





Dr. Jason Peters (DMin, 2007), travels to meet face-to-face with persecuted believers around the world.



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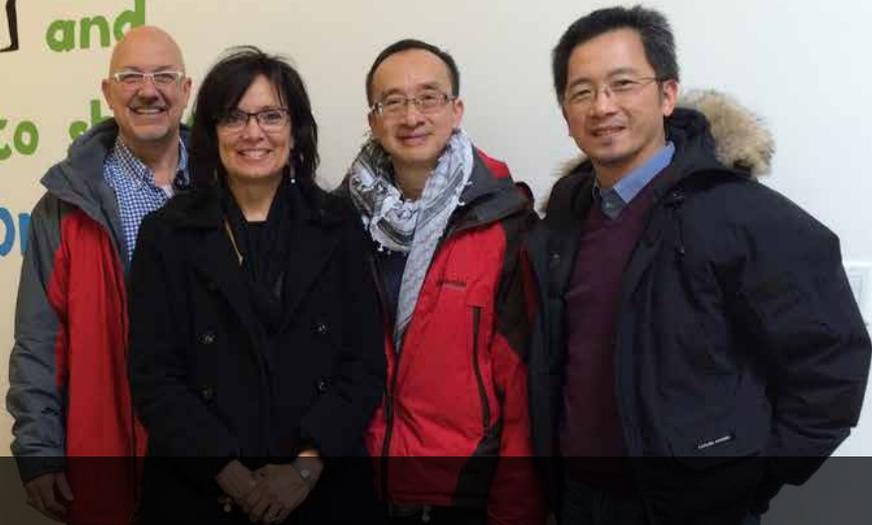
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*NOTE: This handbook is for the use of students enrolled in the Doctor of Ministry Studies programs of Dallas Theological Seminary. A complete description of the program, including course offerings and faculty, is available on the DTS website ([www.dts.edu](http://www.dts.edu))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

**OUR MISSION**  
 To serve the LOCAL and  
 THOSE IN NEED, and to share  
 with them the COMPASSION  
 and HOPE of Jesus.



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Dr. Quentin Washispack (DMin, 2002) at Toronto Christian Community Church and the Gibson Center outreach which ministers to low income people.

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## General Information

Dr. Rick Dodson (DMin, 2010), Associate Pastor, Bible Fellowship Church of Newark, Newark, DE

### **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.

### **EDUCATIONAL CORE VALUES**

#### **THE BIBLE**

DTS values all sixty-six books of the Bible as the inspired, inerrant, and authoritative Word of God, and its accurate interpretation and appropriate application.

#### **THEOLOGY**

DTS values theology supported by Scripture, consistent with the orthodox, protestant, evangelical faith and the seminary's doctrinal convictions, lived out in a variety of cultural contexts.

#### **COMMUNICATION**

DTS values contextualized, effective communication of biblical and theological truth by a variety of means for personal and corporate transformation.

#### **CHRISTIAN SPIRITUALITY**

DTS values growing, Spirit-empowered, personal relationships with the triune God in the context of Christian community, resulting in increasing Christlikeness and love for God and others.

#### **CHRISTIAN LEADERSHIP**

DTS values Christlike leadership that equips others and emphasizes humility with sacrificial service.

## CULTURAL ENGAGEMENT

DTS values relationships with diverse individuals, cultures, and ideas, resulting in evangelism, dialogue, application, and service, that is biblical, courageous, and compassionate.

## 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).

## DOCTOR OF EDUCATIONAL MINISTRY PROGRAM (DEDMIN)

### PURPOSE

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

The Doctor of Educational Ministry degree is the highest professional degree for those engaged in local church and parachurch ministries, world missions, and similar educational ministries. (By contrast, the DMin degree focuses on advanced training in the practice of biblically and theologically oriented ministry primarily in the context of the local church, and the PhD degree purposes primarily to equip students to engage in scholarly research and teaching.) The DEdMin 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 prior to admission to the program. 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 DEdMin at DTS is that the curriculum is designed with a high degree of flexibility. Of the 39 hours of coursework required for the degree, at least 15 hours are provided for students to customize their programs to their own ministry goals. Three hours are granted for the student's applied research project and 3 hours are given to directed reading leading to a literature review the student reports in the dissertation project.

## 目的

教牧教育博士學位的設計乃是為那些參與教育事工「全職」或「帶職」人員所提供的進深培訓，為要幫助他們建立以聖經和神學為本的教育事工。設立本學位目的在於指導教育事工的同工們專注聖經的基本原理、社會學的研究策略及實際事工上所需的專門知識技能。

教牧教育博士 (DEdMin) 學位是為那些參與基督教會和與基督徒文教機構、或是普世宣教機構和相關的教育事工人員而設的最高專業學位。(相較之下，教牧博士(DMin)學位以本所在地教會的環境為主、為實踐聖經和神學為本之事工所提供的進深培訓；而哲學博士(PhD)學位設立主要目的在於裝備學生從事學術研究和教學工作。)

本教牧教育博士科並非「在校區居留」模式，而是讓學生仍然留在「原地」一邊事奉、一邊學習課程，達拉斯神學院不會要求博士生搬遷到校本部上課。本教牧教育博士科入學手續會要求申請人在入學前至少具備三年的事工實務經驗。每門課程的設計都在幫助學生藉著過去服事的經驗配合課堂的學習，可以在目前服事的事工環境中運用並且達到未來長遠的事工目標。詳情請至 [www.dts.edu/chinese](http://www.dts.edu/chinese) 瀏覽。

## GOALS

### EDUCATIONAL GOALS

Students in the DEdMin will be able to:

- evaluate their own personal, spiritual, and professional development;
- assess and construct biblical, educational ministries in a variety of contemporary contexts;
- conduct biblically and theologically integrated professional applied research within their chosen field of study;
- manifest a maturing and Spirit-filled character;
- enhance identified ministerial skills such as teaching, leadership, administration, counseling, spiritual formation, educational programming, and communication; and
- contribute to the practice of educational ministry for greater local church and parachurch effectiveness.

## ADMISSION REQUIREMENTS

The DEdMin 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 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, and the authority and inerrancy of Scripture.

In addition, the following prerequisites apply to DEdMin 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 educational ministerial skills and leadership;
- be involved in an ongoing educational ministry (including lay ministry);
- have an academic record that demonstrates superior ability and shows promise of success in doctoral studies; and
- hold a Dallas Theological Seminary Master of Arts in Christian Education (MACE) or its equivalent, Master of Divinity (MDiv), Master of Theology (ThM), or a Master of Arts (MA) degree plus leveling courses as necessary to provide DTS MACE equivalence.

Courses needed to meet the DTS MACE equivalence requirements must cover the breadth and scope of DTS's curriculum and commitment to Scripture as prescribed by the DMin/DEdMin office and the Registrar's office. Courses required for MACE equivalence may be earned at DTS, its extension sites, through external studies programs, or other accredited institutions. For more information on MACE 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 DEdMin 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.

## ENTRANCE INTERVIEW AND ACCEPTANCE

Each incoming student will have his or her application read by two Seminary professors and the Doctor of Ministry Studies 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 DEdMin student prior to the opening

date of DEdMin registration each term. The student is responsible to review this guidance to become familiar with the program.

The entering student must carefully read this Doctor of Ministry (DMin/DEdMin) 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 DEdMin program in the current seminary catalog available online, including its purpose, goals, requirements, course descriptions, and financial information.

## DEDMIN PROGRAM OVERVIEW

The Doctor of Educational Ministry 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 emphases follow a cohort model. In the cohort model, students proceed through the courses necessary for their emphasis with a small group of ministry colleagues. This group moves 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.

## HOW THE DEDMIN IS ORGANIZED

The Basics	Your Preference	Your Final Project
ID201 Logos Training	COHORT – 15	DM102 Research Seminar*
DE310 Learning Theory	ELECTIVES – 6	DM901 Reading/Design
DE101 Educational Leader		DM103 Research Project
Total: 9 hours	Total: 21 hours	Total: 9 hours
<b>TOTAL PROGRAM HOURS: 39</b>		

*\*While a cohort normally consists of 18 hours, we often build the Research Seminar into the cohort rotation. This normally allows the student an additional elective in their program.*

## COHORT EMPHASES

The Doctor of Educational Ministry is designed to equip students for greater ministry effectiveness in church and parachurch 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 DEdMin also offers the following cohort emphases.

### • Advanced Academic Ministry

This cohort-based emphasis provides advanced training unique to academic ministry leadership. The major focus of this program includes teaching in Christian institutions, administration in Christian education, curriculum design, creativity, and current issues in teaching and education.

### • **Chinese Educational Ministry Leadership**

This cohort-based emphasis provides advanced training in the practice of biblically and theologically oriented educational ministry for those ministering in Chinese-speaking communities throughout the world. The cohort focuses on church and parachurch educational ministry leadership issues, challenges, and opportunities unique to ministry in the Chinese culture.

### • **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 tools for 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.

### • **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 topics related to the history and practice of soul care, spiritual direction, and spiritual formation in small groups.

### • **Women in Ministry**

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

## **NATIONAL CERTIFICATIONS**

Presently, the following three national certification programs are offered for DEdMin students in cooperation with partnership organizations.

- Christian Conciliator, Peacemaker Ministries
- Sexual Educator, Institute of Sexual Wholeness
- Sexual Abuse Awareness, MinistrySafe

Contact the DMin and Counseling offices for more information.

## **COURSE REQUIREMENTS**

The DEdMin program requires 39 semester hours of coursework (of which includes from 30 to 33 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 four years of study.

Normally, eight prescribed courses must be taken by all DEdMin students: DE302 History and Philosophy of Christian Education (this is a master's level course; additional work at the doctoral level will be required for the DEdMin), DE101 The Educational Ministry Leader, DM102 The Applied Research Project Development Seminar, DM103 The Applied Research Project, DM205 Selected Biblical Issues for Today's Educational Ministry, DE310 Instructional and Learning Theories, DM740 Trends in Contemporary Theological Movements, ID201 Computer Tools for Biblical Exegesis. 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, designed in consultation with the director of the program. Course descriptions for these and other DEdMin courses may be found in the Course Descriptions section of the current seminary catalog.

All courses are six months in length and include one or two weeks of residence in either January or July. During the prerresident months, students read and interact with course material. After the course meets for the resident week, students complete assignments that are appropriate for their ministry. DTS alumni are allowed to audit the resident portion of a course as space permits. Registration for summer DEdMin courses must be completed by March 15, and registration for winter DEdMin courses must be completed by September 15. Electives in the various areas of concentration are listed in the Course Descriptions section of the Dallas Seminary Catalog.

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

## **TRANSFER OF CREDIT**

Transfer of credit for the DEdMin may not exceed 10 credit hours. Doctoral-level credit completed at another accredited institution may be applied toward the DEdMin degree if those hours constitute equivalent work. Normally only courses taken after receiving an MA, MDiv, ThM, STM, or equivalent degree can be credited toward the DEdMin 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 US Military may be transferred for up to 10 hours of credit toward a DEdMin degree at Dallas Theological Seminary.

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

## ADMISSION TO CANDIDACY REQUIREMENTS

Students may be admitted to candidacy for the DEdMin degree by action of the faculty only after these requirements have been met: (1) completion of all residency requirements leading to the degree; (2) the satisfactory completion of a minimum of 21 semester hours of coursework; (3) evidence of proven Christian character; (4) effectiveness in Christian ministry; and (5) adherence to the following doctrines: 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, and the authority and inerrancy of Scripture.

The Registrar's office will send an email informing the student to access the Admission to Candidacy application and complete it online. Students applying to candidacy for the DEdMin degree must also provide a written letter of reference from the local church or organization where the student is serving, endorsing the student's ministry, and a personal reference letter. Students must be admitted to candidacy before they can register for DM103 The Applied Research Project. Three of the 6 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 educational ministry related to communication, administration, nurture, or program leadership. The length is to be appropriate for the subject as judged by the student's advisors.

## REGISTRATION FOR DM103 THE APPLIED RESEARCH PROJECT

Once a student has been informed by the Registrar's office of admission to candidacy, the student may request to register for DM103. Normally, students are advised to register for DM103 The Applied Research Project **no sooner** than one year before the student's anticipated graduation date. The student may request to register for DM103 The Applied Research Project by sending an email request to the Doctor of Ministry Studies director. The email request should include the student's name, ID number, applied

research project title, name of advisor, and name of second reader. After approval, the director sends a request to the Registrar's office to register the student for DM103. This is presently in the Admission to Candidacy application.

If the applied research project is not completed within the first year after enrolling in DM103, the student will be registered and charged tuition for a one credit hour DM105 Applied Research Continuation each Summer and Winter term until the project has been completed.

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 this handbook.

## GRADUATION REQUIREMENTS

Candidates for the DEdMin degree must have completed 36 semester hours of coursework and the 3-hour applied research project along with any other requirements that may have been assigned. The completion of the minimum 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 previous Admission to Candidacy section.

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.

## THE DOCTOR OF MINISTRY PROGRAM (DMIN) 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 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. (By contrast, the DEdMin degree focuses primarily on educational types of ministries in the local church, parachurch, and world missions, and the PhD degree purposes primarily to equip students to engage in scholarly research and teaching.) The DMin 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 DMin at DTS is that the curriculum is designed with a high degree of flexibility. Of the 27 hours of coursework required for the degree, only 6 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.

## EL PROPÓSITO

El propósito del programa de Doctorado en Ministerio es ofrecer una preparación avanzada en el liderazgo ministerial para aquellos que ya están activos en el mismo. El programa se concentra en el desarrollo de capacidades para el pensamiento bíblico-teológico, las estrategias contextualizadas y la implementación ministerial.

El título de Doctor en Ministerio es el grado profesional más alta que se les otorga a los que sirven en el liderazgo ministerial.

El programa del DMin se ofrece en semestres de seis meses con una semana presencial (a medio semestre) celebrada en Guatemala u otro lugar designado. Requiere un mínimo de tres años de liderazgo ministerial antes de ser admitido al programa. Cada asignatura en el programa se edifica sobre la experiencia ministerial e integra el aprendizaje al contexto actual del estudiante y sus metas para el futuro.

Uno de los distintivos más atractivo del DMin en DTS es que el currículo está elaborado con un grado alto de flexibilidad. De los 30 créditos que el programa requiere, hay solo cuatro asignaturas requeridas, lo cual le permite al estudiante seleccionar las asignaturas que mejor le sirvan.

## GOALS

### EDUCATIONAL GOALS

To enable students to:

- evaluate their own personal, spiritual, and professional development;
- assess and construct biblical ministries in a variety of contemporary contexts;
- conduct biblically and theologically integrated professional applied research within their chosen field of study;
- manifest a maturing and Spirit-filled character;

- enhance identified ministerial skills such as preaching, leadership, administration, counseling, spiritual formation, educational programming, and communication;
- communicate God's Word effectively through preaching, teaching, writing or other media; and
- contribute to the practice of ministry for greater local church and parachurch effectiveness.

## ADMISSION REQUIREMENTS

The DMin 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 DMin 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 (MDiv), Master of Theology (ThM) degree, or a Master of Arts (MA) degree plus leveling courses as necessary to provide MDiv equivalence. Prerequisite degrees and/or equivalence must include:
  - a minimum of 90 semester hours of credit (80 hours for select 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 select DTS master's degrees, the student needs only ID201 Computer Tools for Biblical Exegesis in lieu of Greek and Hebrew.)

Credits needed to meet MDiv equivalence requirements must cover the breadth and scope of DTS's curriculum and commitment to Scripture as prescribed by the DMin office and the Registrar's

office. Courses required for MDiv equivalence may be earned at DTS, its extension sites, through external studies programs, or other accredited institutions. For more information on MDiv 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 DMin 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.

## ENTRANCE INTERVIEW AND ACCEPTANCE

Each incoming student will have his or her application read by two Seminary professors and the Doctor of Ministry Studies 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 login information for the CampusNet system. There is additional guidance for registration that will be emailed to the DMin student prior to the opening date of DMin registration each term. The student is responsible to review this guidance to become familiar with the program.

The entering student must read carefully this DMin 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 DMin program in the current Seminary catalog available online, including its purpose, goals, requirements, course descriptions, and financial information.

## NONDEGREE 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.

## DMIN PROGRAM OVERVIEW

The Doctor of Ministry program offers two tracks of study: Ministry Leadership and Spanish Ministry Leadership. Students may select

different emphases within the Ministry Leadership track. While the DMin 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 emphases follow a cohort model. In the cohort model, students proceed through the courses necessary for their emphasis with a small group of ministry colleagues. This group moves 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 areas of leadership. Ministry leaders can concentrate their individualized plan of study in Church Planting, Expository Preaching, Pastoral Leadership, Marriage and Family, Urban Ministries, or customize their own concentration. The Ministry Leadership track also offers the following cohort emphases.

### • **Advanced Expository Preaching**

This 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, and 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.

### • **Church Health, Leadership, and Multiplication**

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

### • **Executive/Associate Pastors**

This 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.

- **Ministry Leadership in International Contexts**

This emphasis provides advanced training in the practice of biblically and theologically oriented ministry for those ministering in various international regions. This cohort focuses on pastoral and parachurch leadership issues, challenges, and opportunities unique to particular global ministry contexts.

- **Pastors of Large Churches**

This 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.

- **Multicultural Ministry**

This emphasis provides advanced training in the practice of biblically and theologically oriented ministry for multicultural church leaders serving the local church and parachurch organizations. This cohort program is designed to help ministry leaders through a study of the principles, leadership issues, challenges, and opportunities uniquely confronting multicultural church leaders with the goal of helping students take their ministry to the next level. Attention is given to leadership development and case-study research method. This cohort is hosted at the DTS-Houston Campus.

- **Marriage and Family Ministry**

This emphasis explores biblical and theological foundations, cutting edge programs, and ministry education strategies. Certification in the use of research-based tools for 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.

- **Spiritual Formation**

This 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.

- **Women in Ministry**

This emphasis provides advanced training in the practice of biblically and theologically oriented ministry for women. It is designed to support and promote the complementary role of men and women in ministry.

## SPANISH MINISTRY LEADERSHIP TRACK

The Spanish Ministry Leadership track is designed to equip Spanish-speaking students for greater ministry effectiveness in their respective areas of leadership. This program of study is offered on the campus of Seminario Teológico Centroamericano (SETECA) in Guatemala City for leaders in Latin America, Spain, North America, and elsewhere.

El propósito del Doctorado en Ministerio es preparar a líderes con experiencia para la mayor efectividad en su liderazgo ministerial. La semana presencial que corresponde a cada asignatura se realiza en las instalaciones del Seminario Teológico Centroamericano (SETECA) en la ciudad de Guatemala. Las asignaturas enfocan el ser y quehacer del líder cristiano en el contexto hispano y se desarrollan en un espíritu de aprendizaje colectivo con compañeros de estudio provenientes de América Latina, el Caribe, España, los Estados Unidos, y Canadá.

## DMIN EXTENSION PROGRAMS

The seminary offers DMin classes in two locations outside the Dallas area: Guatemala City, Guatemala and Houston, Texas. These extension sites are designed to provide interested students with greater access to DMin studies.

The DMin extension in Guatemala City is the seminary's Spanish language DMin program for leaders in Latin America, Spain, North America, and elsewhere. It is offered on the campus of Seminario Teológico Centroamericano (SETECA) in Guatemala City. The courses offered in the Spanish DMin program are the same as those offered in Dallas, but are contextualized for the Spanish-speaking world. All courses in the Spanish DMin program can be completed at SETECA. Interested students should contact the DMin office for more information.

The DMin extension in Houston meets on the campus of the College of Biblical Studies. The Houston Campus is designed to make the DTS DMin degree more accessible to students living in the larger Houston metroplex; however, any DMin student may take courses at the extension site. International students entering the United States on an F-1 student visa are required to take all DMin courses at the Dallas main campus.

## NATIONAL CERTIFICATIONS

Presently, three national certification programs are offered for DMin students in cooperation with partnership organizations. Contact the DMin and the Counseling offices for more information.

1. Christian Conciliator, Peacemaker Ministries
2. Sexual Educator, Institute of Sexual Wholeness
3. Sexual Abuse Awareness, MinistrySafe.

## COURSE REQUIREMENTS

The DMin program requires 27 semester hours of coursework (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 three years of study.

Normally, three prescribed courses must be taken by all DMin 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 DMin courses may be found in the Course Descriptions section of the DTS catalog.

All courses are six months in length and include one or two weeks of residence in either January or July. Classes meet on the main campus, the Houston campus, or at the Guatemala site. (See the Special Programs and Sessions section in the seminary catalog for more information on these two sites.) During the preresident months, students read and interact with course material. After the course meets for the resident week, students complete assignments that are appropriate for their ministry. DTS alumni are allowed to audit the resident portion of a course as space permits. Registration for summer DMin courses must be completed by March 15, and registration for winter DMin courses must be completed by September 15. Electives in the various areas of concentration are listed in the Course Descriptions section of the current seminary catalog.

**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 minimum grade of B- must be received in every course credited toward graduation and also on the applied research project.

## TRANSFER OF CREDIT

Transfer of credit for the DMin may not exceed 10 credit hours. Doctoral-level credit completed at another accredited institution may be applied toward the DMin degree, if those hours constitute equivalent work. Normally only courses taken after receiving an MA, MDiv, ThM, STM, or equivalent degree can be credited toward the DMin 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 US Military may be transferred for up to 10 hours of credit

toward a DMin degree at Dallas Theological Seminary. Requests for transfer of credit should be directed to the director of DMin studies. Plans to take other courses for transfer credit must be approved by the DMin committee prior to taking the course.

## NON-RESIDENCY COURSE DM103 ADMISSION TO CANDIDACY

Students may be admitted to candidacy for the DMin 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 coursework; (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, salvation by faith alone in Christ alone, the physical return of Christ, and the authority and inerrancy of Scripture.

Students applying to candidacy for the DMin degree must also provide a written letter of reference from the local church or organization where the student is serving, endorsing the student's ministry.

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 should 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 registered and charged tuition for a one credit hour 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 this Handbook.

## REGISTRATION FOR DM103 THE APPLIED RESEARCH PROJECT

Once a student has been informed by the Registrar's office of admission to candidacy, the student may request to register for DM103. Normally, students are advised to register for DM103 The Applied Research Project **no sooner** than one year before the student's anticipated graduation date. The student may request to register for DM103 The Applied Research Project by sending an email request to the Doctor of Ministry Studies director. The email request should include the student's name, ID number, applied research project title, name of advisor, and name of second reader. After approval, the director sends a request to the Registrar's office to register the student for DM103. This is presently in the Admission to Candidacy application.

If the applied research project is not completed within the first year after enrolling in DM103, then the student will be registered and charged tuition for a one credit hour DM105 Applied Research Continuation each Summer and Winter term until project completion.

## GRADUATION REQUIREMENTS

Candidates for the DMin degree must have completed 27 semester hours of coursework and the 3-hour applied research project along with any other requirements that may have been assigned. The completion of the minimum 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 previous Admission to Candidacy section.

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.

## COMMON FEATURES AND PROCEDURES OF THE DOCTOR OF MINISTRY PROGRAMS

### RESIDENCY COURSES

All courses are six months in length and include one or two weeks of residence, in either January 1 and July 4, on the main campus or at the Guatemala extension site. (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. DTS alumni are allowed to audit the resident portion of a course as space permits and upon paying any required fees.

## REGISTRATION

Registration for Summer courses must be completed by March 15, and registration for Winter 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 DMin office for the current and future course offerings in order to plan your schedule.

## RESIDENCY HOUSING 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: 214-887-5210 or 1-800-DTS-WORD  
[www.dts.edu/housing](http://www.dts.edu/housing)

### 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: 214-747-300  
[www.starwoodhotels.com](http://www.starwoodhotels.com)

**Holiday Inn-Dallas Market Center** (3 miles from DTS)  
 4500 Harry Hines Boulevard  
 Dallas, TX 75219  
 Phone: 1-877-410-6681

## NON-RESIDENCY COURSES

### INDEPENDENT STUDIES

Students taking an independent study (DM901) cannot register online but must email a request to the Doctor of Ministry Studies office for a doctoral independent study form. The student counsels with a professor who agrees to supervise the study to determine the content and assignments for the course. The student will need to get a physical signature or email approval from the professor who agrees to supervise the course. The student sends the signed or email approved form to the Doctor of Ministry office with a request to be registered. Once the Doctor of Ministry Studies or Doctor of Educational Ministry Studies director approves the study, the Registrar's office is contacted to register the student for the course. Payment for the course is made when the course appears on the student's online account and must be paid before the deadline to avoid a late fee. When the course is completed, the student requests that the supervising professor post the grade in order for the student to receive credit.

### MINISTRY ENHANCEMENT PROGRAMS

DMin and DEdMin students may earn independent study credit for work done through several ministry enhancement programs with approval from the Doctor of Ministry Studies 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 Doctor of Ministry Studies Committee.

- BILD International
- Center for Church-based Training
- Church Discipleship Ministries (the Navigators)
- Church Dynamics International
- Churches Alive
- Executive Pastors Conference (xpastor.org)
- Sonlife Ministries
- Seminars by Fellowship Bible Church, Little Rock, AR (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 DMin courses. The structure and assignments may take on the form below:

PRE-SEMINAR	SEMINAR	POST-SEMINAR
<ul style="list-style-type: none"> <li>• Review literature related to the seminar topic.</li> <li>• Develop theological perspectives related to the seminar topic.</li> <li>• Surface key questions you anticipate the seminar will answer.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide a theoretical evaluation of the seminar related to your literature review.</li> <li>• Provide a theological evaluation of the seminar.</li> <li>• Discuss questions left unanswered by the seminar with a plan for future study.</li> </ul>

## ACADEMIC POLICIES AND PROCEDURES

### 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 Doctor of Ministry Studies 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) with the professor's permission, convert the present course to an independent study without a resident period of study. 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 DMin/DEdMin 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 Doctor of Ministry Studies student who needs a leave of absence (LOA) must make this request by email to the DMin office (dmin@dts.edu). This email must include the following information: (1) an explanation of the circumstances necessitating the request, (2) a request for the start and end dates of the LOA, and (3) the student's name and ID number. All LOAs must be approved by the Doctor of Ministry Studies Committee. An LOA does not stop the clock on the six-year program limit. Normally, an LOA is for a maximum of one year. A student who experiences extenuating circumstances may request a special extension beyond the one year LOA from the DMin/DEdMin Committee.

## COURSE EXTENSIONS

All courses should be completed within the 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 DMin/DEdMin 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 sent directly 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 DMin Committee approval.
3. Payment of a course extension fee is payable through the CampusNet student account.
4. After the Doctor of Ministry Studies' 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 be 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.

## PROGRAM EXTENSIONS

At times, circumstances prevent a student from completing the DMin or DEdMin program in the allotted time. In this event, the student may petition the Doctor of Ministry Studies Committee for a one-year program extension by sending an email with details describing the reason for the request to the director. The director will submit the request for a program extension to the Doctor of Ministry Studies Committee for consideration.

## 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 DMin 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 DMin 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. 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 Doctor of Ministry 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.

## ACADEMIC DISHONESTY

Plagiarism or cheating usually involves an attempt to appear to have more knowledge or skill than one actually possesses, and as such constitutes academic dishonesty. Dallas Theological Seminary as an institution committed to academic fairness and integrity, will grade all academic work in the fairest way possible to ensure that the work is in fact the student's own personal academic work.

## PLAGIARISM

Plagiarism occurs in research whenever a writer appropriates material that falls outside the sphere of common knowledge, and is 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 proper 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 proper 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 that gives clear evidence of plagiarism, whether committed deliberately or naively, will receive a grade of zero. Each case will be reported to the Dean of Students. Depending on the circumstances, the student may be subject to additional disciplinary action.

## CHEATING

Cheating involves dishonest or deceptive attempts to gain credit for academic work through the use of notes, aids, or the help of other students in ways other than as expressly permitted by the instructor. Where it is determined that there is clear evidence of cheating, the assignment or exam in which the cheating occurred will receive a grade of zero. Each case will be reported to the Dean of Students. Depending on the circumstances, the student may be subject to additional disciplinary action.

## STUDENT EXAM POLICY

Students are expected to complete all exams, including those that are not proctored, with honor and integrity. Professors may require students to agree to an integrity statement upon taking an exam. Violations of the integrity and honor code may be reported to the Dean of Students as determined by the professor.

## 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 on the library's 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 on the library's 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's 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 noncirculating 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 has been returned 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 nonresident 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: 214-887-5280  
Fax: 214-887-5527  
Email: [library@dts.edu](mailto:library@dts.edu)  
Website: [library.dts.edu](http://library.dts.edu)



# The Applied Research Project

Evelyn Tarbell (DMin, 2013) teaching at a weekly women's Bible study.

Doctor of Ministry 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 on the following pages. 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 Doctor of Ministry Studies, in consultation with the student and the Doctor of Ministry Studies 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.

## 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 the truth of Scripture. This is particularly critical in chapter two of the dissertation and in chapters four and five.

## APPLIED RESEARCH PROJECT TIMELINE

ITEM TO SUBMIT	DEADLINE INFORMATION	EXAMPLE	
		December 2018 Graduation	May 2019 Graduation
Enrollment in DM102 (Some cohorts include research instruction)	Summer or Winter, at least one and a half to two years prior to anticipated graduation but as early as the topic is known	SU2016	WI2017
Topic Approval Form (TAF) to the DMin office	October 15 for December graduation and March 15 for May graduation no sooner than one year prior to anticipated graduation	Oct. 15, 2016	Mar. 15, 2018
Admission to Candidacy	Upon the completion of 21 credit hours the Registrar's office will send an email informing the student to access the Admission to Candidacy application and complete it online. Students must be admitted to candidacy before they can register for DM103.		
Register for DM103 The Applied Research Project	Normally, students are advised to register for DM103 The Applied Research Project <b>no sooner than one year before the students anticipated graduation date.</b>	WI2017 or SU2018	SU2018 or WI2018
Research Proposal to DMin office	January 1 for December graduation and June 1 for May graduation.	Jan. 1, 2018	Jun. 1, 2018
First draft of the first two chapters to the DMin office	April 1 for December graduation and September 1 for May graduation.	Apr. 1, 2018	Sept. 1, 2018
First draft of all chapters to the DMin office	June 15 for December graduation and November 15 for May graduation.	Jun. 15, 2018	Nov. 15, 2018
Exit Interview completed	September 1 for December graduation and February 1 for May graduation.	Sept. 1, 2018	Feb. 1, 2019
Final electronic draft to the DMin office that includes any changes required by the advisor or second reader	October 1 for December graduation and March 1 for May graduation.	Oct. 1, 2018	Mar. 1, 2019
Two final printed copies with all corrections made to the DMin office	October 30 for December graduation and March 30 for May graduation.	Oct. 30, 2018	Mar. 30, 2019
	Commencement Ceremony	N/A	May 2019

- It must employ and be guided by acceptable research method(s) with which the student has sufficient competence in order to attain adequate validity.
- It must be focused sufficiently to allow a concentration of effort and avoid attempts to cover so much ground that the results are superficial.
- It must give evidence of careful planning and execution.
- It must incorporate an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.
- 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 DMin program) with correct format as defined by this handbook, avoiding polemical or exaggerated claims.
- It must be written with careful attention to the correct use of source material, documentation, and research standards.

- When completed, it should inform the student's understanding of Christian ministry and how to minister in a more effective way.

### 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 Doctor of Ministry Studies 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 Doctor of Ministry Studies 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.

## APPLIED RESEARCH PROJECT DEVELOPMENT PROCESS

### THE RESEARCH PROBLEM: WHAT ISSUE WILL BE ADDRESSED BY THE RESEARCH?

The 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 refer 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; or
- 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 DMin/DEdMin studies come as a “grand tour” (Creswell, 2014, p. 139). 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. and Creswell, J. D. *Research Design: Qualitative and Quantitative Approaches 5th ed.*, Thousand Oaks, CA: Sage, 2018.

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.

## FOUR COMMON MODELS

Students who have completed DMin 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 DMin 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.

## EXAMPLES: THE LOGIC OF DMIN RESEARCH

### EXAMPLE 1

RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
This study will address the association of the hiring decision-makers (1) praying and using best business practices and (2) for hiring full-time pastoral staff in selected large churches.	What are the associations between church hiring decision-makers (1) praying and (2) using best business practices for hiring full-time pastoral staff in selected large churches?	There is an association between those church decision-makers who consistently seek God's guidance in prayer and who consistently follow best business practices regarding who to hire for the church's fulfillment of its mission	Two <b>case studies</b> of churches collecting data through the church's public documentation and person-to-person interviews with key hiring decision-makers.

### EXAMPLE 2

RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
The issue to be addressed in this research is to examine the difficulties that evangelical church leaders experience concerning adiaphora (gray or debatable matters) and their relationship with local church unity.	What is the relationship between issues of adiaphora, as experienced by evangelical church leaders, and church unity?	<ol style="list-style-type: none"> <li>1. Evangelical pastors and church leaders struggle distinguishing issues of adiaphora compared to issues of clear moral teaching or cardinal doctrines of the faith; which moves the church further from unity.</li> <li>2. Compared to other causes of disunity, within evangelical churches, adiaphoristic issues cause tension at a greater frequency than other divisive issues.</li> </ol>	<b>Descriptive survey</b> and focus group.

### EXAMPLE 3

RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
This project evaluates the cognitive, affective and behavioral benefits of experiential learning techniques used in marital enrichment programs.	Do experiential learning techniques enhance the cognitive, affective, and behavioral learning aspects of marital enrichment programs?	Experiential learning techniques create heightened emotional and behavioral connectivity to the cognitive aspects of marital enrichment that yields higher levels of sustained marital satisfaction and behavioral transformation.	<b>Descriptive survey</b> and <b>focus groups</b> .

### EXAMPLE 4

RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
The issue of this research project is to evaluate the contribution of the Spiritual Leadership Internship to the discernment and development of ministerial calling among former interns at Grace Bible Church in College Station, Texas.	How does the Spiritual Leadership Internship contribute to the discernment and development of ministerial calling of former interns at Grace Bible Church in College Station, TX?	Former interns will report that their participation in the Spiritual Leadership Internship program at Grace will contribute to their understanding of 1) a biblical definition of calling; 2) their own strengths and limitations as it relates to calling; 3) their discernment of God's ministerial calling; and 4) their personal development plan for pursuing ministerial calling.	<b>Program development and evaluation</b> using first a focus group to then develop a survey for form interns.

### EXAMPLE 5

RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
The problem of this study is to evaluate whether the manual, "The Practice of Spiritual Disciplines" is effective in nurturing spiritual disciplines among selected lay leaders.	Does the manual, "The Practice of Spiritual Disciplines" help selected lay leaders to nurture spiritual disciplines?	Habits of practicing spiritual disciplines in daily life will be significantly increased for selected lay leaders after application of exercises in the manual as compared to that before this application.	Program Development and Evaluation using a pre- and post-test survey, with a third administration of the survey one month after the post-test survey.

EXAMPLE 6			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
The issue of this research is to determine the starting point of a preacher's sermon as either being the text or the audience.	What is the starting point in sermon preparation used by selected preachers as either the text or the audience?	The preacher's sermons have traditionally begun with the text that they have sought to apply to their audience, but contemporary preachers are starting with their audiences' needs first and then finding texts that apply to their congregants. There is a relationship between what the preacher sees as his primary role (either being a shepherd or an expositor) and where he begins his sermon preparation (with the audience or the biblical text).	In-depth interviews with selected preachers to determine their starting point when it comes to preparing sermons.

EXAMPLE 7			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/PROPOSITIONS	METHOD/PROJECT
This study evaluates the relationship between the iDisciple workshop experience and changes in beliefs, attitudes and actions of older women at Irving Bible Church regarding intergenerational discipling.	What is the relationship between the iDisciple workshop experience and changes in participant belief, attitudes, and actions of older women at Irving Bible Church regarding intergenerational discipling?	Older women who participate in the iDisciple worship 1) have a better understanding of biblical discipling, 2) are more intentional in initiating discipling relationships with younger women, 3) have a better understanding of generational differences that inhibit and promote intergenerational discipling, 4) have greater confidence in their ability to employ relational techniques to disciple younger women, and 5) are more motivated to implement an organic model for discipling younger women.	A pretest, posttest, and second posttest <b>survey</b> was given to participants before the workshop, immediately after the workshop and one month following the work shop.

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

NOTE: The most helpful dissertations from the DTS DMin program are those completed after 2000. Recent DTS DMin dissertations (2000–present) would be useful for style purposes and for research techniques and reporting standards. 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.

The following are helpful examples of the models described.

## 1. DESCRIPTIVE SURVEYS OF A MINISTRY SITUATION:

### RESOURCE BOOK

Fowler, F. J. *Survey Research Methods*. 5th ed. Thousand Oaks, CA: Sage, 2014. 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's *Case Study Research: Design and Methods* rather than Fowler.

### DISSERTATIONS

Hebert, Terry. "Assessing Readiness for Ministry of Graduating Students at Dallas Theological Seminary from Selected Profiles of Ministry Personal Characteristics Criteria" (DMin diss., Dallas Theological Seminary, 2010).

## 2. PROGRAM DEVELOPMENT AND EVALUATION:

Ballard, Jeanne. "An Evaluation of an Intergenerational Discipling Workshop Developed for the Women's Ministry at Irving Bible Church" (DMin diss., Dallas Theological Seminary, 2013).

Tarbell, Evelyn. "The Development and Evaluation of a Discipling Curriculum for Incarcerated Women" (DMin diss., Dallas Theological Seminary, 2013).

Zachariassen, Jogvan. "Program Development and Evaluation of the Role of the Christian Musician to Impact Culture in

the Faroe Islands through Lídín Church Center" (DMin diss., Dallas Theological Seminary, 2011).

### 3. PROGRAM EVALUATION AND RESPONSE:

Fisher, Brian. "The Contribution of the College Ministry Internship Program at Grace Bible Church in College Station, Texas to the Former Interns' Discernment and Development of Ministerial Calling" (DMin diss., Dallas Theological Seminary, 2010).

### 4. CASE STUDIES OF ONGOING MINISTRY SITUATIONS:

#### RESOURCE BOOK:

Yin, R. K. *Case Study Research: Design and Methods*. 6th ed. Thousand Oaks, CA: Sage, 2018.

#### DISSERTATIONS:

Freeland, Chris. "The First Five Years: Critical Factors to the Successful Intentional Transition From a Long-Tenured Senior Pastor" (DMin diss., Dallas Theological Seminary, 2012).

Scroggins, R. Clayton. "Selected Case Studies of Churches Facilitating Spiritual Growth in Online Environments" (DMin diss., Dallas Theological Seminary, 2013).

Sumlin, David L. "An Evaluation of the Benefits of Experiential Learning Techniques Used in Selected Marital Enrichment Programs" (DMin diss., Dallas Theological Seminary, 2015).

## 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 DMin 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 DMin 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 2019 should enroll in DM102 in the winter of 2016 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 DMin applied research project topic approval form. **Email the completed form to the DMin 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 review by the department chairman, the form will be sent to the Doctor of Ministry Studies Committee for approval.** If approved, the Doctor of Ministry Studies director, in consultation with the student and 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 2018 should submit the form no later than March 15, 2017. Failure to secure approval may result in the postponement of graduation.

**By June 1, the student must submit to the Doctor of Ministry Studies 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: (1) definition of the problem or issue; (2) research questions or hypotheses; (3) data sources and methods for collection; (4) analytical procedures; (5) probable conclusions and recommendations for further study; and (6) a preliminary bibliography.

The proposal should be sent by email to the Doctor of Ministry Studies 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.

### TOPIC APPROVAL FORM

The Topic Approval Form (TAF) communicates to the Doctor of Ministry 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 Doctor of Ministry Studies 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 and some familiarity with the topic of study.

Students must follow these steps for their Topic Approval:

1. Students prepare their TAF in DM102 The Applied Research Project Development Seminar. (The questions on the form are self-explanatory and should be answered briefly but with clarity.)
2. The final draft of the TAF is informally presented to an advisor and second reader.
3. The student sends the TAF to the DMin or DEdMin Director for a preliminary review.
4. Once the TAF has been approved by a Director, it is presented to the DMin Committee. (Including assigned department chair.)
5. The DMin Committee will review and send back recommendations for changes as needed. (Students will need to update as needed until approved.) Once the DMin Committee has a majority vote on the TAF, the student will be able to move forward.

A Sample Topic Approval Form can be found in the Handbook appendix, page 36.

## **HOW TO WRITE THE DMIN 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 through 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 Doctor of Ministry Studies office via email for filing. The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are (1) definition of the problem or issue, (2) research question, (3) hypothesis or hypotheses, (4) data sources and methods for collection, (5) analytical procedures, (6) probable conclusions and recommendations for further study, and (7) a preliminary bibliography. Typically the proposal should be, but 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 proposed length of each section below is only a suggestion, not a requirement.

### **INTRODUCTION (1ST CHAPTER)**

Provide the rationale for the project, why you are interested in it, and 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 could 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 at least be able 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 (10-15 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, and not an undergraduate essay. Therefore the student should adhere to the following:
  - a. Write in an academic style, demonstrating the ability to write a formal dissertation. Employ active voice as is standard practice for U.S. academic writing.
  - b. Employ the Turabian style for documentation, format, etc. The student may use Zotero 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. Do not 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 are stuck, contact your advisor (first choice) or the Doctor of Ministry Studies 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 DMin 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, 2014.

## 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 a waiver of the 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, the informed consent form.

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 DMin director will suggest someone to assist.

## LITERATURE REVIEW DIRECTIONS FOR DMIN APPLIED RESEARCH PROJECTS

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

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

(1) What has been researched or written related to this topic?

(2) 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 DMin 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 the 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 definitions, 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. Zotero 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. 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's study in 1996 followed up on Meyers and Briggs's 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. A paragraph must contain at least 3 sentences. 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 as follows:

- 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 copyright 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)
- <http://www.press.uchicago.edu/Misc/Chicago/permissions.html>

## RESEARCH INSTRUMENTS

### 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 those that you would like to interview. Also schedule 15–30 minutes after each interview so that you can be alone to process responses.
3. As you meet with them, establish good rapport through friendliness, genuineness, etc.
4. 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 answers.
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 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 the responses 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.

## 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, or 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. An audio recording device of some kind 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 for individual interviews previously, 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*. 5th ed. Thousand Oakes, CA: Sage, 2015.

**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 that the new building will provide helped, but we heard this only a few times throughout the building program.

**HOW TO FINISH 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 Doctor of Ministry 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 DMin/DEdMin 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 DMin/DEdMin program for his or her personal development and ministry. Prior to the exit interview, the DMin 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 Doctor of Ministry Studies 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 Doctor of Ministry Studies office at least one week prior to the exit interview. The student will be asked to outline a personal program for lifelong learning.

**FINAL DRAFT**

The final draft of the applied research project, which should include any changes required by the advisor or second reader, must be submitted to the Doctor of Ministry Studies 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 hard copies of the final dissertation with all corrections to the final draft will then need to be submitted to the Doctor of Ministry Studies 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 the Dissertation Check List Guide chart. An email with final draft instructions will also be sent to the student once the first draft has been submitted electronically to the DMin 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.

## **SUBMISSION REQUIREMENTS FOR FINAL COPY**

Two originals, each in its own 8.5x11x2 inch box, are to be submitted to the DMin 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 DMin office.

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

This section outlines the Applied Research Project (also known as the DMin Dissertation Workflow) related to the approval of (1) the Research Topic, (2) Admission to Candidacy, (3) Registration for DM103, (4) the Research Proposal, (5) Chapters 1 and 2, (6) the First Draft, and (7) the Final Draft. Please note that ALL reviewing participants—Department Chair, DMin Committee, advisor, second reader and form reader—have two weeks within which each one of them must complete his or her review as outlined in this section. 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 DMin 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 DMin Studies. It is important that the student have the email address and phone number of the DMin office, advisor, second reader and form reader to insure ongoing communication toward the successful completion of the DMin Applied Research Project.

### **APPROVAL OF THE RESEARCH TOPIC (TOPIC APPROVAL FORM–TAF)**

1. The student submits his or her TAF by email to the DMin office and DMin director. It is due on either March 15 or October 15 depending on the student's course plan, or at the end of DM102.
2. The DMin director assigns the student to a Department Chair and works with the student to suggest an advisor and second reader for approval by the DMin Committee. The DMin Committee will grant final approval on the appointment of an advisor and second reader during the review of the

student's TAF. The DMin Committee must approve any changes to the advisor and second reader.

3. The DMin office forwards the TAF to the Department Chair.
4. The Department Chair reviews the student's TAF and provides feedback on it to the DMin office for student consideration.
5. The DMin office forwards the Department Chair's comments to the DMin Committee. The DMin Committee takes into consideration the input of the Department Chair. The DMin Committee serves as the decision-making body for final approval or disapproval of the research topic.
6. If the DMin Committee does not approve the student's TAF, then the DMin office informs the student and asks the student to make the required changes and resubmit it to the DMin Committee until approval is achieved.
7. Once the DMin Committee approves the research topic, the student moves to the proposal stage. Expect a minimum of four weeks, for the Department Chair and DMin Committee review. If there is no approval received within four weeks, the student should contact the DMin office to find out the status of his or her TAF approval.

### **APPROVAL OF ADMISSION TO CANDIDACY**

1. Students may be admitted to candidacy by action of the faculty only after these requirements have been met: (a) completion of all residency requirements leading to the degree; (b) the satisfactory completion of a minimum of 21 semester hours of coursework; (c) evidence of proven Christian character; (d) effectiveness in Christian ministry; and (e) 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, salvation by faith alone in Christ alone the physical return of Christ, and the authority and inerrancy of Scripture.
2. The Registrar's office will send an email informing the student to access the Admission to Candidacy application and complete it online. Students applying to candidacy must also provide a written letter of reference from the local church or organization where the student is serving, endorsing the student's ministry, and a personal reference letter.

### **APPROVAL OF REGISTRATION FOR DM103 THE APPLIED RESEARCH PROJECT**

1. The student submits registration to the DMin office (DMin@ds.edu) by email for DM103 between February 15 and March 15 for the Summer session and July 15 and September 15 for the Winter session.

- The student must have received DMin Committee approval on their Topic Approval Form (TAF). Additionally, students must include the Applied Research Project title as well as the names of the approved advisor and second reader with their DM103 registration request.
- The student has one year to complete the DM103 Applied Research Project. After 12 months, a one credit hour continuation fee will be assessed each semester until DM103 is complete.

### APPROVAL OF THE APPLIED RESEARCH PROPOSAL

- 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.
- The advisor reviews the proposal, adds comments as needed, and emails the proposal with comments to the second reader.
- 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.
- 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.
- 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.
- Once the advisor and second reader have approved the proposal, a final copy is sent to the DMin office for documentation. The student should include copies of the email approvals from the advisor and second reader.

### APPROVAL OF CHAPTERS 1 AND 2

- The student submits his or her completed first two chapters to his/her advisor and the DMin form reader and copies the DMin office by email. It is due April 1 for December graduation or September 1 for May graduation.
- The advisor reviews the first two chapters, adds comments and emails the first two chapters with comments to the second reader. The DMin 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.
- The second reader reviews the first two chapters and the advisor's comments, adds additional comments as needed, and emails the first two chapters with all comments back to the advisor.
- 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.
- 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.

- The student emails the final version of the first two chapters to the DMin office and includes the email approval from his/her advisor and second reader.

### APPROVAL OF THE FIRST DRAFT

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

### APPROVAL OF THE FINAL DRAFT

- The student submits his or her completed dissertation final draft to his/her advisor, second reader, and the DMin form reader. It is due October 1 for December graduation or March 1 for May graduation.
- The advisor reviews the dissertation final draft chapters, adds comments, and emails the final draft with comments to the second reader. The DMin form reader reviews and comments on the needed changes to the form of the final draft and sends the document back to the student.
- 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.
- 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 DMin office for documentation and includes the email approval from his/her advisor and second reader.
7. The student needs to submit to the office two paper copies of the final dissertation with all corrections to the final draft made by October 30 for December graduation or 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 DMin 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.

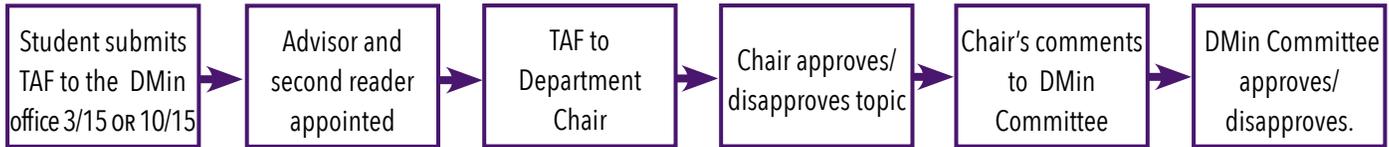
## DISSERTATION CHECK LIST GUIDE

- |  |
|--|
| <input type="checkbox"/> <b>(TAF)</b> –Submit by email to DMin office and DMin director (No later than one year before anticipated graduation around Oct. 15 for Dec. graduation or Mar. 15 for May graduation, or at the end of DM102).   |
| <input type="checkbox"/> <b>Admission to Candidacy</b> –Upon the completion of 21 credit hours the Registrar’s office will send an email informing the student to access the Admission to Candidacy application and complete it online. Students must be admitted to candidacy before they can register for DM103.                         |
| <input type="checkbox"/> <b>Register for DM103 The Applied Research Project</b> –Register no sooner than one year before anticipated graduation date.  |
| <input type="checkbox"/> <b>Proposal</b> –Submit by email to advisor and DMin form reader, and copy DMin office (Jan. 1 for December graduation or Jun. 1 for May graduation).   |
| <input type="checkbox"/> <b>Chapters 1 and 2</b> –Submit by email to advisor and DMin form reader, and copy DMin 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 DMin form reader and copy DMin office (Jun. 15 for December graduation or Nov. 15 for May graduation).   |
| <input type="checkbox"/> <b>Electronic Draft</b> –Submit by email to advisor and DMin form reader and copy DMin 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 DMin office two 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). |

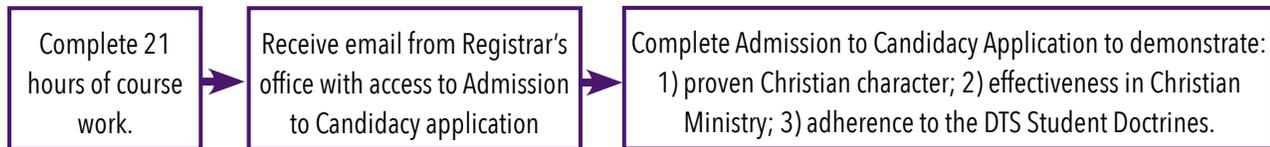
# DMIN APPLIED RESEARCH PROJECT WORKFLOW

## DECEMBER OR MAY GRADUATION

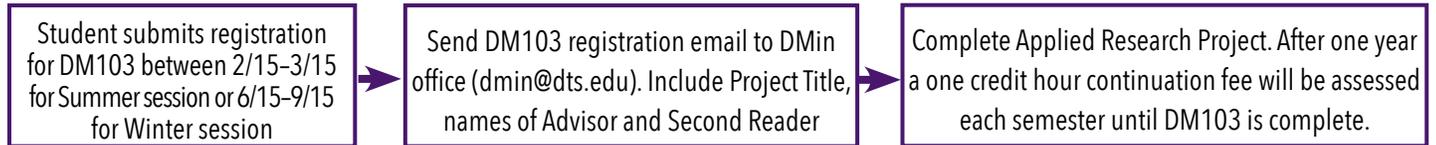
### Approval of the Research Topic (Topic Approval Form - TAF)



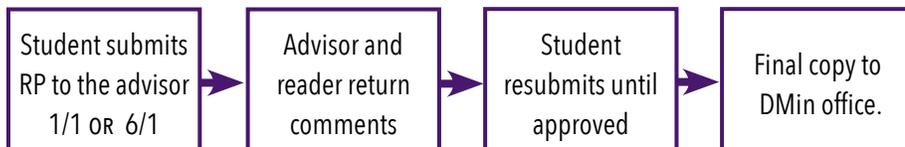
### Admission to Candidacy



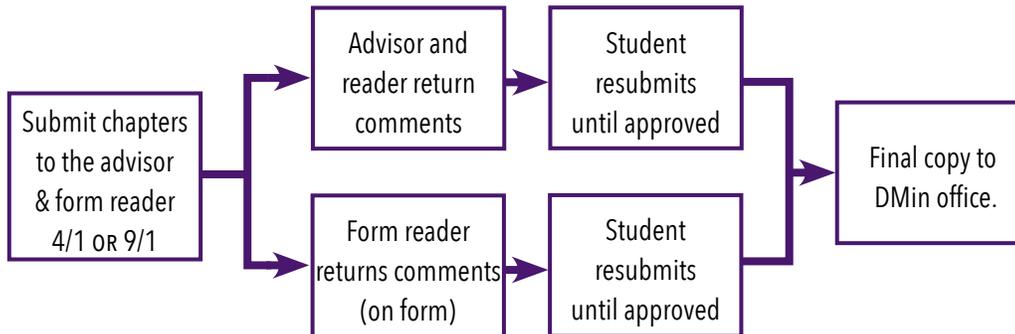
### DM103 The Applied Research Project Registration



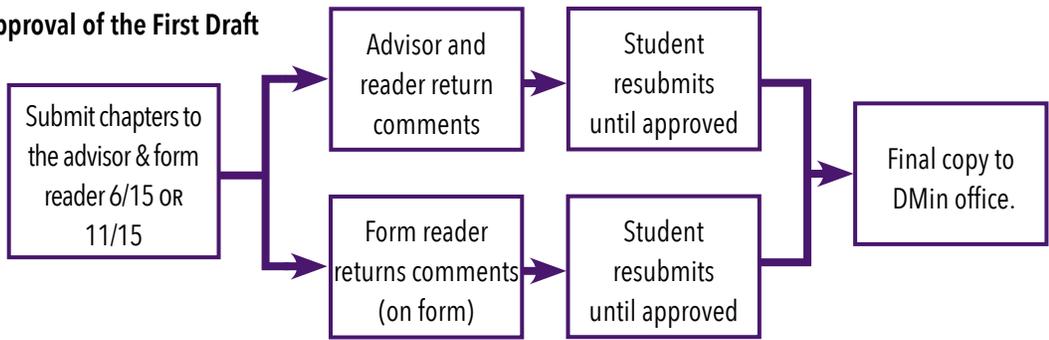
### Approval of the Research Proposal



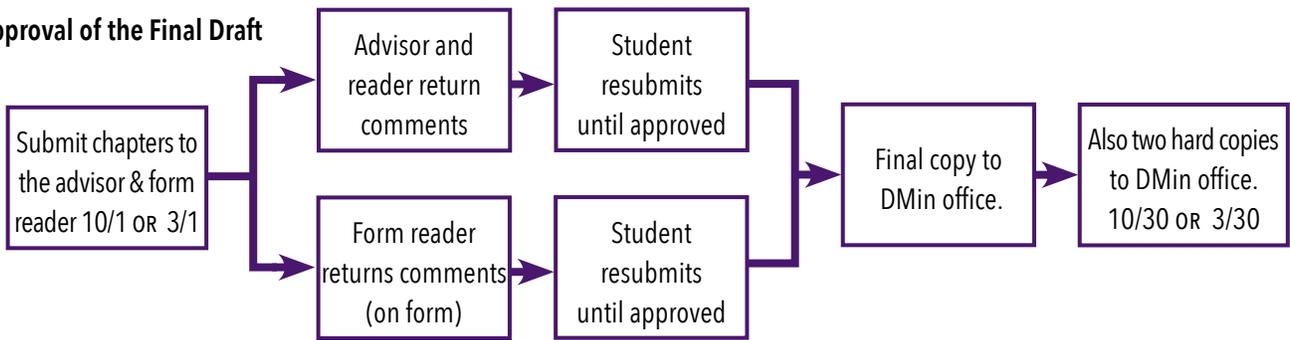
### Approval of the First Two Chapters



**Approval of the First Draft**



**Approval of the Final Draft**



If you are reading these pages, you've likely started your DMin or DEdMin program at Dallas Theological Seminary or you are searching for the right doctoral program to help you become all that God wants you to be in your unique place of ministry.

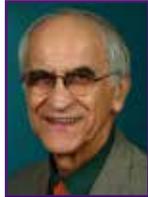
In this section we have interviewed Dr. D. Scott Barfoot, Director of the Doctor of Ministry program; Dr. John W. Reed, Senior Professor Emeritus of Pastoral Ministries and Director Emeritus of the Doctor of Ministry; Dr. Michael S. Lawson, Senior Professor of Educational Ministries & Leadership and Program Coordinator for the Doctor of Educational Ministry (DEdMin); Dr. J. Ron Blue, Retired Coordinator of the Spanish DMin Program and Retired Adjunct Professor of World Missions & Intercultural Studies; Dr. Jerry C. Wofford, Adjunct Professor of Doctor of Ministry Studies and Professor Emeritus, The University of Texas at Arlington; Dr. Samuel P. C. Chia, Director of Chinese Studies and Assistant Professor in New Testament Studies; Jeanne Ballard, Adjunct Professor of Educational Ministries & Leadership and Associate Director of DMin Studies; and Jim Adams, Adjunct Professor of Spiritual Formation, Central American Theological Seminary and Ministerial Coordinator for DTS en Español; .

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, Mike Lawson, Ron Blue, Jerry Wofford, Jim Adams, Samuel Chia, Jeanne Ballard, and Scott Harris



Scott Barfoot



John Reed



Mike Lawson



Ron Blue



Jerry Wofford



Jim Adams



Samuel Chia



Jeanne Ballard



Scott Harris

**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 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.

**SAMUEL CHIA** One of the most pressing issues has to do with the spiritual maturity of the leaders in ministry. Academic competency does not automatically mean spiritual maturity.

**MIKE LAWSON** The need for godly servant-leaders has never been greater. The sheer size of our global population would make this statement self-evident. In every area of Christian endeavor, a healthy combination of people skills, theological sophistication, and intimacy with God are essential to face the ever changing landscape of issues that confront us.

**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 and Central America. It is recorded that people are coming to Christ in Sub-Saharan Africa at the rate of 17,000 per day. And in Latin America evangelical churches are multiplying at an incredible rate. Dallas

Theological 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.

**JEANNE BALLARD** Perhaps the twenty-first century leadership crisis in the church could be attributed to the effort to be more relevant to a media driven celebrity culture. The culture's mindset that a person's influence is only as great as his media coverage unfortunately surfaces too often in the evaluation of potential for leadership in the church. Sadly, many churches are finding that charisma is no substitute for Christ-like character. In order to address this issue, every man and woman in the DTS Doctor of Ministry and Doctor of Educational Ministry programs at DTS takes a leadership course as a program requirement. This course primarily focuses on a counter-cultural model of godly servant-leadership based on biblical and theological principles while also providing instruction in best practices.

**JERRY WOFFORD** Christian leaders tend to go in one of two extremes—they are too controlling or they 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.

**Scott Harris** I think there will always be a crisis in ministry. It is just going to present itself in different ways. Some of the pressing issues today include the following:

- The temptation to seek a quick fix to problems rather than take a principled approach that can guide the leader consistently as multiple issues arise.
- The second is likened to it. Today's leader may be tempted to stick his/her wet finger in the air to see which way the wind is blowing then apply that solution. While new solutions may be the route to go, a leader stands on the shoulders of those who have gone before. There is wisdom to be gleaned from leaders from the past. Sometimes the correct solution isn't the most popular at the given moment.

- A third issue will help a leader to stand or fall. The leader must continually seek the Lord and rely upon him to lead. There are some very talented leaders in ministry. There always has been. Yet, the most talented can find themselves in the throws of failure because they depended on their God-given gifting rather than the Giver of the gift.

**JIM ADAMS** Although the growth of the evangelical church in Latin America has surpassed the 50 million mark, the development of trained leaders capable of pastoring and discipling these believers has not kept pace. Perhaps the most pressing issue in leadership today is a truly missional spirituality, modeled by leaders who know how to cultivate a healthy spirituality with Christ as the core of their service for Him in the world. The disenchantment of post-moderns with traditional church forms is well-known, but many are attracted to leaders whose walk with God is authentic and who know how to offer hope for the needy, the poor, and the oppressed. The Doctor of Ministry Program that Dallas Seminary offers in Spanish is one that emphasizes the kind of missional spirituality that is in short supply.

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

**RON BLUE** The world is shrinking through globalization. We live in a global village. This increases the need to be engaged around the world in leadership training. Dallas Theological Seminary provides the key to effective leadership with a biblical model of godly servant-leaders. Emphasizing a strong dependence on God, 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.

**MIKE LAWSON** Globalization in training means that we all face similar problems. We need the best thinking from Christians everywhere. Quality solutions require a stronger collaborative element in all theological education. In my opinion, this is the genius of the Doctor of Ministry program.

**JEANNE BALLARD** The affordability of communication and accessibility to travel anywhere in the world provides an unprecedented opportunity for training godly servant-leaders in their own ministry setting. The challenge is to keep training focused on equipping leaders to study and teach from God's Word and to avoid exporting any particular brand of cultural Christianity. Our students and professors come from all over the world to attend week-long residency classes. The exchange among Christian leaders from every nation studying together in a cohort deepens and enriches their understanding of the gospel essence and Christ-centered ministry.

**SAMUEL CHIA** Globalization has brought about an important aspect to the training of godly servant leaders, namely, globalization. A leader must be trained or made aware of the implications of their ministries both locally and globally at the same time.

**Scott Harris** I believe there are both positive and negative aspects of globalization on leadership training in ministry. On the positive side, globalization allows us to see and learn things from around the world. Sharing information between cultures has always advanced knowledge throughout the centuries. We are able to see how other cultures have attempted to meet challenges, solve problems and make things better. We then can adopt those solutions as needed in our own cul-

ture. On the negative side I think globalization has led to a loss of culture in many ways. We can lose our cultural identity and self-awareness in regards to the culture that has made us who we are. Another way to think of it is this—we can lose our “cultural heart language”. There are things that work in a given culture because everyone in that culture has a common point of reference. Therefore, people from one culture should not throw out their own cultural norms automatically (unless they run counter to biblical truth) just because they see something different from another culture, nor should one culture automatically impose cultural norms from their own culture on that of another in the name of developing servant leaders for ministry.

**JIM ADAMS** Globalization opens the door to creative partnerships through which Dallas Theological Seminary can contribute to the training of leaders around the world. The challenges of preparing godly men and women to serve with Christ-like character and proven skills in teaching, preaching, counseling, and discipling demands a unified effort by the church in both the global south and north. I am thrilled that DTS is committed to being part of that effort.

**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 spiritual formation, 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/Doctor of Educational Ministry programs, and what areas of expertise do these faculty cover?

**SCOTT BARFOOT** We have over thirty faculty members from inside and outside Dallas Theological Seminary who teach our DMin/DEdMin 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 who 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.

**SAMUEL CHIA** We currently have seven faculty that teach in the Chinese DEdMin program with additional educators serving in advisory capacities. Areas of expertise include Christian Education, Educational Ministry Leadership, Biblical Counseling, New Testament, and Research Methodology.

**RON BLUE** The DMin 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.

**JOHN REED** It has been my joy to have been part of our DMin 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.

**JIM ADAMS** By God’s enabling grace, the DTS Doctor of Ministry program in Spanish has graduated forty-nine leaders from Latin America, Spain, Europe, and the United States. Several of these are now teachers or co-teachers in Doctor of Ministry program. Others serve as thesis advisers. This kind of ministry multiplication not only expands the impact of the Doctor of Ministry program but also sets a compelling example of the opportunities for influence that await those who enroll in the program. God is always pleased to see gifted leaders preparing others in the church for ministry and maturity in Christ in pursuit of the pattern set out in Ephesians 4:1–16.

**MIKE LAWSON** The Doctor of Educational Ministry will certainly utilize current Doctor of Ministry faculty. In addition, we are recruiting additional faculty who combine the best of experience and training. For example, we added Dr. John Trent to the Family Ministry cohort when it was started. The same kind of additions will be sought for other cohorts and course offerings.

**JEANNE BALLARD** The Doctor of Ministry and Doctor of Educational Ministry programs at DTS offer a variety of courses taught by faculty who meet the highest academic standards. These excellent teachers also possess decades of ministry experience in churches of all sizes, mission organizations, publishing companies, para-church organizations, counseling, coaching and entrepreneurial ministries. The true expertise of our faculty is their ability to combine theory and practice for dynamic learning.

**JERRY WOFFORD** The DMin 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?

**MIKE LAWSON** In almost three decades of teaching, my best educational experiences have all been in the Doctor of Ministry program. The students themselves make the difference. Everyone comes prepared, engaged in ministry, filled with both experience and questions. The fellowship and stimulation could not be stronger. I look forward to every class with doctoral students. I have never heard one word of disappointment from any of them, but I have often heard, “life changing.”

**JERRY WOFFORD** The DMin degree at DTS is flexible and geared to prepare 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.

**Scott Harris** DTS has a rich tradition of teaching the Bible well and training leaders to impact the lives of others through God’s Word and effective ministry strategies. The faculty and staff in the Doctor of Ministry programs truly want to equip students to do the ministry God has called them to do. This commitment spills over to fellow students who seek to build one another up while going through their studies.

**JIM ADAMS** One of the unique aspects of the Doctor of Ministry program in Spanish is the way in which the cultural diversity among students and faculty enriches the learning process. For example, listening to a student from Cuba or Spain share his efforts to contextualize the principles learned in his course assignments is eye-opening for everyone. I think every student in the Spanish DMin program would say that his or her world has been widened through the opportunity to study the Bible with those of different nationalities and reflect together on the implications of the Word for ministry and service in the Hispanic context. Sadly, many sectors of theological education suffer from a lack of careful attention to the biblical text. The DTS Doctor of Ministry in Spanish is committed to listening both to God’s Word and to one another as we discern how to love Him with all our heart and join Him in His mission in the world.

**JOHN REED** There are many DMin 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 DTS 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 students’ 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.

**SAMUEL CHIA** As I worked on developing the Chinese cohort of the DEdMin program, I had the opportunity to look at other institutions’ DMin programs. I found that DTS is unique in its emphasis in grounding the ministries on a solid interpretation of the Bible. Students must be able to reason the what/how of their ministries through proper biblical interpretation.

**JEANNE BALLARD** A DMin degree from DTS comes with the seminary’s 90 year reputation for training leaders who teach truth and love well. The DMin is a capstone degree recognized around the world for its emphasis on equipping students through educational experiences and applied research projects that contribute to enhancing the practice of ministry. In addition, the cohort approach enabled me to study with the same group of women for three years. We forged connections and networks with each other that continue to this day. The benefit of learning from other women leaders in this cohort environment is one distinctive of the DTS DMin program.

**RON BLUE** Dallas Theological 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.

## **DOCTOR OF MINISTRY STUDIES (DMIN/DEDMIN) APPLIED RESEARCH PROJECT: TOPIC APPROVAL FORM**

Instructions: After consultation with the Doctor of Ministry Studies 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 Doctor of Ministry Studies office. The Doctor of Ministry Studies office will copy it and send it to the department chairman (Christian Education, Counseling, Pastoral Ministries, World Missions, or whichever department your subject most appropriately falls under) for approval. Upon approval, the department chairman will send the form back to the director of Doctor of Ministry Studies to be taken to the Doctor of Ministry Studies Committee for its approval. The DMin/DEdMin Studies Committee will approve the advisor and a second reader, and the Doctor of Ministry Studies administrator will inform the student.

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

**Ministry problem:**

**Problem to be addressed:**

**Research question:**

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

**Hypothesis(es):**

**STUDENTS SHOULD NOT WRITE BELOW THIS LINE**

---

**For Committee Use**

**Subject Approved:**

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

\_\_\_\_\_ (Date)  
(DMin Committee)

**DMin Committee  
Appointments:**

\_\_\_\_\_ (Advisor)

\_\_\_\_\_ (Second Reader)

# 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

Doctor of Ministry Studies 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

DMin Student: \_\_\_\_\_

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

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

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

# 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.

---

**DMin Student**

**Date**

*\* 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.*

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

- A. Specify the 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 they will be 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 principal 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 the faculty of Dallas Theological Seminary, 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)?

## 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 was actually 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.

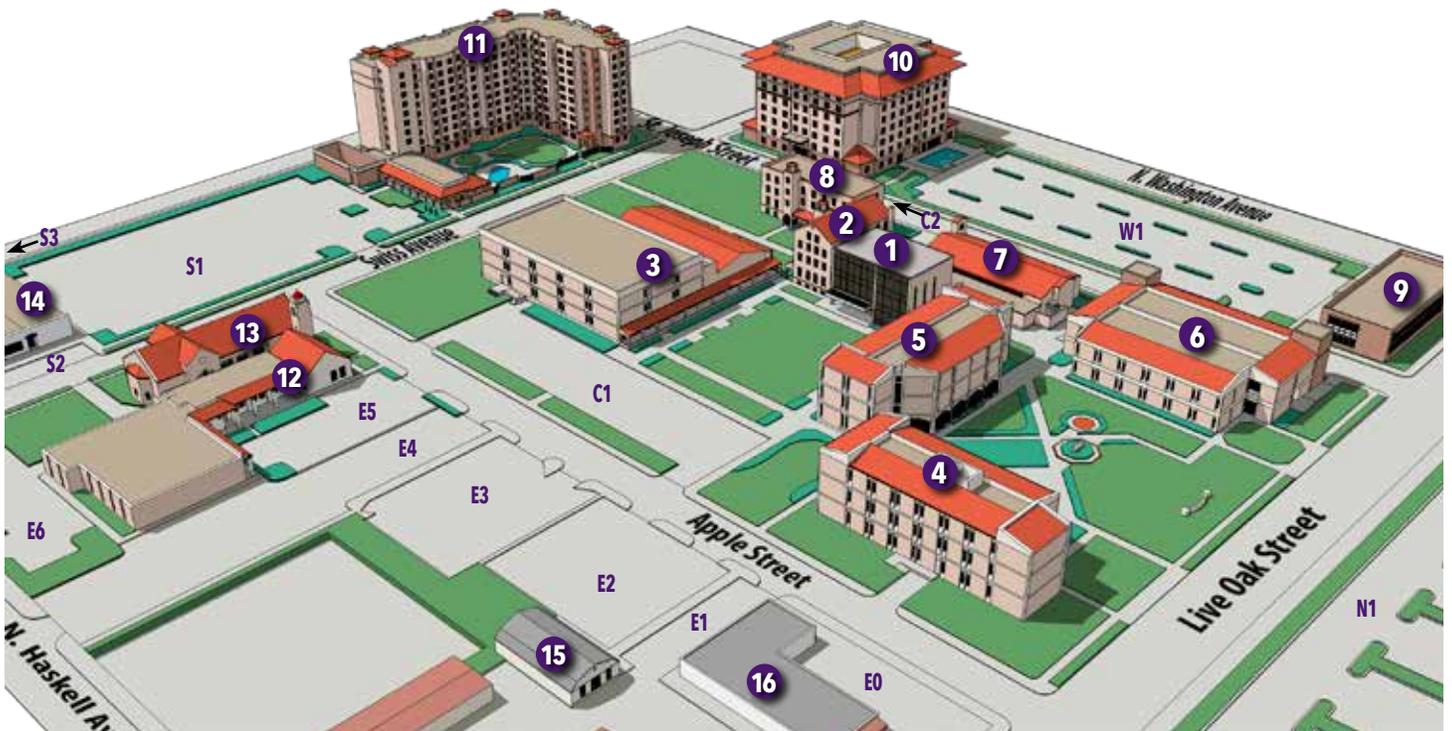
*Estimate: 20 pages*

### APPENDICES

Include any research instrument such as a survey, questionnaire, or curriculum that you may have used.

NOTE: Most DMin dissertations are 150–200 pages in length and contain approximately 100 citations, but more in quantity is not necessarily better in quality. The page length is determined by what is necessary to present a high-quality study. There is no page minimum or maximum. The estimates above are just that—estimates.

# CAMPUS MAP



## BOOK CENTER—13

## CAMPBELL ACADEMIC CENTER—6

Chapel  
Lamb Auditorium

## CHAFFER CHAPEL—7

(closed)

## DAVIDSON HALL—2

Advancement Office  
Dr. William B. Dean Center for Distance  
Education and Global Outreach  
Dr. William B. Dean Conference Center  
Media Production

## DISTRIBUTION CENTER—14

Copy Center  
Luke's Ministries  
Mail Services/Post Office

## FACILITIES & PLANT OPERATIONS—15

Event Services

## FACULTY ANNEX BUILDING—16

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## HENDRICKS CENTER—9

Administrative Technology  
Biblical Counseling  
Howard G. Hendricks Center for Christian  
Leadership & Cultural Engagement  
Information Technology  
Lay Institute  
Online & Distance Education

## HORNER ADMINISTRATION BUILDING—1

Business Office  
Campus Operations

Campus Police (214-887-5590)

Dallas Seminary Foundation  
President's Office  
Welcome Center

## MITCHELL MINISTRIES CENTER—12

Hope Café/Dining Commons  
Miller Prayer Chapel

## STEARNS HALL—8

Admissions  
Alumni & Career Services  
Marketing & Communications  
*DTS Magazine*  
Financial Aid  
Human Resources  
Institutional Research and Effectiveness  
Registrar

## SWISS TOWER APARTMENTS—11

## TODD ACADEMIC CENTER—5

Academic Dean  
Bible Exposition  
*Bibliotheca Sacra*  
Doctor of Philosophy  
Logos Bible Software Representative  
Media Arts & Worship  
Media Support  
New Testament  
Old Testament  
Pastoral Ministries  
Recording Studio  
Theological Studies

## TURPIN/MOSHER LIBRARIES—3

F. Frederick & Mary Della Moss Archives &  
Special Collections Student Media Center

## WALVOORD STUDENT CENTER—4

Advising Center  
Agape Project  
Cashier  
Chinese Studies  
Collins Lounge  
Doctor of Educational Ministry  
Doctor of Ministry  
*DTS en Español*  
Mabee Lounge  
Student Life  
World Missions & Intercultural Studies

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## Parking

Handicap/Visitor .....	C1
Alumni Visitor .....	C2
Handicap/Contractor/Vendor	E1
Visitor .....	E5
DTS Women only .....	E2, E3
Student/Faculty/Staff ...	E4, E6, N1
Faculty/Staff;	
Student after 4 PM only .....	E0
Faculty/Staff;	
Female student after 4 PM only...	E4
Business/Staff .....	S2, S3
Resident .....	S1, W1



Yun Li (current DMin student) on DTS Israel tour.

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