



TEACH  
TRUTH

DALLAS THEOLOGICAL SEMINARY

LOVE  
WELL

# *The* Doctor *of* Ministry Program

*Student Handbook  
2011-2012*





*NOTE: This handbook is for the use of students enrolled in the Doctor of Ministry program of Dallas Theological Seminary. A complete description of the program, including course offerings and faculty, is available on the DTS website ([www.dts.edu](http://www.dts.edu)) and in the current Dallas Seminary Catalog. For an overview of the program, including current financial information, prospective students should consult the Catalog or see the website.*



Pastor Paul Utnage of Stonebriar Community Church (Frisco, Texas) baptizing a convert from Buddhism.



# GENERAL INFORMATION



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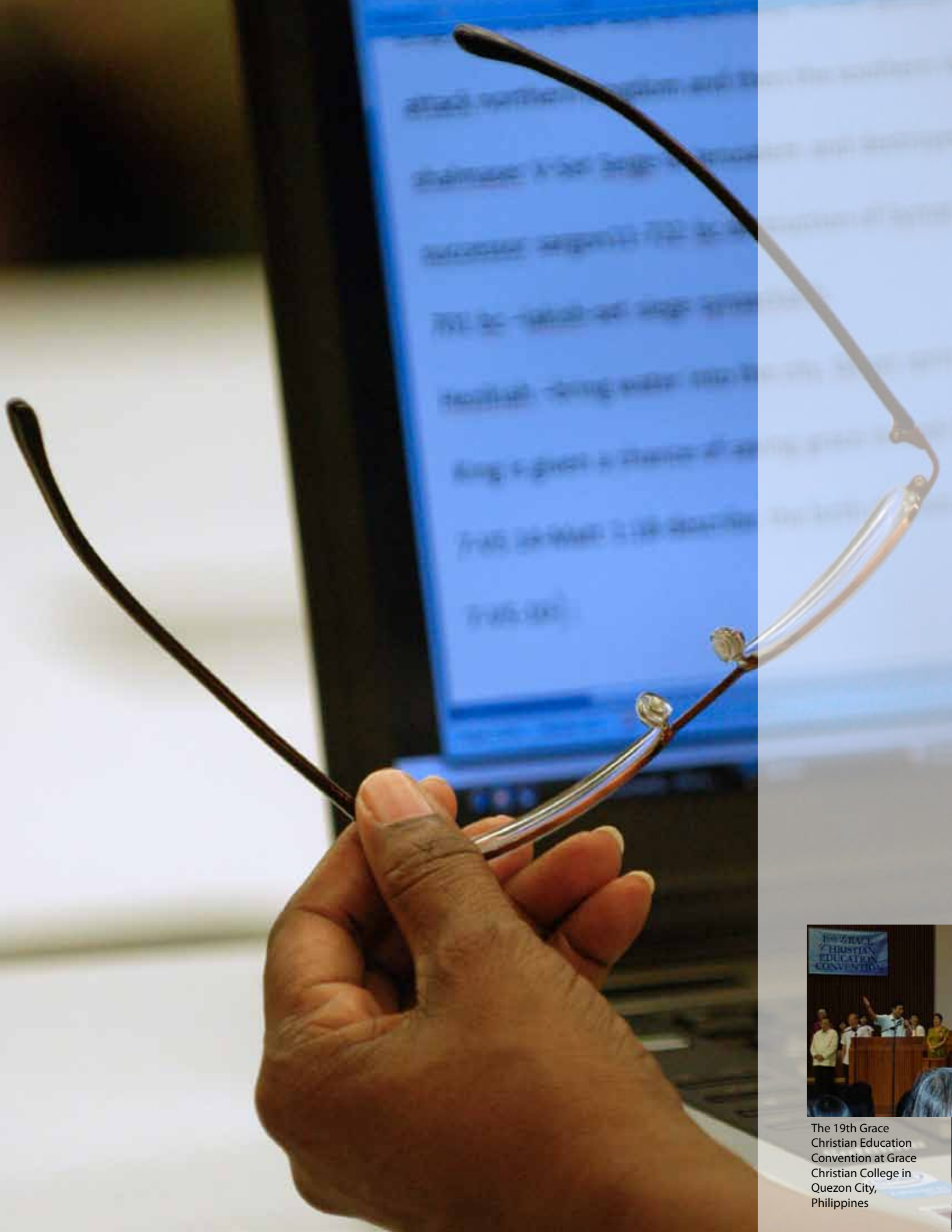
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Ron Man (Th.M. 1982)  
teaches a worship  
seminar at a retreat in  
Germany





The 19th Grace Christian Education Convention at Grace Christian College in Quezon City, Philippines



## THE MISSION OF DALLAS THEOLOGICAL SEMINARY

The mission of Dallas Theological Seminary as a professional, graduate-level institution is to glorify God by equipping godly servant-leaders for the proclamation of His Word and the building up of the body of Christ worldwide.

## OUR DOCTRINAL STATEMENT

While our faculty and board annually affirm their agreement with the full doctrinal statement, students need only agree with these seven essentials:

- the Trinity
- the full deity and humanity of Christ
- the spiritual lostness of the human race
- the substitutionary atonement and bodily resurrection of Christ
- salvation by faith alone in Christ alone
- the physical return of Christ
- the authority and inerrancy of Scripture.

## ACCREDITATION

Dallas Theological Seminary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone: 404-679-4501) to award master's and doctoral degrees. The Seminary is also an accredited member of the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110; telephone: 412-788-6505).

Some members of Vasily Dmitrievsky's Discipleship Group in Penza, Russia.



## THE DOCTOR OF MINISTRY PROGRAM

### PURPOSE

The Doctor of Ministry degree program is designed to provide advanced training in the practice of biblically and theologically oriented ministry to those actively involved in vocational or bivocational ministry. The program concentrates on developing expertise in the biblical rationale, sociological strategy, and practical implementation of Christian ministry.

The Doctor of Ministry degree is the highest professional degree for those engaged in local church and parachurch ministries, world missions, and similar ministries. The Ph.D. degree, by comparison, primarily equips students to engage in scholarly research and classroom teaching. The D.Min. program is offered “in ministry” rather than “in residence,” as it assumes students will remain in ministry throughout the program and does not require them to relocate to Dallas. It normally requires a minimum of three years of meaningful ministry experience. Each course assumes this ministry experience and endeavors to integrate learning with the student’s present context of ministry as well as future goals.

One of the most inviting features of the D.Min. at Dallas is that the curriculum is designed with a high degree of flexibility. Of the 27 hours of course work required for the degree, only six hours are prescribed so that students may tailor their programs to their own ministry goals. Three additional hours are granted for the student’s applied research project, which the student reports in the dissertation.

### GOALS

#### EDUCATIONAL GOALS

To enable students to:

- assess and construct ministry strategies from a biblical theology applied in a variety of contemporary contexts;
- conduct applied research of professional, doctoral-level breadth and depth within their chosen field of study;
- articulate and defend evangelical theology in the practice of ministry
- evaluate their own personal, spiritual, and professional development; and
- chart a course for lifelong learning and improvement in ministry.

#### SPIRITUAL GOAL

To enable students to manifest a Spirit-controlled, maturing character.

#### MINISTRY GOALS

To enable students to:

- enhance ministerial skills such as preaching, counseling, leadership, administration, vision-casting, educational programming, and communication;
- communicate God’s Word effectively through preaching, teaching, writing, or other media;

- lead and manage a church or ministry organization competently;
- work successfully and ethically with people in a variety of ministry situations;
- provide the framework for developing a biblical ministry in a culturally and ethnically diverse context; and
- demonstrate excellence in character and in ministry.

### ADMISSION REQUIREMENTS

The D.Min. program admits men and women who show evidence that they (1) are born again; (2) are of proven Christian character; (3) are endowed with appropriate spiritual gifts; and (4) adhere to the following doctrines: the authority and inerrancy of Scripture, the Trinity, the full deity and humanity of Christ, the spiritual lostness of the human race, the substitutionary atonement and bodily resurrection of Christ, salvation by faith alone in Christ alone, and the physical return of Christ.

In addition, the following prerequisites apply to D.Min. applicants.

All applicants must:

- normally have at least three years of vocational or bivocational Christian ministry experience since receiving their first graduate theological degree;
- give evidence of growth and competence in ministerial skills and leadership;
- be involved in an ongoing ministry (including lay ministry);
- have an academic record that demonstrates superior ability and shows promise of success in doctoral studies; and
- hold an accredited Master of Divinity (M.Div.) or Master of Theology (Th.M.) degree, or a Master of Arts (M.A.) degree plus leveling courses as necessary to provide M.Div. equivalence. Prerequisite degrees and/or equivalence must include:
  - a minimum of 90 semester hours of credit (80 hours for selected DTS master’s degrees) and
  - four semesters of Greek and two semesters of Hebrew. If a student has only three semesters of Greek, he or she may take ID201 Computer Tools for Biblical Exegesis in lieu of the fourth semester of Greek. For selected DTS master’s degrees the student needs only ID201 Computer Tools for Biblical Exegesis in lieu of Greek and Hebrew.

Credits needed to meet M.Div. equivalence requirements must cover the breadth and scope of Dallas Seminary’s curriculum and commitment to Scripture as prescribed by the D.Min. office and the Registrar’s office. Courses required for M.Div. equivalence may be earned at Dallas Seminary, its extension sites, through external studies programs, or other accredited institutions. For more information on M.Div. equivalence, please contact the Doctor of Ministry office or the Registrar’s office.

Applicants must supply the requisite written admission materials and must have a personal or phone interview with members of the faculty. Prospective D.Min. students may apply for admission at any time. The deadline for the summer seminar is February 15 and for the winter seminar, August 15. Further details on admission requirements and procedures are available from the Admissions office.

## D.MIN. PROGRAM OVERVIEW

The Doctor of Ministry program offers two tracks of study, a track in Ministry Leadership and a track in Christian Education. Students may select different emphases within each of the two tracks. The D.Min. program generally follows a standard model in which students, in consultation with their advisor, design and customize their degree plan around individual ministry needs and goals. Some D.Min. emphases follow a cohort model in which students proceed through the courses necessary for their emphasis with a small group of ministry colleagues who move through the designated part of the program together. The cohort model has the advantage of providing a community experience with fellow learners and faculty mentors.

### MINISTRY LEADERSHIP TRACK

The Ministry Leadership track is designed to equip students for greater ministry effectiveness in their respective area of leadership. Ministry leaders can concentrate their individualized plan of study in Church Planting, Pastoral Leadership, Marriage and Family, Urban Ministries, or customize their own concentration. The Ministry Leadership track also offers the following cohort emphases.

- **Large Church Pastors**

This cohort-based emphasis provides advanced training in the practice of biblically and theologically oriented ministry for pastors serving in large churches. It is designed to support and promote pastoral leadership development through the evaluation of problems, programs and/or procedures unique to pastors of large churches. Attention is given to leadership development and case-study research method.

- **Executive/Associate Pastors**

This cohort-based emphasis provides advanced training in the practice of biblically and theologically oriented ministry for executive and associate pastors serving in the local church. This training specialty supports and promotes pastoral leadership development through the evaluation of problems, programs and/or procedures unique to executive and associate church leaders. Attention is given to leadership development and case-study research method.

- **Church Planting and Multiplication**

This cohort-based emphasis provides advanced training in the practice of biblically and theologically oriented ministry for church planters. It focuses on an evaluation of problems, programs and/or procedures unique to church planting multipliers through case-study methodology, with special attention given to leadership development.

- **Advanced Expository Preaching**

This cohort-based emphasis provides advanced training in the art and discipline of expository preaching as practiced in a church context. This specialty will reaffirm and refine the principles of homiletics. The courses will also address leading from the pulpit, long-range sermon planning, and preaching the major biblical genres with accuracy and creativity. This cohort-based program will further provide advanced study in audience analysis, variety in sermon structures, mentoring in homiletics and preaching to the post-modern generation. Key aspects of this cohort specialty are peer group interactive learning and individual mentoring in homiletics.

- **Multicultural Ministry**

This cohort-based emphasis provides advanced training in the practice of biblically and theologically oriented ministry for

multicultural church leaders serving the local church and parachurch organizations.

### CHRISTIAN EDUCATION TRACK

The Doctor of Ministry in Christian Education is designed to equip students for greater ministry effectiveness in church and para-church educational leadership roles. Ministry leaders can concentrate their individualized plan of study in church education, ministry to children, youth or adult ministry, roles as associate pastors or ministry directors, educational administration, camp ministry, women's ministry, or they may customize their own concentration. The Christian Education track also offers the following cohort emphases.

- **Marriage and Family Ministry**

This cohort-based emphasis explores biblical and theological foundations, cutting edge programs, and ministry education strategies. Certification in the use of research-based marriage and family educators will be included. A major focus will be to design sustainable, context specific marriage and family ministries, particularly in the church.

- **Women in Ministry**

This cohort-based Christian Education program provides advanced training in the practice of biblically oriented ministry for women. It is designated to support and promote the complementary role of men and women in ministry.

- **Spiritual Formation**

This cohort-based emphasis provides advanced training in Christian spiritual formation for ministry practitioners.

Special attention will be given to the theology and history of Christian spirituality, personal and corporate practices of spiritual formation, and the process of providing spiritual nurture and guidance to others. This cohort-based program will further provide advanced study on such topics related to the history and practice of soul care, spiritual direction, and spiritual formation in small groups.

### D.MIN. EXTENSION PROGRAMS

The Seminary offers D.Min. classes in two locations outside the Dallas area, namely, Guatemala City, Guatemala, and Philadelphia, Pennsylvania. These extensions are designed to provide greater access to D.Min. studies for interested students.

The D.Min. extension in Guatemala City is the Seminary's Spanish language D.Min. program for Hispanic leaders in the United States, Latin America, and Spain. It is offered on the campus of Seminario Teológico Centroamericano (SETECA) in Guatemala City. The courses offered in the Spanish D.Min. program are the same as those offered in Dallas, but are contextualized for Hispanic ministry. All courses in the Spanish D.Min. program can be completed at SETECA. Interested students should contact the D.Min. office for more information.

The D.Min. extension in Philadelphia meets on the campus of Philadelphia Biblical University (PBU) in Langhorne, Pennsylvania. The Philadelphia extension is designed to make the Dallas Seminary D.Min. degree more accessible to students living in the Northeast; however, any D.Min. student may take courses at PBU. Students can take all but two courses at PBU—they must come to Dallas for DM101 and DM102.

International students entering the United States on an F-1 student visa are required to take all D.Min. courses at the Dallas main campus. International students must work with the International Students office at DTS to have visas processed prior to attending residency classes.

## NATIONAL CERTIFICATION

Presently, one national certification program is offered in cooperation with partnership organizations.

- Christian Conciliator, Peacemaker Ministries

## COURSE REQUIREMENTS

The D.Min. program requires a total of 30 semester hours consisting of 27 hours of course work (which includes from 21 to 24 hours of prescribed and elective courses and from 3 to 6 hours of independent study courses) plus a 3-hour applied research project related to the student's ministry. The program normally requires at least 4 years of study.

Normally, three prescribed courses must be taken by all D.Min. students: DM101 The Ministry Leader, DM102 Applied Research Project Development Seminar, and DM103 The Applied Research Project. Some cohorts fuse the leadership and/or research components into the selected cohort. In addition, students normally complete at least one independent study course, DM901 Independent Study. Course descriptions for these and other D.Min. courses may be found in the Course Descriptions section of the DTS Academic catalog.

All courses are six months in length and include one or two weeks of residence, in either January or July, on the main campus or at the Guatemala or the Philadelphia extension sites. (See the Special Programs and Sessions section for more information on these two sites.) During the prerresident months, students read and interact with course material. After the course meets for the resident week(s), students complete assignments that are appropriate for their ministry. Dallas Seminary alumni are allowed to audit the resident portion of a course as space permits.

Registration for summer D.Min. courses must be completed by March 15, and registration for winter D.Min. courses must be completed by September 15. Electives in the various areas of concentration are listed in the Course Descriptions section of the DTS Academic catalog. Course offerings vary each term. Check with the D.Min. office for the current and future course offerings in planning your schedule.

All work leading to the Doctor of Ministry degree must be completed in no less than three and no more than six years from the time of matriculation. A minimal grade of B- must be received in every course credited toward graduation and also on the applied research project.

## NON-DEGREE STUDENTS

Students interested in taking courses before fully committing to the program can enter under a nondegree status. Up to three classes may be taken as a nondegree student within three terms (eighteen months) before a decision must be made to reapply for degree status or withdraw. The six-year time limit imposed by the Association of Theological Schools starts with the first course taken.

## STUDENT ORIENTATION

### ENTRANCE INTERVIEW AND ORIENTATION AGREEMENT

Each incoming student will have his or her application read by two Seminary professors and the D.Min. director. These three individuals normally will conduct an interview with the prospective student in person or by telephone. The purpose of the interview is to become acquainted with the student, orient the student to the program, and answer questions he or she may have. The student's plan for study and research will be discussed.

All entering students will receive electronic communication from the Admissions and Registrar's offices with log-in information for the CampusNet system. There is additional guidance for registration that will be emailed to the D.Min. student prior to the opening date of D.Min. registration each term. The student is responsible to review this guidance to become familiar with the program.

The entering student must read carefully this D.Min. Student Handbook because it contains information that is essential to understanding the program. The entering student must also carefully read all the materials pertaining to the D.Min. program in the current Seminary online catalog, including its purpose, goals, requirements, course descriptions, and financial information.

### RESIDENCY HOUSING AND ACCOMMODATION OPTIONS

Students are required to find their own housing or hotel accommodations during their residency sessions on or off campus. On-campus housing is limited.

#### ON-CAMPUS HOUSING OPTION:

On-campus housing is limited and contingent upon availability of sublease options. It is advised to contact the Dallas Seminary Housing office for current information.

Dallas Theological Seminary  
Housing Office  
3909 Swiss Ave  
Dallas, TX 75204  
Phone: 214-841-3539

1-800-DTS-WORD

<http://www.dts.edu/departments/campus/housing/wintersummerhousing/>

#### OFF-CAMPUS HOTEL OPTIONS

**Baylor Medical Plaza Hotel** (0.2 miles from DTS)  
3600 Gaston Ave #1  
Dallas, TX 75246  
Phone: 214-820-7000

**The Westin City Center Dallas** (1.3 miles from DTS)  
650 North Pearl Street  
Dallas, TX 75201  
Phone: 214-979-9000  
Fax: 214-953-1931  
[www.westindallas.com](http://www.westindallas.com)

## **Best Western Cityplace Inn** (1.5 miles from DTS)

4150 N Central Expressway  
Dallas, TX 75204  
Phone: 214-827-6080  
Fax: 214-827-0208

## **Sheraton Suites Market Center-Dallas** (2.7 miles from DTS)

2101 N Stemmons Freeway  
Dallas, TX 75207  
Phone: 214-747-3000  
www.starwoodhotels.com

## **Holiday Inn-Dallas Market Center** (3 miles from DTS)

4500 Harry Hines Boulevard  
Dallas, TX 75219  
Phone: 1-877-410-6681

## ACADEMIC POLICIES AND PROCEDURES

### TRANSFER OF CREDIT

Transfer of up to 10 hours of doctoral-level credit may be applied toward the D.Min. degree if those hours constitute equivalent work. Normally only courses taken after receiving an M.A., M.Div., Th.M., S.T.M., or equivalent degree can be credited toward the D.Min. degree.

The training and courses completed in the Basic and Advanced Chaplaincy programs of the US Army or equivalent training and courses completed as a chaplain in other branches of the U.S. Military may be transferred for up to ten (10) hours of credit toward a D. Min. degree at Dallas Seminary.

Requests for transfer of credit should be directed to the director of D.Min. studies. Plans to take other courses for transfer credit must be approved by the D.Min. committee prior to taking the course.

### REGISTRATION AND WITHDRAWALS

#### REGISTRATION

Registration for all sessions is done completely online.

The registration deadlines are September 15 for the winter term and March 15 for the summer term. Online registration must be done and tuition payment received in the Business office by September 15 for the winter term and March 15 for the summer term. If early registration has been done, but no payment has been received by the deadline, the student will be charged a late fee. After September 15 or March 15, respectively, the student may register online until the 30th day of the month but will be assessed a late fee. After the 30th day of the month, registration will no longer be available online. The student must contact the D.Min. office in order to register, and the late registration fee must be paid at that time. Once the preresident period of a course has begun (October 15 or April 15), registration is closed.

Students may begin course assignments as soon as they decide to take a course. However, if fewer than five students enroll, the resident period of the course will be canceled and enrollees will be contacted regarding this decision. In this event students have three options: (1) drop the course; (2) drop it and switch enrollment to another

course; or (3) convert the present course to an independent study without a resident period of study with the professor's permission. If a student chooses to drop the course, tuition will be held in his or her account and applied to the next course or refunded upon request. Students should contact the Business office for refunds.

#### WITHDRAWALS

A student may withdraw from a course before the last day of the resident period of the course without failing the course. Withdrawal on or after the last day of the resident period will result in a failing grade for the course. In the case of independent study courses and other courses not requiring a resident period of study, students should contact the Registrar's office.

The following tuition refund percentages apply when a D.Min. course is dropped.

A 100-percent tuition refund minus a \$10 course-change fee applies when a student drops a course between the last day of registration (September 15 for winter term courses and March 15 for summer term courses) and the day before the preresident portion of the course begins (October 15 for winter term courses and April 15 for summer term courses).

A 75-percent tuition refund minus a \$10 course-change fee applies when a student drops a course anytime from the first day of the preresident period until the day before the resident (classroom) portion of the course begins.

A 50-percent tuition refund minus a \$10 course-change fee applies when a student drops a course during the resident portion of the course. No tuition refund applies after this point. The amount of the fees may change. Please consult the current catalog or contact the Registrar's office for details.

Normally when a student drops an independent study course or another course that requires no resident period of study the tuition is placed in his or her account and applied to the next course for which the student enrolls. The student may, however, request a refund through the Business office.

#### LEAVE OF ABSENCE

Any D.Min. student who needs a leave of absence (LOA) must make this request by email to the D.Min. office. This email must include the following information: (a) an explanation of the circumstances necessitating the request, (b) a request of the start and end dates of the LOA, and (c) the student's name and ID number. All leaves of absence must be approved by the D.Min. Studies Committee. A leave of absence does not stop the clock on the six-year program limit. Normally, a leave of absence is for a maximum of one year. A student who experiences extenuating circumstances may request a special extension beyond the one year leave of absence from the D.Min. Committee.

#### COURSE EXTENSIONS

All courses should be completed within the D.Min. summer or winter term in which they are taken. Requests for course extensions must be made to the Registrar's office before the end of the D.Min. summer or winter term. Course extensions begin the last day of the course (October 15 for Summer courses and April 15 for Winter courses) Course extensions should be

requested only in extenuating circumstances. The following procedures apply.

1. The request is made directed to the course instructor. The instructor will then forward the request, if approved, to the Director of the Doctor of Ministry Program. The Director will forward it to the Registrar's office, if approved. This email must include the following information:
  - (a) an explanation of the circumstances necessitating the request,
  - (b) a brief synopsis of the incomplete work,
  - (c) a request for a specific date of completion,
  - (d) the student's ID number, and
  - (e) the course name and number.
2. Short-term extensions should be less than 30 days. Long-term extensions are normally granted only for independent study courses and then for no more than a six-month period. Long-term extensions require D.Min. Committee approval.
3. Payment of a course extension fee is payable through the CampusNet student account.
4. After the D.Min. and Registrar's offices have approved a decision concerning the extension request, an email will be sent to the student by the Registrar's office.
5. Extended work must arrive before or on the extension deadline (the last day of the term) and sent directly to the professor. The professor will complete a grade change form through CampusNet to change the student's grade from "I" (incomplete) to a letter grade.

Questions regarding this extension procedure should be directed to the Registrar's office.

## GRADING

A minimum grade of B- (86 percent) must be received in every course credited toward graduation and also on the doctoral dissertation. No course in the doctoral program may be retaken except a required course that is failed.

## GRADE SYMBOLS

A = Work of excellent quality

B = Work of commendable quality

C = Not acceptable for credit toward the D.Min. degree, but the grade will be recorded on the student's transcript and averaged into the grade-point average.

D = Not acceptable for credit toward the D.Min. degree, but the grade will be recorded on the student's transcript and averaged into the grade-point average.

F = Failure to do passing work with no credit given, but the grade will be recorded on the student's transcript and averaged into the grade-point average.

I = Incomplete

IP = In progress

NC = No credit

NR = Not recorded

W = Withdrew

WP = Withdrew passing

WF = Withdrew failing

## GRADE POINT SYSTEM

Grade points are determined on the basis of hours passed according to the following scale. The percentage ranges are given as guidelines that the course professor has the freedom to modify.

A+ (99-100) 4.0	C+ (83-85) 2.3
A (96-98) 4.0	C (80-82) 2.0
A- (94-95) 3.7	C- (78-79) 1.7
B+ (91-93) 3.3	D+ (75-77) 1.3
B (88-90) 3.0	D (72-74) 1.0
B- (86-87) 2.7	D- (70-71) 0.7
	F (below 70) 0.0

## GRADE CHANGES

If a student thinks that the final grade in a given course is not equitable, he or she should discuss the matter with the professor of the course. If not satisfied, the student may then appeal to the academic dean by filing a written statement of the particulars in the case. The academic dean will confer with the professor involved and seek a satisfactory resolution to the problem. If the problem cannot be resolved in this manner, the dean may make a decision on the matter, or at his discretion he may refer it to the D.Min. Studies Committee for a ruling. No grade will be changed after one year has elapsed from the end of the semester or summer term in which the grade was recorded.

## PLAGIARISM

Plagiarism occurs in research whenever a writer appropriates material that is outside the pale of common knowledge from any source not his own without indicating his or her indebtedness to that source. The theft may have to do with substance (i.e., ideas or information taken from a source without acknowledgment in the form of footnote documentation), or it may have to do with verbal expression (i.e., wording or phraseology taken from a source without acknowledgment in the form of footnote documentation and quotation marks around the quoted material). In either of these forms, plagiarism constitutes a serious academic and ethical impropriety. For this reason any work submitted in the D.Min. program that gives evidence of plagiarism, whether committed deliberately or naively, will receive a grade of zero and the student will fail the course. In each case the dean of students and the director of D.Min. studies will be notified. Depending on the circumstances, the student may also be subject to additional disciplinary action.

## MINISTRY ENHANCEMENT PROGRAMS

D.Min. students may earn independent study credit for work done through several ministry enhancement programs with approval from the D.Min. director. A student may design a course of study around organizational seminars like those conducted by the agencies named below. These independent studies may be used as preparation for an applied research project or to fulfill elective course requirements. The student will be responsible for the costs of the ministry enhancement seminar in addition to tuition for the course. This can be done through any of the following organizations, which have been approved by the D.Min. Studies Committee.

- BILD International
- Center for Church-based Training
- Church Discipleship Ministries (the Navigators)
- Church Dynamics International
- Churches Alive
- Sonlife Ministries
- Seminars by Fellowship Bible Church, Little Rock, AR  
([www.fellowshipassociates.com](http://www.fellowshipassociates.com))
- The Connecting Church Conference, Pantego Bible Church
- T-Net (Training Network for disciple-making churches)
- Willow Creek Association's Leadership Institute

The student would normally have pre-seminar and post-seminar assignments, similar to the structure of the assignments in other D.Min. courses. The structure and assignments may take on the form below:

## PRE-SEMINAR

- Review literature related to the seminar topic.
- Develop theological perspectives related to the seminar topic.
- Surface key questions you anticipate the seminar will answer.

## SEMINAR

## POST-SEMINAR

- Provide a theoretical evaluation of the seminar related to your literature review.
- Provide a theological evaluation of the seminar.
- Discuss questions left unanswered by the seminar with a plan for future study.

## LIBRARY USAGE

The mission of Turpin Library is to provide all forms of recorded information in fields germane to the Seminary's goal of preparing men and women for ministry as godly servant-leaders in the body of Christ worldwide and to make such information available to the students, staff, faculty, and alumni of Dallas Seminary. This introduction describes basic library services. More complete documentation is available at the library website (<http://library.dts.edu>), including an outline of policies and library regulations. Students may get a printed brochure at the circulation desk, which enumerates, describes, and maps library collections and facilities, including general collection, course reserves, reference, periodicals, microforms, CE curriculum lab, media center and computer lab, special collections, and miscellaneous facilities like lockers, snack room, and photocopiers.

## DAYS AND HOURS OF OPERATION

During the normal academic year the library is open more than eighty hours per week. Hours are shortened during the summer. A complete calendar is available at the library website. Many library services are available whenever the building is open, but some special services are available only during normal business hours.

## ACCESS TO ELECTRONIC RESOURCES

The library catalog and scores of databases and other online resources are available on campus and via the Internet. Most of these resources require a personal login and password. Read about library IDs and PINs on the library website ([http://library.dts.edu/Pages/Help/Tech/id\\_pin.shtml](http://library.dts.edu/Pages/Help/Tech/id_pin.shtml)) or phone the library for help.

## LOANS AND RENEWALS

The library allows registered users in good standing to borrow materials. However some materials, such as reference books and periodicals, are non-circulating and never leave the building. Borrowed material must be properly recorded against the borrower's account before materials can be removed from the building. The main circulation desk is on the first floor of Turpin. Circulation staff processes all borrowing transactions including course reserves. Students may borrow audiovisual materials at the Media Center desk. Renewals are regularly granted. Borrowers may renew items themselves via BIBLOS, the library catalog. All borrowed items must be returned to the circulation desk on or before the date due. Regular books and other study items may be returned after hours in the overnight book drop near the main entrance.

Reserve books are loaned for two hours during the day or overnight. Course reserve materials should be returned directly to the circulation staff for immediate discharge to avoid overdue fines. Borrowers with overdue materials are subject to fines. Long overdue materials will be declared lost and an invoice of charges will be sent to the borrower. See the library website for loan periods, renewal rules, and other details.

## PLACING HOLDS

Students may use BIBLOS to place holds on items that are on loan to another person. The library will notify students when the item returns so they may pick it up.

## REFERENCE ASSISTANCE

Reference personnel with theological and bibliographic expertise are eager to help students use library resources and find information. They may recommend resources or teach students how to use those resources. This service is available anytime during normal business hours without advanced notice. However, students should make appointments if they require extensive help with a dissertation or other serious research.

## MEDIA SERVICES, COMPUTER LAB

Media staff will help students use software and equipment in the Media Center. Students should make appointments for complex projects. Audiovisual equipment is available for rental. See the Media Center for a full list of current services.

## TEXSHARE AND INTERLIBRARY LOAN

TexShare and ILL are ways of providing access to items the Seminary does not own. The library can issue TexShare cards, which give students borrowing privileges at most Texas libraries. The library can also borrow items from other libraries, including most theological libraries.

## DOCUMENT DELIVERY

The library will mail materials to faculty and students who live outside the DFW area. Within limits, reference staff will help non-resident students identify materials likely to meet their information needs. Ask about special services for extension students.

## SERVICES FOR THE PHYSICALLY IMPAIRED

The physically impaired may request assistance from any library employee. The library is ADA compliant.

## CONTACT INFORMATION

Turpin Library  
Dallas Theological Seminary  
3909 Swiss Avenue  
Dallas, Texas 75204  
Phone: 214-841-3750  
Fax: 214-841-3745  
Email: [library@dts.edu](mailto:library@dts.edu)  
Website: <http://library.dts.edu>

## ADMISSION TO CANDIDACY

Students may be admitted to candidacy for the D.Min. degree by action of the faculty only after these requirements have been met: (1) completion of all residence requirements leading to the degree; (2) the satisfactory completion of a minimum of 21 semester hours of course work; (3) evidence of proven Christian character; (4) effectiveness in Christian ministry; and (5) adherence to the following doctrines: the authority and inerrancy of Scripture, the Trinity, the full deity and humanity of Christ, the spiritual lostness of the human race, the substitutionary atonement and bodily resurrection of Christ by faith alone in Christ alone, and the physical return of Christ.

Students applying to candidacy for the D.Min. degree must also provide a written letter of reference from a local church or organization where the student is serving, endorsing the student's ministry. Students will receive notification from the Registrar's office to access the Admission to Candidacy and Graduation form online through CampusNet. This form must be completed before the stated deadline in order for the student to graduate.

Students must be admitted to candidacy before they can register for DM103 The Applied Research Project. Six of the 9 hours that remain for completion of the degree can be taken concurrently with DM103 (3 hours).

## APPLIED RESEARCH PROJECT REQUIREMENTS

The applied research project is the student's major research project in the degree program. It must be directly related to his or her ministry and must make a significant contribution to the field of professional ministry as well as to the student's personal life. The project normally should deal with some aspect of communication, administration, nurture, leadership, or Christian education. The length is to be appropriate for the subject as judged by the student's advisors.

If the applied research project is not completed within the first year after enrolling in DM103, then the student will be required to register for DM105 Applied Research Continuation each summer and winter term until project completion.

Details on the procedures and deadlines for the topic approval, proposal, and first and final drafts of the applied research project are available in the Doctor of Ministry office as well as in the D.Min. Handbook.

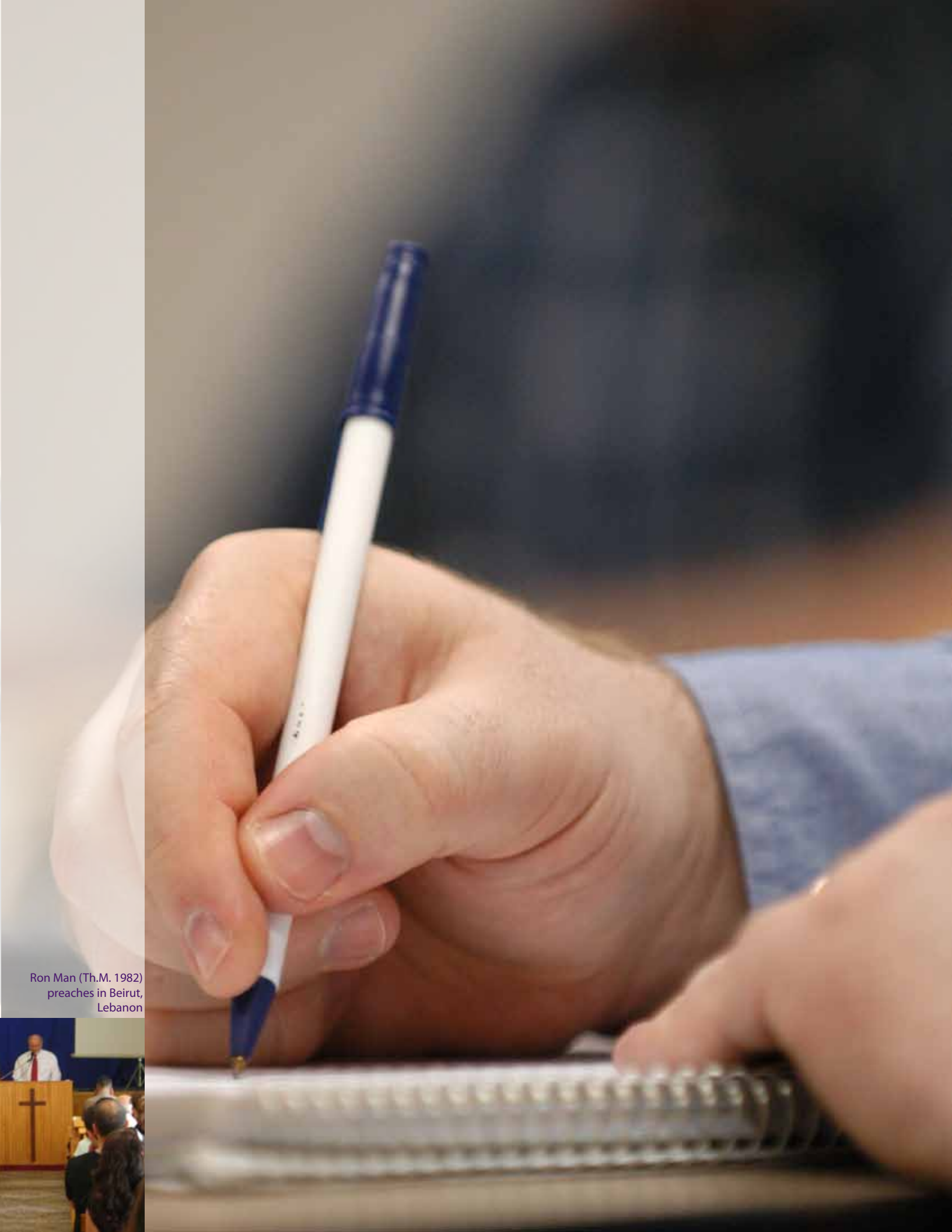
## GRADUATION REQUIREMENTS

Students desiring candidacy for the D.Min. degree must have completed 27 semester hours of course work and the 3-hour applied research project along with any other requirements that may have been assigned. The completion of the minimum course requirements does not automatically qualify a student for the degree. The candidate must evidence to the satisfaction of the faculty proven Christian character, ability and acceptability in Christian ministry, and adherence to the doctrines stated in the Admission to Candidacy section above.

Diplomas will not be awarded, transcripts issued, or placement assistance provided unless all financial obligations to the Seminary and/or the student loan program are current.



Albert Seung at a Chinese Pastors Pastoral Prayer Fellowship in Grapevine, Texas.



Ron Man (Th.M. 1982)  
preaches in Beirut,  
Lebanon





Jógvan Zachariassen  
of Faroe Islands, North  
of Scotland.

# THE APPLIED RESEARCH PROJECT



D.Min. studies culminate in the completion of an applied research project. A report of the student's project is submitted as a dissertation. Note that the designation "applied research project" refers to the entire project as described in the four common models below (p. 15). The term "dissertation" refers to the actual written document.

The student's applied research project and dissertation will be evaluated by two faculty members: the first reader, who also serves as the advisor, and the second reader. The director of D.Min. Studies, in consultation with the Doctor of Ministry Committee, assigns the first and second readers based on the student's topic and input. The first reader 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.

## SOME DEFINITIONS

*Applied*—the project takes place in and relates to a real Christian ministry context

*Research*—within the context of the specific topic the student will demonstrate how to minister better as a result of professional, doctoral-level investigation according to recognized standards of inquiry

*Project*—a research undertaking that conducts and/or evaluates Christian ministry

*Dissertation*—a written document that describes the applied research project from its biblical-theological and theoretical roots to its results for effective Christian ministry and implications for further study.

Albert Seung at a Chinese Pastors Pastoral Prayer Fellowship in Grapevine, Texas.



## WHAT DOES A D.MIN. DISSERTATION LOOK LIKE?

### BIG PICTURE

#### CHAPTER 1 — INTRODUCTION

Introduce the project so that this chapter briefly:

- explains the “what” and “why” (a rationale) for the project to be investigated (researched), the research problem, hypotheses, the research design, and what results are anticipated; and
- previews the remaining chapters.

Chapter one *probably* will look much like the student’s proposal, but will be written in the past tense instead of the future tense.

*Estimate: 15 pages*

#### CHAPTER 2 — PREVIOUS RESEARCH AND LITERATURE REVIEW

Provide a biblical-theological and theoretical basis for the project by explaining why the project was designed as it was according to previous research on this and related topics. The structure of the literature review should be based on the hypotheses and the concepts contained in the hypotheses.

*Estimate: 30 pages*

#### CHAPTER 3 — PROCEDURE AND RESEARCH METHOD

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

*Estimate: 30 pages*

#### CHAPTER 4 — RESULTS

Provide the answer(s) to the research question with supporting data. Results of each hypothesis should be discussed separately so that the structure of this chapter is largely built around the hypotheses.

*Estimate: 20–30 pages*

#### CHAPTER 5 — CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY

Make a case for what you are able to conclude 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, questionnaire or curriculum that you may have used.

NOTE: Most D.Min. dissertations are 150–200 pages in length, but more in quantity is not necessarily better in quality. The page length is determined by what is necessary to present the study with high quality. There is no page minimum or maximum. The estimates above are just that—estimates.

## PURPOSES OF THE APPLIED RESEARCH PROJECT

THE APPLIED RESEARCH PROJECT HAS THE FOLLOWING PURPOSES:

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

## CRITERIA FOR AN ACCEPTABLE APPLIED RESEARCH PROJECT

The criteria for an acceptable applied research project are as follows:

1. It must clearly relate to the student's current ministry (a front-burner issue or need) or ministry interests.
2. It must reflect the candidate's depth of biblical and theological insight in relation to ministry. This means that the student must evaluate all levels of the research project within the context of his or her biblical and theological values and truth. This is particularly critical in chapter two of the dissertation and in chapters four and five.
3. It must employ acceptable research method(s) with which the guided student has sufficient competence in order to attain adequate validity.
4. It must be focused sufficiently to allow a concentration of effort and avoid attempts to cover so much ground that the results are superficial.
5. It must give evidence of careful planning and execution.
6. It must incorporate an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.
7. It must be submitted in the form of a dissertation, written in clear, correct English (or Spanish, if the student is in the Spanish-language D.Min. program) with correct format as defined by this handbook, avoiding polemical or exaggerated claims.
8. It must be written with careful attention to the correct use of source material, documentation, and research standards.
9. When completed, it should inform the student's understanding of Christian ministry and how to minister in a more effective way.

## FOUR COMMON MODELS

Students who have completed D.Min. studies successfully at Dallas Seminary often have employed one of the following four models for an applied research project. These are not the only models for applied research. Other options should be discussed with the director of D.Min. Studies.

### 1. Descriptive surveys of a ministry situation.

The survey is designed to report current ministry conditions. Students are expected to go beyond mere description and critically analyze the survey's findings, suggesting ways to improve the ministry situation.

### 2. Program development and evaluation.

The student will *develop* a ministry program or activity and evaluate its effectiveness. The ideal program is one that the student's ministry seeks to implement so that the program is not designed solely for the sake of completing the research project.

### 3. Program evaluation and response.

An *existing* program will be evaluated and modified based on research findings.

Dr. Michael Lawson has developed a self-evaluation inventory for the assessment of a local church. Students interested in using the inventory as an applied research project should contact Dr. Lawson at [mlawson@dts.edu](mailto:mlawson@dts.edu).

### 4. Case studies of ongoing ministry situations.

The student selects churches, organizations, leaders, etc., as cases to study, seeking to answer descriptive research questions. The student is expected to go beyond mere description and critically analyze the case study's findings, suggesting ways to improve the ministry situation.

The D.Min. office highly recommends that students peruse Dallas Seminary D.Min. dissertations (projects) that are available in Turpin Library and the *Research in Ministry* (R.I.M.) index, also available in Turpin Library (on CD-ROM), to become familiar with projects that have been completed successfully at Dallas Seminary and in other D.Min. programs. Sample proposals and dissertations are available on the D.Min. webpage at [www.dts.edu/dmin/dissertations](http://www.dts.edu/dmin/dissertations).

NOTE: The most helpful dissertations from the DTS D.Min. program are those completed after 2000. Please be aware that the class of 2002 and following are required to use Turabian style rather than APA style, as has been required in the past. Recent DTS D.Min. dissertations (2000–present) would be useful for style purposes and for research techniques and reporting standards.

The following are helpful examples of the models described above.

## 1. DESCRIPTIVE SURVEYS OF A MINISTRY SITUATION:

### RESOURCE BOOK:

Fowler, F. J. *Survey Research Methods*. 3rd ed. Thousand Oaks, CA: Sage, 2002. Read the book by Fowler unless you plan to use the case study method for your research. If you intend to do case studies for your research project, read R. K. Yin rather than Fowler.

### DISSERTATIONS:

Van Goethem, Jeff. "Pastoral Options in Ministering to Cohabiting Couples" (D.Min. diss., Dallas Theological Seminary, 1998).

## 2. PROGRAM DEVELOPMENT AND EVALUATION:

McQuitty, E. Andrew. "Developing, Implementing, & Evaluating a Program to Prepare a Church Congregation for Facility Relocation" (D.Min. diss., Dallas Theological Seminary, 1997).

## 3. PROGRAM EVALUATION AND RESPONSE:

Allen, Brent George. "Evaluated Evangelism Strategy for the People of the Old North Baptist Church, Canfield, Ohio" (D.Min. diss., Dallas Theological Seminary, 1996).

## 4. CASE STUDIES OF ONGOING MINISTRY SITUATIONS:

### RESOURCE BOOK:

Yin, R. K. *Case Study Research: Design and Methods*. 3rd ed. Thousand Oaks, CA: Sage, 2003.

### DISSERTATIONS:

Kutnow, James M. "Evaluation of the Year-long Pastoral Internship Ministry at the Blue Church" (D.Min. diss., Dallas Theological Seminary, 1996).

Ristuccia, Matthew P. "Ministers' Children: A Correlational and Theological Study" (D.Min. diss., Dallas Theological Seminary, 1991).

Tan, Florence P. "Developing Disciple-makers among Singaporean Women: A Case Study" (D.Min. diss., Dallas Theological Seminary, 1992).

Wells, Jeffrey H. "Case Studies of Pastoral Leadership in the Church" (D.Min. diss., Dallas Theological Seminary, 1992).

## HOW TO GET STARTED

### PROCEDURE AND DEADLINES

Students normally begin their applied research project before they finish their course work. 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 dissertation in DM102 Applied Research Project Development, one of the required D.Min. courses. Students should enroll in DM102 in the summer term that is one and a half years prior to their anticipated May graduation. For example, a student wishing to graduate in May of 2011 should enroll in DM102 in the summer of 2009 or before. Students in some cohorts will receive research instruction as part of the cohort.

### THE PROJECT TOPIC

To have the project topic approved, the student should submit a D.Min. applied research project topic approval form. Email the **completed form to the D.Min. office, to arrive no later than March 15 of the year preceding graduation. See all deadline dates for December graduation in the chart on page 17. The form will be sent to the appropriate department chairman for evaluation. After approval by the department chairman, the form will be sent to the Doctor of Ministry Studies Committee for approval.** If approved, the D.Min. studies director, in consultation with the Doctor of Ministry Studies Committee, will appoint an advisor (first reader) and a second reader to the project.

**The applied research project topic approval form must be submitted by March 15 of the year preceding graduation.** For example, the student who wishes to graduate in May 2013 should submit the form no later than March 15, 2012. Failure to secure approval may result in the postponement of graduation.

**By June 1, the student must submit to the D.Min. office a proposal that defines the project and outlines the dissertation.** The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are: definition of the problem or issue, research questions or hypotheses, data sources and methods for collection, analytical procedures, probable conclusions and recommendations for further study, and a preliminary bibliography.

The proposal should be sent by email to the D.Min. office after the student's advisor and second reader have approved it. Typically, the proposal should not exceed thirty double-spaced pages. The student must obtain approval of the project proposal before proceeding to write the first two chapters of the first draft of the dissertation. The first two chapters are due **September 1** of the year preceding graduation. The remainder, the first full draft of the full dissertation, is due **November 15** of the year preceding graduation.

## HOW TO FINISH: THE DISSERTATION DEFENSE AND EXIT INTERVIEW

When the advisor and second reader are satisfied with the submitted dissertation rough draft, the student will request that an exit interview be scheduled. Normally both readers and the director of D.Min. Studies will interview the student. The purpose of the interview is to give the student an opportunity to articulate orally a defense of the project and dissertation and to gain feedback from the student on the value of D.Min. studies. The defense will include: (1) a summary of the project, including a statement of the purpose of the project; (2) a summary of the research design; (3) a summary of the results; and (4) a discussion of implications from the project for further study. The interview will not be limited to the project and dissertation.

The student will be asked to evaluate the value of the D.Min. program for his or her personal development and ministry. Prior to the exit interview, the D.Min. office will send an exit interview survey and a ministry exit survey to the graduating student. The student is to complete the exit interview survey and return it to the D.Min. office at least one week prior to the exit interview. The student's ministry supervisor (elder, senior pastor, director, etc.) should

complete the ministry exit survey and return it to the D.Min. office at least one week prior to the exit interview. The student will be asked to outline a personal program for lifelong learning.

The final draft of the applied research project, which has incorporated any changes required by the advisor or second reader, must be submitted to the D.Min. office electronically via email by the student on or before **March 1 for a May graduation**. If further corrections to the final draft are required, it will be returned to the student. Two (2) hard copies of the final dissertation with all corrections to the final draft will then need to be submitted to the D.Min. office by **March 30 for a May graduation**. One copy will be bound for the library and one copy will be sent to TREN for microfilming. If you mail your final applied research project, please allow adequate time for delivery. Specific instructions for the submission of these copies can be found on page 35. An email with final draft instructions will also be sent to the student once the first draft has been submitted electronically to the D.Min. office.

The library copy must be printed on a **laser printer with 20-pound, acid-free stock paper of at least 25 percent cotton**. The TREN copy can be a photocopy of the original, but the student still must use the **20-pound, 25 percent cotton paper**. The Seminary recommends Permalife White Bond paper, available from the DTS Book Center.

## APPLIED RESEARCH PROJECT TIMELINE

DEADLINE	SUBMIT	EXAMPLE	
Summer or Winter, at least one and a half to two years prior to anticipated graduation but as early as the topic is known	Enrollment in DM102 (Some cohorts include research instruction)	December 2011 Graduation SU2010	May 2012 Graduation WI2010
March 15 of the year prior to anticipated graduation	Topic Approval Form to the D.Min. office	Oct. 15, 2010	March 15, 2011
June 1 of the year prior to anticipated graduation	Proposal to the D.Min. office	Jan. 1, 2011	June 1, 2011
September 1 of the year prior to anticipated graduation	First draft of the first two chapters to the D.Min. office	Apr. 1, 2011	Sept. 1, 2011
November 15 of the year prior to anticipated graduation	First draft of all chapters to the D.Min. office	June 15, 2011	Nov. 15, 2011
February 1 of the year of anticipated graduation	Exit Interview completed	Sept. 1, 2011	Feb. 1, 2012
March 1 of the year of anticipated graduation	Final draft to the D.Min. office that includes any changes required by the advisor or second reader	Oct. 1, 2011	March 1, 2012
March 30	Two final copies with all corrections made to the D.Min. office	Oct. 30, 2011	March 30, 2012
Commencement Ceremony		N/A	May 2012

## SUBMISSION REQUIREMENTS FOR FINAL COPY

Two originals, each in its own 8.5x11x2 box, are to be submitted to the D.Min. office. Detailed instructions on the submission of the final copies will be sent to each candidate when the first draft is completed and emailed to the D.Min. office.

## PROOFREADING DIRECTIVE

### FOR INTERNATIONAL STUDENTS

Your work needs to be proofread by a person who speaks English as a first language. If you do not have someone to do this, that service can be provided for a fee. Contact the D.Min. office at [dmin@dts.edu](mailto:dmin@dts.edu) to arrange for a proofreader. Professors, advisors, and second readers cannot be proofreaders. If your work comes to us with typographical and grammatical errors, it will be returned to you for careful proofreading. Therefore, all your work must be proofread before you submit it. Your written work needs to be submitted as free of errors as possible. Always plan proofreading time into the completion of your papers and dissertation.

### FOR STUDENTS WHO SPEAK ENGLISH AS THEIR FIRST LANGUAGE

Professors, advisors, and second readers cannot be proofreaders. Therefore, all your work must be proofread before you submit it. If you need help, that service can be provided for a fee. Contact the D.Min. office at [dmin@dts.edu](mailto:dmin@dts.edu) to arrange for a proofreader. If your work comes to us with typographical and grammatical errors, it will be returned to you for careful proofreading. Your written work needs to be submitted as free of errors as possible. Always plan proofreading time into the completion of your papers and dissertation.

## CARRYING OUT THE APPLIED RESEARCH PROJECT

**The Research Problem: What Issue Will Be Addressed by the Research?** 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 be developed (why it needs to be developed is actually the problem)
- a descriptive and evaluative 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 and evaluative study of an existing ministry

NOTE: Sample research problem statements appear on 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 states in abstract form what will direct the study or what the researcher wishes to know, learn, explain, or clarify as a result of the project.

### Reference

Creswell, J. W. *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage, 1994.

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 Dothan 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 HYPOTHESIS

A research hypothesis is simply an educated guess as to what results the researcher expects.

In quantitative research, the hypothesis will indicate the expected degree of relationship among variable factors or the expected degree of difference between groups on a particular factor.

In qualitative research, the hypothesis simply helps the researcher to be precise in describing and evaluating anticipated results from interviews, case studies, focus groups, or other qualitative methods.

## EXAMPLES: THE LOGIC OF D.MIN. RESEARCH

EXAMPLE 1			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
This research project evaluates the Zaporozhye Bible College (ZBC) 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, ZBC does provide an acceptable educational model for Bible college education in modern-day Ukraine.	<b>Case study</b> on Zaporozhye Bible College that includes needs of the Ukrainian church, educational options, evaluation of ZBC curriculum, and ZBC graduates, etc.

EXAMPLE 2			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
The problem examined in this study is whether a father-child relationship in an evangelical minister's family influences the child's church involvement as an adult.	What influence does growing up in the home of an evangelical minister have on one's church involvement as an adult?	<p><b>H1:</b> 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><b>H2:</b> 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 <b>surveys</b> that compare: (1) factors of the paternal childhood relationship and (2) factors of adult church involvement.

EXAMPLE 3			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
This project examines to what extent DTS alumni shift from expository preaching to current-topic preaching during their preaching careers.	Has a significant percentage of Dallas Seminary alumni who serve as preaching pastors changed their philosophy of preaching from expository preaching to current-topic preaching?	Less than 25 percent of DTS alumni who serve as preaching pastors have changed their philosophy of preaching from expository preaching to current-topic preaching.	<b>Descriptive survey</b> that seeks information about current and former preaching philosophy among DTS alumni and whether there has been a change in philosophy.

EXAMPLE 4			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
This project studies the extent to which the teaching of Murray Bowen's family systems theory increases 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.	<b>Program development and evaluation:</b> Develop 12 sessions for teaching Bowen's family system theory and therapy. Use pre- and post-test participants.

EXAMPLE 5			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
This project evaluates the methods used by Texas Southern Baptist churches to evaluate and choose their Christian education curriculum.	How do Texas Southern Baptist churches evaluate and choose their curriculum for Christian education?	The majority of Texas Southern Baptist churches designate a staff member or lay leader to conduct an annual evaluation of available curricula.	Evaluative survey of 100 Texas Baptist churches to learn of their practices in evaluating and selecting CE curriculum.

## EXAMPLES: THE LOGIC OF D.MIN. RESEARCH

EXAMPLE 6			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
The problem of this project is to evaluate the use of temporary facilities by churches in a location transition for meeting ministry objectives.	To what degree did the use of temporary facilities help the church to meet its ministry objectives?	Overall ministry objectives continued to be met, but attendance declined.	Four <b>case studies</b> of churches that have used temporary facilities to move from one permanent location to another.

EXAMPLE 7			
PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESIS	METHOD/PROJECT
This project is intended to evaluate the assimilation program of Temple Baptist Church (TBC).	To what degree does the current assimilation program of TBC assist people to become involved in the church's ministries?	<p><b>H1:</b> The current assimilation program helps people to identify appropriate educational classes for their children.</p> <p><b>H2:</b> The current assimilation program helps people identify appropriate adult educational classes.</p> <p><b>H3:</b> The current assimilation program helps people to join a small group.</p> <p><b>H4:</b> The current assimilation program helps people to understand the church's core beliefs and values.</p>	Evaluate the existing program by interviewing new church members.

## LITERATURE REVIEW DIRECTIONS FOR D.MIN. APPLIED RESEARCH PROJECTS

### WHAT IS A LITERATURE REVIEW? (DEFINITION)

A literature review informs the researcher and readers of two primary factors:

- What has been researched or written related to this topic?
- How will this project “fit” this body of research or writings?

Together, these two factors allow the researcher to say, “Here’s what has been done and what has not been done, and I want to do a part of what has not been done.”

A key aspect of research projects is the completion of a literature review. Typically, a literature review involves or assists in the achievement of three things. First, as the words imply, a literature review is a critical analysis of the existing literature on proposed research hypotheses. Second, carrying out a literature review can be a significant help in the process of clarifying and framing research questions as the student finds out what has been done (and not done) prior to the research. Third, an often-hidden aspect of the literature review is a comparative account of the suitability, advantages, and disadvantages of the particular research methodologies that were chosen in the past and currently are being considered in order to research a particular topic. In many ways, therefore, a literature review is an important exercise during a research project.

### WHERE IN A RESEARCH PROJECT IS A LITERATURE REVIEW NECESSARY? (PURPOSE)

A literature review in a D.Min. applied research project is one of the **first steps** of research to accomplish **two primary goals**:

1. Learn and document what prior research says about the subject. Carefully evaluate conclusions stated in relevant research in the evaluation of your hypothesis or hypotheses.
2. Learn and document what requires more research and articulate how your project will fill some of that gap. In so doing, you should identify the strengths and limitations of your own research project.

### HOW DOES ONE CONDUCT A LITERATURE REVIEW? (PROCEDURE)

1. Locate the relevant literature through library, database, index, and Internet searching. Build the initial bibliography. Skim the more recent works because they will lead you to earlier works. Because you can’t read everything, focus on your hypothesis or hypotheses.
2. Identify four to five recent sources of highest quality and begin reading them. Focus on your hypothesis or hypotheses.
3. Make notes on materials read by writing a paragraph to half-page abstract on a book or one paragraph on an article. The summary should include: (1) the author’s thesis, (2) the project’s research question(s), (3) the research method

employed, (4) the chief findings (two or three) of the research, (5) key terms or concepts with definition, and (6) key questions that emerge from this source. NOTE: Not every source will be a piece of “scholarly” research with these clear divisions. More popular sources may be included, but the nature of such sources should be noted. Note the page numbers of the source so you can find the material again as you write your literature review. EndNote is a helpful **database** for collecting and making notes on this initial bibliography so that searchable fields and keywords can be categorized and repeated themes noted.

- a. This initial bibliography is a preparation tool for retaining a summary of material read. It will not be submitted as part of your literature review. Essentially, it will serve as your study notes.
  - b. Begin reading the items that you have located (books, articles, other media), starting with the most recent works. The recent works will lead you to earlier works. Remember to focus on your hypothesis or hypotheses.
4. Group the sources under common themes where it is clear that there is a connection (e.g. “Jones study in 1996 followed up on Meyers and Briggs studies in the 1970s because they were both dealing with ‘personality indicators in the workplace.’”).
  5. Write your findings in paragraph form (as a chapter) moving from one group to another, starting with the most recent findings in each group. Begin with an introductory paragraph that will preview the structure of the chapter that you are about to write. Compare and contrast sources and their contributions. Criticize the contribution of each work. Work from an integrated perspective within the groups.

The primary structure of your literature review is formed around your hypotheses. Following your introduction of the chapter, provide a heading based on your first hypothesis. Under this heading, discuss the literature relating to the concepts and relationships included in the hypothesis. As you do the review of the literature on each of these concepts and on their relationships, you should describe, evaluate, analyze, and give your opinions about the meaning of the body of literature you cite. Do not merely summarize books and put these summaries under the various topics. You need to integrate the materials from the various sources, point out the differences and similarities of their approaches and positions, and give your personal assessment of them. *Do not* focus on popular books. Find those books, articles, Bible references, and other materials that address the relevant issues of each hypothesis. Continue this process for each subsequent hypothesis.

The following is an example of the structure for the literature review:

The research question is: What are the factors that contribute to ten years of successful ministry for an English-speaking pastor serving in a Chinese church?

The hypotheses are as follows:

1. A contributing factor for the longevity of ten years of pastoral ministry for English-speaking pastors in a Chinese church involves the relationship between calling and ministry.
2. A contributing factor for the longevity of ten years of pastoral ministry for English-speaking pastors in a Chinese church involves personal character through crisis.

3. A contributing factor for the longevity of ten years of pastoral ministry for English-speaking pastors in a Chinese church involves effective use of communication skills.

Based on these hypotheses, an outline for the literature review chapter might be as follows:

*Topic headings for the literature review chapter are:*

- Introduction to the Literature Review
- Relationship of Calling and Ministry
- Relationship of Personal Character to Crisis
- Effective Use of Communication Skills
- Summary and Conclusions of the Literature Review

Finally, it is suggested that as you review the literature for each hypothesis, give attention to the concepts you will want to measure with your research instrument. Write down statements that you find or that are suggested to you by the literature. As you develop the instrument, some of these statements may be turned into items in the survey or questionnaire which will be explained and defended in chapter three of the dissertation.

6. Write a summary or conclusion for the literature review. It should include at least one full paragraph that summarizes what we know as a result of this literature review and at least one paragraph on what we don't know and what other studies need to be done. The final conclusion of the chapter should be a short paragraph describing how the present study will build upon this literature review and add to the "what we know" section. Appropriate subheadings for this one-page summary are:

- Conclusions from the Research
- Additional Research Needs
- The Appropriateness of the Current Project

7. After the literature review is written, use the following checklist (Birley & Moreland, 1998)

- Has the emphasis been on the most important and relevant authors and works?
- Are the sources up-to-date?
- Have you documented the sources properly leaving no dangling claims?
- Is the review critical of authors and their work, where appropriate?
- Does the literature review focus on the research concerns and questions without deviating from them?
- Does the chapter argue and read well?
- Could you summarize in a five-minute lecture the findings of your literature review?

#### Reference

Birley, G., and Moreland, N. *A Practical Guide to Academic Research*. London: Kogan Page Limited, 1998.

The dissertation must uphold copyright requirements. Failure to do so may subject the student to financial and other penalties that courts may assign. United States copyright law governs the

protections and limitations in sections 107 through 118 of the Copyright Act (*title 17, U. S. Code*). Limited quotation of copyrighted materials is permitted under the provisions of "fair use," which have been established by court decision and codified in section 107 of the Copyright Act. Information on copyright and "fair use" may be found at the following websites:

- <http://www.copyright.gov/fls/fl102.html>,
- [http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter9/9-b.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html), and
- <http://www.press.uchicago.edu/Misc/Chicago/permissions.html>.

## HOW TO WRITE THE D.MIN. APPLIED RESEARCH PROJECT

### TOPIC APPROVAL FORM

The topic approval form communicates to the D.Min. Studies Committee 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 appropriateness of this project for the student and his or her ministry context.

If the student and D.Min. director have discussed a potential advisor and second reader, the advisor should guide the student in the completion of the topic approval form. The advisor must be a professor at DTS. The second reader is not required to be a DTS professor but he or she must have an earned doctorate. The D.Min. Studies Committee assigns an advisor and second reader only when the topic is approved, 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 and should be answered briefly but with clarity. The completed form must be emailed to the D.Min. office.

The following pages provide a sample topic approval form.



Lettie Watkins teaching a Bible study at the West County Detention Facility in Richmond, California.

## SAMPLE TOPIC APPROVAL FORM

### DOCTOR OF MINISTRY APPLIED RESEARCH PROJECT: TOPIC APPROVAL FORM

Instructions: After consultation with the D.Min. Director to select an advisor and second reader appropriate to your topic, fill out one copy of this form (single-spaced type) and send it to the D.Min. office. The D.Min. office will copy it and send it to the department chairman (Christian Education, Counseling, Pastoral Ministries, Spiritual Formation, World Missions, whichever department your subject most appropriately falls under) for approval. Upon approval, the department chairman will send the form back to the director of D.Min. Studies to be taken to the D.Min. Studies Committee for its approval. The D.Min. Studies Committee will approve the advisor and a second reader, and the D.Min. Administrator will inform the student.

**Name of Student** \_\_\_\_\_

**Anticipated Graduation Date** \_\_\_\_\_

**Applied Research Project Title** \_\_\_\_\_

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

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

Briefly state the relationship of the topic to your D.Min. goals and post-graduation goals.

List five major books and five major journal articles and/or other sources with which you can begin.

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?")

# THE APPLIED RESEARCH PROJECT

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

**Problem to be addressed:**

**Research question:**

**Research method** (program, survey, case studies, etc.):

**Hypothesis(es):**

**STUDENTS SHOULD NOT WRITE BELOW THIS LINE**

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**For Committee Use**

**Subject Approved:**

\_\_\_\_\_  
(Department Chairman)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(D.Min. Committee)

\_\_\_\_\_  
(Date)

**D.Min. Committee  
Appointments:**

\_\_\_\_\_  
(advisor)

\_\_\_\_\_  
(second reader)

## HOW TO WRITE THE D.MIN. APPLIED RESEARCH PROJECT PROPOSAL

### PURPOSE

The purpose of the project proposal is to provide a blueprint for the student's applied research project and dissertation. The blueprint needs to be precise enough so 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.** *By June 1 of the year before graduation the student must submit a proposal that defines the project and outlines the dissertation to his/her advisor and second reader. Once it is revised and in final form, the student must send it to the D.Min. office via email for filing.* The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are: definition of the problem or issue, research question, hypothesis or hypotheses, data sources and methods for collection, analytical procedures, probable conclusions and recommendations for further study, and a preliminary bibliography. The proposal must be emailed to the D.Min. office, which will forward it to the student's advisor and second reader for approval. Typically the proposal should not exceed thirty double-spaced pages. The student must obtain approval of the project proposal before proceeding to write the first two chapters of the first draft of the dissertation. The first two chapters are due **September 1** and all the chapters of the first draft are due **November 15**.

*More specifically:*

The proposal previews the project and dissertation and will look very much like the **first chapter** of the dissertation by delineating the following sections as subheadings for the proposal.

NOTE: The overall proposal will probably be 10–15 double-spaced pages. The proposed length of each section below is only a **suggestion**, not a requirement.

### INTRODUCTION (1ST CHAPTER)

Provide the rationale for the project, that is, why you are interested in it, how it fits your ministry. Give a precisely worded problem statement and research question, and the "big picture" of the project. How will this project help others to do ministry better? Who can benefit from this besides you? What is the research problem, the research question, and the hypothesis or hypotheses? This is the most general section of the proposal (1–2 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)

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. The previous research and literature review should be structured around your hypothesis or hypotheses. 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)

The discussion of research method in the introduction is a very brief statement that merely summarizes the research method in a general way. The research method in chapter three provides detail about the procedures, instruments, and processes used in collecting the data. 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 hypothesis, 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? This section of the proposal is probably the most specific and requires precise thinking and wording (2–5 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 (1 page).

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. Simply preview the fact that the dissertation's final chapter will draw conclusions from the results, make generalizations for broader ministry, and discuss implications for further inquiry (1 page).

TEST: Can the readers of this proposal easily discern how the study will add to the body of literature for ministry and improve how to 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 dissertation.
  - b. Employ the **Turabian** style for documentation, format, etc. The student may use EndNote or another bibliographic database.

- 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 margins.
  - d. Anticipate some revision. Most proposals are approved on the second or third submission.
  - e. Be succinct. 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; say it explicitly so the readers can discern exactly what you plan to do.
  - g. Realize that a significant percentage of the work on your project will be completed when you submit your proposal. Much of the literature review and the crafting of the research design (the grunt work), including initial development of an instrument, will be complete when you write the proposal. So develop your proposal with care. When the proposal is approved, your readers are telling you, "Work the plan according to the way you've proposed it and we'll likely approve your dissertation." 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.
2. If you're stuck, contact your advisor (first choice) or the D.Min. director (second choice). Don't let time get away from you while you're wondering, "What do I do now?" If you don't hear back in two or three weeks, contact the D.Min. office to check on your readers.
  3. Pray. This too can be a spiritual exercise. Shalom!

## Reference

Creswell, J. W. *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage, 1994.

## DEVELOPING A SURVEY FROM THE LITERATURE REVIEW

The following is a procedure for the development of an evaluative questionnaire that can unfold as a result of a careful literature search. Obviously a person doing a literature search will want to take careful notes that are documented with full bibliographic detail, including page numbers.

1. An additional step can produce a measuring instrument that will allow the student the benefit of accurately evaluating results. Each time a measurable concept is surfaced the student should write a question concerning it that could be answered on a five-point scale (such as an agree/disagree scale).

**For example**, in researching pastoral staff relationships a student may find that many associate pastors are in the process of seeking a senior pastor role. This could be addressed with the statement: While I enjoy my work as associate pastor, my real goal is to be a senior pastor. A cross-check question might be: I have no desire to be a senior pastor because I feel I am gifted for an associate's role.

2. Each time this issue surfaces in the literature, the student should write the appropriate questions (or statements) concerning it. This should be done no matter how many times the concept surfaces. Computer macros might be constructed so that often-repeated questions could be inserted with a keystroke.

3. Read until you start hearing echoes. In other words, when you find yourself reading the same ideas repeatedly, you may have gained an appropriate level of subject mastery.
4. At that point a simple tabulation of the questions should show you the principles that dominate the literature. This should give you a rough draft of your questionnaire. Your next step would be the validation and field testing of the instrument as discussed in the document under that heading.
5. It is important that the student be aware of the major divisions of the subject matter. In reporting the results these major divisions will allow a broad-stroke summary of results rather than simple line-item tabulation.

## RESEARCH INTERVIEWS

### PURPOSE

Interviews provide a valuable means to assess experiences, learning, etc. As with all self-reported research, responses to interviews can provide only "responses to interviews" rather than "this is true in ministry." Nevertheless, responses to interviews provide valuable insights, anecdotes, and "qualitative data." Interview responses are valuable in supporting data from a more empirical study.

### PROCEDURES

1. The key to any good interview is to develop good questions that measure or evaluate what you really want to know and thus help to answer the research question.
2. Schedule convenient appointments with the people to interview. Also schedule 15-30 minutes after each interview when you can be alone to process responses.
3. As you meet with them, establish good rapport through friendliness, genuineness, etc.
4. Tape recording the interview assists the note-taking process and guarantees the documentation of valuable insights that will come up during the interview. However, prior approval from the interviewee will be necessary. Be aware that recording sensitive issues can inhibit the respondent's answer.
5. Always take copious notes. Don't depend completely on the recording.
6. Immediately after the interview, find a quiet place: the car, outside, etc. From the tape recording, add to your notes for a complete record of the interview. Be sure to note exact quotes.
7. Place the transcribed documents into a database or word processor that can search for key words. This will allow you to tabulate some of the response and "hear" repetition.
8. Carefully read the transcripts of the interviews to discern who said what about what. Are there differing opinions? Why? Why not? Has sufficient evaluation been supplied? What are the "raw results" of the interviews? What conclusions can the researcher draw from the results?
9. Record the date, place, and time of the interview for footnoting dates.

# THE APPLIED RESEARCH PROJECT

## USING FOCUS GROUPS FOR RESEARCH

### PURPOSE

Focus groups may work well to gather information or data when you have only a small number of people in your subject group.

### DEFINITION

A focus group is a group of no more than ten people who are qualified to answer a researchable question or group of interview questions that will answer the researchable question. Members of the group may or may not know each other. The focus group meets with the researcher. Interaction is permitted, even encouraged. That is, participants are encouraged to piggyback on other participants' comments. The session should be recorded and transcribed.

### EXAMPLE:

Let's say that the researchable question is: "When your church built its building, how did you maintain the attendance and momentum of the ministry?" There are no rigid criteria for qualifications for such a question. Probably a cross section of people would be valuable, such as:

- a pastor
- an elder
- several members-at-large
- a chairperson of the building committee

### DIRECTIONS

1. Participants, including the researcher, will sit in a circle, if possible. The researcher will have a pad of paper on which to record responses. A tape recorder should also be used where possible.
2. When all members of the focus group are present, the researcher (interviewer) will give the following instructions:
  - a. I will ask you a few questions. The answers to these questions come from your perceptions or opinions. There are no right or wrong answers. I will write your answers in my notes so that I can remember them. The session will be recorded, but you will not be identified by name in the transcriptions. You will not be identified with your answer.

Be sure to use open-ended questions that will generate discussion and comments rather than yes/no questions that will stifle comments. If you have used a research questionnaire earlier for individual interviews, the same questionnaire may be used for the focus group session.
  - b. Please answer candidly unless your answer might hurt another member of the group.
  - c. After reading each question, I will call on one of you to respond first. When that person has finished responding, in no particular order, others may chime in. However, only one person speaks at a time.
  - d. Please speak loudly enough for all members of the group to hear you.
3. When the session is complete, use a word-processing program to transcribe the recording and your notes into

a list of responses to the questions you asked. If answers repeat, type them again.

- a. Using the search tool of the word-processing program, search for repeated answers.
- b. Make the following lists: (1) answers that appear five or more times, (2) answers that appear two to four times, and (3) answers that appear only once. Obviously, those that appear several times seem to have the group's consensus of importance and thus will be considered more reliable answers.
- c. After you have the three lists described above, attempt to explain why some answers appeared several times and why some were mentioned fewer. This is guesswork to some degree, but it is educated guesswork. Go out on a limb to try to account for the variation.

### Reference

Krueger, Richard A. and Casey, Mary Anne. *Focus Groups*. 3rd ed. Thousand Oakes, CA: Sage, 2000.

## RETURN TO THE EXAMPLE RELATED TO CHURCH BUILDING:

5+ times	2-4 times	1 time
weekly progress announcement	no disruption of scheduled services	pastor's enthusiasm for the building

**Possible Explanation:** Every member of the focus group heard the weekly announcement or progress report on the building. Thus, regular and repeated public communication is a vital factor in maintaining the momentum of the ministry during a building program. Of less importance, though still significant, is the fact that there was no disruption in the regular weekend schedule of services. Thus, inconvenience was minimized and that helped retain attendance. The senior pastor's enthusiasm for the ministry opportunities the new building will provide helped, but we heard this only a few times throughout the building program.

## HOW TO PREPARE THE APPLICATION FOR WAIVER OF INFORMED CONSENT REQUIREMENTS

Each student has a responsibility to the **Human Research Review Committee (HRRC)** of Dallas Theological Seminary. This committee is a subcommittee of the D.Min. Committee. Completing these forms is an important step in protecting the student and the Seminary from litigation. Most students will receive a waiver based on information the student supplies below. But the student will not know this until the Human Research Review Committee has made a decision concerning his or her work.

The application for waiver of the informed consent requirements sheet provides the HRRC Committee with information required to evaluate whether an informed consent is required for a research project. It must be submitted with the topic approval form to the D.Min. office. The informed consent requirements are established to assure that potential subjects are informed fully about the nature of a research project and are given an opportunity to consent or to refuse to participate in any project.

## APPLICATION FOR WAIVER OF INFORMED CONSENT REQUIREMENTS

Except as provided below, written documentation of informed consent that embodies all the required elements of informed consent, as described in 45 CFR 46.116, is required for all research subjects. With sufficient justification, the HRRC Committee may approve a consent process that does not include or alters some or all of the elements of informed consent provided that it finds and documents specific requirements. If requesting a **waiver of the requirements to obtain informed consent**, justify such in accordance with the following four criteria established under 45 CFR 46.116(d) (1-4).

1. The research involves no more than minimal risk\* to the subjects.
2. The waiver will not adversely affect the rights and welfare of the subjects.
3. The research could not practicably be carried out without the waiver or alteration.
4. Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

If requesting a **waiver from the requirements for written documentation of informed consent**, justify such in accordance with at least one of the criteria established under 45 CFR 46.117(c)(1 or 2).

1. The only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality. In this case, each subject will be asked whether she or he wants documentation linking the subject with the research, and the subject's wishes will govern.
2. The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent normally is required outside of the research context.

**D.Min. Student**

**Date**

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*\* Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests*

## HOW TO PREPARE THE PROSPECTUS REVIEW FORM

This prospectus review form has two parts. All students must complete Part I and submit it with the research proposal. Part I provides information necessary for the Human Research Review Committee (HRRC) to use in judging whether the project safeguards the rights and welfare of human subjects. Part II concerns the informed consent that may be required for some projects. If your **application for waiver of informed consent requirements** form that you submitted with the topic approval form was approved, it will not be necessary for you to prepare Part II materials.

The prospectus review form is designed to assure DTS that the rights and welfare of human subjects are being protected adequately. This form should be submitted, with the dissertation advisor's signature, to the HRRC chair for the committee's evaluation.

Some of the questions on the form can be answered by reproducing sections of the topic approval form or the research proposal. If you are required to complete an informed consent form and you need assistance in doing this, the D.Min. director will suggest someone to assist.

## HUMAN RESEARCH REVIEW COMMITTEE OF DALLAS THEOLOGICAL SEMINARY

APPLICATION FOR EXEMPT STATUS FOR PROSPECTUS  
TO ACCOMPANY RESEARCH PROPOSAL

### I. TITLE OF PROJECT

\_\_\_\_\_

### II. ANTICIPATED DURATION OF THIS STUDY

Start date: \_\_\_\_\_ Completion date: \_\_\_\_\_

### III. DOES THIS RESEARCH INVOLVE ANY RISK TO SUBJECTS IN AREAS SUCH AS DISCOMFORT, EMBARRASSMENT, HARM, THREAT TO SELF-ESTEEM, THREAT TO SENSE OF WELL-BEING, OR CONFIDENTIALITY?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, explain \_\_\_\_\_

\_\_\_\_\_

If yes, how will you minimize or eliminate the risk?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### IV. DECEPTIONS OR LACK OF DISCLOSURE

It is recognized that certain aspects of a study cannot always be divulged to subjects beforehand without jeopardizing the study. Indicate clearly any conditions in which you will withhold information from subjects or utilize deceptions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signed by Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signed by HRRC Chair

\_\_\_\_\_  
Date

## HOW TO PREPARE AN INFORMED CONSENT FORM

### I. SUMMARY OF USE OF HUMAN SUBJECTS AND CONSENT

- A. Maximum number of human subjects to be used:
- B. If controls are used, explain their use *in your sample description*. NA
- C. If volunteers are used, explain use *in your sample description*, including whether paid. NA
- D. What provisions are in place for medical care if untoward effects should occur? NA

### II. CONSENT FORM CONTENTS: (ATTACH CONSENT FORM)

- A. In obtaining informed consent, the nature and procedures of the study are explained in detail. Include these items in your consent.
  - 1. Title of study
  - 2. Your identification as the principle investigator
  - 3. Your contact number
  - 4. Purpose of study
  - 5. Benefit to investigator
  - 6. Explain what the subjects are being asked to do
  - 7. How your subjects will be identified for participation
  - 8. The number of subjects who will participate
  - 9. Risks and benefits to subjects
  - 10. State that participation is voluntary and that participants can withdraw without penalty
  - 11. Include a statement of confidentiality of the data and participant's identity
  - 12. Include statement: "I have had a chance to ask and have answered all questions concerning this study."
  - 13. If you are a student submitting the prospectus, also include the statement: "This study is under the direction of faculty \_\_\_\_\_, Doctor of Ministry Studies program, telephone # \_\_\_\_\_. Please call for any concerns or questions related to the study." You will use your name in addressing the persons you are asking for consent at the beginning of the consent form.

#### B. Lack of Disclosure or Deceptions

It is recognized that certain aspects of a study cannot always be divulged to subjects beforehand without jeopardizing the study. Indicate clearly any conditions in which you will withhold information from subjects or utilize deceptions:

When and where will you inform the subject of any nondisclosure or deceptions (sometime after the data has been obtained from them)?

## RESPONSIBILITIES OF D.MIN. STUDENT

D.Min. students must assure the committee that all procedures performed under the protocol will be conducted by individuals legally and are responsibly entitled to do so, and that any deviation from the protocol (for example, change in project advisor) will be submitted to the review committee for their approval prior to implementation.

1. I understand that there will be a continuing review of this project by the Human Research Review Committee (HRRC) and that I shall notify the committee chair IMMEDIATELY if the above statements are to be altered in any way during my study.
2. I will report any problematic subject responses immediately to the HRRC chair.
3. I also note that it is my responsibility as the investigator to ensure that each of my associates will read (and sign) this prospectus before he or she is allowed to participate in the proposed study.

PRINT NAME

SIGNATURE

D.Min. Student: \_\_\_\_\_

Research Advisor: \_\_\_\_\_

Doctor of Ministry Director Approval: \_\_\_\_\_

Dean or Representative: \_\_\_\_\_

## DISSERTATION WORKFLOW GUIDELINES FOR STUDENT, STAFF AND FACULTY PARTICIPANTS

This memo outlines the D.Min. Applied Research Project (also known as the D.Min. Dissertation) Workflow related to the approval of a) the Research Topic, b) the Research Proposal, c) Chapters 1 and 2, d) the First Draft and e) the Final Draft. Please note that ALL reviewing participants—Department Chair, D.Min. Committee, advisor, second reader and form reader—have two (2) weeks within which each one of them must complete his or her review as outlined in this memo. If there is no response by the end of this time period, the student MUST send an email to the unresponsive individual and copy the D.Min. Director asking when his or her response may be expected. If a response is not received within 48 hours, the student MUST promptly notify the Director of D.Min. Studies. It is important that the student have the email address and phone number of the D.Min. office, advisor, second reader and form reader to insure ongoing communication toward the successful completion of the D.Min. Applied Research Project.

### APPROVAL OF THE RESEARCH TOPIC (TOPIC APPROVAL FORM—TAF).

1. The student submits his or her TAF by email to the D.Min. office and D.Min. Director. It is due on either March 15 or October 15 depending the student's course plan, or at the end of DM102.
2. The D.Min. Director assigns the student to a Department Chair and works with the student to suggest an advisor and second reader for approval by the D.Min. Committee. The D.Min. Committee will grant final approval on the appointment of an advisor and second reader during the review of the student's TAF. The D.Min. Committee must approve any changes to the advisor and second reader.
3. The D.Min. office forwards the TAF to the Department Chair.
4. The Department Chair reviews the student's TAF and provides feedback on it to the D.Min. office with one of the following comments: a) I approve the research topic, b) I approve the research topic, but suggest the following changes as outlined, c) I cannot approve the research topic.
5. The D.Min. office forwards the Department Chair's comments to the D.Min. Committee. The D.Min. Committee takes into consideration the input of the Department Chair. The D.Min. Committee serves as the decision-making body for final approval or disapproval of the research topic.
6. If the D.Min. Committee does not approve the student's TAF, then the D.Min. office informs the student and asks the student to make the required changes and resubmit it to the D.Min. Committee until approval is achieved.
7. Once the D.Min. Committee approves the research topic, the student moves to the proposal stage. Expect a minimum of four (4) weeks for the Department Chair and D.Min. Committee review. If there is no approval received within four (4) weeks the student should contact the D.Min. office to find out the status of his or her TAF approval.

### APPROVAL OF THE APPLIED RESEARCH PROPOSAL.

1. The student submits his or her completed proposal to his/her advisor. It is due January 1 for December graduation, or June 1 for May graduation.
2. The advisor reviews the proposal, adds comments as needed and emails the proposal with comments to the second reader.
3. The second reader reviews the proposal and the advisor's comments. Next, the second reader adds additional comments as needed and emails the proposal with all comments back to the advisor.
4. The advisor reviews all the provided comments and either forwards the proposal with all comments to the student or emails a summary of the suggested changes to the student.
5. The student applies the required changes and resubmits the proposal through the same communication channels as stated above. The student follows this procedure until the advisor, in consultation with the second reader, approves the proposal.
6. Once the advisor and second reader have approved the proposal, a final copy is sent to the D.Min. office for documentation. Please include copies of the email approvals by the advisor and second reader. The Student is free to collect data from this point on.

### APPROVAL OF CHAPTERS 1 AND 2.

1. The student submits his or her completed first two chapters to his/her advisor and the D.Min. form reader, and copies the D.Min. office by email. It is due April 1 for December graduation, or September 1 for May graduation.
2. The advisor reviews the first two chapters, adds comments and emails the first two chapters with comments to the second reader. The D.Min. form reader reviews and comments on the needed changes to the form of the first two chapters and sends the document back to the student.
3. The second reader reviews the first two chapters and the advisor's comments, adds additional comments as needed, and then emails the advisor the first two chapters with all comments back to the advisor.
4. The advisor reviews all comments and either forwards the first two chapters with all comments to the student, or emails a summary of the suggested changes to the student.
5. The student applies the required form and content changes and resubmits the first two chapters through the same communication channels. The student follows this procedure until the advisor in consultation with the second reader approves the first two chapters.
6. The student emails the final version of the first two chapters to the D.Min. office and includes the email approval from his/her advisor and second reader.

### APPROVAL OF THE FIRST DRAFT.

1. The student submits his or her completed dissertation first draft to his/her advisor, the D.Min. form reader and copies the D.Min. office by email. It is due June 15 for December graduation, or November 15 for May graduation.
2. The advisor reviews the first draft, adds comments and emails the first draft with comments to the second reader. The D.Min. form reader reviews and comments on the needed changes to the form of the first draft, and sends the document back to the student.

3. The second reader reviews the dissertation first draft and the advisor's comments, adds additional comments as needed, and then, emails the dissertation first draft with all comments back to the advisor.
4. The advisor reviews all comments and either forwards the dissertation first draft with all comments to the student, or emails a summary of the suggested changes to the student.
5. The student applies the required form and content changes and resubmits the dissertation first draft through the same communication channels. The student follows this procedure until the advisor in consultation with the second reader approves the dissertation first draft.
6. The student emails the final version of the first draft to the D.Min. office and includes the email approval from his/her advisor and second reader.

## APPROVAL OF THE FINAL DRAFT

1. The student submits his or her completed dissertation final draft to his/her advisor, second reader, and the D.Min. form reader. It is due October 1 for December graduation, or March 1 for May graduation.
2. The advisor reviews the dissertation final draft chapters, adds comments, and emails the final draft with comments to the second reader. The D.Min. form reader reviews and comments on the needed changes to the form of the final draft, and sends the document back to the student.
3. The second reader reviews the final draft and the advisor's comments, adds additional comments as needed, and then emails the dissertation final draft with all the comments back to the advisor.
4. The advisor reviews all the comments and either forwards the dissertation final draft with all the comments to the student, or emails a summary of the suggested changes to the student.

5. The student applies the required form and content changes and resubmits the final draft through the same communication channels. The student follows this procedure until the advisor in consultation with the second reader approves the final draft of the dissertation.
6. The student emails the final draft of the dissertation to the D.Min. office for documentation and includes the email approval from his/her advisor and second reader.
7. The student needs to submit to the D.Min. office two (2) paper copies of the final dissertation with all corrections to the final draft made by October 30 for December graduation and March 30 for May graduation. It must be printed with a laser printer on 20-pound, acid-free stock paper of at least 25 percent cotton. Additional directions and an order form will be sent to the student via email from the D.Min. office. This attachment will be titled Final Draft Instructions. It must be read and carefully followed for proper processing of the final dissertation copies.
8. The student may submit additional copies for binding for personal use at a rate of \$20.00 per copy.

## GRADUATION IN DECEMBER DEADLINES

Students who plan for a December graduation must adhere to the following deadlines:

- Topical Approval Form (TAF) due October 15
- Project Proposal due January 1
- First Two Chapters due April 1
- First Draft due by June 15
- Exit Interview by September 15
- Final Draft due October 1
- Corrections to Final Draft due October 30

## DISSERTATION CHECK LIST GUIDE

- |  |
|--|
| <input type="checkbox"/> <b>Topic Approval Form (TAF)</b> — Submit by email to D.Min. office and D.Min. Director (Mar. 15 or Oct. 15, or at the end of DM102)  |
| <input type="checkbox"/> <b>Proposal</b> —Submit by email to advisor and D.Min. office (Jan. 1 for December graduation, or June 1 for May graduation)  |
| <input type="checkbox"/> <b>Chapters 1 and 2</b> —Submit by email to advisor and D.Min. form reader, and copy D.Min. office (Apr. 1 for December graduation, or Sept. 1 for May graduation)  |
| <input type="checkbox"/> <b>First Draft</b> —Submit by email to advisor and D.Min. form reader, and copy D.Min. office (June 15 for December graduation, or Nov. 15 for May graduation)  |
| <input type="checkbox"/> <b>Final Draft</b> —Submit by email to advisor and D.Min. form reader, and copy D.Min. office (Oct. 1 for December graduation, or Mar. 1 for May graduation)  |
| <input type="checkbox"/> <b>Library Ready Copy</b> —Submit in person or by mail to the D.Min. office two (2) laser printed paper copies of the final dissertation with all corrections to the final draft made on 20-pound, acid free stock paper of at least 25 percent cotton (Oct. 30 for December graduation, or Mar. 30 for May graduation) |

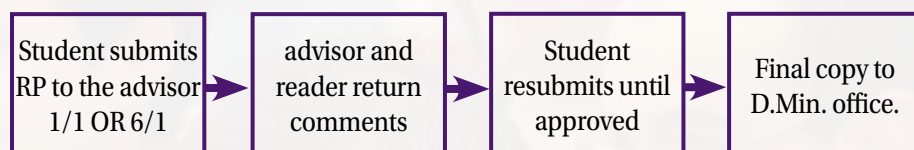
## D.MIN. APPLIED RESEARCH PROJECT WORKFLOW

DECEMBER GRADUATION OR MAY GRADUATION

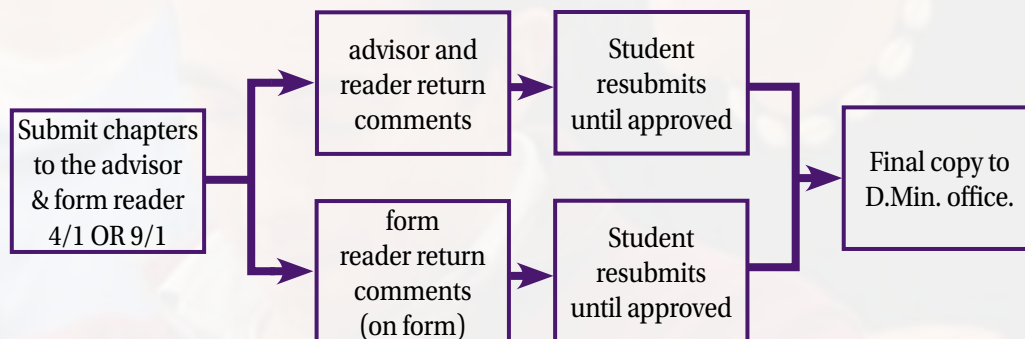
### Approval of the Research Topic (Topic Approval Form – TAF)



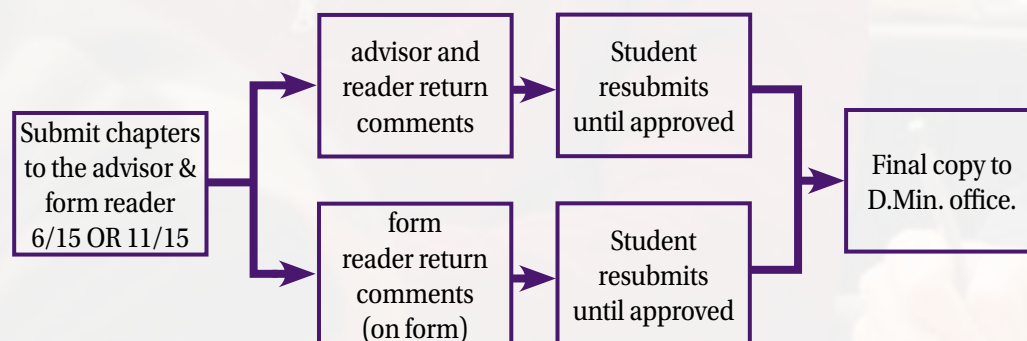
### Approval of the Research Proposal



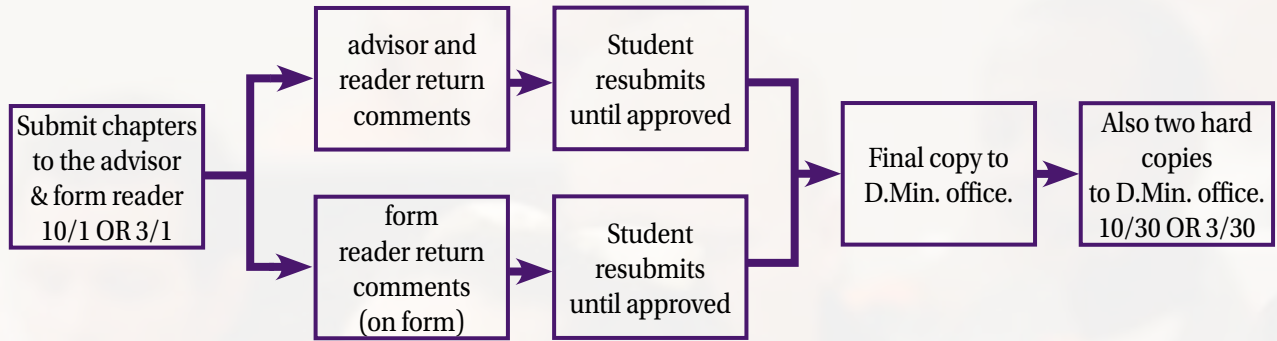
### Approval of First Two Chapters



### Approval of the First Draft



## Approval of Final Draft



If you are reading these pages you've likely started your D.Min. program at Dallas Theological Seminary or you are searching for the right Doctor of Ministry program to help you develop to be all that God wants you to be in your unique place of ministry.

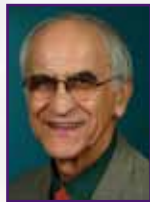
As an introduction to the Handbook we have interviewed Dr. D. Scott Barfoot, Director of the Doctor of Ministry program; Dr. John W. Reed, Senior Professor Emeritus of Pastoral Studies and Director Emeritus of Doctor of Ministry; Dr. J. Ron Blue, Spanish-speaking Program Coordinator and Adjunct Professor of World Missions & Intercultural Studies; and Dr. Jerry C. Wofford, Adjunct Professor of Doctor of Ministry Studies and Professor Emeritus, The University of Texas at Arlington.

This compelling interview offers an inside look at our program as well as some seasoned leadership thoughts for ministry leaders today.

## INTERVIEW Q & A with Scott Barfoot, John Reed, Ron Blue, and Jerry Wofford



Scott Barfoot



John Reed



Ron Blue



Jerry Wofford

**Q** It has been said that there is a crisis of leadership today more than ever before. Is this true and in your view what are the most pressing issues of leadership in ministry?

**SCOTT BARFOOT** There has never been a crisis of leadership, neither in the past nor even today. However, there has always been a crisis of Christ-like servant leadership. Leaders in every aspect of society, especially ministry leaders, have to step back and evaluate the values behind why, who, where and how they lead. In an age where leaders have misused their influence in profoundly destructive ways, I believe that the most pressing ministry leadership needs involve the restoration and cultivation of trust and communication in order to lead forward in advancing the gospel of Jesus Christ in the 21st century.

**JOHN REED** The crisis of Christ-like leadership continues unabated. The crucial areas requiring increased attention relate to three make-or-break issues. The first is the *character* of the leader. The ministry leader's character is crucial to being a life changing leader. The second critical leadership component is *vision*. Failed vision focus diminishes the effectiveness of a leader. Third, a true leader must be an *empowering influence* spiritually, emotionally and in dynamic modeling. The Dallas Theological Seminary Doctor of Ministry program seeks to energize students in these foundational dimensions.

**RON BLUE** There is always a great need for effective leadership. In light of the explosive growth of the Church around the world, there is a far greater need to provide leadership, especially in the southern hemisphere. The two continents in greatest need are Africa and South America. It is recorded that people are coming to Christ in Sub-Sahara Africa at the rate of 17,000 per day. And in Latin America evangelical churches are multiplying at an incredible rate. Dallas Seminary is taking the lead in providing well-equipped leaders in both continents. I am especially thrilled to see Hispanic leaders engaged in the DTS Doctorado

en Ministerio program with classes in Spanish at our extension site in Guatemala.

**JERRY WOFFORD** Christian leaders tend to go one of two extremes—they are too controlling or are too laissez-faire. The leader needs to be actively involved in the church as an elder—indeed, as the leading elder. He should assure that the leadership of the church has a strong sense of vision and that this vision is pursued with passion and commitment.

**Q** What is the impact of globalization on the training of godly servant leaders?

**RON BLUE** The world is shrinking through globalization. We literally live in a global village. This increases the need to be engaged around the world in leadership training. Dallas Seminary provides the key to effective leadership with a biblical model of godly servant leaders. An emphasis on a strong dependence on God and spiritual character and a humble Christ-like approach in relationships provides truly effective leaders.

**JERRY WOFFORD** We are increasingly aware of the Christian community as global rather than local. With this awareness comes a responsibility and a desire to serve and enjoy the fellowship of people of different continental locations and cultures. Distance education, internationally conducted seminars, and partnerships among seminaries allow an expansion of the opportunity to carry servant leadership concepts and practices around the globe.

**JOHN REED** We must become an international team that highly values the contribution of spiritual leaders from every culture and background. The task is so monumental that every individual follower of Christ needs to be nurtured in the faith and trained to excel in the work of our Lord. That means our training of godly servant leaders must encourage in students mutual love and respect for ministry leaders of all cultures.

**SCOTT BARFOOT** At the time of Christ it was the Roman road that paved the way for the spread of the Gospel. Today it is the internet highway that serves a primary channel for communicating Christ. Globalization as a result of technological advancement provides a new window of opportunity to train and develop godly servant leaders on a global scale.

**Q** How many faculty teach in the Doctor of Ministry program and what areas of expertise do these faculty cover?

**JOHN REED** It has been my joy to have been part of our D.Min. program from its inception in 1980. During these years two issues of significance have dominated related to the quality of our faculty. First, students have consistently affirmed the expertise of the faculty and the way in which the professors have made the courses relate to real-life ministry experiences. Second, the students have appreciated the respect they have received from the professors. This has been expressed consistently in classes that are true doctoral seminars. The instructors have refused to be “talking heads” dropping pearls of wisdom from their learned lips. Rather the students and professors engage in collegial interaction designed to enhance the ministry effectiveness of each individual. I have personally learned as much or more from students than they have learned from me.

**SCOTT BARFOOT** We have over thirty faculty members from inside and outside Dallas Theological Seminary who teach our D.Min. courses and advise students in their dissertation projects. Our faculty cover a broad range of expertise in fields of ministry leadership, christian education, pastoral leadership, marriage and family ministries, church planting, and women in ministry. We work diligently to match students with faculty that best suit the students’ personal needs and research endeavors. It is our world-class faculty in partnership with our exceptional students that sets our program apart.

**RON BLUE** The D.Min. program engages not only key professors on the DTS faculty but numerous adjunct professors from across the country and around the world who are proven leaders in their ministries. Every course is designed to be applicable to specific areas of ministry in which the student is engaged. The Spanish Doctorado en Ministerio courses are regularly taught by “co-professors.” Linked with a highly respected DTS professor is a fully-qualified Hispanic professor who provides special help in making the course fully relevant in the Latin culture. It is especially helpful for each student from numerous countries of Latin America and Spain to be able to complete all assignments in Spanish and relate everything learned to a specific Hispanic setting.

**JERRY WOFFORD** The D.Min. program at DTS draws on the scholarship and ministry experience of outstanding faculty with a broad range of expertise. Both in the classroom and in the research project, students are guided by faculty who are respected internationally as leaders in their field.

**Q** Why get a Doctor of Ministry Degree from DTS? What sets it apart?

**JERRY WOFFORD** The D.Min. degree at DTS is flexible and geared to preparing Christian leaders to meet the challenges of their particular ministry more effectively. It prepares them to be proactive in fully understanding the challenges they face, involving other people in analyzing these challenges, and leading these people to carry out the needed actions to succeed. These decision-making and leadership activities must all be accomplished in fellowship with and under the guidance of God.

**JOHN REED** There are many D.Min. programs available today. At Dallas Seminary we seek to develop a collegial spirit in that context. We want to facilitate the specific focus desired by students. Our stated purpose is to help students become more effective in the ministry to which they are called. While we feel we are strong in leadership, preaching, marriage and family, Christian education, and women’s ministry, the area that sets us apart is the empowering of students in their research and writing. The completion of the research project is usually the most difficult task faced by students. We seek to carefully instruct and energize students toward the successful completion of their dissertations.

**SCOTT BARFOOT** First, the Doctor of Ministry degree at Dallas Seminary allows students to engage with exceptional faculty who are known world-wide as experienced ministers, gifted writers and experts in their respective fields. Second, the program is uniquely flexible and can be customized to fit the student’s ministry leadership needs. Third, the student’s course plan allows for the transfer of up to 10 credit hours from other accredited seminaries and select certification programs and training conferences.

**RON BLUE** Dallas Seminary has an outstanding reputation of providing graduates who handle the Word of God with accuracy. DTS graduates are scattered around the globe in very effective ministries. I do not believe there is a seminary anywhere that has had a greater impact around the world.

# CAMPUS MAP



## 1. Campus Police

Information:  
214-841-3590

## 2. Davidson Hall

Accounting  
Advancement  
Business Office  
Business Services  
Chancellor  
Dallas Seminary Foundation  
President  
Purchasing  
Risk Management

## 3. Stearns Hall

Bible Exposition  
Information Technology

## 4. Chafer Chapel

Sound Studio

## 5. Mosher Library

Media Center

## 6. Turpin Library

F. Frederick & Mary Della Moss  
Archives & Special Collections

## 7. Facilities & Plant Operations

Event Services

## 8. Todd Academic Center

Academic Dean  
Audiovisual Center  
Christian Education  
Classrooms  
Doctor of Ministry  
Doctor of Philosophy

New Testament  
Old Testament  
Pastoral Ministries  
Theological Studies

## 9. Campbell Academic Center

Classrooms  
Lamb Auditorium

## 10. Walvoord Student Center

Admissions  
Alumni/Placement  
Biblical Counseling  
Campus Post Office  
Classrooms  
Communications  
Counseling Services  
Human Resources  
Institutional Research  
Mabee Lounge  
President Emeritus  
Registrar  
Student Advising Center  
Student Financial Services  
Student Information Center  
Student Services  
World Missions & Intercultural Studies

## 11. Hendricks Center for Christian Leadership

Administrative Technology  
Lay Institute  
Center for Christian Leadership  
External Studies  
Online Education  
Spiritual Formation & Leadership

## 12. Mitchell Ministries Center

Book Center  
Cafe Koine  
Dining Commons  
Prayer Room

## 13. Swiss Tower

Apartments

## 14. Washington Hall

Apartments  
Housing Office

## 15. Distribution Center

Copy Center  
Luke's Ministries  
Mail Services/Post Office

## Campus Parking

C1 Handicap/Women/Visitor/  
Book Center  
C2 Faculty/Staff  
E1 Handicap/Contractor/  
Vendor  
E2, E3 DTS Women Only  
E4, E6, N1, Student/Staff/  
Faculty  
E5 Handicap/Staff/Faculty  
S1, W1 Resident  
S2, S3 Business/Staff

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