....	18
Topic Approval Form	19
How to Write the Project Proposal	23
Important Guidelines for Writing the Proposal	25
How to do a Literature Review	26
General Protocol	27
Project Oral Presentation and Examination.....	30
Grace School of Theology Library Research Helps	34
APPENDIX 1: TREN Checklist and Forms	35
APPENDIX 2: Research Paper and Oral Presentation Rubrics.....	41
APPENDIX 3: Oral Presentation Evaluation Form	44
APPENDIX 4: Project Research Grading Rubric	46
APPENDIX 5: Turabian Footnoting Guide	49
APPENDIX 6: How to Access GSOT's Online Library.....	55

Directions: How to Use This Booklet

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

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

2. In a second reading, get a good grasp of:
 - definitions
 - the relationship between problem statements, research questions, hypotheses and research method
 - the five models for applied research projects common in the D.Min. program
3. To lay the foundation for your project, write a first draft of the problem statement, research question, hypothesis and description of the research method on the "Up to Now" chart in the "Planning Your Project" section of this manual.
4. Contact Dr. Fred Chay to discuss your topic.
Email: fchay@gsot.edu
Phone: 602.622.1033

Share Your Completed Work with Others!

Electronic Distribution and TREN

Purposes of the Applied Research Project include contributing knowledge about ministry to the larger ministerial community and making available to other professional Christian leaders knowledge and understanding about critical areas of ministry. In microfiche form, your work becomes readily available to students, theological libraries, ministry leaders and others in the Christian community. As an e-document on the Theological Research Exchange Network website (TREN), it will be available as a reference source.

If you wish to have TREN register your copyright, you must complete and return the Copyright Registration form with your Research Paper. We ask that you complete and return either the attached **Distribution Agreement** or the **Exclusion form** (if you elect not to make your work available as a microfiche). See the Appendix for the appropriate forms.

Required Textbooks and Research Bibliography

REQUIRED TEXTBOOKS

Reading of the following texts in their entirety is required:

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

Booth, Wayne C. and Williams, Joseph M. and Colomb, Gregory G. *The Craft of Research, 3rd edition. (Chicago Guides to Writing, Editing, and Publishing)*. Chicago: University of Chicago Press, 2008.

RECOMMENDED READING:

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

Bryant, Miles T. *The Portable Dissertation Advisor*. Corwin Press; 2003.

Creswell, John W., *Qualitative Inquiry & Research Design (3rd edition)*. Los Angeles: Sage Publications, 2013. ISBN: 978-1412995306

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

RECOMMENDED TEXTS FOR SPECIFIC PROJECT TYPES:

For project type 1 -- *Descriptive survey*:

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

Fink, Arlene. *The Survey Handbook 2nd Edition*. Thousand Oaks, CA: Sage, 2002.

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

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

Developing and Using Questionnaires. U.S. General Accountability Office. 1993.

Item no. PEMD- 10.1.7. [http://www.gao.gov/search?q=developing and using questionnaires](http://www.gao.gov/search?q=developing+and+using+questionnaires)

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

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

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

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

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

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

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

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

For project type 4 -- *Case studies*

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

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

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

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

Bibliographic Resources for Research

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

- Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York : Norton, 1993.
- Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6th ed. Belmont: Thomson/Wadsworth, 2004.
- Becker, Howard S. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: U of Chicago Press, 1998.
- Bradley, James E, and Richard A. Muller. *Church History: An Introduction to Research, Reference Works, and Methods*. Grand Rapids: Eerdmans, 1995.
- Cryer, Pat. *The Research Student's Guide to Success*. 2nd ed. Buckingham, Eng: Open University Press, 2000.
- Davies, Richard E. *Handbook for Doctor of Ministry Projects: An Approach to Structured Observation of Ministry*. Lanham, MD: University Press of America, 1984.
- Davis, Gordon B. and Clyde A. Parker. *Writing the Doctoral Dissertation: A Systematic Approach*. 2d ed. Hauppauge, NY: Barron's Educational Series, 1997.
- Fink, Arlene. *Conducting Research Literature Reviews: from Paper to Internet*. Thousand Oaks, CA: Sage, 1998.
- Glatthorn, Allan A. *Writing the Winning Dissertation: A Step-By-Step Guide*. Thousand Oaks, CA: Cowin Press, 1998.
- Heppner, P. Paul, Dennis M Kivlighan, and Bruce E Wampold. *Research Design in Counseling*. 2d ed. Delmont, CA: Brooks, Cole and Wadsworth, 1999.
- Krathwohl, David R. *Methods of Educational and Social Science Research: An Integrated Approach*. 2d ed. New York: Longman, 1997.
- Mann, Thomas. *The Oxford Guide to Library Research*. New York: Oxford University Press, 1998.
- Mauch, James and Jack Birch. *Guide to the Successful Thesis and Dissertation*. 4th rev ed. New York: M. Dekker, 1998.
- Meltzoff, Julian. *Critical Thinking About Research: Psychology and Related Fields*. Washington, DC: American Psychological Association, 1997.

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

- Murphy, Nancey. *Reasoning and Rhetoric in Religion*. Valley Forge, PA: Trinity Press, 1994.
- Myers, William. *Research in Ministry: A Primer for the Doctor of Ministry Program*. Rev. ed. Chicago: Exploration Press, 1997.
- Rudestam, Kjell Erik, and Rae R Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 2nd ed. Newbury Park, CA: Sage, 2001.
- Tucker, Dennis. *Research Techniques for Scholars and Students in Religion and Theology*. Meford, NJ: Information Today, 2000.
- Vyhmeister, Nancy. *Your Indispensable Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan, 2001.

Some Definitions

- Applied:** The project takes place in a context of real-life ministry
- Paper:** A written report that describes the applied research project from its biblical-theological and theoretical roots to its results and implications for further study. Most D.Min. Papers follow the paradigm found in this manual.
- Project:** A research undertaking that conducts and/or evaluates ministry.
- Research:** Within the context of the specific topic one will know how to minister better as a result of professional-doctoral level investigation according to recognized standards of inquiry.

WHAT DOES A RESEARCH PAPER LOOK LIKE?

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

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

Chapter 1: Introduction

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

Chapter 2: Previous Research and Literature Review

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

Chapter 3: Procedure and Research Method

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

Chapter 4: Results

Provide the answer(s) to the research question with supporting data (estimate: 20-30 pages).

Chapter 5: Conclusions and Implications for Further Study

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

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

Human Subject Research (HSR) Ethical Guidelines

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

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

1. Doctoral candidates planning to do HSR as part of their research process will submit an *HSR proposal* to the Internal Review Board of the Seminary.
2. The proposal will include:
 - a. The hypothesis to be tested
 - b. A summary of experimental methods to be used
 - c. The rationale for such methods
 - d. Possible impacts (positive and negative) on subjects of the research
 - e. Specific plans for obtaining informed consent of subjects
 - f. Specific plans for the protection of subjects' personal information
3. The candidate must receive explicit, written approval of any HSR outlined by the candidate in the proposal before any HSR may begin. This approval can only come from the Internal Review Board. **Conducting HSR without approval by the Internal Review Board will be a ground for dismissal from the D.Min. program.**
4. Should a proposal for HSR be rejected by the Internal Review Board, said proposal may be modified and resubmitted up to two more times for approval. Any additional reviews may be offered to the candidate at the discretion of the Internal Review Board.
5. Additions to HSR methods or substantive changes to Board-approved HSR strategies made during research must be approved before implementation. **Failure to receive such approval may be grounds for dismissal from the D.Min. program.**

BIG PICTURE: THE APPLIED RESEARCH PROJECT

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

The student's applied research project and paper will be evaluated by three people: (1) the Advisor, (2) the Reader, and (3) Dean of D.Min. Studies (*Dr. Fred Chay*). The Dean of D.Min. Studies assigns the Advisor and Reader based on the student's topic and input. The Advisor assumes responsibility to direct the entire project and serves as the “point person” with whom the student will have regular contact during the course of the project.

PURPOSE OF THE PROJECT

The purposes of the Applied Research Project are to:

1. further develop the student's professional skills for ministry.
2. contribute to the mission of the church through reflective praxis and actualized ministry in the student's current context.
3. improve the student's self-directed learning skills and understanding of how ministry is accomplished.
4. make available to other professional Christian leaders knowledge and understanding in regard to a certain area of ministry.
5. develop further the student's ability to do field research on the level of a professional doctorate.
6. contribute knowledge about ministry to the larger ministerial community.

CRITERIA FOR AN ACCEPTABLE APPLIED RESEARCH PROJECT

The project:

1. when completed, will inform our understanding of ministry and how to minister better.
2. clearly relates to the student's current ministry (a “front burner” issue or need) or ministry interests.

3. develops from an adequate knowledge of biblical theology, ministry theory and praxis.
4. employs an acceptable research method(s) with which the guided student has sufficient competence to attain validity.
5. is sufficiently focused to allow a concentration of effort and to avoid trying to cover so much ground that the results are superficial.
6. gives evidence of careful planning and execution.
7. incorporates an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.
8. is submitted in the form of a Research Paper, written in clear, correct English and is in correct format as defined by this handbook, avoiding polemic or exaggerated claims.
9. is written with careful attention to the correct use of source material, documentation and research standards.

FIVE COMMON MODELS

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

1. **Descriptive surveys of a ministry situation.** The survey is designed to report current ministry conditions or strategies in quantifiable variables. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation are expected.
2. **Program development and evaluation.** The student will develop some ministry program or activity and evaluate its effectiveness. The ideal program is one that the student's ministry seeks so that the program is not implemented solely for the sake of completing the research project.
3. **Program evaluation and response.** An *existing* program will be evaluated and modified.
4. **Case studies of ongoing ministry situations.** The student selects churches, denominations, leaders, etc., to study as cases to answer a descriptive research question. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation are expected.
5. **Exegetical Research Methodology.** There are some who may desire to select a topic for research that falls more in line with the traditional Ph.D. model concerning

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

TOPIC APPROVAL & WRITING THE PROPOSAL

Procedure and Deadlines

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

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

The Project Topic. To have the project topic approved, the student will submit a *D.Min. Applied Research Project Topic Approval Form* (TAF) to the Dean of D.Min Studies. If approved, the Dean will appoint an Advisor and a Reader to the project. **The TAF must be submitted by March 15 of the year preceding graduation.** For example, the student who wishes to graduate in May 2018 should submit the form no later than March 15, 2017. Failure to secure approval may result in the postponement of graduation.

Registration. Once the TAF is approved, the student must register for *DM 990 Doctoral Project I* and pay 100% of the registration fees/tuition **no later than April 15th.** This is done by using the standard Registration Form found on the seminary website.

The tuition fee for *DM 991 Doctoral Project II* should be paid in full no later than **January 15 of the following year.**

Extensions. Students graduating in the spring have until April 15 of the graduation year to complete their project. If the project is not complete by April 15, a six-month extension may be requested by the candidate. If an extension is approved it must be registered with the Registrar and the appropriate extension fee paid in full at that time. No student will participate in graduation without first completing all of the graduation requirements; no exceptions.

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

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

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

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

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

Project Schedule of Submissions (MAY GRADUATION)

Deadlines:

February 1st	<ul style="list-style-type: none"> Submit general topic for project (via phone call or meeting with the Dean of D.Min. Studies (Dr. Chay).
March 15th	<ul style="list-style-type: none"> <i>Topic Approval Form</i> (TAF) due to the D.Min. Office (Dr. Chay). Literature review should be <i>in process</i>.
April 15th	<ul style="list-style-type: none"> Registration materials due to the D.Min. Office and the Registrar with payment for tuition plus registration fees. Begin preparation of <i>Applied Research Paper Proposal</i>.
June 1st	<ul style="list-style-type: none"> <i>Applied Research Paper Proposal</i> due to the D.Min. Office (Dr. Chay) and your Advisor (if assigned). Human Subject Research (HSR) proposal (if applicable) is due to the seminary <i>Internal Review Board</i> for approval by this date. Literature review should be substantially complete and should accompany your <i>Proposal</i>.
October 15th	<ul style="list-style-type: none"> First draft of the first two chapters due to the project Advisor.
January 15th	<ul style="list-style-type: none"> Registration for <i>DM-991 Doctoral Project II</i> & payment of tuition fee for the course
February 15th	<ul style="list-style-type: none"> First draft of <i>all</i> chapters due to the project Advisor and Reader. Arrange for the oral presentation of your research to a group that includes professional peers. Documentation forms for this presentation are available from the D.Min. Office (Dr. Chay) and must be submitted from observers of your presentation as instructed.
March 30th	<ul style="list-style-type: none"> Second draft that includes any required changes is due to the Advisor and Reader for their review and approval. An electronic copy shall be sent to the Dean of D.Min. Studies Dr. Chay) as well. A grading form will be provided to your Advisor/Reader for evaluation of your research project. It must be completed and submitted to the D.Min. Office (Dr. Chay) before the April 15th submission deadline.
April 15th	<ul style="list-style-type: none"> Submit two originals of Applied Research Paper, with all corrections approved, to the D.Min. Office (Dr. Chay). <i>These two unbound originals must be printed on the required paper as specified in the Applied Research Paper Manual.</i> At the same time submit a third copy, also unbound (may be printed on regular copy paper) and a thumb drive containing an electronic copy of the Applied Research Paper. This is required for conversion to microfiche and posting as an e-document for use by the broader academic community. Format your Applied Research Paper so that it is <u>one document file</u> on the thumb drive.

	<ul style="list-style-type: none"> • If you wish to request for Copyright Registration, you must also prepare & give certified check or money order for \$75. • <i>It is the student's responsibility to obtain advisor and reader signatures on both copies of the approval page. If they are resident faculty physically located at the Seminary, Dr. Chay can help you obtain these signatures.</i> • If the Applied Research Paper is not complete by this date, an extension must be approved by the D.Min. Dean and filed with the Registrar at this time.
May Graduation	<ul style="list-style-type: none"> • Receive Doctor of Ministry Diploma

Developing Your Research Strategy

THE RESEARCH PROBLEM

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

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

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

THE RESEARCH QUESTION

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

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

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

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

The Logic of D.Min. Research

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

The Logic of D.Min. Research

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

The Logic of D.Min. Research

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

The Logic of D.Min. Research

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

UP to NOW: Planning Your Project

Directions: Complete every section below. Write neatly in black ink.

Problem Statement	Research Question	Hypothesis	Method/Project

How to Write the D.Min. Applied Research Project

TOPIC APPROVAL FORM

The Topic Approval Form (TAF) that follows this page communicates to the Dean of D.Min. Studies the student's initial conceptual intent for the applied research project. The Topic Approval Form is essentially a "learning contract" that specifies a brief summary of the project and its significance, a very early and foundational bibliography, and the fit of this project for the student and his or her ministry context.

If the student and Dean have discussed potential advisors, the advisor should guide the student in the completion of the TAF. When the TAF is approved, the D.Min. Studies Committee officially assigns an Advisor and Reader, but often a faculty member has discussed the project with the student and therefore can (and should) be involved as early in the process as possible.

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

Download the Topic Approval Form from the course and submit your completed form electronically via email.



D.Min. Topic Approval Form

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

Name of Student _____

Anticipated Graduation Date _____

1. Applied Research Project Interim Proposed Title _____

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

Grace School of Theology Topic Approval Form

(Continued)

3. Briefly state the relationship of the topic to your D.Min. goals and post-graduation goals:
4. Give a summary description of your applied research project, including its rationale (why you want to do this project):
5. On a separate sheet, list at least 10 major books, 10 major journal articles, and 10 other sources (such as internet sources or other publications) with which you can start your research. It is expected that you will use *complete bibliographic entries in Turabian format*):
6. Describe the compatibility of this topic with your capabilities, the availability of information, your limits of time, and limits of money (is this project "doable?")
7. Provide one sentence for each of the following items, as you currently understand them:

Problem to be addressed:

Research question to be answered:

Research method (program, survey, case study, etc.):

Hypothesis(es) to be tested:

CANDIDATES SHOULD NOT WRITE BELOW THIS LINE

For Committee Use

Topic Approved:

DR. FRED CHAY'S APPROVAL

DATE

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

(circle one) Yes No

D.Min. Committee Appointments:

ADVISOR ASSIGNED

READER ASSIGNED

How to Write the D.Min. Applied Research Project Proposal

PURPOSE

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

DESCRIPTION AND PROCEDURE

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

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

More specifically:

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

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

SECTIONS OF YOUR PROPOSAL

Introduction

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

Previous Research and Literature Review (= 2nd chapter)

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

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

Procedure and Research Method (= 3rd chapter)

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

Anticipated Results (= 4th chapter)

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

Conclusions and Implications for Further Study (= 5th chapter)

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

Important Guidelines for Writing the Proposal

1. This is a piece of academic writing, not a sermon manuscript, not an undergraduate essay. Therefore:
 - a. Write in academic style, demonstrating the ability to write a formal applied research paper. Composing in the third person is standard for academic research. Hyperbole is not acceptable in academic reporting. Avoid the use of convenience statistics that do not substantively advance your argument.
 - b. Employ the Turabian Style Manual (8th Edition). APA style may be used for research paper in counseling; all others must use Turabian 8th Edition.
 - c. Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature. (Avoid seeing the readers' comments, "says whom?" in the margin.)
 - d. Anticipate some revision. Most proposals are approved on the second or third submission.
 - e. Be succinct and get to the point. If it can be said in a paragraph, don't use a full page. If it can be said in a sentence, don't use a full paragraph.
 - f. Don't be subtle; lay it out there explicitly so that the readers can discern exactly what you plan to do.
 - g. Realize that a large percentage of the work on your project will be completed when you submit your proposal. Most of the literature review and the crafting of the research design (the grunt work), including development and testing of an instrument, will be complete when you write the proposal. So, don't get in too much of a hurry to submit the proposal. When the proposal is approved, the D.Min. Committee is telling you "OK...work the plan according to the way that you've proposed it and we'll approve your research paper." An approved proposal is like a contract. That's why you must give sufficient evidence that you have done sufficient work to submit the proposal. Do not be surprised if you are required to revise and resubmit your proposal. Two (or even three) resubmissions is not uncommon for doctoral research.
2. If you're stuck, contact Dr. Fred Chay. Don't let time get away from you while you're wondering, "What do I do now?"
3. Pray; this too can be a spiritual exercise. Shalom!

How to do a Literature Review

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

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

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

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

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

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

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

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

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

Applied Research Project

GENERAL PROTOCOL

This is designed to be a quick reference to guide you in completing your applied research project. This form will not provide you with all the necessary formatting requirements. You will need to use the Turabian 8th Edition writing manual (Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations – Eighth Edition*. Chicago: University of Chicago Press, 2013). Where the manual gives options, the following guidelines will state the option required by the seminary:

1. Title page: See sample provided.
2. Acceptance page: See sample provided.
3. Abstract page: the seminary requires an abstract of the project not to exceed one page.
4. Paragraph indentation: Grace School of Theology requires ½”.
5. Margins: One inch all around.
6. Spacing: The text shall be double-spaced except for certain items mentioned in Turabian.
7. Grace School of Theology requires footnotes at the bottom of the page. End notes, parenthetical references, author-date system, or reference list styles should not be used.
8. Bibliography: In a succession of works by the same author, the name is given for the first entry, and an eight-space line (the underscore key struck eight times) followed by a period takes its place in subsequent entries. If, however, you wish to utilize the automatic alphabetization function of your word processing software, it is permissible to spell out the name of the author in each instance.
9. Appendix: A section following the main text which contains items germane to the project but which are not included in the text. These might be questionnaires, testing procedures, maps and charts, different forms used, case studies, etc.
10. Type face: Grace School of Theology requires a 12-point Times New Roman font throughout.
11. Book of the Bible Abbreviations:

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

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

14. Order of Front and Back Matter

Order of Front Matter

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

Order of Back Matter

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

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

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

SUBMISSIONS

1. Final copy submitted to Advisor should be printed on a high quality laser printer. It should be carefully proofread so that it is grammatically accurate and free of typographical errors.
2. Your Advisor and Reader may require revisions to your research paper. Once you have made these, a new final copy should be submitted to them. Once they are satisfied with the completeness and corrections required, your Applied Research Paper will be approved for you to schedule your oral presentation.
3. *In addition* to the final copy provided to your Advisor, the following should also be submitted:
 - Two copies of the research paper will be printed on professional quality 8½"x 11", acid-free, white 25% cotton fiber, fine business paper, 20 lb. weight. These are to be loose-leaf, in a box, to be sent to the bindery for binding. Submit these to the Dean of D.Min. Studies.
 - One copy of the research paper will be submitted to the library (white bond paper is acceptable) with a CD-ROM copy. This must be in one file containing all parts of your research paper (continuous copy – not separate documents on one disk, but one continuous document.)
4. The two final library copies need to be individually boxed in loose-leaf form. Do not bind them in anyway. Make sure the two approval forms are on top and have been signed by your advisor and reader. The D.Min. Dean's signature is the only one that will be done for you after we receive your final copies. Make sure that your boxed applied research paper is in the proper order for binding, with the exception of the approval page that should be placed on top.

BINDING

The binding cost for each of the originals is part of your graduation fee and takes approximately 3-4 months. One of the originals will be kept in the Grace School of Theology library. The other original copy will be mailed to you.

The total amount of your graduation fee is \$295, which covers for the diploma, diploma cover, rental of regalia, shipping costs of official diploma, and binding cost.

Project Oral Presentation and Examination

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

The goals for the demonstration are:

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

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

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

The oral presentation will ordinarily be held at The Woodlands Main Campus or the student's place of ministry. **The student may be required to bear the expense of bringing the Advisor and Reader to the demonstration, if travel is required.**

If the candidate's place of ministry is distant from the seminary campus, *adjustments to the oral presentation may be made with the approval of the Dean of D.Min. Studies.*

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

1. Evidence of thorough preparation
2. Clarity of presentation and presentation materials

3. Sensitivity to audience in both planning and presentation

To ensure the quality of the research paper demonstration, the Advisor will not grant approval of the applied research paper draft prior to the presentation. The Advisor will complete an evaluation form with input from the Reader and any others he or she desires to consult who were present for the presentation.

See the Appendix for the D. Min. Applied Research Paper Demonstration Evaluation Form.

**SAMPLE TITLE
PAGE**

- 1” margins all around
- centered on page
- Each paragraph mark (¶) represents one return (or one strike of the “enter” key)

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TITLE ¶
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An Applied Research Paper ¶
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Submitted to the Faculty of ¶
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Grace School of Theology ¶
¶
The Woodlands, Texas ¶

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In Partial Fulfillment ¶
¶
of the Requirements for the degree of ¶
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Doctor of Ministry ¶

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¶
¶
by ¶
¶
John Q. Student ¶
¶
Month, Year

**SAMPLE APPROVAL
PAGE**

- 1” margins all around; all text centered
- Each paragraph mark (¶) represents one return (or one strike of the “enter” key)

This page may look slightly different on your printer.

APPROVAL¶

TITLE¶

by¶

John Q. Student¶

Approved by: ¶

Advisor¶

Reader¶

Dean of Doctor of Ministry Studies

Grace School of Theology Library Research Helps

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

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

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

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

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

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

We look forward to having your D.Min. research project on our “reference” shelves in the library. We urge you to make your research available to other theological libraries and seminaries as a microfiche and electronic document so your work will not just gather dust, but be utilized by others in ministry and academia. You can make this happen by submitting your work to TREN in accordance with the information about TREN in this manual.

Serving together,

Deborah Cox, MLS, Seminary Librarian
Grace School of Theology

APPENDIX 1

TREN Checklist and Forms

1. **Provide** a clean, clear, unbound copy of your applied research paper on medium quality paper (this will be made into a microfiche so it must be a very good copy). Grace School of Theology Library will pay for the microform service and will forward your copy to Theological Research Exchange Network (TREN).
2. **Also provide** Grace School of Theology with a CD or thumb drive containing all parts of your applied research paper in PDF format [this must be a continuous copy – not separate documents on one disk, but one continuous document.]
Each part must be titled (i.e., Table of Contents, Abstract, Appendix, etc.). We will include this with your paper copy to TREN for creating an electronic document on their website.
3. **Complete and include** the *TREN Distribution (E-doc or Microfilm) Agreement Form* if you wish TREN to produce a microfiche for Grace School of Theology as well as other theological libraries and seminaries. TREN will also produce a downloadable/printable electronic document on their website which others can access, as referenced in #2 above.
4. If you choose not to complete #3 above, you must sign the *Grace School of Theology TREN Exclusion Document* which states you do not wish to participate in TREN's microfilming and digitizing program.
5. **Complete** the *Copyright Registration (found at the second page of the TREN Distribution Agreement form)*, **if desired**, and attach a certified check or money order for \$75, since this constitutes a personal benefit to you.
6. If you are requesting Copyright Registration only, you **MUST** include a loose-leaf copy of your complete research paper, which will be sent to the Library of Congress for registration.

The TREN documents are downloadable. Please print and complete the form, sending the form to the D.Min. Office with your final copies of your applied research paper, along with a CD / thumb drive of your work as described above.

**Distribution (E-doc or Microfilm) Agreement for
TREN**

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<http://www.tren.com> - email: rwjones@tren.com

Author Profile

Explanations

1. Full Legal Name _____
(last name)

(first name) (middle name)

2. Year of Birth _____

3. Country of Citizenship _____

4. Present Mailing Address _____

5. Future Mailing Address _____

Effective on _____
(date)

6. Email Address _____

Degree Information

1. Degree Nomenclature _____ (Abbreviation for Degree)

2. Degree Date _____ (As Authorized by Institution)

3. Full Name of School Granting Degree

Title Information

1. Exact Title of Thesis/Dissertation as it Appears on Your Title Page

DISTRIBUTION AGREEMENT

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The author will supply the manuscript to TREN through his/her graduate school ready for reproduction and publication without change or further editing.

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I hereby warrant that I am the sole author of the thesis/dissertation, that the thesis/dissertation does not violate any right of privacy, that the thesis/ dissertation does not contain any matter that is libelous or obscene, that the thesis/dissertation does not infringe upon any statutory or common law copyright, and that I am legally empowered to enter into this agreement.

I further agree to indemnify and hold harmless Theological Research Exchange Network (TREN) for any damages that it may sustain as a breach of the foregoing warranties and/or as a result of any misrepresentation in the information provided above.

Author's Signature

Date

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(Optional)

You already own the copyright to your thesis/dissertation. Copyright comes into effect automatically at the time your work is written. You do not need to register your copyright with the U.S. Copyright Office in order to assert your rights, but registration is recommended. Copyright registration enables others to contact you to ask permission for uses beyond what the law automatically grants, and provides certain protections if your copyright is violated.

1. If you have already published your thesis/dissertation, or registered your copyright of it with the U.S. Copyright Office, please enter the copyright notice below, exactly as it appears in the published edition or registration. Ensure also that this information appears in the copy of your thesis/dissertation that you send to TREN.

2. If your thesis/dissertation has not already been registered for copyright, would you like TREN to register it on your behalf?

Yes No

Subject to compliance with other provisions of copyright law, persons eligible to secure U.S. copyright include citizens of the United States, persons domiciled in the United States at the time of first publication of their work, and citizens of foreign countries entitled to U.S. copyright under treaty, convention, agreement, or proclamation to which the United States is a party.

Fee: TREN will register your copyright for **\$75.00**. This includes the copyright fees plus the cost of two microfilm copies required by the Copyright Office. This fee must be **pre-paid by certified check or money order**.

Sign below only if you wish TREN to register your copyright:

“This copyright authorization is hereby incorporated in and made a party of my agreement with the Theological Research Exchange Network providing for publication of my thesis/dissertation.

“I hereby authorize TREN to file for me an Application for Registration of a Claim to Copyright in the U.S. Copyright Office, said copyright to be in my name.

“I hereby represent that my thesis/dissertation has not been previously published, and that I am eligible to copyright my thesis/dissertation in the United States.”

(Author's Signature)

(Date)

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* www.tren.com



GRACE
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A SEMINARY
TO THE WORLD



TREN Exclusion Form for Applied Research Project
Grace School of Theology

I hereby state my decision not to include my *D.Min. Applied Research Paper* in TREN's microfilming and digitizing program.

Name and Signature: _____

Date: _____

APPENDIX 2

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Scoring Instrument

Instructions

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

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

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

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

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

Definitions of Ratings for Quality Indicators

- 4** = Clearly meets this competency with a pattern of excellence.
- 3** = Consistently above average performance in this competency.
- 2** = Approved, though in most areas competency is of average quality or, rarely, below average quality.
- 1** = Candidate has failed to exhibit this competency.

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Scoring Instrument

Date _____	Candidate Name _____
------------	----------------------

Criteria	Rating
<p>1. Abstract contains a concise description of the study, a brief statement of the problem, exposition of methods and procedures, and a summary of findings and implications.</p> <p>Comments:</p>	
<p>2. The Introduction section has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study.</p> <p>Comments:</p>	
<p>3. There is a well-organized review of the literature surrounding the subject, including a well-articulated summary of research literature that substantiates the study.</p> <p>Comments:</p>	
<p>4. The <i>nature of the study</i>, the <i>research question</i>, <i>hypotheses</i>, or <i>research objectives</i> are briefly and clearly described.</p> <p>Comments:</p>	
<p>5. Operational definitions of technical terms, jargon, or abstractions are clearly provided.</p> <p>Comments:</p>	
<p>6. The significance of the study is described in terms of</p> <ul style="list-style-type: none"> a. knowledge generation b. professional application <p>Comments:</p>	
<p>7. The literature review is clearly related to the problem statement as expressed in</p> <ul style="list-style-type: none"> a. research questions and hypotheses, or b. study questions and study objectives <p>Comments:</p>	
<p>8. The review of related research and literature includes</p> <ul style="list-style-type: none"> a. comparisons/contrasts of different points of view or different research outcomes, b. the relationship of the study to previous research 	

Comments:	
9. The content of the literature review is drawn from acceptable peer-reviewed journals or sound academic journals, or there is justification for using other sources. Comments:	
10. The role of the researcher in the data collection procedure is described. Comments:	
11. The process by which the data were generated, gathered, and recorded is clearly described. Comments:	
12. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described. Comments:	
13. The findings a. build logically from the problem and the research design, and b. are presented in a manner that addresses the research questions. Comments:	
14. Discrepant cases and nonconforming data are included in the findings. Comments:	
15. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings. Comments:	
16. The Applied Research Paper a. follows a standard form and has a professional scholarly appearance b. is written with correct grammar, punctuation, and spelling c. includes citations for direct quotes, paraphrasing, facts, and references to research studies d. does not have over-reliance on limited sources e. in-text citations are found in the reference list Comments:	
17. The Applied Research Paper is written in scholarly language (accurate, balanced, objective). The writing is clear, precise, and avoids redundancy. Statements are specific and topic sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas. Comments:	
18. The Applied Research Paper is logically and comprehensively organized. The chapters add up to an integrated "whole." Subheadings are used to identify the logic and movement of the paper, and transitions between chapters are smooth and coherent. Comments:	

Signature of Evaluator

Date Scoring Completed

Print Name of Evaluator

APPENDIX 3

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Oral Presentation Evaluation Form

**THIS FORM MUST BE RETURNED TO THE
DOCTOR OF MINISTRY OFFICE WITHIN 5 DAYS
AFTER THE ORAL PRESENTATION IS
CONDUCTED**

Ref. ATS Degree Program Standards -- F.3.1.3.2
Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.

Determination by Oral Examiner

(Print candidate name: _____ made his/her oral

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

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

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

Print name: _____ Signature _____
Observer _____

Acknowledgement by Candidate

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

Candidate signature _____ Date: _____

D.MIN. APPLIED RESEARCH PAPER ORAL PRESENTATION EVALUATION

To be completed by observer of the Project Oral Presentation
(Observer: Please return completed form by mail or fax to D.Min. office.)

	<u>Poor</u>				<u>Excellent</u>	
Evidence of thorough preparation	1	2	3	4	5	Comments:
Clarity of presentation	1	2	3	4	5	
Comments:						
Organization of materials	1	2	3	4	5	
Comments:						
Appropriateness of methodology	1	2	3	4	5	
Comments:						
Sensitivity to audience	1	2	3	4	5	
Comments:						
Overall Presentation	1	2	3	4	5	
Comments:						
Comments:						

APPENDIX 4

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Project Research Grading Rubric

Research Paper Scoring Instrument

Instructions

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

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

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

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

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

Definitions of Ratings for Applied Research Paper Quality Indicators

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

3 = Consistently above average performance in this competency.

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

1 = Candidate has failed to exhibit this competency.

GRACE SCHOOL OF THEOLOGY DOCTOR OF MINISTRY PROGRAM

Applied Research Paper Scoring Instrument

Date _____	Candidate Name _____
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Criteria	Rating
<p>1. Abstract contains a concise description of the study, a brief statement of the problem, exposition of methods and procedures, and a summary of findings and implications.</p> <p>Comments:</p>	
<p>2. The Introduction section has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study.</p> <p>Comments:</p>	
<p>3. There is a well organized review of the literature surrounding the subject, including a well-articulated summary of research literature that substantiates the study.</p> <p>Comments:</p>	
<p>4. The <i>nature of the study</i>, the <i>research question</i>, <i>hypotheses</i>, or <i>research objectives</i> are briefly and clearly described.</p> <p>Comments:</p>	
<p>5. Operational definitions of technical terms, jargon, or abstractions are clearly provided.</p> <p>Comments:</p>	
<p>6. The significance of the study is described in terms of</p> <ul style="list-style-type: none"> a. knowledge generation b. professional application <p>Comments:</p>	
<p>7. The literature review is clearly related to the problem statement as expressed in</p> <ul style="list-style-type: none"> a. research questions and hypotheses, or b. study questions and study objectives <p>Comments:</p>	
<p>8. The review of related research and literature includes</p> <ul style="list-style-type: none"> a. comparisons/contrasts of different points of view or different research outcomes, b. the relationship of the study to previous research <p>Comments:</p>	
<p>9. The content of the literature review is drawn from acceptable peer-reviewed journals or sound academic journals, or there is justification for using other sources.</p> <p>Comments:</p>	

10. The role of the researcher in the data collection procedure is described. Comments:	
11. The process by which the data were generated, gathered, and recorded is clearly described. Comments:	
12. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described. Comments:	
13. The findings a. build logically from the problem and the research design, and b. are presented in a manner that addresses the research questions. Comments:	
14. Discrepant cases and nonconforming data are included in the findings. Comments:	
15. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings. Comments:	
16. The Applied Research Paper a. follows a standard form and has a professional scholarly appearance b. is written with correct grammar, punctuation, and spelling c. includes citations for direct quotes, paraphrasing, facts, and references to research studies d. does not have over-reliance on limited sources e. in-text citations are found in the reference list Comments:	
17. The Applied Research Paper is written in scholarly language (accurate, balanced, objective). The writing is clear, precise, and avoids redundancy. Statements are specific and topic sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas. Comments:	
18. The Applied Research Paper is logically and comprehensively organized. The chapters add up to an integrated "whole." Subheadings are used to identify the logic and movement of the paper, and transitions between chapters are smooth and coherent. Comments:	

Signature of Evaluator

Date Scoring Completed

Print Name of Evaluator

APPENDIX 5

Turabian Footnoting Guide

Grace School of Theology

TITLE OF PAPER (TWO LINES IF OVER 48 CHARACTERS)

A Paper Presented to

Full Name of Professor, Academic Credentials

in Partial Fulfillment of the Requirements of

Course Designation: Course Title

by

Full Name of Author

Location of Author (City, State, Country)

Date

THESIS AND OUTLINE

Thesis:

1A. Introduction

2A. Body

1B.

1C.

2C.

2B.

1C.

2C.

3B.

3A. Conclusion

TITLE OF PAPER

Introduction

This paper briefly lays out some basic formatting guidelines for papers. This introductory section should lay out the purpose, scope, and structure of the paper. The paragraph indentation is one-half inch. Spacing is double. There is only one space between sentences. The font is Times New Roman size twelve. The font size for footnotes is ten. The margins are one inch on all sides.

First Level One Heading

First Level Two Heading

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

Second Level Two Heading

If you have one level two heading, you need at least one more. Here is an example footnote for a single author book that is not part of a series.¹ Note that footnotes are indented one-half inch and are single spaced. There is one ten-point space between footnotes. This is an example citation for a reprint edition.²

First Level Three Heading

Level three headings are left justified and italicized. Here is an example of a book that contains commentaries on books of the Bible by different authors.³ This same format would be used for a book with chapters by different authors, or a Bible dictionary or encyclopedia with entries by different authors. Here is an example citation for a book by multiple authors.⁴ This

¹ George W. Peters, *A Biblical Theology of Missions* (Chicago: Moody Press, 1972), 55.

² F. F. Bruce, *New Testament History* (1969; repr., Garden City, NY: Doubleday-Galilee, 1980), 307.

³ John A. Martin, "Ezra," in *The Bible Knowledge Commentary: An Exposition of the Scriptures by Dallas Seminary Faculty*, Old Testament ed., ed. John F. Walvoord and Roy B. Zuck (Wheaton: Victor Books, 1985), 653.

⁴ Paul J. Achtemeier, Joel B. Green, and Marianne Meye Thompson, *Introducing the New Testament: Its Literature and Theology* (Grand Rapids: Zondervan, 2009), 280.

footnote is for that same source on the same page.⁵ This one is for that same source on another page.⁶

Second Level Three Heading

If you have one level three heading, you need at least one more. When a quotation is five lines or more, it is put in a block quote and single spaced. This is what it looks like.

Block quote. Block quote.

Otherwise, the quotation is integrated into the regular text. Here is an example citation for an edition other than the first.⁷ Here are examples for subsequent references.⁸

Second Level One Heading

This is the second level one section. Remember, if you have one level one heading, you need at least one more. Here is an example of a citation for a commentary that is part of a series.⁹ This footnote is an example of a citation from a chapter in a book in which the various chapters have different authors.¹⁰ Here are two examples of citations of entries from a dictionary.¹¹

Conclusion

These are example citations of an on-line journal article¹² and an article taken from a

⁵ Ibid.

⁶ Ibid., 302.

⁷ Donald Guthrie, *New Testament Introduction*, 4th ed. (Leicester, England: Apollos, 1990), 791.

⁸ Peters, *Biblical Theology*, 123–25; Martin, “Ezra,” 659.

⁹ R. T. France, *The Gospel of Mark: A Commentary on the Greek Text*, New International Greek Testament Commentary (Grand Rapids: William B. Eerdmans Publishing Company, 2002), 366–67.

¹⁰ Grant R. Osborne, “Redaction Criticism,” in *Interpreting the New Testament: Essays on Methods and Issues*, ed. David Alan Black and David S. Dockery (Nashville: Broadman & Holman Publishers, 2001), 142.

¹¹ Holland L. Hendrix, “Thessalonica,” in *The Anchor Bible Dictionary*, ed. David Noel Freedman (New York: Doubleday, 1992), 6:523; Chris J. Seeman, “Judea,” in *Dictionary of New Testament Background*, ed. Craig A. Evans and Stanley E. Porter (Downers Grove, IL: InterVarsity Press, 2000), 621.

¹² S. Lewis Johnson, “The Transfiguration of Christ,” *Bibliotheca sacra* 124, no. 494 (April-June 1967): 135, accessed August 23, 2016, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=3cde35c4-eeab-4e3d-8452-e22243d41d12%40sessionmgr102>.

website.¹³ Here are citations of an unpublished dissertation,¹⁴ unpublished class notes,¹⁵ and the Bauer lexicon.¹⁶

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¹³ Greg Herrick, "The Date and Destination of Galatians," June 28, 2004, accessed August 23, 2016, <https://bible.org/article/date-and-destination-galatians>.

¹⁴ Donald R. Sunukjian, "Patterns for Preaching: A Rhetorical Analysis of the Sermons of Paul in Acts 13, 17, and 20" (Th.D. diss., Dallas Theological Seminary, 1972), 98.

¹⁵ Gregory P. Sapaugh, Class notes for NT 517 General Epistles and Revelation, Grace School of Theology, The Woodlands, TX, 2017, 5.

¹⁶ Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, rev. and ed. Frederick William Danker, 3rd ed. (Chicago: University of Chicago Press, 2000), 374.

- Osborne, Grant R. "Redaction Criticism." In *Interpreting the New Testament: Essays on Methods and Issues*, edited by David Alan Black and David S. Dockery, 128–49. Nashville: Broadman & Holman Publishers, 2001.
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Appendix 6 How to Access GSOT's Online Library

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

Fall 2017

TH-560: Hermeneutics M2

Edit

Home

Announcements

Syllabus

Grades

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Outcomes

Quizzes

TH-560

Hermeneutics

A directed study of the principles of the literal-grammatical-historical (L-G-H) system of biblical interpretation, with guided practice in using those principles in interpreting representative passages.

GRACE
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Course Guide

Week One

Week Two

Week Three

Week Four

Week Five

Week Six

Week Seven

Week Eight

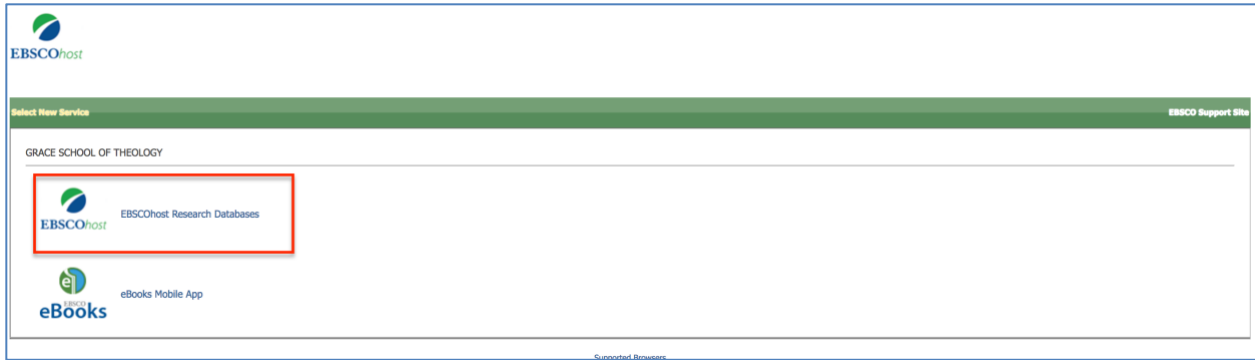
4. You will be led to this page where you will have the options to:
 - a. Log in to your library account
 - b. View the how-to videos
 - c. Find textbooks using the library's online catalog
 - d. Ask for assistance
 - e. Go to Writing Center
 - f. Contact GSOT's librarian

The screenshot shows the 'Library Learning Resources' page for Grace School of Theology. The page has a blue header with the title 'Library Learning Resources'. On the left is a vertical navigation menu with links: Home (highlighted), Library Resources, Writing Center, Logos Center, Chat, and Amazon Education. The main content area features a central image of a library with a sign that says 'I BELIEVE IN GRACE: A Seminary for the 21st Century. Attainable. Accessible.' Below the image, the text reads 'Welcome to Grace School of Theology' and 'Library Learning Resource Center'. At the bottom of the main content area are six blue buttons: 'Library Login', 'How to Videos', 'Find TextBooks', 'Assistance', 'Writing Center', and 'Contact Librarian'. On the right side, there is a 'View Course Stream' button, a 'Coming Up' section with a calendar icon and the text 'Nothing for the next week', and a 'Recent Feedback' section with the text 'Nothing for now'.

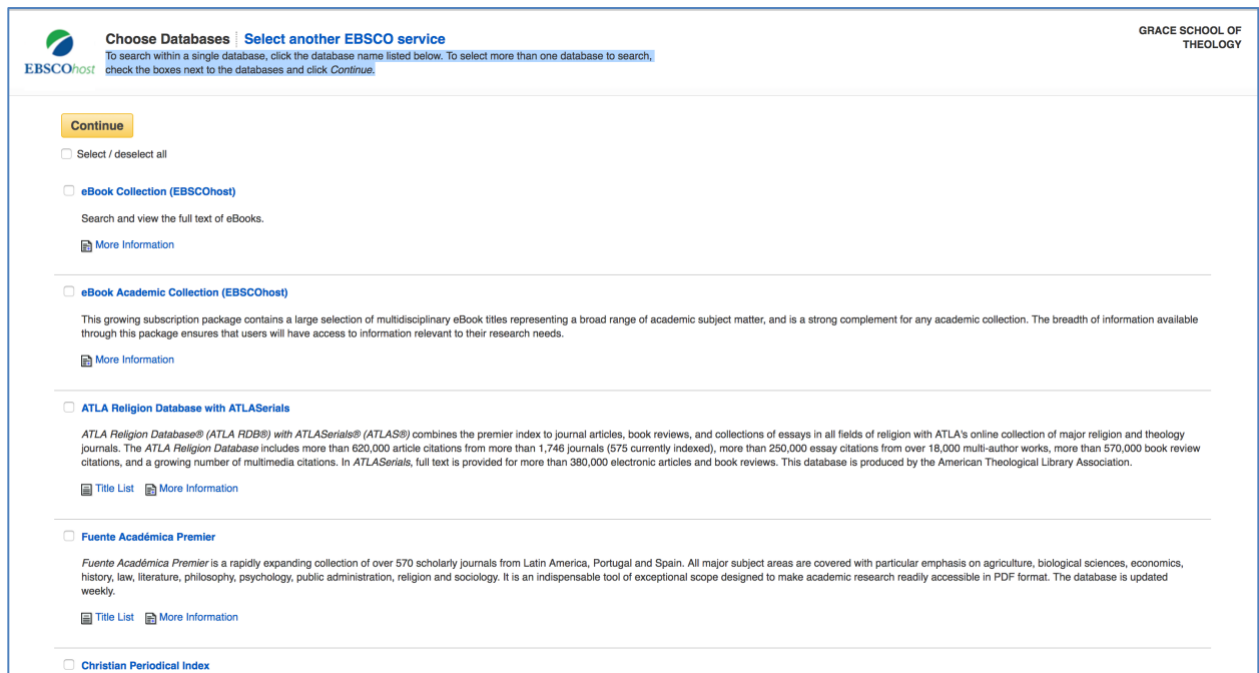
5. In order to access books, journals, and other library resources, click on the “Library Login” button.
6. You will be led to a page which contains links to the Library Catalog and to various GSOT databases. You can also view your usernames and passwords in this page. GSOT databases include:
 - ATLA with ATLA Serials and EBSCO Ebooks
 - JSTOR Electronic Library
 - The William E. Nix Electronic Library

You can also find brief descriptions of the databases’ contents in this page, so you will be guided on which database to search for.


7. To give an example on how to search for certain journals/ ebooks, here are screenshots of the pages inside the ATLA database.
 - a. Once logged in, choose EBSCOhost Research Databases.



- b. Choose databases. To search within a single database, click the database name listed. To select more than one database to search, check the boxes next to the databases and click Continue.



- c. You may now start typing in the search bar, and opt to limit the search results.


 Searching: ATLA Religion Database with ATLASerials [Choose Databases](#)
GRACE SCHOOL OF THEOLOGY

Select a Field (option...)
Search
Clear
?

AND Select a Field (option...)

AND Select a Field (option...)
+
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[Basic Search](#)
[Advanced Search](#)
[Search History](#)

Search Options Reset

Search Modes and Expanders

Search modes [?](#)
 Boolean/Phrase
 Find all my search terms
 Find any of my search terms
 SmartText Searching [Hint](#)

Apply equivalent subjects
 Apply related words
 Also search within the full text of the articles

Limit your results

Full Text
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- You can always log out, and log in to other available databases to continue your research.

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