

LIBERTY UNIVERSITY
JOHN W. RAWLINGS SCHOOL
OF DIVINITY



Doctor of Ministry
**PROGRAM AND THESIS PROJECT
HANDBOOK**

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Welcome to the Doctor of Ministry Program

Dear Doctor of Ministry Researchers,

Welcome to your studies in the Liberty University Rawlings School of Divinity Doctoral Studies Division. I am Dr. Adam McClendon, director of the Doctor of Ministry program. You join a group of men and women who are seeking to advance their knowledge in one of the program's cognates, and who are conducting cutting-edge research related to that cognate while writing up the results in the thesis project report. Doctor of Ministry students come from diverse backgrounds, but the one thing everyone has in common is that God has called you into ministry leadership. You also have in mind the expansion of the Kingdom of God through analysis and improvements for your unique ministry setting.

The School of Divinity faculty who teach and mentor students in the Doctor of Ministry are all seasoned ministry leaders in their own right. Some of them are the Subject Matter Experts for the courses that you will take to complete the course stage of this degree. Whether you are continuing this semester in the program or are starting with your first course, the faculty want to come alongside you as your teacher, your mentor, and your friend. They will push you to expand your knowledge in your cognate, coach you on the research process, and offer constructive ways for you to improve your research design and your report.

I will be praying for you as you proceed through the program. You can reach out to the Doctor of Ministry office anytime. The contact information is below.

Phone: 434-592-4163, 8:30 am-5:00 pm, Eastern Time

E-mail: divinityadmin@liberty.edu

Sincerely,

P. Adam McClendon, PhD
Program Director, Doctor of Ministry

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Doctor of Ministry 30 Credit Hours

Overview

The Doctor of Ministry is a 30-credit hour program designed to enhance the knowledge, skills, and research ability of people who are currently engaged in ministry. The program is built upon the foundation offered by the Master of Divinity degree or a graduate-level equivalent. Applicants for admission to the Doctor of Ministry must have at least three (3) years of ministry experience.

All of the courses are available as online, eight-week courses. Each semester, select courses are made available as optional, one-week on-campus intensives. DMIN 885 and DMIN 890 are sixteen-week online courses guided by the candidate's doctoral faculty mentor.

Table 1: New DMIN Program Structure

Core Courses	6 hours
Cognate Courses	9 hours
Research Courses	6 hours
Doctoral Candidate Courses	9 hours
Total Minimum Hours	30 hours

Program Learning Outcomes

The Doctor of Ministry program equips students to achieve the following program learning outcomes. A student will be able to:

1. Construct a theological foundation that interacts with precedent literature to evaluate ministry.
2. Evaluate a ministry idea or context demonstrating advanced observation and analysis.
3. Develop a research project to address a specific ministry objective.

The program is designed so that the student can take classes at a pace that fits their academic aptitude and pace. A student can complete the Doctor of Ministry program in two and one-half years, but students must complete the program within seven years. Students may transfer up to six hours of coursework completed through other accredited Doctor of Ministry programs in place of DMIN 810, PACO 825, or one of the cognate courses; however, DMIN 820, 830, 840, 885, and 890 must be taken through Liberty. This program is structured to prepare the student for the writing of the thesis project. After completing DMIN 830, the student will officially be considered a Doctor of Ministry Candidate. This means the student has successfully completed twenty-one (21) program hours and only has DMIN 840, 885, and 890 remaining.

Graduation Requirements

In addition to the other regulations governing graduation, graduates of the DMIN program must meet the following requirements:

1. Must complete thirty (30) semester hours of coursework, including the thesis project report, with a cumulative grade point average (GPA) of 3.00.
2. A minimum of twenty-four (24) hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of six (6) hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. The student must earn no more than one grade of C (includes grades of C+/C-).
5. No grades of D may be applied to the degree (includes grades of D+/D-).

6. Must complete the thesis project (DMIN 890) with a minimum grade of B (includes B-).
7. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of the current Graduate Catalog.
8. Degree must be completed within seven (7) years.
9. Submission of Graduation Application must be completed within the last semester of a student’s anticipated graduation date.

SECTION I

DOCTOR OF MINISTRY PROGRAM COMPONENTS

Students enrolled in the DMIN program prior to Fall Semester 2018 will need to contact the DMIN office for any questions they have regarding the new program structure. The student is responsible for following and completing the requirements of the degree completion plan under which the student initially enrolled. If a student desires to transition to the new DMIN structure, they need to contact the DMIN office for a consultation to ensure that the change would benefit them.

Course Stage

There are twenty-one (21) credit hours in the course stage of the degree. This stage orients the student to the program, takes the student through a specialized cognate, and lays a foundation for completing the thesis project research and writing. This section of the manual also provides an outline of the steps involved in the course stage along with a detailed description of each course.

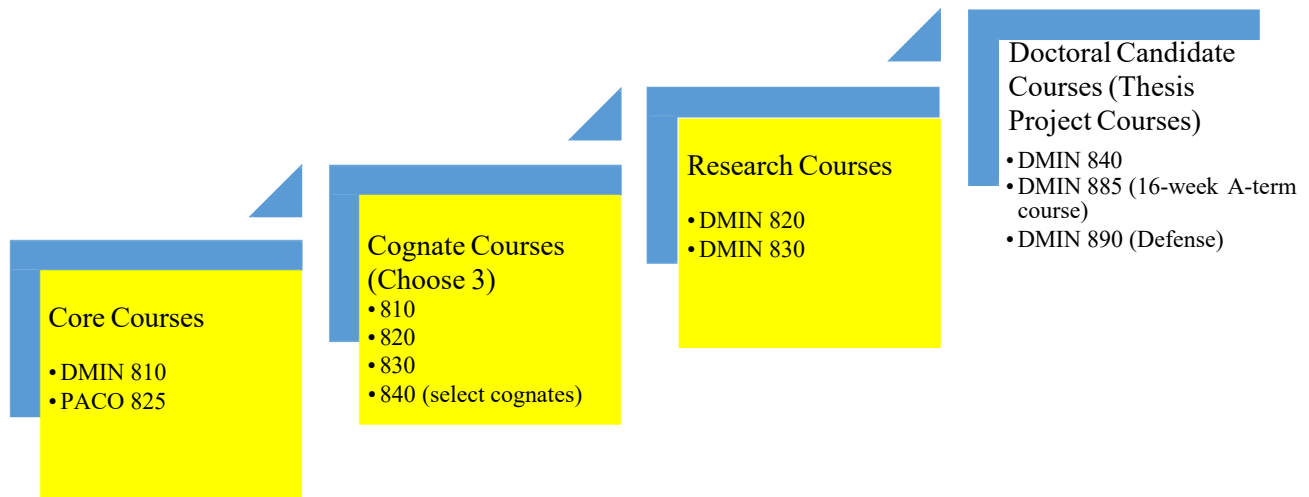


Figure 1 Stages of the New DMIN Program

During course stage, Liberty University Online permits students to maintain their active enrollment by taking at least one course per academic year. This changes once students enter the thesis stage.

Step 1: Core Courses



Students entering the Doctor of Ministry program must take DMIN 810, Foundations of the Doctor of Ministry, as their first course.

DMIN 810 provides a general introduction to the Doctor of Ministry program. Students are presented an overview of the program along with doctoral research and writing resources. These resources are then utilized to examine various theological and ministry concepts academically in preparation for progress through the program. 3 hours.

In addition to DMIN 810, every student is required to take PACO 825, Growth and Development of the Contemporary Minister.

PACO 825 provides an in-depth look at the person in ministry. Extensive testing will form the foundation for this course, and the results of the testing will be used to develop a growth profile for the individual student. 3 hours.

Step 2: Cognate Courses



Each student is admitted into a particular cognate. Each student must complete at least three cognate courses to fulfill their cognate requirements before beginning the next stage of the DMIN program. The course number, title, and description for the cognate courses are listed below. Three courses in the cognate under which the student was admitted must be successfully passed. Each student will be enrolled in the cognate under which they were admitted. Students must complete three (3) courses in their cognate in order to fulfill the requirements for their Degree Completion Plan.¹

Biblical Studies

BIBL 810 - Theology of the Gospel

An examination of the gospel and its implications for ministry and the Christian life with special focus on understanding the gospel in the context of the entire biblical narrative, cultivating a gospel-centered life, and viewing ministry through the lens of the good news of Jesus Christ.

BIBL 820 - The Theory & Practice of Biblical Theology

An examination of the various approaches to biblical theology, including historical, worldview, canonical, and theological, with a focus on how biblical theology shapes ministry practice today.

BIBL 830 - The Bible & the Pastor

An examination of the function of the Bible within pastoral ministry with a specific focus on the Bible in preaching/teaching, counseling, church administration and the pastor's devotional life. The class will examine the unique purpose of the Bible in each setting and a methodology for applying the Bible in each context.

¹ Doctor of Ministry Degree Completion Plans can be found on the Registrar's Degree Completion Plan page for Graduate Programs. DMIN Degree Completion Plans (DCPs) are listed under the Rawlings School of Divinity on this page: <https://www.liberty.edu/index.cfm?PID=41931>.

Chaplaincy

CHPL 810 - Practical Theology of Chaplaincy

The course provides a practical study of the theology of chaplaincy, as well as the application of the chaplain's theology in the secular and pluralistic contexts. Emphasis is given to the tension that exists for chaplains ministering to individuals from broad theological backgrounds. The course will prepare the chaplain to minister in pluralistic contexts, as well as, advise and mentor chaplains from a diversity of theologies.

CHPL 820 - Chaplain Strategic Leadership

The course provides a study in chaplain strategic leadership, focusing on the authority and responsibility of the chaplain to lead prophetically with godly character, insight, and wisdom within secular and religious contexts. Special emphasis is placed on the chaplain's position and opportunity to influence critical decisions and lives within military, healthcare, and community contexts.

CHPL 830 - Ethics for Chaplain Leaders

This course is a study of theoretical and applied ethical leadership for chaplains serving as religious representatives and leaders in primarily secular, pluralistic environments. It will broadly explore the field of ethics from theological and philosophical perspectives providing the student with insights to critique them against biblical truth. The course will prepare chaplains to engage ethical problems through the development and application of a biblically based ethical decision-making model and personal code of ethics.

Additionally, the course will address the ethics of evangelism, civil discourse, and the free exercise of one's faith in a pluralistic culture.

Church Revitalization

CHMN 810 - Biblical Leadership in Church Revitalization

This course will address the essential biblical leadership characteristics that enable church leaders to engage the church revitalization process with effectiveness. It will consider the revitalization themes throughout the Old and New Testaments and the strongest leadership traits of those who God used to bring new life to His people.

CHMN 820 - Strategic Leadership for Church Revitalization

A practical study of the elements that are required for church leaders to lead the church revitalization process effectively. This will include the guiding values, leadership structure, facility assessment, location, and overall feasibility of the church revitalization. The historical foundations of church revitalization in the 20th century will be examined.

CHMN 830 - Change and Conflict in Church Revitalization

An advanced course for pastors and church leaders who are called to lead a church through the process of church revitalization. This course will give the pastor and church leader the biblical and

practical understanding, training, and leadership skills to successfully navigate change and conflict in a church that is engaging revitalization process.

Discipleship

DSMN 810 - Biblical & Philosophical Found. of Disciple Making

This class will examine N.T. principles of disciple-making and evaluate modern systems and structures. Students will be equipped to develop their own disciple making system in their local church or ministry context.

DSMN 820 - Historical & Practical Discipleship Models

This course will examine the biblical and philosophical foundations of making disciples by examining disciple-making in the Gospels, the book of Acts and in the Epistles. Careful attention will be given to the commands of Christ and the practice (interpretation) of the early disciples. Disciple-making down through church history will also be reviewed.

DSMN 830 -Environmental Discipleship Models

This class is designed to examine the biblical foundations for small group discipleship, how to develop small groups, how to grow small groups, how to develop small group leaders and how to transition to a small group (environmental) discipleship model. The focus of the class will be on how to accomplish the Great Commission in a relational context.

Evangelism and Church Planting

The student will choose three of the four options in this cognate.

EVCP 810 - Spiritual Factors of Growing Churches

Growth and growing churches are the products of health, and the degree of growth is related to the vitality of that health directly. Unhealthy churches cannot sustain growth; therefore, health is imperative for growth and continued growth in a church. In this course students will examine the connection between being a disciple and making disciples through developing leaders in a healthy environment, and teach the church leader how to preach and plan sermons with an eye toward church growth. Students will also examine how Christian leaders can use innovative and methodical processes to develop shared vision, communicate it to internal and external customers, and translate it through the strategic planning processes into operative and effective action through analysis of the latest theories of vision and strategic planning in organizations.

EVCP 820 - Leading a Healthy Church

This course equips students with an understanding of the importance and role of health in the life of a pastor and the church, and to enable the skills needed for providing pastoral leadership leading to a healthy, growing, and multiplying twenty-first-century church. Emphasis will be placed on church health/growth, church planting, church multiplication, and postmodern ministry factors.

EVCP 830 - Contemporary Movements in Church Planting

This course equips students with an understanding of the various methods, approaches, and tools employed in the greater context of twenty-first-century church planting and ministry in the United States. Emphasis will be placed on contemporary models of church ministry as examples illustrating current church planting movements.

EVCP 840 - Strategic Evangelism & the Local Church

This class will explore various approaches to establishing a viable evangelism strategy for the local church. A special emphasis is placed on biblical principles, evangelism planning, contemporary spiritual movements, and multiplication as the core value.

Expository Preaching and Teaching

HOMI 810 - Preaching and Teaching the Grand Story of the Bible

A study of the principles for accurate interpretation and appropriate application and delivery of Scripture in its various settings or genre. Problems created by various literary forms, cultural differences, and theological issues will be considered. Preaching will be engaged with personal examination, employment of forms in light of literary, cultural and theological issues.

HOMI 820 - Expository Preaching and Teaching and the Old Testament

This course is designed to prepare students to preach from the Old Testament. Special attention will be given to genres and theological themes that arise from the Old Testament texts.

HOMI 830 - Expository Preaching and Teaching and the New Testament

This course is designed to prepare students to preach from the New Testament. Special attention will be given to genres and theological themes that arise from the New Testament text.

Ministry Leadership

LEAD 810 - Strategies for Developing Leaders

This course will examine how to identify and equip key members of a church's staff. Principles and methods will be analyzed and defined for foundational leadership skills.

LEAD 820 - Organizational Leadership in the Church

A truly effective leader understands the relationship between the organization's success and the ability to develop other leaders within the organization. This course will examine how leaders are recognized and developed inside the local church. Skills necessary for developing and mentoring leaders for the local church will be examined from a biblical, philosophical and practical perspective.

LEAD 830 - Ministry Leadership

An advanced study of the personal leadership function of the ministry leader. Attention is focused on such topics as conflict management, decision making, long-range planning, motivation, and interpersonal relationships.

Next Generation Ministry

CHMN 840 – Leadership Models for Next Generation Ministry

This course explores the necessary skills and competencies for leading next generation ministry. It will introduce current and developing models in response to current cultural issues in the context of local church ministry. Research related to the future of next generation ministry will be engaged with emphasis given to a biblical/theological critique of proposed ministry methods.

CHMN 841 – Issues and Trends in Next Generation Ministry

This course explores the cultural trends and issues impacting the current generation of children, adolescents, and their families. Current and developing trends will be evaluated from a theological and sociological perspectives in the context of local church ministry. Research related to the future of next generation ministry will be initiated to further the church's effective response to these issues.

CHMN 842 – Making Disciples for the Next Generation

This course focuses on the nature and mandate of the Great Commission and with specific application to next generation ministry. It will guide students in developing effective and insightful models for making disciples among children and adolescents in partnership with their families and connected to the larger mission of the local church. Students will engage in research that identifies and supports the most effective strategies for making disciples for the next generation.

Pastoral Counseling

PACO 830 - Individual & Family Issues in Pastoral Counseling

This course is designed to provide an in-depth study of the commonly addressed issues encountered in pastoral counseling. This study will include topical discussions of individual and family issues including the more common mental health disorders and familial issues such as family composition, childbirth, parenting, and other pertinent topics throughout the lifespan.

PACO 835 - Premarital & Marital Issues in Pastoral Counseling

This course provides an in-depth study of premarital counseling as well as marital distress and dissolution, marriage theory, intervention strategies, and factors central to marital renewal, stability, growth, and health.

PACO 840 - Crises and Current Issues in Pastoral Counseling

This course provides an in-depth study of the onset, duration, and appropriate interventions for various crises encountered in pastoral counseling. This study will include topical discussions of crises including natural and manmade disasters, trauma, suicidal ideations, and familial crises.

Spiritual Formation

DSMN 850 – Biblical Theology of Spiritual Formation

This course traces out the biblical theme of spiritual formation in both Old and New Testaments. Students gain an appreciation for the consistent manner in which biblical writers explain the process of spiritual growth by an appeal to natural growth processes in creation. Students also explore the place of spiritual formation within the larger purposes of the mission of God as it unfolds canonically and historically. Students formulate practical applications of a biblical model of spiritual formation to ministry practice within their own denominational and theological traditions.

DSMN 860 – History of Spiritual Formation

This course is an examination of the historical practices of spiritual formation throughout the life of the church. Focused on primary materials, this course will explore salient themes related to spiritual formation through the lens of discipline, theology, and practice.

DSMN 870 – Facilitation of Spiritual Formation

This course focuses on the corporate aspect of spiritual formation against the backdrop of our hyper-individualistic culture and emphasis within Protestantism. The course will provide an analysis of those elements that facilitate and foster spiritual formation in Christian community. In particular, the course will examine an ecological model of spiritual formation as a way of conceptualizing and fostering growth and formation. Finally, this course will inspect the role of the Christian community in the facilitation of spiritual growth and maturity that brings into balance the disparate notions of academic and ministerial formation.

Theology and Apologetics

THEO 810- Theology of the Gospel

An examination of the gospel and its implications for ministry and the Christian life with special focus on understanding the gospel in the context of the entire biblical narrative, cultivating a gospel-centered life, and viewing ministry through the lens of the good news of Jesus Christ.

APOL 810 - Miracles, the Resurrection and Christian Ministry

This course examines the apologetic value of the miraculous, giving special emphasis to the resurrection of Jesus, as it bears on Christian theology and the life and mission of the Church.

APOL 820 - Cultural Apologetics

This course equips students to understand, evaluate, and engage cultural trends from a Christian ministerial perspective. Students will learn a biblical theology of culture which they will use to evaluate strategies for church engagement in the culture. Particular emphasis will be placed on the intersections that exist between ecclesial ministry, cultural influences in the western world, and apologetics.

Urban Ministry

CHMN 850 – A Biblical & Missiological Theology of the City

This course introduces students to a biblical and missional theology of the city. Students will learn that, beginning in Genesis and ending in the Book of Revelation, the Bible offers a distinctive view of the city and its place in the mission of God and the mission of the church. Students will acquire a solid biblical and theological framework within which they can design a ministry to the city that is faithful to God’s word and God’s mission while serving the distinctive needs of the city.

CHMN 851 – Contemporary Issues of the City

This course challenges students to be critical thinkers in a rapidly changing culture. Through a comparison and contrast of current issues concerning racial justice, sexuality, arts/entertainment, and compassion ministry, students will gain a robust understanding of current issues and how to address ministry needs in the city with a sound biblical exegesis. Emphasis will be placed on understanding significant historical events in American and global history that have shaped the attitudes and values of the city.

CHMN 852 – Disciple-Making Strategies among Diverse Communities

This course is a practical guide to healthy disciple making in impoverished settings and ethnically diverse communities. Emphasis will be placed on indigenous disciple making strategies, spiritual formation among Black and Hispanic communities, and case studies on multi-ethnic church ministry. This course will help students cultivate a multi-ethnic ministry consciousness for city ministry.

Worship

WRSP 820 - The Worship Leader

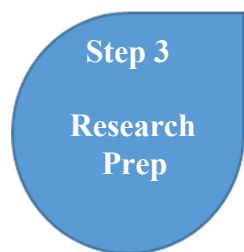
A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers, instrumentalists, and the congregation. In addition to required reading, significant research within the evangelical community, and application to various worship ministries, students are required to complete 10 projects that integrate learned principles and practical application.

WRSP 835 – Theology, Philosophy, and Methodology of Worship

This course is a comprehensive study of the purpose and practice of a theology of worship in the Evangelical church community. The study is divided into three parts: 1) cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; 2) personal and professional philosophy derived from the application of theology to worship; and 3) methodology for worship ministry which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship and then develops a pedagogical paradigm for inclusion of the course material and constructs in a worship curriculum. This course is offered online only.

WRSP 845 – Pastoral Roles of the Worship Leader

This course provides clarification of the various and many pastoral roles of the worship leader in the Evangelical community. Responsibilities worship pastors have to the gospel call and ministry are defined and articulated. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation. Students are required to develop a pedagogical paradigm for inclusion of course materials and constructs in a worship curriculum. This course is offered online only.



Step 3: Research Courses

Once the core and cognate courses have been completed, the

Student is ready to begin the research process. The first two courses are

DMIN 820 and DMIN 830. These courses guide the student through the

first steps in completing the thesis project. In DMIN 820, the student will critically analyze biblical and academic literature related to their area of research and then formulate their project problem, purpose, and thesis statements based upon their selected and approved topic.

DMIN 830 then builds on the previous course to guide the student through the development of a prospectus. This prospectus will be utilized to pair the student with an appropriate faculty mentor. As a general rule, the standard thesis project prospectus will be written in future tense where appropriate, be

approximately twenty-five (25) to forty (40) pages in length, and contain five sections utilizing the following “Standard Thesis Project Prospectus Outline.”²

Chapter 1: Introduction

Ministry Context

Problem Presented

Purpose Statement

Basic Assumptions

Definitions

Limitations

Delimitations

Thesis Statement

Chapter 2: Conceptual Framework

Literature Review

Theological Foundations

Theoretical Foundations

Chapter 3: Methodology

Intervention Design

Implementation of Intervention Design

(This chapter should describe any planned intervention, describe the plan for addressing this problem by answering: How will the stated problem be addressed or better understood? How will the problem be studied?, What ministry intervention will be utilized to address the problem?. Description of how the findings will be interpreted, process for collecting data, process for analyzing data, and description of how the findings will be reported)

Chapter 4: Results

Chapter 5: Conclusion

(This chapter should give a description of the plan for discussing the implications and significance of the study, and a description of other areas that might benefit from this research.)

Once a student has successfully completed the thesis prospectus, this document will be submitted in the DMIN 830 course. Additionally, the student must forward their corrected prospectus to the Doctor of Ministry office. The DMIN office will assign a faculty mentor on the basis of the application and prospectus.

² Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011), 11-12. A fuller discussion of the project prospectus is located on pages 25-31 below.

In DMIN 830, students will also complete the Collaborative Institutional Training Initiative (CITI) required as a pre-requisite to submitting the Institutional Review Board Application to complete research with living subjects.³

Notice to Students on Topic Selection:

The Doctor of Ministry office reserves the right to deny particular topics and prospectuses. Students will not be approved to write on a topic the DMIN office deems to be in conflict with the values and beliefs of the John W. Rawlings School of Divinity. In the case that a prospectus is denied, the student will need to rewrite an acceptable prospectus before being able to move on to DMIN 840.

³ Liberty University, Institutional Review Board, Collaborative Institutional Training Institute (CITI), <https://www.liberty.edu/academics/graduate/irb/index.cfm?PID=27730>. See Appendix A below for CITI Training Registration instructions.

Doctoral Candidacy

Step 4: Thesis Project Courses



Once the student completes DMIN 830 with a passing grade, the student officially becomes a DMIN Candidate.⁴ At this point, the candidate will be matched with a faculty Mentor to coach them through the rest of the thesis project research and writing. It is important for the student to note that they are responsible to initiate regular interaction with their mentor and to lead the way. The mentor is present to coach the student in a support role. Candidates will register for their remaining courses through the Doctor of Ministry office.⁵ Since ***the final thesis project must be professionally edited before final submission***, it is recommended that the candidate select an editor at this stage and work with that same editor throughout the process before submitting the final project to the mentor. The Doctor of Ministry office has a list of potential editors if a recommendation is needed.

Thesis-Project Enrollment Policy: Once students enter the thesis-project phase of their degree [either DMIN 840 or DMIN 889], they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer term optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for re-admission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their re-admission. If desired, they may pursue approval to go back to their former DCP if the last courses were taken less than seven years ago.

⁴ A “C” or higher constitutes a “passing grade” if the student has not received a “C” in a previous class. If the student already has a “C” on their record from another course, the student will have to retake DMIN 830 until “B” or higher is received and will not be granted candidate status until they pass DMIN 830.

⁵ More on the registration process for these courses is covered on pages 19-24 below.

The first candidate course in the thesis project stage is DMIN 840. The mentor will be the instructor of record for this course and for the candidate throughout the rest of the program. The candidate must complete this course with a grade of “B” or higher to continue into DMIN 885.

DMIN 840 – Thesis Writing Project Stage 1

The candidate will write, revise, and complete chapters 1 and 2 of their DMIN thesis project. In addition, the candidate will complete and submit their IRB (Institutional Review Board) application⁶ in order to begin the field research phase of their project.

The candidate must not begin work on the research portion of the project until IRB approval is secured. Prior to submitting the IRB application, students must have completed the Collaborative Institutional Training Initiative (CITI) course.⁷ Faculty mentors need only be certified once and will need to seek re-certification every three years. It is the student’s responsibility to ensure their faculty mentor has met IRB certification requirements.

DMIN 885 – Thesis Writing Project Stage 2

This course allows the candidate time to conduct and evaluate research in coordination with a professional mentor. Once the research has been conducted, the student will complete the thesis project under the mentor’s supervision.

The second course in this stage (DMIN 885) transitions the candidate into a full-semester (16-week) course. The candidate will continue to register for and take this course each semester until they implement their research and finish writing the thesis project. Candidates can repeat DMIN 885 up to four times. If a candidate needs a fifth registration, they will need to provide a written report to the Director of the Doctor of Ministry Program explaining the lack of progress and provide a written plan to complete the

⁶ The Liberty University Institutional Review Board exists to assist student research with human participants. Since Doctor of Ministry research projects are conducted in a live ministry setting involving people, IRB approval is essential to make sure that all legal steps in developing the project are completed. For more information on this process, go to the Institutional Review Board’s website, www.liberty.edu/index.crf?PID=29535.

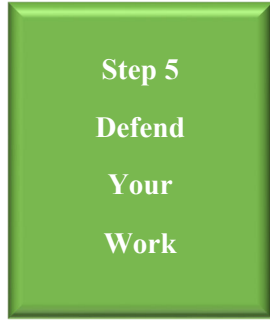
⁷ For information on the CITI course for students and for mentors, please go to the website, <https://www.liberty.edu/academics/graduate/irb/index.cfm?PID=27730>. Follow the instructions in Appendix A below to enroll and begin taking the course. The CITI Login Instructions (with Pictures) is recommended for step- by-step instructions to register for the course. There is no charge for this course.

thesis project during the next semester.⁸ This extension request must come with the approval and endorsement of the candidate's mentor.

While in DMIN 885, each candidate will be expected to work with their mentor and establish specific expectations (milestones) for each semester. Students who make progress and meet expectations in a semester will receive a "P" for that semester; otherwise, the student will receive a "NP," indicating that they did not make sufficient progress. The candidate must complete all requirements for the DMIN thesis project and receive at least one "P" for a DMIN 885 semester to register for DMIN 890 to defend their thesis project. The mentor must contact the DMIN office at that point and notify them of the candidate's readiness to defend their project thesis. Remember, the final thesis project must be professionally edited for grammar and Turabian compliance before applying for defense.

⁸ See DMIN 885 extension request form in Appendix C below.

Step 5: Thesis Project Defense



Being ready to defend the thesis project is a major milestone that both candidate and mentor work toward. The mentor, in consultation with the project's assigned faculty reader, determines when the thesis project is ready to defend. The mentor and candidate should consult on who will be the faculty reader, and the reader's agreement to participate must be secured before registering to defend. The mentor should request the faculty reader through the DMIN office. Once secured, the mentor should send the reader a copy of the final draft of the candidate's thesis project and, together, they should schedule the date for the candidate's oral defense.

Steps for DMIN 890 Oral Defense

- 1. Faculty Mentor and Candidate consult to select a Faculty Reader. The Mentor should request a faculty reader through the DMIN office, and once secured, send the reader a copy of the completed draft of the thesis project.**
 - 2. Faculty Mentor and Faculty Reader consult together on the candidate's readiness to defend the thesis project report.**
 - 3. Faculty Mentor notifies the DMIN office that the candidate is ready to defend.**
 - 4. The Faculty Mentor and Faculty Reader will schedule a date for the Oral Defense. The Oral Defense is usually completed via conference call or videoconferencing. The Mentor is responsible to set this up.**
-

After the Defense

The mentor and reader should inform the candidate of their decision at the conclusion of the defense. If the faculty mentor and reader have changes they want to be made to the thesis project prior to its submission to the library's Scholarly Communication Department, the candidate should make the

changes promptly and return the corrected thesis to the mentor. Once reviewed, the mentor should approve the submission of the manuscript to the library's Scholarly Communication Department. Please review the submission directions carefully at <https://www.liberty.edu/library/submitting-dissertations-and-theses/>.

The link to submit is posted on this webpage.

Candidates will receive an email from the Department of Scholarly Communications when the submission of the defended work is complete. Revisions may be required to make the submitted work copyright compliant. E-mails will be sent to the candidate's Liberty account, including any requests for changes. When the work is ready to be published, an acceptance email will be sent from the Department of Scholarly Communications. The candidate should forward the acceptance email to the project's faculty mentor. The faculty mentor will not post the grade for DMIN 890 until the candidate forwards the acceptance email and it is received by the faculty mentor. The degree will not be awarded by the registrar until the grade for DMIN 890 is posted by the mentor.

Registration for Doctoral Candidacy Courses

Once the student has completed all the coursework for the program, they are ready to research and write the thesis project. Getting to this stage of the program is an incredible accomplishment and one in which the student should be proud. Since only the research and writing is left, the student is now considered a DMIN candidate.

DMIN candidates will need to register for different courses depending on when they entered the program.

Table 2 Comparing Thesis Stage Research and Writing Requirements

	NEW DEGREE COMPLETION PLAN Effective Fall 2018	PREVIOUS DEGREE COMPLETION PLANS
Thesis Stage Courses	DMIN 840 and DMIN 885	DMIN 889 x 2
Started DMIN Program prior to Fall 2018		✓
Completed 24 hours of DMIN coursework		✓
Started DMIN Program Fall 2018 or later.	✓	
Completed all prerequisites, including DMIN 830	✓	

How to Register for DMIN 840 or First Semester DMIN 889

Students must be enrolled in their DCP’s thesis course every Fall and Spring (summers optional) to maintain enrollment in the Doctor of Ministry Program. Failure to complete registration every Fall and Spring semester will result in breaking enrollment and require students to re-apply for admission. Students are re-admitted to that year’s Degree Completion Plan. Students, once re-admitted, have the option to petition to return to their previous Degree Completion Plan.⁹

Steps to Register for DMIN 840 or First Semester of DMIN 889

1. The candidate emails divinitydmin@liberty.edu to request registration. The email should include the candidate’s:
 - a. Full name and Liberty University student ID number.

⁹ **Thesis-Project Enrollment Policy (2018-2019 Graduate Catalog)** Once students enter the thesis-project phase of their degree, they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer terms optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

- b. A statement request registration in the appropriate course (either DMIN 840 or DMIN 889).
- c. For DMIN 840, a PDF or Word copy of the Thesis Project Prospectus produced in DMIN 830. For DMIN 889, the Thesis Abstract produced in DMIN 880.
- d. If the candidate has a preferred LU faculty member for a mentor, the name of that faculty member should be included. If the candidate does not have a preference, then the candidate should simply note that they do not have a preference.

The Doctor of Ministry program reserves the right to deny particular topics and prospectuses. Students will not be approved to write on a topic the Doctor of Ministry program deems to be in conflict with the values and beliefs of the John W. Rawlings School of Divinity.

- 2. The DMIN office will contact the preferred faculty mentor. If that mentor is available, the candidate will be assigned to that mentor. If that mentor is unavailable or if a preferred mentor was not specified, the DMIN office will assign a mentor appropriate to the thesis project prospectus subject matter.
- 3. Once a faculty mentor's agreement is secured, the DMIN office will send a request to the registrar's office to secure registration for the appropriate course.
- 4. The DMIN office will then notify the candidate once registration is secured. The candidate will then need to finalize enrollment by completing financial check-in.

How to Register for DMIN 885 or Second Semester DMIN 889

Candidates enrolled in DMIN 885 or DMIN 889 must maintain enrollment in DMIN 885 or 889 respectively in the Fall and Spring semesters until the thesis project has been completed and the mentor has notified the DMIN office that the candidate is ready for defense. Summer registration for these courses is optional. At the end of each term, the candidate will receive a "P" for "pass" or an "NP" for "no pass."

The candidate must make sufficient progress in accordance with the mentor's expectations to receive a "P" for the semester. Candidates in DMIN 885 must receive at least one "P" before being eligible for enrollment in DMIN 890, and candidates in DMIN 889 must receive at least two "P"s before being eligible for enrollment in DMIN 890. Once the project is complete, the mentor will notify the DMIN office that the candidate is ready to be registered in DMIN 890.

Candidates can take DMIN 885 or DMIN 889 up to four semesters to complete the research and writing of the project thesis. Additional semesters after the fourth semester of enrollment requires permission from the Director of the DMIN Program. To request an extension, the candidate must submit the official Extension Form to the DMIN office.¹⁰

Continuing Registration for DMIN 885 or DMIN 889

1. The DMIN Office will automatically communicate to the registrar's office a list of current candidates in the various sections of DMIN 885 and 889 for each Fall and Spring semester. If there is a hold of any kind on a student's registration, the DMIN Office will communicate with the student the need to resolve the hold. (The only exception to this process is summer registration. For Summer Registration, students must reach out to the DMIN office [divinitydmin@liberty.edu] to request summer registration, as the summer registration period is optional for all students.)
2. The DMIN office will then notify the candidate that registration has been secured. The candidate will then need to finalize enrollment by completing financial check-in.

¹⁰ See Extension Form in Appendix C below.

Withdrawal from DMIN Program

If the candidate does not intend to continue in the program, they will need to contact the DMIN office and provide written notification of their intent to withdraw from the program. Students at thesis stage must register for fall and spring semester to maintain active enrollment.

Registering for the Thesis Defense – DMIN 890

Are You Ready To Defend?

<i>Has the Thesis Project Report been professionally edited?</i>	
<i>Is the Thesis Project Report Final Draft Completed?</i>	
<i>Has your faculty mentor and faculty reader approved the Thesis Project Report Final Draft?</i>	

The candidate will continue to register for either DMIN 885 or 889, depending on when the candidate entered the program, until the faculty mentor reports to the DMIN office that the candidate is ready to defend. Being “ready to defend” means the candidate (1) has completed the research and writing of the thesis project report, (2) has had the thesis project report professionally edited for form, grammar, and style, and (3) the mentor approves the thesis project report final draft. The mentor will then provide the DMIN office a recommendation for defense and will send a copy of the thesis project to the designated faculty reader. This recommendation can come in the form of a simple email. The email should include the candidate’s name, student identification number, and request for enrollment in DMIN 890.

The request to enroll in DMIN 890 for a given semester must be received by the DMIN office from the faculty mentor by these dates in the appropriate semester:

- a. **Fall Semester – October 15**
- b. **Spring Semester – March 15**
- c. **Summer Semester – June 15**

Please note, the candidate cannot enroll in DMIN 890 unless all other program requirements are met to include the number of passing credit hours, a completed final edited copy of the thesis project, and all financial obligations are fulfilled.

Once the candidate is enrolled in DMIN 890, the faculty mentor, faculty reader, and candidate agree upon a date and time for either a live meeting, phone conference, or video conference. The oral defense should last approximately one hour. The defense should take place at least four weeks prior to the end of the semester to allow the candidate to make any needed corrections to the thesis project. The mentor must approve these changes prior to the candidate submitting the thesis project to the Jerry Falwell Library's Scholarly Communications Department.

The faculty mentor will not post the grade for DMIN 890 to the registrar until the Library has agreed to publish the thesis project through the Scholars Crossing. Candidates should forward the acceptance e-mail from the library (indicating the document will be published in the library's institutional repository) to the faculty mentor. The mentor will then post the candidate's grade for DMIN 890, thus, completing the degree.

SECTION II
BEST PRACTICES FOR THE RESEARCH
AND WRITING OF
THE THESIS PROJECT

Thesis Project Prospectus

The Thesis Project Prospectus is a condensed version of what the student anticipates the final thesis project to be. The document is completed during DMIN 830 and is the document submitted to the DMIN office to help secure a faculty mentor for the candidacy stage. If done well, the prospectus will be the base from which the full thesis project can be produced.¹¹

Standards for the Thesis Project Prospectus¹²

When beginning to think through the desired research design, the student needs to take into account that the final DMIN project thesis should fully explore the research question through academic and applied research. Most students are familiar with the academic research component, which would be standard for a quality MDIV paper; however, applied research is usually a new concept. While certain courses in the DMIN program are prepared to help the student understand how to execute applied research, it is ultimately the student's responsibility to prepare and execute a quality research project that incorporates action research. Action research in its simplest form is research designed to address a problem.

¹¹ For a detailed account of what each chapter should include, see Standards for the Thesis Project, pages 34-46 below.

¹² Other Thesis Project Prospectus structures are only acceptable with approval from the instructor of DMIN 830 and the Director of the DMIN Program below.

Research Project Design¹³

Here are questions the researcher can consider in designing the applied research project.

1. Has a specific problem in the student's current ministry setting been identified? Worded another way, has the student identified an improvement needed in their current ministry location? The problem the student would like to address needs to be very specific and narrow. The goal is to focus in on one aspect of ministry. While it is tempting to address a broader situation, the student must continue to refine the focus to a very specific problem.
2. Has the student ensured this problem has not already been adequately addressed? A review of precedent literature will help with this determination.
3. Does the student have some idea regarding how they might make the improvement? How does the student plan to address or resolve this problem? Students should consider the need for the following resources:
 - a. Time: Schedules and calendars
 - b. Finances and Materials: Preliminary budget (only if costs exceed routine operating expenses)
 - c. Facilities: Availability, costs, suitability, and clean-up
 - d. Human: Availability of staff, independent experts, participants, control groups, and outside consultants
4. Has the student identified a group of people related to the ministry site with whom the student can work to implement the designed improvement? Has the student considered have an alternate control group to help validate the results?
5. Has the student qualified how success will be measured?

¹³ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3d ed. (Los Angeles: Sage, 2013), 129-134.

While the student does want to complete the requirements to fulfill the degree completion plan, a living part of the Christian community should be positively impacted because of their participation with the researcher in the improvement project. Therefore, the student should design the project and the mentor should evaluate the applied research project design with the following criteria in mind. The researcher should strive for a “Yes” for each of these criteria.

Criteria	Yes	No
The project design clearly relates to the student’s current ministry (an urgent need or ministry interest).		
The project design shows clear correlation with the relevant literature.		
The project design reflects the student’s understanding of biblical and theological justification for the ministry need or interest.		
The project design uses acceptable research method(s) which the researcher has demonstrated competence to attain a valid result.		
The project design must be sufficiently focused and limited to have measurable results and not so general as to generate superficial results.		
The project design must give evidence of careful planning.		

Research Models

There are several models to conduct applied research, as illustrated by these texts.

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove: IVP Academic, 2016. ISBN: 0830851313.

Fowler, F. J. *Survey Research Methods*, 4th ed. Thousand Oaks, CA: Sage, 2013. ISBN: 978-1452259000.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene: Wipf and Stock, 2011. ISBN: 1610972767.

Swinton, John and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2011. ISBN: 0334029805.

Yin, R. K. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage, 2014. ISBN: 978-1452242569.

Models that have been successfully used by DMIN Researchers include:

1. Surveying to build a report on a current ministry situation that helps the researcher critically analyze the survey results and suggest ways to improve the ministry situation.
2. Developing a program to address a ministry need and evaluating its effectiveness. The program should be actually implemented in the researcher's ministry setting, and the researcher should analyze the measurable results of the program.
3. Leading a current program through a self-evaluation process that the researcher should analyze and evaluate for its applicability in the future.
4. Case studies involving several churches, organizations, or leaders to answer a specific research question. The researcher should not only describe the study, but critically analyze the findings, suggesting ways to improve the situation eliciting the question.

Other Research Options

Researchers may at times have interest in a more analytical or conception question related to a current biblical, historical, or theological issue that may have an indirect relationship to a current ministry need. If this is the case, the researcher must secure the permission of the Doctor of Ministry program director to pursue a purely academic research thesis to complete the degree. This approach is not the desired research approach; however, rare exceptions can be applied for in consultation with the faculty mentor.¹⁴ The thesis approach would be more theoretical and would usually not involve the use of human subjects. If this method is approved and human subject are not involved, the student does not need IRB approval.

¹⁴ See Appendix D below for sample e-mail requesting permission to do an alternative research project.

Structure of the Thesis Project Prospectus¹⁵

A draft of the Thesis Project Prospectus should have been completed during DMIN 830.

The final Thesis Project Prospectus should include a title page, copyright page, approval signature page, contents page, a minimum of twenty-five (25) pages of content, appendices showing potential materials to be used to support the research project, and a bibliography alphabetized by author's last name. It is possible that the faculty mentor will accept a researcher for DMIN 840 based on the Thesis Project Prospectus produced in DMIN 830, and yet require that the prospectus be further refined during DMIN 840.

The purpose of the prospectus is to provide a clear direction for conducting research and writing the thesis project. The prospectus should represent the anticipated final project direction and form; accordingly, the prospectus should be written in the future tense where appropriate. The prospectus will be composed of five sections. Each of these will correspond with the thesis project chapter number and the topics will match the chapter number and topics for the final project. Thus, the completion and approval of the prospectus provides an outline and rough draft of the anticipated research project report. The prospectus must contain the all following elements.¹⁶

Thesis Project Prospectus Chapter 1 (Introduction; at least 10 pages). The researcher should describe the ministry context for the thesis project.¹⁷ This section should also extensively describe the presenting problem and purpose for the research project, and working definitions for terms important to

¹⁵ See pages 29-31 above in this manual for an outline of the prospectus.

¹⁶ This outline is from Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf and Stock, 2011), 11-30.

¹⁷ "Researcher" and "student" are used interchangeably.

the project. Additionally, the student will include sections on basic assumptions, limitations, delimitations and the thesis statement sections well-explicated.

Thesis Project Prospectus Chapter 2 (Conceptual Framework; at least 10 pages). The researcher must provide a review of precedent literature followed by the theological and theoretical bases that undergird the research project. The review of literature will include a review of current publications related to the topic of the research. Each page of the review of literature should include at least two footnotes. Publications should include books, scholarly Bible commentaries, journal articles, and relevant dissertations or theses generally, closely, and directly related to the topic. These publications can be accessed via online data within the last ten years, unless the source is considered a seminal work. Ex: a homiletics thesis may need to contain sermon pieces from great orators such as Spurgeon or Billy Graham. These should be approved by the mentor in any case. For the theological and theoretical sections of Chapter 2, commentaries should be cited extensively, but not in the Review of Literature section or elsewhere. Consult your faculty mentor if you have a question about using a resource. Under no circumstance should a researcher use material that is intended strictly for a lay church reader; for example, Sunday School literature or unpublished sermon manuscripts.

Thesis Project Prospectus Chapter 3 (Methodology; at least 5 pages). The researcher should produce a proposed research design in this chapter. It should be written in the future tense. This section describes what the researcher intends to do. This section should be based on a thorough assessment of available resources and a realistic estimation of the time and steps required to successfully implement and evaluate the research project. This project design should answer the questions on the Liberty University Institutional Review Board Application.

Thesis Project Prospectus Chapter 4 (Results; approx. 1 page). The researcher will project what the hoped-for results will be as a result of implementing the project. Given the ministry context and the background and design of the project, how much improvement in the problem is a reasonable goal?

Thesis Project Prospectus Chapter 5 (Conclusion; approx. 1 page). The researcher should speculate on conclusions that may be reached, as a result of reflection on the actual research project. How might the anticipated results confirm or challenge current trends in ministry related to this topic? What might be the next step following the conclusion of the research project and the assessment of the thesis project?

The thesis project faculty mentor must approve the thesis project prospectus prior to submitting the researcher submitting the Liberty University Institutional Review Board application. *The research presented in the prospectus must not be conducted until the thesis project prospectus is fully approved, and the Liberty University Institutional Review Board has approved the project research design.*

Institutional Review Board

The researcher must secure Liberty University Institutional Review Board approval of the project before implementing the research project design in the field (a ministry setting). Every researcher must complete training through the Collaborative Institutional Training Initiative in order to submit the Institutional Review Board application.

Collaborative Institutional Training Initiative

Prior to submitting the IRB application, student researchers must complete training through the Collaborative Institutional Training Initiative (CITI Training).¹⁸ *The student will not be given IRB*

¹⁸ Instruction on how to register for this training is located in Appendix A below.

approval until the required training modules have been successfully completed. The training modules are free to student and faculty researchers and usually take six to eight hours to complete.

Institutional Review Board Application

The *Institutional Review Board* (IRB) at Liberty University exists to protect the rights and welfare of participants in research studies being conducted by or with Liberty faculty, staff, and researchers. One of the ways the IRB protects participants' rights and welfare is to require researchers conducting research involving people or information about people to submit an application to the IRB prior to enrolling participants in or collecting data for their research project. The IRB will then review, request revisions of, and approve the application once it meets the standards for approval as set forth by the [Office for Human Research Protections](#) (a branch of the U.S. Department of Health & Human Services). There may be cases in which IRB review and approval is not applicable for the research project, but only the IRB may determine this.

The approval timeline depend on the quality of the application, the IRB's current application load, and the length of time it takes the researcher to submit revisions to the IRB. For more information about the IRB, the application process, and to access the application, please visit www.liberty.edu/irb. **The IRB Application must be approved by the IRB prior to conducting questionnaires, interviews, etc. and moving on to writing the rest of the thesis.**

Submit Draft Copies of Research Instruments and IRB Application

The IRB homepage on Liberty University's website includes samples of these materials with a copy of any cover letters. The Faculty Mentor will approve all research methods and instruments before they are used. If these documents are flawed, then the research may be meaningless. A faculty mentor

must review these drafts and the Institutional Review Board (IRB) application before submission. Once approved by the mentor, submit pertinent research documents and the application to the IRB at irb@liberty.edu. The researcher will submit these documents to the faculty mentor in DMIN 840 or DMIN 889 depending on the researcher's Degree Completion Plan.

Once submitted, the researcher must work directly with the Institutional Review Board to modify the application until it is approved. The researcher should save the approval letter because it is one of the required appendices for the thesis project. *Once again, the researcher cannot legally implement the live research project until IRB approval is secured.*

Standards for the Thesis Project¹⁹

(Note: the DMIN thesis must be written in third person)

Chapter 1: Introduction

The researcher, in this chapter, should answer the question, “What problem is being addressed?” The researcher will use each section of the Thesis Prospectus as the foundation of the corresponding chapter Thesis Project Report. Chapter 1 is the introduction to the project and should generally be between fifteen (15) and twenty-five (25) pages in length. The major level one Turabian subheadings required are: Ministry Context, Problem Presented, Purpose Statement, Basic Assumptions, Definitions, Limitations, Delimitations, and Thesis Statement. Candidates may add subsections under areas such as Ministry Context for clarification as needed.

Ministry Context

The ministry context is more than an “ethnographic snapshot.” This section should build to support the statement of the problem listed in the next section. The researcher should only address contextual ministry questions that build to support the statement of the problem. This part of the project is not a congregational or ministry profile necessarily; rather, it is more of a general contextual sketch.²⁰ Here are some questions the researcher may find helpful:

1. Which rituals are most predictable and central to the congregation’s culture?
2. Which other activities are most instrumental in shaping people who participate and influencing what this group thinks of itself?
3. What symbols best describe who they are? What objects, people, and events carry meanings linking them to the ideals of the group?
4. Which routine practices and styles of relationship best capture what this congregations values most?

¹⁹ This outline follows with minor adaptation Sensing, *Qualitative Research*, 28-30. See page 81 below for format standards for Thesis Project Reports.

²⁰ Sensing, *Qualitative Research*, 14-15.

5. What beliefs and ideas best describe what they think a practicing member ought to be like?
6. What are the other social characteristics? Is it a congregation, several congregations, or some other ministry context?
7. What's the geographical, historical, and demographical information that is helpful?
8. What is your relationship with the group?
9. What historical or traditional events of this group are associated with your particular project?
10. What activities occurring regularly connect to your research?
11. What resources are available in terms of finances, people, time, and influence?

Problem Presented

The Problem Presented and Purpose Statement Sections are the most important section of Chapter

1. The researcher should state the problem of the thesis project in a clear and concise manner. "The problem is that _____." This should be the last sentence in this section. The problem should be directly related to conditions present or absent in the ministry context. Researchers should consult *Research in Ministry (RIM)*,²¹ a database of professional doctoral projects for ideas on how to frame the problem statement. Using the analogy of a puzzle to be solved, Sensing offers four possible frameworks for describing the problem. The researcher may approach the problem by describing the cultural context of the ministry in order to analyze unexamined presuppositions and traditions of the community and to recommend strategies to change the culture. Another approach requires the researcher to analyze how a particular system works in the ministry setting with an eye to creating change in the process. The researcher may want to approach change in the ministry setting by comparing the researcher's setting to similar ministry settings. The research goal would aim to move the researcher's setting toward identifiable benchmarks gleaned from other ministry settings. Alternately, a researcher may

²¹ Research in Ministry, American Theological Library Association, accessed October 25, 2017, <https://www.atla.com/products/catalog/Pages/rim.aspx>.

want to gauge the effectiveness of bringing new resources into the ministry setting, and measuring the resulting positive or negative change in the ministry's culture or environment.²²

Purpose Statement

The purpose statement should be a statement of how the research project is related directly to the problem and offer a full explanation for why the researcher wants to focus the research project on the problem. The tangible benefit for the persons directly related to the ministry context should be fully explained. This section should begin with the statement: "The purpose of this DMIN action research project is to"

Basic Assumptions

This section in chapter one should reflect the researcher's basic commitments and presuppositions. How do these inform the analysis and outline of the problem and purpose of the project? How do these govern the researcher's approach to the research question? The paragraph that deals with these points should be clearly and logically presented.²³

Definitions

This section in chapter one gives the researcher the opportunity to define the terms on which the research project will depend. The researcher will clearly define using external sources and citations exactly what the research project will cover, based on usage in current literature. The researcher does not simply make up definitions, rather from the literature should justify them. For example, if the researcher wants to focus on a church growth research project, using a unique approach with a new label, the use of

²² Sensing, *Qualitative Research*, 15-18.

²³ *Ibid.*, 20.

the new label needs to be defended. Definitions can be foregone if there are no unique uses of terms in the thesis project.²⁴ As with any listing of elements in Turabian or a dictionary, the definitions should be in alphabetical order.

Limitations

The researcher also needs to define the boundaries of the research project and the resulting thesis project. These may include a limited sampling pool or a factor not controlled for in the research design. A limitation is a constraint imposed externally, for example, using a convenience sample because school authorities would not approve a random sampling of the student body. In essence, limitations are things that may happen outside of the researcher's control for which the researcher should prepare and understand.

Delimitations

A delimitation is a constraint imposed by the researcher on the research project, for example, the target population in the study. In essence, delimitations are things during the research phase that are under the control of the researcher. The researcher should anticipate some of these in the prospectus, but a fuller explanation of these should be present in the project report.²⁵

Thesis Statement

Researchers should conclude the first chapter with a clear, concise, and meaningful thesis statement. A researcher should avoid the pitfall of starting the research from the topic. Michael Kibbe

²⁴ Sensing, *Qualitative Research*, 20.

²⁵ *Ibid.*, 20-21.

contrasts topic from thesis. “A topic is a set of information that concerns a specific thing, such as Christology, the kingdom of God in Mark’s Gospel or prophetic call narratives. A thesis is a specific claim [the researcher] makes about that particular set of information.”²⁶ Through the research process, researchers use the information in the topic to support the thesis. The thesis statement should be an active statement and be clearly measurable. Often students will write their thesis statement as an “if this, then this” format, relating to their project and its intended outcome. It will require researchers to think deeply through the overarching goal of their thesis project so that a concise statement can be developed.

Chapter 2: Conceptual Framework

Think of this chapter as answering the question, “Why is this problem being addressed?” The researcher should acknowledge the research that has proceeded this thesis project. Research is never done in a vacuum, and this chapter should acknowledge that research and how this informs the development of the researcher’s thesis project. This chapter should generally cover thirty (30) to forty (40) pages.

Literature Review

The precedent literature review is not just a list of related literature with a few comments. The researcher should interact with the selected literature critically, substantively, and analytically. How does each particular work support the researcher’s thesis project? How is the researcher’s thesis project distinct from this research? What gaps does the researcher see in the works related to this topic, which already exist? Ordinarily, these gaps will be in reference to the information on a topic (what is said), the

²⁶ Michael Kibbe, *From Topic to Thesis: A Guide to Theological Research* (Downers Grove, IL: IVP Academic, 2016), 15.

application of that topic (how information is used), or both. Sensing offers some guidelines for a quality literature review:

1. “Do not include everything a book says, but only that which contributes to your project’s purpose and the argument you are making. To avoid redundancy, many important but similar contributors can be listed in a footnote.
2. “Original sources are weightier than secondary sources. Critical works and refereed journals are weightier than popular literature.” For example, researchers should interact with the actual book rather than a book review; citing an article in a professional journal rather than a lay magazine.
3. “State your opinion and interpret your sources as you engage in a dialogue with them.
4. “Allow your problem statement [from Chapter 1] to control what you include and omit. Every paragraph [in your literature review] must contribute to the ongoing discussion of your project.
5. “Avoid the pitfall of writing a Bible study. Although your theology will inform your public teaching, the theology portion of a thesis is not written for Sunday School. It is an attentive and rigorous theological argument that is comparable to peer-reviewed academic journal.”²⁷

Organizing a Literature Review

The researcher will need to determine how best to present the literature review for their thesis project. A chronological approach organizes the material being evaluated in the order of each work’s publication year. The advantage of this approach is that it can illustrate how thinking on the researcher’s topic has developed over the years. A disadvantage to this structure is that it could be a bit constraining to the researcher in analyzing and commenting on similar material published years apart. The researcher could allow the topics to be treated in the background chapter to govern the organization of the literature review. Material related to each topic is discussed as a unit in this plan. This would keep the focus on the concept rather than each publication. A drawback of this method is that it can lead to uneven treatment of material significant to the topic. The researcher needs to take care to highlight the most significant material related to the topic. A theoretical organizing plan focuses on current theory behind the issue. The researcher would analyze materials with similar presuppositions together. This technique allows the

²⁷ Sensing, *Qualitative Research*, 23-24.

researcher to highlight similarities between disparate materials. The researcher, however, should avoid inventing similarities or differences that cannot be substantiated. The material the researcher gathers could also be discussed through noting similar methodologies used to study the research question. Rather than focusing on the theory behind the research question, methodology addresses the approach to solving similar questions. This approach allows the researcher to demonstrate careful reflection on the appropriate methodology to address the research questions presented in chapter one. It gives the researcher a platform on which to defend the chosen methodology for the thesis research project while offering critique of methods the researcher opted against using in the thesis research project. Researchers should avoid discussing each methodology in their own silos without reference to other methodologies; strengths and weaknesses should be contrasted.

Since so much information exists on any given topic, the researcher will usually need to focus on the works that 1) are most relevant, credible, and prominent in relation to their topic, and 2) have been written since a specified historical marker. Most review of literatures should focus on material that has been written since a certain date. The researcher needs to find a compelling historical line of demarcation that provides reasonable justification for only viewing literature after that date.

Theological Foundations

What are the biblical principles that serve as the underpinning or foundation of the researcher's thesis? Researchers must not use scripture as proof-texts. This portion of the chapter is not a list of selected Bible verses. This section should be a well-developed biblical argument using the totality of scripture to establish biblical precedence for the thesis question. The researcher's biblical reflection must be undergirded with scholarly Bible commentaries and theological works. The researcher should not impose onto the theological reflection previously adopted assumptions; rather, theology should be the

basis upon which the proposed ministry change is justified.²⁸ The theological reflection in this section should directly address the research project's purpose. Original and critical sources should be used to undergird the theological reflection. While the theological reflection should be biblically based, the researcher should avoid crafting a Bible study on the thesis topic. The researcher is not preparing a lesson or sermon in this section, but should be crafting a well-reasoned, biblical and theological reflection on how Christian teaching informs the presuppositions and operating principles of the project.

Theoretical Foundations

What sort of research has been done related to the thesis topic? The researcher should be very familiar with the ideas that governed previous research, and be ready to defend the adoption of certain concepts to inform the researcher's own work. What theories have been debunked and which ones remain not fully explored? The researcher should outline and explicate the concepts that will undergird their own work. Is the researcher plowing new ground with a new theory? How does it compare or contrast with previous theories? What practices or models exist that provide justification for the research being conducted? This section should also explore theoretical models (ministry practices) predicated on various theological principles. Examine models of ministry related to the topic of study selected. Discuss these models, their history, their strengths, their weaknesses, and how they relate to the topic at hand.

Chapter 3: Methodology

Chapter three answers the question, "How is this problem being addressed?" With the thesis project thesis and research question extensively explained in Chapter 1 and the background research explored in Chapter 2, the researcher is ready to describe fully the methodology operating in the applied

²⁸ Sensing, *Qualitative Research*, 24-25, offers several examples from previous DMIN project reports.

research in this chapter. This chapter should generally be twenty-five (25) to thirty-five (35) pages in length; although, different projects will require more or less material here. This chapter reflects and expands upon the research methodology described in the prospectus and approved by the Liberty University Institutional Review Board. It should give the reader a step-by-step explanation of the approach the researcher used to identify research project participants at the ministry site, and how ‘buy-in’ from the participants for the project was achieved. What materials were produced to facilitate the research? The research should offer a complete narrative on the progress of the research project, and initial responses of the participants. How will the researcher establish a baseline for measuring change? How did the researcher collect the data throughout the project? This chapter should have the feel of a video of the research process. The reader should be able to see the set-up, the process, and the conclusion of the project. This result can be achieved in two steps: intervention and implementation.

Intervention Design

The intervention design should directly address the ministry context problem and research question posed in Chapter 1. It should also reflect the research choices made in Chapter 2. This section is the most creative of the project. The researcher reports their designed approach to addressing the problem outlined in Chapter 1. The researcher should keep the intervention simple however complex the problem, and that the results should be measurable. It may be that the project intervention may address only one aspect of the problem. The intervention plan must be focused on the actual problem, simple to implement, and measurable. The whole process of the intervention needs to be outlined in this chapter. Sensing uses the analogy of a recipe. He lists the following ‘ingredients’:

Sensing²⁹

The purpose and objectives of the project's intervention

The tasks to be done

The steps to be taken for each task

The people involved (see 'sampling' in chapter 4)—including secondary groups (e.g. children). A minimum of ten primary participants is required.

The places where activities will occur

The timelines and duration of activities

The ethical issues related to informed consent and confidentiality

The resource required—Handouts, projectors, posters, videos, guest speakers, etc.

The types of data that will be collected

The tools for gathering information needed—Recording equipment, observers, field note protocols, etc.

Protocols for using tools (precise recipes); notes about training others who might use your protocols (e.g., participant observers)

Suggestions

This should align with the project thesis, problem statement, and research question.

Explain how the task supports the purpose and objective

Be very specific. Make sure each step supports the task.

Do not name specific persons, but describe them as a group: i.e., children's Sunday School teachers, Senior Adults, etc.

Describe the facilities where the intervention activity will take place: i.e., the church fellowship hall, home-based Bible study, etc.

Provide a detailed schedule.

A copy of the informed consent and confidentiality statement should be included in the thesis project appendices.

A copy of any visual aids should be included in the thesis project appendices.

Be very specific about what activity will be measured for change.

Be very specific on how information will be recorded

When will recording devices be turned on or turned off; how will participants and observers be trained to interact as usual?

²⁹ Sensing, *Qualitative Research*, 66-67.

Sensing²⁹

The analysis/evaluation procedures and methods required (e.g., coding of data)

Suggestions

How will the data collected be analyzed? Will diagrams or charts be used to illustrate results?

A general rule of thumb is that it is best to measure twice and cut once. By carefully laying out the elements of the intervention plan, the researcher will find implementation easier to execute, even if unexpected elements arise.

Implementation of the Intervention Design

The researcher should keep careful notes as the research project intervention proceeds. The researcher should keep an after-action notebook and record immediate impressions after each planned event. If trained observers are part of data-gathering, the researcher should arrange an after-action meeting shortly after each planned event to make sure important details are recorded.

This section of Chapter 3 should offer a narrative of the implementation and collection of data. How was the observation done? Sensing highlights the concept of ‘triangulation’ to enhance observation. Triangulation allows the researcher to cross-check the accuracy of the data. It is vital that the researcher clearly identify the sort of cross-checking that will be done for data. Triangulation means three different ways of gathering data. Ex: personal interviews, surveys, questionnaires, focus groups, participant journals, observations and field notes, etc. Sensing suggests a simple system. The researcher should use his or her own observations, an outsider’s observation, and an insider’s observation. In addition to the researcher’s own field participant observer notes, the researcher could gather insider participant data using response questionnaires/ surveys or moderated focus groups/interviews. The researcher should also seek out feedback from an outside expert, such as a faculty member at a nearby university or a neighboring

church pastor who has earned a doctorate.³⁰ The researcher should be prepared to compensate the outside expert for their feedback on the data collected.

The researcher should also outline how the data will analyzed once collection is complete. Sensing recommends identifying themes, slippages and silences in the data. Themes are identified by common answers given by participates. Slippages are identified by disparate answers. Is there a reality known by the researcher that the participants' responses do not cover? This can be analyzed as a silence. Why did the participants' miss it?³¹ Sensing also outlines differing approaches for analyzing data:

- Processes: Qualitative data may be organized to describe important processes. . . . Distinguishing important processes becomes the analytical framework for organizing qualitative descriptions.
- Issues: An analysis can be organized to illuminate key issues, often the equivalent of the primary evaluation questions.
- Questions: Responses to interviews can be organized question by question, especially where a standardized interviewing format was used.
- Sensitizing Concepts: When sensitizing concepts such as 'leadership' versus 'followership' have played an important pre-ordinate role in guiding fieldwork, the data can be organized and described through those sensitizing concepts.³²

With the implementation plan fully explained and the data collecting and analysis plan specified, the researcher is ready to report and analyze the results in the next chapter. The next chapter should show the results of data collected through the research project's intervention plan.

³⁰ Sensing, *Qualitative Research*, 75-78.

³¹ Ibid., 197-200.

³² Ibid., 210, quoting Michael Quinn Patton, *Qualitative Research and Evaluation Methods* (Los Angeles, CA: Sage, 2015), 439.

Chapter 4: Results

This chapter answers the question, “What were the results of addressing this problem?” This chapter should detail the results of the research project’s intervention plan. If appropriate, it should include illustrative graphs and charts to give the reader an at-a-glance look at the measurable changes. The chapter should generally be twenty (20) to thirty (30) pages in length; although, this chapter will vary based on the nature of the project and the information provided in Chapter 3. The researcher should bear in mind what was expected, as outlined in the project prospectus. Did the intervention plan yield the expected results? If not, what results were unexpected? Was this divergence a result of poor design or faulty implementation? The researcher should use the analysis tools that were outlined in chapter three. The researcher should use tables and graphs to illustrate the change that occurred between the baseline and the collected data, highlighting any change that is directly traceable to the intervention plan. This is the only chapter that should have these illustrations.

Chapter 5: Conclusion

This chapter answers the question, “Where should research regarding this problem go from here?” How do the results of the research project compare to the information gleaned from previous studies or the published work analyzed in the literature review? What did the researcher learn implementing the project? How might the results apply in other settings? Did anything emerge during the study that merits future research? This chapter should generally be fifteen (15) to twenty (20) pages in length.

The Thesis Project Research and Writing Process

New Degree Completion Plan³³

The researcher may register for up to four semesters in DMIN 885 without special permission. However, after four semesters in DMIN 885, the researcher will need the director of the DMIN program's permission to continue to enroll in DMIN 885.³⁴ The researcher will need to request an extension through the research project's faculty mentor. Once the research and writing of the thesis project is complete, the faculty mentor will ask the DMIN office to enroll the researchers in DMIN 890 complete the defense process in the final semester.

The following schedule is designed to complete the thesis stage within the minimum required registration period for the thesis project stage. The first timeline is for students in DMIN 885. The second timeline is for students in DMIN 889. Following these timelines, a timeline is given for DMIN 890, which pertains to all students.

Timeline for DMIN 885³⁵

DMIN 885	ACTIVITY
Week 1	Course Requirement Checklist Contact Mentor Quiz Set with mentor the semester's three milestones Candidate begins live research project. ³⁶
Week 2	Candidate continues live research project, taking notes on observations.

³³ This section applies only to researchers who entered the DMIN program in Fall 2018. See next section, "Previous Degree Completion Plans" if you enrolled in the DMIN program prior to Fall 2018.

³⁴ See Thesis Project Writing Extension Form, Appendix C below.

³⁵ DMIN 885 is for candidates who enrolled in the DMIN program from fall 2018 forward. What follows is one example of a timeline where the candidate could complete DMIN 885 in one semester. No thesis project is identical and the content and complexity of a thesis project along with a student's research and writing ability will impact that student's timeline. This timeline is not required. This timeline is only provided as an example.

³⁶ Provided LU Institutional Review Board has approved the research design application.

Week 3	Candidate continues live research project, taking notes on observations.
Week 4 ³⁷	Candidate continues live research project, taking notes on observations. Candidate analyzes results. Candidate begins writing Chapter 3. Candidate initiates a conference with the project's faculty mentor on the progress of research and the project.
Week 5	Candidate continues writing Chapter Three Milestone 1 Progress Report to Mentor Due
Week 6	Candidate submits Chapter Three to mentor. ³⁸
Week 7	Candidate begins writing Chapter Four.
Week 8	Candidate submits Chapter Four to mentor. Mentor returns Chapter Three to candidate. Candidate incorporates mentor feedback in Chapter Three.
Week 9	Candidate begins writing Chapter Five. Candidate schedules a meeting with project's faculty mentor to discuss progress up to Milestone 2.
Week 10	Candidate submits Chapter Five to mentor. Mentor returns Chapter Four to candidate. Candidate incorporates mentor feedback in Chapter Four Milestone 2 Progress Report to Mentor Due
Week 11	Candidate compiles the thesis project bibliography and appendices.
Week 12	Candidate submits bibliography and appendices to mentor. Mentor returns Chapter Five to candidate. Candidate incorporates mentor feedback in Chapter Five.

³⁷ Most research takes place in 4 to 6 weeks. More complex projects will take more time.

³⁸ While professional editing is not required until the project has been written, it is often helpful to submit each chapter to an editor before submitting the chapter to the mentor. If a chapter has substantive revisions, this will increase a candidate's educational costs since the chapter will probably have to be edited again. On the other hand, if the chapter has strong content, having it professionally edited in advance will often speed up the mentor feedback and avoid chapter revisions for grammar and formatting issues, which will slow down the writing process.

DMIN 885	ACTIVITY
Week 13	With mentor's permission, candidate should send the draft thesis with all mentor corrections incorporated, to a professional editor for grammar and style editing.
Week 14	
Week 15	<p>Candidate receives the thesis project back from editor. Candidate makes the corrections editor recommends. Candidate submits the thesis project report to the mentor. Milestone 3 Progress Report to Mentor Due (<i>This should be moved to week 14 during summer terms</i>)</p>
Week 16	Mentor returns thesis project report with any final comments and a determination whether or not the candidate is ready to defend.

Previous Degree Completion Plans

Researchers, who entered the DMIN program prior to Fall 2018, upon completion of 24 hours of coursework, are eligible to enter the Thesis Project Stage. The researcher will be enrolled in DMIN 889, Research and Writing the Thesis Project for two semesters. The first semester is designed for the researcher to write the first two chapters of the thesis project report and to achieve approval of the research plan with the Institutional Review Board. The second semester is designed to give the researcher time to implement the research project, to measure the results to be reported in chapter three, that are assessed in chapter four, and to write the thesis project conclusion. Researchers should then be able to complete the defense process in the final semester in DMIN 890. The researcher may register for up to four semesters in DMIN 889 without special permission. However, after four semesters in DMIN 889, the researcher will

need the director of the DMIN program's permission to continue to enroll in DMIN 889.³⁹ The researcher will need to request an extension through the research project's faculty mentor.

Timeline for DMIN 889

DMIN 889 First Semester⁴⁰

DMIN 889	ACTIVITY
Week 1	Course Requirements Checklist Contact Mentor Quiz Set with mentor the semester's three milestones. Candidate should submit a Thesis Prospectus to the Mentor.
Week 2	Candidate will be reading material that will be part of the literature review and note taking from these sources for use in the thesis project.
Week 3	Candidate will get the Thesis Prospectus back from the mentor and make changes as requested.
Week 4	Candidate will resubmit improved thesis prospectus to mentor.
Week 5	Mentor and Candidate will discuss next steps for thesis project. Milestone One: Mentor will sign off on final Thesis Project Prospectus and report it to the DMIN program office. Candidate will be reading material that will be part of the literature review and note taking from these sources for use in the thesis project.
Week 6	Candidate will be reading material that will be part of the literature review and note taking from these sources for use in the thesis project.
Week 7	Candidate will complete CITI training and begin LU Institutional Review Board application for the research project.

³⁹ See Thesis Project Writing Extension Form, Appendix C below.

⁴⁰ DMIN 889 is required over two semesters for candidates who enrolled in the DMIN program prior to Fall 2018.

DMIN 889

ACTIVITY

Week 8

Candidate will continue to working on the LU IRB application.

Week 9

Milestone 2: Candidate will submit LU IRB application to faculty mentor for endorsement prior to submitting to the LU IRB.

*Candidate may begin live research project upon receiving approval from the LU IRB. The live research project **must not begin** until this approval is received. The candidate should forward the approval letter to the thesis project faculty mentor and retain a copy for inclusion in the thesis project appendices.*

Week 10

Candidate will begin work on Chapter One, building on section 1 of the Thesis Prospectus.

Week 11

Candidate will continue working on Chapter One.

Week 12

Candidate will submit Chapter One to Mentor.

Week 13

Candidate will begin work on Chapter Two, building on section 2 of the Thesis Prospectus.

Week 14

Candidate will continue working on Chapter Two.

Week 15

Candidate will submit Chapter Two to Mentor.

Week 16

Milestone 3: Mentor will return Chapter One and Two to Candidate. Candidate and Mentor will discuss plans for second semester.

DMIN 889 Second Semester

DMIN 889

ACTIVITY

Week 1

Course Requirement Checklist
Contact Mentor Quiz
Set with mentor the semester's three milestones.

Candidate begins live research project.*

*Provided LU IRB has approved the research design application.

DMIN 889	ACTIVITY
Week 2	Candidate continues live research project, taking notes on observations. Mentor and Candidate have a conference on the progress of the live research project.
Week 3	Candidate continues live research project, taking notes on observations.
Week 4	Candidate concludes live research project, taking notes on observations.
Week 5	Candidate begins writing Chapter Three, building upon section 3 of the Thesis Project Prospectus.
Week 6	Milestone 1: Candidate submits Chapter Three to Mentor.
Week 7	Candidate begins writing Chapter Four, building upon section 4 of the Thesis Project Prospectus.
Week 8	Mentor returns Chapter Three to Candidate. Candidate submits Chapter Four to Mentor.
Week 9	Candidate begins writing Chapter Five, building upon section 5 of the Thesis Project Prospectus.
Week 10	Milestone 2: Candidate submits Chapter Five to Mentor.
Week 11	Candidate should compile the Thesis Project Bibliography and Appendices.
Week 12	Mentor returns chapters four and five to candidate. With Mentor's permission, Candidate should send the draft thesis with all mentor corrections done, to a professional editor for review.
Week 13	
Week 14	Candidate should submit to the faculty mentor a draft of the thesis project with the changes back from the editor made.
Week 15	

DMIN 889

ACTIVITY

Week 16

Milestone 3: Mentor returns thesis project with a determination whether or not the candidate is ready to defend.

DMIN 890 Course Milestones

DMIN 890

ACTIVITY

Week 1

Course Requirement Checklist
Contact Mentor Quiz
Mentor sends Faculty Reader a copy of the completed draft thesis project.

Week 2

Week 3

Faculty Reader returns thesis project to mentor with recommended corrections.

Week 4

Mentor sends Reader's Corrections to Candidate

Week 5

Week 6

Candidate returns corrected thesis project to mentor.

Week 7

Mentor and Reader with Candidate determine the date and time for the thesis project oral defense.

Week 8

Week 9

Week 10

Oral Defense Completed by Week Ten.

Week 11

Candidate should make any final changes to the project report and submit it to the Mentor.

Week 12

Candidate, with the Mentor's approval, will submit completed Thesis project to the LU Library Scholars Crossing.

Week 13

Candidate should make any changes required by the Scholars Crossing.

Week 14

Candidate will receive an e-mail from the LU Library Scholars Crossing notifying the candidate that their manuscript has been approved for publication.

This e-mail should be forwarded to the faculty mentor.

The faculty mentor must not post the course grade for DMIN 890 until the candidate forward this e-mail to him.

Week 15

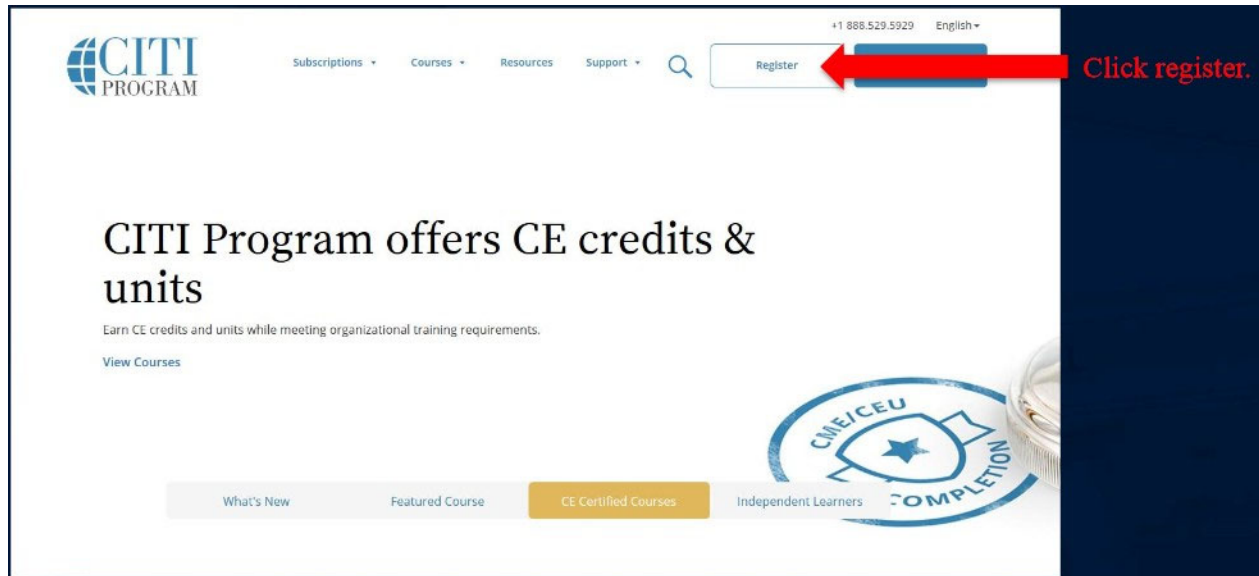
Week 16

Faculty mentor posts the course grade for DMIN 890.

APPENDIX A

CITI TRAINING REGISTRATION AND LOGIN INSTRUCTIONS

1. Go to www.citiprogram.org
2. Click Register



Continue on next page

3. Under CITI Learner Registration, type “Liberty University” under Select Your Organization Affiliation

The screenshot shows the CITI Program registration interface. At the top, there is the CITI PROGRAM logo and a language dropdown set to 'English'. Below the logo are three navigation links: 'LOG IN', 'LOG IN THROUGH MY INSTITUTION', and 'REGISTER' (which is underlined). The main content area is titled 'CITI - Learner Registration' and includes a progress indicator for 'Steps: 1 2 3 4 5 6 7', where step 1 is highlighted. The current step is 'Select Your Organization Affiliation'. Below this title, there is explanatory text: 'This option is for persons affiliated with a CITI Program subscriber organization. To find your organization, enter its name in the box below, then pick from the list of choices provided.' A search input field is present, and a red arrow points to it from a dark blue sidebar on the left that contains the text 'Type "Liberty University."'.

4. Agree to the Terms of Service by checking the box.

This screenshot shows the same registration page as the previous one, but with the search input field containing the text 'Liberty University'. Below the input field, there is a note: 'Liberty University only allows the use of a CITI Program username/password for access. You will create this username and password in step 2 of registration.' At the bottom of the form, there is a checkbox labeled 'I AGREE to the Terms of Service for accessing CITI Program materials.' A red arrow points to this checkbox from a dark blue sidebar on the left that contains the text 'Check the box.'.

Continue on next page

5. Affirm that you are affiliated with Liberty University by checking the box.

The screenshot shows the CITI Program registration interface. At the top, there is a logo for 'CITI PROGRAM' and a language dropdown set to 'English'. Below the logo are three navigation links: 'LOG IN', 'LOG IN THROUGH MY INSTITUTION', and 'REGISTER'. The main content area is titled 'CITI - Learner Registration' and shows a progress bar with steps 1 through 7, where step 1 is highlighted. The current step is 'Select Your Organization Affiliation'. It includes instructions for users affiliated with a CITI Program subscriber organization and a search box containing 'Liberty University'. Below the search box, there is a note about Liberty University's policy on CITI Program usernames/passwords. Two checkboxes are present: the first is checked and reads 'I AGREE to the Terms of Service for accessing CITI Program materials.', and the second is unchecked and reads 'I affirm that I am an affiliate of Liberty University.'. A red arrow points from the text 'Check the box.' on the left to the second checkbox.

6. Click “Continue to Create Your CITI Program Username/Password.”

This screenshot is identical to the previous one, showing the 'Select Your Organization Affiliation' step. In this view, the second checkbox is checked, and a blue button labeled 'Continue To Create Your CITI Program Username/Password' is visible at the bottom of the form. A red arrow points from the text 'Click to continue.' on the left to this button.

Continue on next page

7. Type in Personal Information in designated boxes and click continue to open next webpage.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Personal Information

* Indicates a required field.

* First Name * Last Name

* Email Address * Verify email address

We urge you to provide a second email address, if you have one, in case messages are blocked or you lose the ability to access the first one. If you forget your username or password, you can recover that information using either email address.

Secondary email address Verify secondary email address

Continue To Step 3

Enter your name.

Enter your LU email address.

Click continue.

8. Create CITI Site Username and Password and click continue to open next webpage.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Create your Username and Password

* Indicates a required field.

Your username should consist of 4 to 50 characters. Your username is not case sensitive: 'A12B34CD' is the same as 'a12b34cd'. Once created, your username will be part of the completion report.

* User Name

Your password should consist of 8 to 50 characters. Your password IS case sensitive: 'A12B34CD' is not the same as 'a12b34cd'.

* Password * Verify Password

Please choose a security question and provide an answer that you will remember. NOTE: If you forget your login information, you will have to provide this answer to the security question in order to access your account.

* Security Question

* Security Answer

Continue To Step 4

Create your username. (We suggest using your LU username).

Create your password.

Select a security question and provide an answer.

Click continue.

9. Select Country of Residence and click to continue to next webpage.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

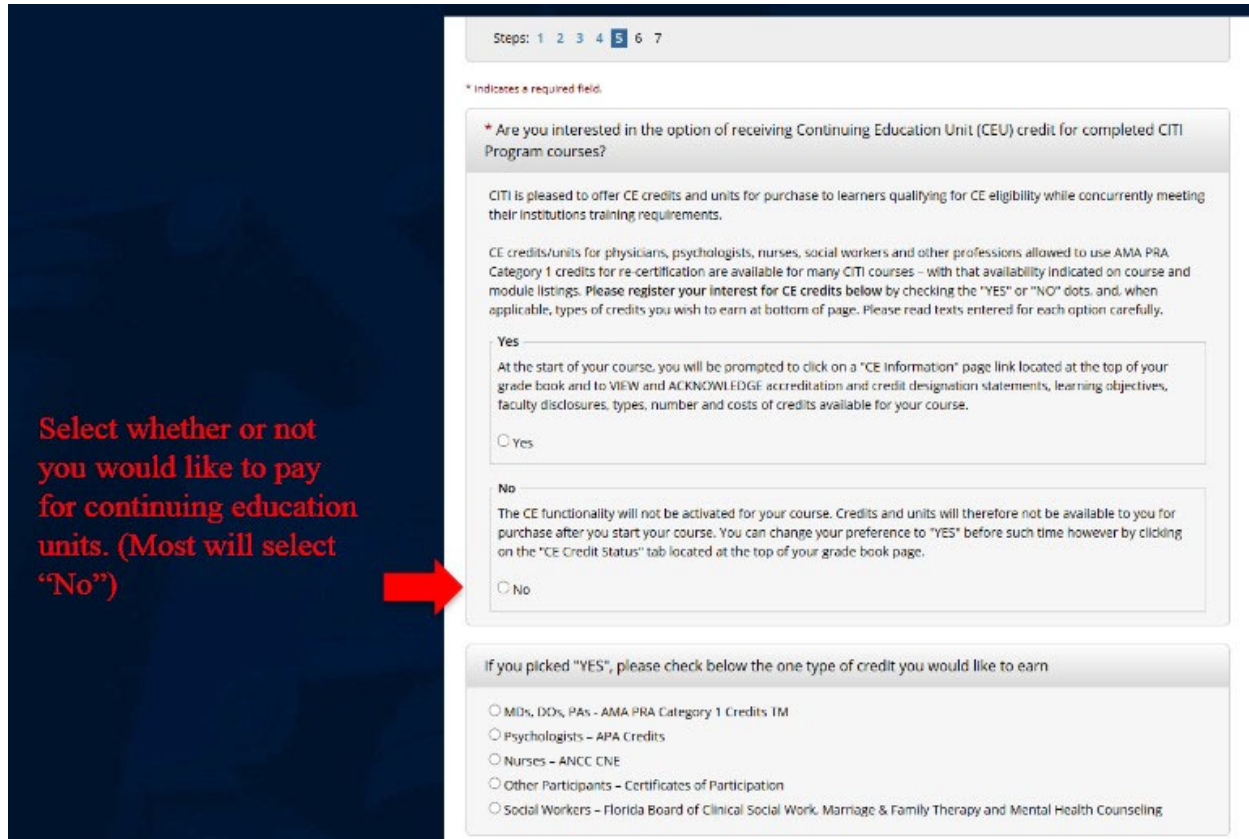
* indicates a required field.

* Country of Residence

Search for country: Enter full or partial name (e.g., "United States") OR your country's two or three character abbreviation (e.g., "US", "USA"), then pick from the list of choices provided.

Continued on next page . . .

10. Unless you need the CEUs (fee involved), click on “No.”



The screenshot shows a multi-step registration process. At the top, a progress bar indicates 'Steps: 1 2 3 4 5 6 7', with step 5 highlighted. Below this, a red callout box on the left contains the text: 'Select whether or not you would like to pay for continuing education units. (Most will select “No”)' with a red arrow pointing to the 'No' radio button option in the form.

* Indicates a required field.

* Are you interested in the option of receiving Continuing Education Unit (CEU) credit for completed CITI Program courses?

CITI is pleased to offer CE credits and units for purchase to learners qualifying for CE eligibility while concurrently meeting their institutions training requirements.

CE credits/units for physicians, psychologists, nurses, social workers and other professions allowed to use AMA PRA Category 1 credits for re-certification are available for many CITI courses – with that availability indicated on course and module listings. Please register your interest for CE credits below by checking the “YES” or “NO” dots, and, when applicable, types of credits you wish to earn at bottom of page. Please read texts entered for each option carefully.

Yes

At the start of your course, you will be prompted to click on a “CE Information” page link located at the top of your grade book and to VIEW and ACKNOWLEDGE accreditation and credit designation statements, learning objectives, faculty disclosures, types, number and costs of credits available for your course.

Yes

No

The CE functionality will not be activated for your course. Credits and units will therefore not be available to you for purchase after you start your course. You can change your preference to “YES” before such time however by clicking on the “CE Credit Status” tab located at the top of your grade book page.

No

If you picked “YES”, please check below the one type of credit you would like to earn

- MDs, DDs, PAs - AMA PRA Category 1 Credits TM
- Psychologists – APA Credits
- Nurses – ANCC CNE
- Other Participants – Certificates of Participation
- Social Workers – Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling

Continued on next page

11. Respond to questions on participation in CITI research surveys and marketing and click to continue to next webpage.

Select whether or not you would like to participate in research studies. (Most will select "No")

Select whether or not you would like to receive marketing information (Most will select "No")

Click continue.

* Can CITI Program contact you at a later date regarding participation in research surveys? ⓘ

Yes
 No
 Not sure. Ask me later

* Can CITI Program contact you at a later date with marketing information? ⓘ

Yes
 No

Continue To Step 6

12. Provide information requested by Liberty University.

CITI - Learner Registration - Liberty University

Steps: 1 2 3 4 5 6 7

Please provide the following information requested by Liberty University

* indicates a required field.

Language Preference

* Institutional Email Address

Gender

Highest Degree

Employee Number

* Department

* Role In Research

Enter your LU email address.

Enter your highest earned degree.

Enter your LU Department (School of Divinity, School of Education, etc.)

Enter your student ID.

Select your role.
Faculty/Chair/Mentor: Select Principal Investigator
Student: Select Student Researcher

Continued on next page

13. Optional contact information or click “Continue to Step 7” without providing this information.

Address and Phone information fields are optional. It is not necessary to complete this information.

Click continue.

Continue To Step 7

Address Field 1

Address Field 2

Address Field 3

City

State

Zip/Postal Code

Country

Phone

Continued on next page

14. Indicate the type of Human Subjects Research you will be doing. School of Divinity students should select “Social & Behavioral Researchers”.

CITI - Learner Registration - Liberty University

Steps : 1 2 3 4 5 6 7

Select Curriculum

* Indicates a required field.

You will be provided a series of enrollment questions. Your responses will determine the curriculum for the courses you are going to take. Please read the questions carefully. Please read the responses carefully to make the best choice.

Click [here](#) to review the Liberty University instructions page.

Question 1

Human Subjects Research (HSR)

Please choose one learner group below based on your role and the type of human subjects activities you will conduct. You will be enrolled in the Basic Course for that group.

Choose one answer

- Biomedical & Health Science Researchers: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Biomedical research with human subjects.
- Social & Behavioral Researchers: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social and Behavioral research with human subjects.
- Institutional Official
- IRB Chair

Select if:
LUCOM, Health Sciences, etc.

Select if:
Education, Divinity, COMS, Music, Business, etc.

Select if:
IRB member or staff.

15. Skip Question 2 and Question 3 [not applicable to School of Divinity research]

Question 2

Animal Care and Use (ACU)

Question 3

Biosafety/Biosecurity

Continued on next page . . .

16. Respond to Question 4, Question 5 and Question 6 and click on Complete Registration

Select "Not at this time."

Only select an option if pursuing a grant for your research. Otherwise, select "Not at this time."

Only select "yes" if pursuing a grant for your research. Otherwise, select "No."

Click complete.

Question 4
Export Compliance
Please make your selection below to enroll into the CITI US Export Compliance course.
Choose one answer
 CITI Export Controls.
 Not at this time.

Question 5
Responsible Conduct of Research
Please make your selection below to receive the courses in the Responsible Conduct of Research.
Choose one answer
 Biomedical Responsible Conduct of Research Course
 Social and Behavioral Responsible Conduct of Research Course
 Physical Science Responsible Conduct of Research Course
 Humanities Responsible Conduct of Research Course
 Responsible Conduct of Research for Engineers
 Responsible Conduct of Research for Administrators
 Not at this time.

*** Question 6**
Would you like to take the Conflicts of Interest course?
Choose one answer
 Yes
 No

Complete Registration

Once you have registered, you will be sent a link to the appropriate training modules to complete this prerequisite for submitting your IRB application.

APPENDIX B

IRB APPLICATION CHECKLIST AND SURVIVAL GUIDE

IRB APPLICATION CHECKLIST

Use the checklist below to make sure you have submitted the necessary documents to the IRB:

I have completed the necessary [CITI Training](#). (You may submit your application prior to completing CITI Training, however the IRB will not be able to approve your research until CITI Training is completed).

If applicable, I have created the following supplemental documents ([templates](#)) and attached them to my [Cayuse IRB](#) application as separate Word documents*:

Permission Request Letter(s)

Recruitment Materials:

- ✓ *Letter(s)*
- ✓ *Announcement(s)*
- ✓ *Social Media Post(s)*
- ✓ *Email(s)*
- ✓ *Flyer(s)*
- ✓ *Verbal/Phone Script(s)*
- ✓ *Follow-Up(s)*

Consent Materials:

- ✓ *Consent Form(s)*
- ✓ *Child Assent Form(s)*
- ✓ *Parental Consent Form(s)*
- ✓ *Debriefing Form(s)*

Instruments:

- ✓ *Survey Questions*
- ✓ *Questionnaires*
- ✓ *Interview Questions*
- ✓ *Focus Group Questions*
- ✓ *Other Test/Assessment Material*

If applicable, I have attached proof of permission (as a letter, or email response) to my Cayuse IRB application.

I have submitted my application and the above supplemental documents to the IRB through Cayuse IRB (liberty.cayuse424.com).

Please note: Proof of permission and proprietary instruments may be submitted as PDFs.

If you are unable to access Cayuse IRB, please contact the IRB, irb@liberty.edu.

IRB “SURVIVAL GUIDE”

KEY TERMS

The IRB uses several key terms, which we interpret in very specific ways. To help you keep them straight, we have provided them below for reference.

Permission: Obtaining approval from someone of authority within an organization to gain access to data or potential participants. Two common examples include obtaining permission from a pastor to advertise a study survey in a church bulletin or gaining permission to interview teachers in a specific school district.

Recruitment: Telling people whom you want to survey, interview, etc. about your study. Recruitment includes a general overview of who you are, what you are researching, what you will have your participants do, and why you want them to participate. This can be done in-person, by phone, by email, on social media, etc.

Consent: Getting verification from participants that they are fully informed of what you are asking them to do and that they agree to participate in your study. This step typically occurs after recruitment. If you will record participants or collect confidential information (see below), consent forms may need to be signed. If data collection will be anonymous (see below), the forms can simply be provided without the need for signatures.

Anonymous: Data that is not identifiable to you (the researcher). You will not know who said what (e.g., anonymous surveys).

Confidential: Data is identifiable to you (the researcher), but you will keep it private. You will know who participated and how they responded but will use a pseudonym (fake name) or assign number codes to your participants to protect their identities.

Identifiable/Identifying Information: Any information that could point to a specific person. This could be social security numbers, names, email addresses, occupation/position, etc.

GENERAL OVERVIEW OF THE IRB & RESEARCH PROCESS

1. Submit an application, signature page, and necessary documents to the IRB. (Use our checklist)
2. If applicable, obtain permission from your research sites.
3. Revise your application as requested by the IRB.
4. Receive IRB approval.
5. Recruit participants.
6. Obtain/Provide consent to participants.
7. Conduct your study using approved procedures (distribute survey, complete interviews, etc.).
8. Publish/present your findings!

APPENDIX C

**Request for a Thesis Project Writing Extension
(must be submitted to request additional time in
DMIN 885 or 889 beyond 4 semesters)**

Date of Application:

Candidate is enrolled in (select one): DMIN 885 DMIN 889

Semester Extension Requested:

Name:

Liberty University ID#:

Thesis project Title:

Thesis Mentor:

Please complete a one-paragraph summary of progress made during current semester:

Please complete a one-paragraph summary of plans to make progress during extension period:

Approval of Mentor: _____ Date _____

Approval of Doctor of Ministry Director: _____ Date _____

APPENDIX D

Request to Complete an Alternate Thesis

Student should send an e-mail to the thesis project mentor requesting permission to complete an alternate-style thesis. This e-mail should include the subject matter and the student's reasoning for wanting to complete an alternate thesis.

This e-mail should be forwarded to the DMIN program director by the thesis project mentor with a statement endorsing the concept and an assessment by the mentor of whether the student can complete the thesis within two semesters.

If the DMIN program director approves this request, the mentor and student will receive notification by e-mail.

SAMPLE E-MAIL FROM STUDENT TO MENTOR

Dear Dr. Smith,

The focus of my research has turned toward a topic that is more conceptual rather than practical in nature, and will not involve human participants in a research project.

My topic is .

I want to pursue this line of research for my thesis project in lieu of reporting on and reflecting on the results of a research project because .

Thank you for considering this request.

SAMPLE E-MAIL FROM FACULTY MENTOR TO DMIN PROGRAM DIRECTOR

Dear DMIN Program Director,

Ms. Susan Jones, my thesis stage student, has requested permission to undertake a thesis project that will not involve reporting on and reflecting on a research project a current ministry setting.

The topic she indicates below is viable, and I believe she can complete the thesis project in two semesters.

I endorse her request.

APPENDIX E

Thesis Project Committee Requirements

1. **Mentor Qualifications and Responsibilities:** The Mentor will work closely with the student to assist him or her in completing an acceptable DMIN Thesis Project. The Mentor reports to the Director of the DMIN program.

DUTIES:

- Pray for and with the student
- Approve each thesis project assignment and provide detailed feedback in Blackboard
- Complete CITI Training (must be renewed every three years)
- Approve all research (i.e., questionnaires, interview questions, etc.) and provides signature for IRB application within 7 days of submission
- Respond to emails within 36 hours
- Provide clear, measurable milestones for the student at the beginning of each term
- Uphold all submission dates
- Provide feedback within 5 days of submission
- Review SafeAssign report of the final thesis project submission
- Work with the DMIN office to secure a reader
- Keep the reader informed and involved
- Provide approval for enrollment in DMIN 890 *before* scheduling a defense
- Lead the candidate's oral defense and complete the thesis project rubric with comments
- Receive thesis project submission JFL documentation *before* posting final grade
- Provide this checklist on Blackboard
- Post Announcements in DMIN 889
- Post attendance in Blackboard
- Approve DMIN 885, 889, and 890 registration requests. **QUALIFICATIONS:**
- An earned Doctoral degree from an accredited institution
- Extensive knowledge in the subject area of the thesis project
- A thorough knowledge of Kate Turabian's *A Manual for Writers* and School of Divinity standards
- Faculty member at Liberty University School of Divinity

2. **Reader Qualifications and Responsibilities:** The Reader will work with the student to assist him or her in completing an acceptable DMIN thesis project. The Reader will normally not get involved until the student has completed a first draft of the thesis project. The Student will work exclusively with the mentor until the first draft is complete. The Reader reports to the Director of the DMIN program.

DUTIES:

- Review and read the thesis project for readability only
- Provide comments regarding content and Turabian formatting

- Participate in the student's oral defense and provide noted revisions

QUALIFICATIONS:

- An earned Doctoral degree from an accredited institution
- Extensive knowledge in the subject area of the thesis project
- A thorough knowledge of Kate Turabian's *A Manual for Writers* and School of Divinity standards
- Faculty member at Liberty University

APPENDIX F

Thesis Project Order of Elements and Sample Pages

This is a list, in order, of all of the components that need to be included in the final draft.

- Blank Page
- Title Page
- Copyright Page
- Signature Page
- Thesis Project Topic Abstract Acknowledgments (Optional)
- Contents
- List of Tables (Optional)
- List of Figures (Optional)
- List of Abbreviations Preface (Optional)
- Main Body to include:
 - 1. Chapter One
 - 2. Chapter Two
 - 3. Chapter Three
 - 4. Chapter Four
 - 5. Chapter Five
- Appendixes
- Bibliography
- IRB Approval/Waiver Page

(Sample Cover Page)

Liberty University John W. Rawlings School of Divinity

Title of Paper Should Be 2” Below Top Margin
and Times New Roman 12 Point Font

A Thesis Project Report Submitted to
the Faculty of the Liberty University School of Divinity
in Candidacy for the Degree of
Doctor of Ministry

by

Insert Your Name Here

Lynchburg, Virginia

Month and Year Here

(sample copyright page – see appropriate page in the Turabian manual. You can create the © copyright symbol by typing left parenthesis – c – right parenthesis and Word will automatically format the © symbol)

Copyright © 2018 by John Doe
All Rights Reserved

(Sample approval page; mentor and reader faculty should provide a hard signature on this page for the required digital copy for the Library. This should be sent as a separate document along with the thesis project report when the student submits the documents to the Library.)

Liberty University John W. Rawlings School of Divinity

Thesis Project Approval Sheet

Mentor's Name Typed Below Signature
Mentor's Faculty Title

Reader's Name Typed Below Signature
Reader's Faculty Title

(Sample Thesis Project Topic Abstract)

THE DOCTOR OF MINISTRY THESIS PROJECT ABSTRACT

John Doe

Liberty University School of Divinity, 2014

Mentor: Dr.

The thesis project topic identifies the major points of the project and addresses the need for the Project in a ministry field (see Step Two). You should identify your topic purpose and goal(s) clearly. Include a summary of your research methods and how the thesis project will influence others in your field. This thesis project topic will be published in Scholars Crossing with the names of your Mentor and Reader, key words of your thesis, and your downloadable thesis project as a PDF. Before publishing your thesis to Scholars Crossing, review your thesis project topic and make any corrections as needed. For examples of successful DMIN thesis project topics, visit Scholars Crossing, page https://digitalcommons.liberty.edu/lts_dmin_proj/.

Thesis project topic abstract length: Should not exceed 250 words.

Contents

Chapter 1: Introduction	X
Ministry Context	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Problem Presented	X
Purpose Statement	X
Basic Assumptions	X
Definitions	X
Limitations	X
Delimitations	X
Thesis Statement	X
Chapter 2: Conceptual Framework	X
Literature Review	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theme	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theological Foundations	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Theoretical Foundations	X

Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 3: Methodology	X
Intervention Design	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Implementation of Intervention Design	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 4: Results	X
Subhead if needed	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Point if needed	X
<i>Subpoint if needed</i>	X
<i>Subpoint if needed</i>	X
Chapter 5: Conclusion	X
Subhead	X
Subhead	X
Bibliography	X
Appendix A.....	X
Appendix B.....	X
(add additional appendix lines as needed)	
IRB Approval Letter	X

(Sample Table Page)

Tables (if needed)

1.1	Title of First Table	24
1.2	Title of Second Table.....	38
1.3	Title of Third Table.....	45

(Sample Illustration Page)

Illustrations (if needed)

Figures

1.	Author's name, "Title of Work," <i>Title of Source</i>	40
2.	Author's name, "Title of Work," <i>Title of Source</i>	60
3.	Author's name, "Title of Work," <i>Title of Source</i>	62

(Sample Abbreviation Page)

Abbreviations (if needed)

DMIN *Doctor of Ministry*

LURSOD *Liberty University Rawlings School of Divinity*

Chapter 1⁴¹

Introduction

The introduction should be provided here. Be sure to use footnotes in Turabian format to support your arguments. Watch out for assumptions and anecdotal arguments. Every sentence should be justified.⁴² The thesis project introduction should include the researcher's basic assumptions regarding the research process, and the definitions, delimitations, and limitations to the research project.

Ministry Context

If a second level heading is utilized, it will look like this one; however, remember, if any heading (such as the first-level heading) is divided into sub-parts (using second-level headings), then you must have a least 2 sub-headings. Third-level headings are rare, but if used, would be left-hand justified and bolded.

Problem Presented

Here would be the second division for the main point. As a general rule, the introduction should never be subdivided into subheadings.

⁴¹ The first line of the chapter heading should be 1" below the 1" top margin of the page. Subsequent pages will begin at the top page margin. Footnote numbers are formatted as superscript. The first line of each paragraph should be indented 0.5 inches.

⁴² Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011), 19.

Purpose Statement

The rest of the paper continues to follow the format listed above, adjusting as the headings change. The conclusion, like the introduction, should not be subdivided.

Basic Assumptions

Definitions

Limitations

Delimitations

Thesis Statement

Chapter 2

Conceptual Framework

Chapter two should include a literature review that expands on the information discussed in the thesis project prospectus. Sensing explains, “Your work is not being done in a vacuum. When you take the keyboard into hand and begin writing, you enter into a dialogue with other scholars.”⁴³ The projects theoretical context and theological foundation should also be expanded from what was in the Thesis Project Prospectus.⁴⁴

Literature Review

Theological Foundations

Theoretical Foundations

⁴³ Sensing, *Qualitative Research*, 22.

⁴⁴ Shortened references should include the author’s last name and page number at minimum. If the author has more than one document referenced in the thesis project report, the shortened reference should include the keyword in the title between the author’s last name and the page number; e.g. Sensing, *Qualitative Research*, 22.

Chapter 3

Methodology

How you ask the question determines how the question is answered. Sensing elaborates, “The reader needs to know how methods were applied in your particular study to follow your research path, to develop confidence in the rigor and trustworthiness of the project, and to possibly replicate or utilize the project in their context.”⁴⁵ The methodology should be described carefully and defended. The chapter should include a complete description of the intervention design and an accurate narrative on how the design was implemented.⁴⁶

Intervention Design

Implementation of the Intervention Design

⁴⁵ Sensing, *Qualitative Research*, 53.

⁴⁶ Ibid. should be used for shortened references that refer to the same resource in the footnote that immediately precedes the note. It is advised that Ibid. should not be used in the draft stage of the writing the thesis project report. Replace shortened references with Ibid. in the final draft.

Chapter 4

Results

This chapter should outline the results of gleaned from the data. Sensing suggests, “Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories, to examine data in holistic fashion and to find a way to communicate the interpretation to others.”⁴⁷ The Researcher should use graphics to illustrate changes that resulted from the project’s implementation.⁴⁸

⁴⁷ Sensing, *Qualitative Research*, 194.

⁴⁸ Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches.

Chapter 5

Conclusion

Your conclusion should compare the research for the Thesis Project Prospectus with the results of the implemented research project. Sensing elaborates, “The question of ‘So What?’ indicts the speaker, the author, and each of us who has tried to communicate to others. It is a question of relevance.”⁴⁹ How do the results compare with similar situations? How might your research be replicated in a similar situation? What questions need additional investigation?⁵⁰

⁴⁹ Sensing, *Qualitative Research*, 212.

⁵⁰ Footnote numbers are formatted as superscript. The first line should be indented 0.5 inches.

(Sample IRB Approval)

January 1, 2014

John Doe

IRB Approval 120Y.11Z611: Adult Perceptions of Spiritual Gifts: A Phenomenological Study Dear

John,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB and we wish you well with your research project.

Sincerely,

IRB Mentor
Liberty University

APPENDIX G

LURSOD Turabian Quick Guide (based on the 9th edition of the Turabian manual)

Formatting

- 1" margins
- Times New Roman size 12-pt. font except in the footnotes when you are to have Times New Roman 10-pt. font.
- Double-spaced except in the footnotes, block quotes, and other exceptions (see Turabian, Appendix, A.1.3, Spacing and Indentation).
- Block quotations should be blocked if any amount of the quote is over four lines. Therefore, a four-line quotation can remain in the body of the text without being blocked.
- Pagination placement: Front matter is numbered with roman numerals in the footer. The paper body, bibliography, and appendices display Arabic numerals in the header. Do not number the title page. You can find a tutorial on pagination placement for Microsoft at <http://office.microsoft.com/en-us/word-help/add-different-page-numbers-or-number-formats-to-different-sections-HA102809694.aspx> .

Style

- Use active voice and avoid first person pronouns.
- Turabian permits two citation styles. LU-RSOD only accepts Notes-Bibliography Style in submitted documents. Do not use both citation styles within a document.

- LU-RSOD still uses superscript numbers for footnotes. An example of a superscripted footnote number looks like this “¹”, whereas the incorrect numbering is “1.”
- When footnoting, indent the first line of your footnote. The indentation should be before the superscripted footnote number. The footnotes should be single-spaced, but there should be 6-pt. spacing beneath the footnote. In order to format your paper using 6-pt. spacing, highlight the footnote, right-click on your highlighted space, click the paragraph option, and then with the spacing option change it to 6 pt. spacing in the “after” option.
- When referring to a source whose bibliographical data are in the footnote prior, use “Ibid.” Ibid cannot be the first footnote on a page, nor the only footnote on a page. Do not include a page number if you are citing the same page as the previous; however, if it is a different page number use Ibid. plus a comma and then the page number like this, “Ibid., #.”
- Since the Bible is considered a sacred work, cite Bible passages in footnotes, and not in the bibliography. The exception to this rule is when you are citing notes from a study Bible, which should in turn be referenced in the bibliography. An example for properly footnoting a biblical citation is in the footnote at the bottom of this page.⁵¹ Notice the phrasing of the footnote, “Unless otherwise noted, all biblical passages referenced are in the _____ Bible.” This means that you will not need to reference the version of the Bible in subsequent citations, unless you change the version.

⁵¹ Unless otherwise noted, all biblical passages referenced are in the New American Standard Bible (Anaheim: Lockman Foundation, 1998).

- When footnoting a book for the second time and the citation is not the next citation after the first citation, you do not need a full citation. Instead use the author last name(s), an abbreviated version of the book title, and the page number. An example of this is in the footnote below.⁵²
- Writing and preaching are two different communicational mediums with two distinct purposes. When writing, avoid the temptation to “sermonize”!

Grammar Usage Notes

- Avoid using the em-dash (—) which is used in place of a comma to separate thoughts in a sentence. If it is necessary, make sure you understand the grammatical reasoning behind using this form of punctuation.
- *Bible* is the title of a book whereas *biblical* is an adjective. *Bible* should be capitalized, but *biblical* should not be capitalized. See the Capitalization Glossary⁵³ for more examples of common capitalization mistakes.
- The abbreviation, i.e., means “that is” and should be used in parentheses when providing a point of clarification.
- The abbreviation, e.g., means “for example” and should be used in parentheses when giving an example.
- [*sic*] should be used following an error in a quotation because quotations need to be cited verbatim (including errors), but you do not want to suffer the point reduction of an error.

⁵² McClendon and Kimbrough, *Square One*, 50.

⁵³ See Appendix J below.

Therefore, [*sic*] lets the reader know that you purposefully copied over the error because it was in the original citation.

- Avoid using air quotes, italics or bold for emphasis.

Levels of Headings

Here is the expected format for the different levels of headings for LU-RSOD papers. The level explanation below also provides an example of what each level should look like. All headings are to remain Times New Roman 12-pt. font.

First Level: Centered, Boldface, Headline-Style Capitalization

Second Level: Centered, Regular Type, Headline-Style Capitalization

Third Level: Flush with Left Margin, Boldface, Headline-Style Capitalization

Fourth Level: Flush with left margin, regular type, sentence-style capitalization

Fifth level: Indent ½ inch to run in at the beginning of a paragraph (no blank line after), boldface type, sentence-style capitalization, terminal period. Start first content sentence of the paragraph here.

APPENDIX H

Bibliography and Footnote Formatting Aid

This page provides various sources in both bibliographic and footnote format so that the student will have a general guide to help them in formatting the sources found in the course of research. Footnote and bibliographic entries are single spaced for the individual entry, but a double space is provided between entries. Notice that footnotes (as demonstrated on the previous page) are indented on the first line, when bibliographic entries are indented on the second and following lines. For all of the sources below, the bibliographic style will be given first followed by the footnote style. Please remember that the footnote entries, while listed in the flow of the page here, are always at the bottom of the page in the footer with a corresponding number marking the citation in the paper. Here is an example.⁵⁴ It is in 10pt Times New Roman font. Additionally, when using footnotes, you will not use endnotes except for Scripture citations (i.e., Rom 3:23). Here are the examples of various styles. With each type, the bibliographic example is given with a footnote of the footnote format for that reference style.

Book with a Single Author or Editor

Habermas, Gary R. *The Risen Jesus and Future Hope*. Lanham, MD: Rowman & Littlefield Publishers, 2003.⁵⁵

⁵⁴ Adam McClendon and Matt Kimbrough, *Square One: Back to the Basics* (Little Elm, TX: eLectio, 2018), 32.

⁵⁵ Gary R. Habermas, *The Risen Jesus and Future Hope* (Lanham, MD: Rowman & Littlefield Publishers, 2003), 23.

Book with Multiple Authors

Baggett, David, and Jerry L. Walls. *Good God: The Theistic Foundations of Morality*. New York, NY: Oxford University Press, 2011.⁵⁶

Bible Commentaries

Monograph not in a Series

Holland, Tom. *Hope for the Nations: Paul's Letter to the Romans*. London: Apiran, 2017.⁵⁷

=====

Kline, Meredith G. *Genesis: A New Commentary*. Edited by Jonathan G. Kline. Peabody, MA: Hendrickson, 2017.⁵⁸

Monograph in a Series

Stott, John R. W. *The Message of Romans*. The Bible Speaks Today. Edited by John R. W. Stott. Downers Grove, IL: InterVarsity, 1994.⁵⁹

=====

Miller, Stephen R. *Daniel*. Vol. 19, The New American Commentary: An Exegetical and Theological Exposition of Holy Scripture. Nashville, TN: Broadman and Holman, 1994.

Stephen R. Miller, *Daniel*, vol. 19, The New American Commentary: An Exegetical and Theological Exposition of Holy Scripture (Nashville, TN: Broadman and Holman, 1994), 107.

=====

Bock, Darrell L. *Luke*. 2 vols. Baker Exegetical Commentary on the New Testament. Edited by Moisés Silva. Grand Rapids, MI: Baker Academic, 1996.⁶⁰

⁵⁶ David Baggett, and Jerry L. Walls, *Good God: The Theistic Foundations of Morality* (New York, NY: Oxford University Press, 2011), 57.

⁵⁷ Tom Holland, *Hope for the Nations: Paul's Letter to the Romans* (London: Apiran, 2017), 30.

⁵⁸ Meredith G. Kline, *Genesis: A New Commentary*, ed. Jonathan G. Kline (Peabody, MA: Hendrickson, 2017), 52.

⁵⁹ John R. W. Stott, *The Message of Romans*, The Bible Speaks Today, ed. John R. W. Stott (Downers Grove, IL: InterVarsity, 1994), 12.

⁶⁰ Darrell L. Bock, *Luke*, 2 vols, Baker Exegetical Commentary on the New Testament, ed. Moisés Silva (Grand Rapids, MI: Baker Academic, 1996), 22.

=====

Wenham, Gordon J. *Genesis 1-15*. Vol. 1, Word Biblical Commentary. Edited by John D. W. Watts. Grand Rapids, MI: Zondervan, 1987.⁶¹

Commentary in a Multi-Volume Commentary

Carson, D. A. “Matthew.” In *Matthew and Mark*. Vol. 9, The Expositor’s Bible Commentary. Edited by Tremper Longman, III and David Garland, 23-670. Grand Rapids, MI: Zondervan, 2010.⁶²

=====

Tomasino, Anthony. “Esther.” In *1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther*. Vol. 3, Zondervan Illustrated Biblical Backgrounds Commentary, 270-275. Grand Rapids, MI: Zondervan, 2009.⁶³

One-Volume Commentary

Zuber, Kevin D. “Exodus.” In *The Moody Bible Commentary*. General Editors, Michael Rydelnik and Michael Vanlaningham. Chicago, IL: Moody, 2014.⁶⁴

Kindle

Earley, Dave, and Rod Dempsey. *Disciple Making Is. . . : How to Live the Great Commission with Passion and Confidence*. Nashville, TN: Broadman & Holman, 2013, Kindle.⁶⁵

⁶¹ Gordon J. Wenham, *Genesis 1-15*, vol. 1, Word Biblical Commentary, ed. John D. W. Watts (Grand Rapids, MI: Zondervan, 1987), 117.

⁶² D. A. Carson, “Matthew” in *Matthew and Mark*, vol. 9, The Expositor’s Bible Commentary, ed. Tremper Longman, III and David Garland (Grand Rapids, MI: Zondervan, 2010), 112.

⁶³ Anthony, Tomasino, “Esther” in *1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, Esther*, vol. 3, Zondervan Illustrated Biblical Backgrounds Commentary (Grand Rapids, MI: Zondervan, 2009), 273.

⁶⁴ Kevin D. Zuber, “Exodus” in *The Moody Bible Commentary*, eds. Michael Rydelnik and Michael Vanlaningham (Chicago, IL: Moody, 2014), 27.

⁶⁵ Dave Earley, and Rod Dempsey, *Disciple Making Is. . . : How to Live the Great Commission with Passion and Confidence* (Nashville, TN: Broadman & Holman, 2013), Kindle, loc. 6324.

E-Reader Book without Page Numbers

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, MI: Zondervan, 2016.⁶⁶

E-Reader Book with Page Numbers

Wilson, Jared. *The Prodigal Church: A Gentle Manifesto against the Status Quo*. Wheaton, IL: Crossway, 2015.⁶⁷

Journal Article in Print

Issler, Klaus D. "Inner Core Belief Formation, Spiritual Practices, and the Willing-Doing Gap." *Journal of Spiritual Formation & Soul Care* 2, no. 2 (2009): 179-198.⁶⁸

=====

Litfin, A. Duane. "Revisiting the Unpardonable Sin: Insight from an Unexpected Source." *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 713-732.⁶⁹

=====

Fox, Michael V. "The Meanings of the Book of Job." *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 7-18.⁷⁰

Journal Article Only Online

Scalise, Brian T. "Perichoresis in Gregory Nazianzen and Maximus the Confessor." *Eleutheria* 2, no. 2 (2012): 58-76. Accessed August 8, 2013. <http://digitalcommons.liberty.edu/eleu/vol2/iss1/5/>.⁷¹

⁶⁶ Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, MI: Zondervan, 2016), eBook, n.p.

⁶⁷ Jared Wilson, *The Prodigal Church: A Gentle Manifesto against the Status Quo* (Wheaton, IL: Crossway, 2015), eBook, 3.

⁶⁸ Klaus D. Issler, "Inner Core Belief Formation, Spiritual Practices, and the Willing-Doing Gap," *Journal of Spiritual Formation & Soul Care* 2, no. 2 (2009): 180.

⁶⁹ Duane A. Litfin, "Revisiting the Unpardonable Sin: Insight from an Unexpected Source," *Journal of the Evangelical Theological Society* 60, no. 4 (December 2017): 730.

⁷⁰ Michael V. Fox, "The Meanings of the Book of Job," *Journal of Biblical Literature* 137, no. 1 (Spring 2018): 8.

⁷¹ Brian T. Scalise, "Perichoresis in Gregory Nazianzen and Maximus the Confessor," *Eleutheria* 2, no. 2 (2012): 76, accessed August 8, 2013, <http://digitalcommons.liberty.edu/eleu/vol2/iss1/5/>.

Dissertation

Thornhill, A. Chadwick. "To the Jew First: A Socio-Historical and Biblical-Theological Analysis of the Pauline Teaching of 'Election' in Light of Second Temple Jewish Patterns of Thought." PhD diss., Liberty Baptist Theological Seminary, 2013.⁷²

Bibliography Tips

- All resources cited in footnotes, except encyclopedias or dictionary entries, should be listed in the Bibliography.
- Resources listed in the Bibliography should be alphabetized by author's last name.
- Resources listed in the Bibliography should use a hanging indent and be single-spaced. There should be a blank line between each resource.
- The Bibliography should include a minimum of 100 scholarly sources.
- Use the term Bibliography for your final list of bibliographic entries.
- The title should be bolded and should begin a new page with normal page numbering.
- Other terms such as references or works cited are not acceptable.

⁷² A. Chadwick Thornhill, "To the Jew First: A Socio-Historical and Biblical-Theological Analysis of the Pauline Teaching of 'Election' in Light of Second Temple Jewish Patterns of Thought" (PhD diss., Liberty Baptist Theological Seminary, 2013), 222.

APPENDIX I

ABBREVIATION LISTS

Sacred Book References

Spell out the name of biblical books when they are referred to in their entirety. To cite a specific biblical passage within the text or notes, follow the guidelines given in Turabian 17.5.2, but use the following abbreviations instead of the ones given in Turabian 24.6.

Old Testament

Gen	Genesis	Song	Song of Songs (or Solomon)
Exod	Exodus	Isa	Isaiah
Lev	Leviticus	Jer	Jeremiah
Num	Numbers	Lam	Lamentations
Deut	Deuteronomy	Ezek	Ezekiel
Josh	Joshua	Dan	Daniel
Judg	Judges	Hos	Hosea
1-2 Sam	1-2 Samuel	Amos	Amos
1-2 Kgs	1-2 Kings	Obad	Obadiah
1-2 Chr	1-2 Chronicles	Jonah	Jonah
Ezra	Ezra	Mic	Micah
Neh	Nehemiah	Hab	Habakkuk
Esth	Esther	Zeph	Zephaniah
Ps/Pss	Psalms/Psalms	Hag	Haggai
Prov	Proverbs	Zech	Zechariah
Eccl	Ecclesiastes	Mal	Malachi

New Testament

Matt	Matthew	1-2 Thess	1-2 Thessalonians
Mark	Mark	1-2 Tim	1-2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1-2 Cor	1-2 Corinthians	1-2 Pet	1-2 Peter
Gal	Galatians	1-2-3 John	1-2-3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

Bible Version Abbreviations

The first time scripture is cited in the manuscript, include the following notation in the footnote:

John 3:16, King James Version (KJV). Unless otherwise noted, all scripture references in this thesis project will be from the King James Version of the Bible.

Subsequent citations should be shortened as such: John 3:16, KJV.

AB Anchor Bible

AMP Amplified Bible

ASV American Standard Version

CEB Common English Bible

CEV Contemporary English Version

CSB Christian Standard Bible

ESV English Standard Version

GNB Good News Bible

HCSB Holman Christian Standard Bible

JB Jerusalem Bible

KJV King James Version

MSG The Message

NASB New American Standard Bible

NET New English Translation

NIV New International Version

NRSV New Revised Standard Version

RVS Revised Standard Version

Journal Title Abbreviations⁷³

ABQ *American Baptist Quarterly*

AsJT *Asia Journal of Theology*

BBR *Bulletin for Biblical Research*

CTJ *Calvin Theological Journal*

CH *Church History*

EvJ *Evangelical Journal*

EvQ *Evangelical Quarterly*

ExpTim *Expository Times*

JSNT *Journal for the Study of the New Testament*

JSOT *Journal for the Study of the Old Testament*

JBL *Journal of Biblical Literature*

JAAR *Journal of the American Academy of Religion*

JETS *Journal of the Evangelical Theological Society*

JTS *Journal of Theological Studies*

SBL *Society of Biblical Literature*

SBJT *Southern Baptist Journal of Theology*

SwJT *Southwestern Journal of Theology*

⁷³ These abbreviations are related to resources commonly used in a Doctor of Ministry Thesis Project Report. They were abstracted from *The SBL Handbook of Style for Biblical Studies and Related Disciplines*, 2d ed. (Atlanta, GA: SBL Press, 2014), p. 171-260. Check this resource for any abbreviation not listed here.

Commentary Series Abbreviations

ANTC	Abingdon New Testament Commentaries
AOTC	Abingdon Old Testament Commentaries
ACNT	Augsburg Commentary on the New Testament
BBMS	Baker Biblical Monograph Series
BECNT	Baker Exegetical Commentary on the New Testament
CBC	Cambridge Bible Commentary
ECC	Eerdmans Critical Commentary
IBC	Interpretation: A Bible Commentary for Preaching and Teaching
NAC	New American Commentary
NIBCNT	New International Biblical Commentary on the New Testament
NIBCOT	New International Biblical Commentary on the Old Testament
NICNT	New International Commentary on the New Testament
NICOT	New International Commentary on the Old Testament
TNTC	Tyndale New Testament Commentary
TOTC	Tyndale Old Testament Commentary
WBC	Word Biblical Commentary

UNITED STATES POSTAL SERVICE ABBREVIATIONS

FOR INDIVIDUAL STATES

Use these abbreviations in bibliography references and footnote citations when the publisher's location is included.

U.S. State Postal Abbreviations List⁷⁴

- Alabama - AL
- Alaska - AK
- Arizona - AZ
- Arkansas - AR
- California - CA
- Colorado - CO
- Connecticut - CT
- Delaware - DE
- Florida - FL
- Georgia - GA
- Hawaii - HI
- Idaho - ID
- Illinois - IL
- Indiana - IN
- Iowa - IA
- Kansas - KS
- Kentucky - KY
- Louisiana - LA
- Maine - ME
- Maryland - MD
- Massachusetts - MA
- Michigan - MI
- Minnesota - MN
- Mississippi - MS
- Missouri - MO
- Montana - MT
- Nebraska - NE
- Nevada - NV
- New Hampshire - NH
- New Jersey - NJ
- New Mexico - NM
- New York - NY
- North Carolina - NC
- North Dakota - ND
- Ohio - OH
- Oklahoma - OK
- Oregon - OR
- Pennsylvania - PA
- Rhode Island - RI
- South Carolina - SC
- South Dakota - SD
- Tennessee - TN
- Texas - TX
- Utah - UT
- Vermont - VT
- Virginia - VA
- Washington - WA
- West Virginia - WV
- Wisconsin - WI
- Wyoming - WY

⁷⁴ United States Postal Service, Article Number 000003217, accessed May 29, 2019, <https://faq.usps.com/s/article/What-are-the-USPS-abbreviations-for-U-S-states-and-territories>.

APPENDIX J

CAPITALIZATION GLOSSERY⁷⁵

Abrahamic Covenant Age

AD (Latin abbreviation for “in the year of our Lord”) goes before the date (AD 2014)

church age

nuclear age

Apostolic Age

Bronze Age

Iron Age

Stone Age

Almighty God

amillennial, amillenarian

Ancient Near East

the Antichrist

anti-Christian

antichrists (many)

the Apocrypha (but: apocryphal)

apostle(s) (but: the Twelve Apostles, the Twelve)

apostolic

archaeology

ark (any reference)

Ascension (specific biblical event)

Atonement (of Christ)

BC (English abbreviation for “before Christ”) goes after the date (586 BC)

Beatitudes

believer-priests’

Bible

biblical

black theology

body of Christ

Book of books (Bible)

book of Job (a book of the Bible)

book of life (mentioned in Rev. 20:15)

Bread of Life

bride of Christ

⁷⁵ For additional resource, see “Appendix A: Capitalization and Spelling Examples,” in *The SBL Handbook of Style: For Eastern, Near Eastern, Biblical, and Early Christian Studies* (Peabody, MA: Hendrickson, 1999), 154-65.

Calvary
 Captivity (the Babylonian; others, lowercase)
 Catholics, Catholicism (but: catholic, meaning universal)
 chapter (general term)
 Chapter 6 (specific chapter)
 charismatic
 chief priest(s)
 children of Israel
 Christ Child
 Christian education (but: Department of Christian Education)
 Christlike
 Christological
 Christology
 Christ's kingdom
 church (both universal and local)
 church
 the early church fathers (but: the Fathers)
 the commandments (capitalize only when referring to the whole Decalogue: Ten Commandments, but: first commandment)
 commencement
 communion (the ordinance)
 communists, communism (when referring to the political system)
 covenant (but: Old Covenant and New Covenant)
 Creation (the original)
 the Creator
 the Cross (figurative sense of Christ's sacrifice and redemption)
 cross (the wooden object)
 the Crucifixion (when referring to Calvary in its total significance)
 curriculum (plural: curricula, not: curriculums)

Davidic Covenant
 Day of Atonement
 Day of Pentecost
 Day of the Lord
 the Dead Sea Scrolls (DSS)
 Decalogue
 Department of Historical Theology (but: the Historical Theology department)
 deity pronouns⁷⁶

⁷⁶ As a form of respect and less ambiguous reading between human and divine antecedents, all pronouns (i.e. He, Him, His) referring to the Christian God (God, Yahweh, Father, Jesus Christ, Jesus, Christ, Holy Spirit, etc.) should be capitalized.

devil
disciple(s) (but: the Twelve)

Easter Day
Epistle (when used in connection with the biblical letters, as “the Epistle to the Galatians,” “the Epistles,” “the Epistles of Paul,” “the Pauline Epistles,” “the Pastoral Epistles”; but Paul’s epistles)
eternal God
Eucharist
Exile (biblical event)
Exodus (biblical event)

Fall (of man, biblical event)
fall season
Father
the Father (God)
the Fathers (meaning the church fathers)
Feast of Tabernacles
Flood (biblical event—but: the flood of Noah’s day)
fundamentalism, fundamentalist

Garden of Eden
Garden of Gethsemane
Gentile
gnostic (when used as an adjective)
Gnostic(s), Gnosticism
Godhead godless godly
God-Man
gods (plural)
God’s Word
Golden Rule
the Good Shepherd
gospel (when referring to the evangelical message)
Gospel (one of the first four New Testament books)
Gospels (two or more of the first four New Testament books)
Great Commission
great white throne judgment handbook

hell
High Priest (for Jesus, otherwise lowercase)
Holy Land
holy of holies, holy place, most holy place (in the tabernacle and temple)
Holy One (God)
Holy Ghost Holy Spirit

the Incarnation
the Intertestamental period
Jehovah (but: Yahweh is preferred)
judgment seat of Christ
the Just for the unjust

King of kings
the kingdom
kingdom of Christ kingdom of God

Lamb of God
Last Supper
Law (Pentateuch or the Ten Commandments; lowercase for any other reason)
Law of Moses
liberation theology
Living Water (Jesus)
“living water” (salvation)
Lord of lords
Lord’s Day (Sunday)
Lord’s Prayer (specific prayer taught by Jesus)
Lord’s Supper
Lord’s Table
lordship

Majority Text
Markan priority
marriage supper of the Lamb
Masoretic Text (when used as a singular proper noun)
the Master (Jesus)
Mediator (Christ)
mercy seat
Messiah
messiahship
messianic
midrash (as a body of rabbinic literature; specific works within the collection would be capitalized and italicized such as Genesis Rabbah)
midrashim (plural)
midrashic (adjective)
millenarian
millenarianism
millennial
millennium

Mosaic Covenant
Mosaic Law
Most High (name of God)
most holy place

New Covenant
New Jerusalem
New Testament
Nicene fathers
Noah's ark
non-Christian
Northern Kingdom (Israel)

Old Covenant
Old Testament
parable of the prodigal son (and other parables)
Passover feast (Feast of the Passover)
the person and work of Christ
the personhood of Christ
Person (if referencing one of the Trinity) e.g. The third Person of the Trinity postmillennial
postmillenarian
premillennial
premillenarian
Prince of Peace
Promised Land
prophet (the prophet Amos)
the Prophets (Hebrew division of the Old Testament)
Protestant
Protestantism
proto-Mark
proto-Luke
proto-Matthew
Psalm (specific song or chapter in the Psalms—Psalm 1; but: this psalm)
psalmist (psalmist David)
the psalms (general reference)
Psalms (the biblical book)

rabbi
rabbinical (but: Rabbinical Judaism)
rapture
the Redeemer
the Reformation
registration

the Resurrection (Jesus'; otherwise lowercase)

Righteous One

River Jordan

Sabbath Day

Sadducees

Sanhedrin

Satan

satanic

satanism

Savior

scribes

scriptural

Scripture (when referencing the Bible, otherwise scripture)

the Second Advent

the Second Coming (biblical event; but: Christ's second coming)

the Second Temple period

Septuagint

Sermon on the Mount

Shekinah

Sin-bearer (Christ)

Son of Man sonship

Southern Kingdom (Judah)

the Spirit of God

the Spirit of Truth

spring season (summer, fall, winter, spring)

Stoic(s) (member of the philosophy begun by Zeno)

stoic (an attitude)

suffering Servant (Christ)

Sunday school

Synoptics

Synoptic Gospels

systematic theology (unless used as a proper noun such as for a course, Systematic Theology)

tabernacle

Talmud

temple

the Ten Commandments (but: the first commandment)

the two-source (or document) hypothesis (or theory)

Theology

theological

third world (preference: two-thirds world)

throne of grace

Thy holy name
Transfiguration (any biblical event)
Tribulation
the Tribulation
the Great Tribulation
Trinitarian
Trinity
Triumphal Entry
triune
TV (not T.V.)
the Twelve (referring to the apostles)

unbiblical
unchristian (but: un-Christlike, non-Christian)
Upper Room

white (Caucasian)
wise men (biblical)
Wonderful One (title of God)
the Word (Bible or Christ)

APPENDIX K

Introduction to the University Library

Liberty University's Jerry Falwell Library collections are available for use by all Doctor of Ministry researchers. The Library is centrally located on the main campus.

The Jerry Falwell Library provides a wide range of materials and services, employs a group of well-qualified personnel consisting of professional librarians and trained support staff, and maintains membership in local, state, regional, and national library cooperative ventures. The Jerry Falwell Library (<http://www.liberty.edu/library>) provides an abundance of research resources including books, E-books, online journals, audio-visual items, musical scores, plays and theses/dissertations.

Access to the electronic materials is available worldwide to Liberty researchers and faculty via the Internet. If a full-text journal article is not available through the library website, the Interlibrary Loan department may be able to request the article for you from another university at no cost to the researcher. For research questions please e-mail research@liberty.edu, Call: (434) 592-3362 or Chat: www.liberty.edu/library/chat-faq/. Also available is the School of Divinity Liaison Librarian at www.liberty.edu/library/liaison-librarians/.

Doctor of Ministry researchers have use of the library collections as long as they remain enrolled in courses. Access is authenticated using your researcher username and password.

Since 2006, DMIN students have been required to post their theses to Liberty University's Scholars Crossing (formerly called Digital Commons). You may read other thesis projects online at the Scholars Crossing, https://digitalcommons.liberty.edu/lts_dmin_proj/.

Researchers may search the Jerry Falwell Library <https://lucas.liberty.edu> for books, eBooks, theses, dissertations, and journal articles. In the Jerry Falwell Library, the most frequently used and most recent books are on the shelves. Older materials are stored in a robotic retrieval system. Requesting that a book be retrieved from the robotic storage system just means that it will come to the Customer Service desk in the Jerry Falwell Library. It does not mean that the title will be shipped to you. In order to request that Liberty-owned books be shipped to your home, you must create an account and request a title through the ILLiad interlibrary loan system at www.liberty.edu/library/interlibrary-loan/. Note that many of our titles are available electronically and the full-text may be accessed off campus. Books owned by Liberty may be checked out by Doctor of Ministry researchers under the current circulation policies in place for graduate online researchers. See the Library website, www.liberty.edu/library/ for these details. Protect yourself by using a traceable carrier to return materials.

Because of time constraints, the library will not borrow books from other libraries for Doctor of Ministry researchers who live outside the Lynchburg area. Researchers can use WorldCat (www.worldcat.org) to find books in libraries near them. Many libraries allow guest researchers to use materials on their campus, or pay a small fee for a community borrower's card to allow them to check out materials.

While researchers are on campus at Liberty, the library offers computers with application software such as Microsoft® Word, copiers, and research assistance librarians to assist with specific research questions. The campus computer lab will also be available for computing needs. If you bring your own laptop to campus during intensive weeks, you may have to download a security program to be allowed full access to campus networks.

We have a number of multi-disciplinary and subject specific journal databases that are available from the library website, www.liberty.edu/library/databases/. These include the ATLA Religion Database with ATLASerials, Christian Periodical Index, ProQuest Religion, Old Testament thesis project topics, New Testament thesis project topics, Theological Journal Library, etc.

If a researcher finds a particular journal article that he or she would like to read, then the researcher can use Journal Finder to find which, if any, of our electronic databases contain that particular journal. Articles are found in journals, and journals are indexed in databases. Once you find the correct database containing a particular journal, you can “search within this journal” for the particular author or article title.

Revised January 2020