



PAYNE THEOLOGICAL
SEMINARY

DOCTOR OF MINISTRY

Handbook

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INTRODUCTION

The *Payne Theological Seminary Doctor of Ministry Handbook 2019* is intended to guide doctoral students and mentors in their doctoral work at Payne Theological Seminary (PTS). It introduces the Doctor of Ministry program, structure, and philosophy. This handbook describes policies currently in force. Any deviation from policies stated in this Handbook must be approved, in writing, by the dean of the Seminary.

The program structure is meant to facilitate doctoral work from admission into the program through graduation. Students are strongly encouraged to be creative in use this Handbook to develop a servant leadership approach to ministry.

The best doctoral work derives from research in an area one would be focus in. This program provides the structure and intellectual/spiritual synergy to shape the work so that it may be made available for use by others in similar ministry settings. Doctoral work both enhances one's own servant leadership and enables students to make a greater contribution to ministry beyond the local setting.

Students are encouraged to question and test new ideas. Mentors, faculty, and program administrators are as near as the phone or email.

CHAPTER ONE

THE DOCTORAL DEGREE

For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it.¹

In the passage above, Jesus teaches his disciples that disciple-making requires planning and sacrifice. Doctoral work is a very serious undertaking which also requires planning and sacrifice. Persons contemplating such a work should thoughtfully consider the significance of this effort with a commitment to seeing the work through to completion.

The doctoral degree represents the highest academic achievement in a given area. A person holding such a degree will be viewed as an authority in his or her field. The work done to satisfy the requirements for the degree must be original and of high quality.

The Association of Theological Schools² (ATS) recognizes two categories of advanced degrees. These degrees come from “Advanced Programs Oriented Toward Ministerial Leadership” and “Advanced Programs Primarily Oriented Toward Theological Research and Teaching.”

The Advanced Programs Primarily Oriented Toward Theological Research and Teaching presuppose a basic post-baccalaureate theological degree and permit students to concentrate in one or more of the theological disciplines. In these programs, students are equipped for teaching and research in theological schools, colleges, and universities, or for the scholarly enhancement of ministerial practice or for other scholarly activities. Students are provided with specialization and breadth in education and training, instruction in research methods and procedures relevant to the area of specialization, and training in teaching methods and skills in other scholarly tasks. The nomenclature for the doctoral degrees in this category is the Doctor of Philosophy (PhD) and the Doctor of Theology (ThD).

¹ Luke 14:28 Revised Standard Version. Unless otherwise noted, all scripture in this document is taken from the RSV.

² ATS Standards of Accreditation, Degree Program Standards, Advanced Programs Oriented Toward Ministerial Leadership, accessed May 28, 2019, <http://www.ats.edu/Accrediting/Documents/08DegreeStandards.pdf>.

The Advanced Programs Oriented Toward Ministerial Leadership presuppose a basic theological degree. All programs are designed to deepen the basic knowledge and skill in ministry so that students may engage in ministry with increasing professional, intellectual, and spiritual integrity. Emphasis in each of these programs is upon the “practice of ministry” informed by analytical and ministerial research skills. Some of the degrees offered in this broad category are the Doctor of Ministry (DMin), Doctor of Educational Ministry (DEdMin), Doctor of Education (EdD), Doctor of Missiology (DMiss), and the Doctor of Musical Arts (DMA).

The Doctor of Ministry (DMin) Degree

The Doctor of Ministry (DMin) degree represents formal preparation for and enrichment of the practice of ministry. Many have chosen to view this degree in much the same light that one sees a Doctor of Medicine (MD) in medicine or the Juris Doctor (JD) in law, rather than with doctorates in philosophy or theology which are more specifically research degrees. This degree presupposes a basic theological education and seasoned ministry experience, as well as an active ministry during matriculation.

The overall goal of the DMin degree is to provide an advanced level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry. Persons seeking to enter a DMin program must have a verifiable and approved context of ministry. The degree is designed to deepen the basic knowledge and skill in ministry, so that one can engage in ministry with increasing professional, intellectual, and spiritual integrity.

According to the degree standards as defined by the Association of Theological Schools, the Doctor of Ministry degree should have the following components:

- The program shall include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and have the potential for application in other contexts of ministry.
- The ministry project should demonstrate the candidate’s ability to identify a specific theological topic and problem in ministry, organize an effective research model, use appropriate resources, evaluate the results, and reflect the candidate’s depth of theological

insight in relation to ministry and their ability solve ministry problems.

- Upon completion of the doctoral project, there shall be an oral presentation and evaluation.
- The completed written project, with any supplemental material, should be accessioned in the institution's library.³

The written project is referred to in this Handbook as the "Final Document." PTS agrees with W. Widick Schroeder, in his introduction to the Myers book, *Research in Ministry*, that the Final Document should include a research component. The Final Document

Is neither a dissertation nor a research paper. The author of the [Final Document] must address the implications of his/her findings for the practice of ministry. Each author seeks to reflect critically on some facet of ministry and to communicate his/her reflections to his/her professional colleagues.⁴

A clearly defined and relevant research method must be used, and the project must be evaluated for effectiveness. All this must be reported in the Final Document.

³ ATS Standards of Accreditation.

⁴ W. Widick Schroeder, "Introduction" in William Myers *Research In Ministry: A Primer For The Doctor Of Ministry Program* (Chicago, IL: Exploration Press, 2002), 4.

CHAPTER TWO

THE PTS DOCTOR OF MINISTRY PROGRAM

The Payne Theological Seminary's Doctor of Ministry degree is viewed as an "In-Ministry (Context) Degree." That is, the degree program assumes that the degree candidate is in the active practice of ministry and aspires to increase their effectiveness or competence in ministry as well as the ministry itself within the context. The program also provides a process in which participants can impact ministry beyond the local context as shifting cultural and religious paradigms are discerned and addressed for ministry.

The Doctor of Ministry program at Payne Theological Seminary is a process model of adult continuing education that is heavily influenced by an Africentric version of Transformative Learning⁵ and Action Research.⁶ The educational philosophy undergirding the program is a student-centered method to transformative learning defined with a dialogical approach to a problem-posing curriculum. as suggested by Paulo Freire.

In keeping with the Africentric perspective of Payne Theological Seminary, this Doctor of Ministry Program has appropriated the writings of Peggy Gabo Ntseane⁷ to adapt an Ubuntu perspective of Transformative Learning using nuances of an African Traditional Education to evoke communality and interdependence rather than an autonomous learning environment. According to Ntseane, this African Communal approach to learning emphasizes unity of spirit, mind, and body as well as emotion instead of an absolute reliance on cognitive qualities, and a valuing of experience and wisdom in concert with formal knowledge.

⁵ Edward Taylor, Patricia Cranton, and Associates, *Handbook on Transformative Learning Theory, Research, and Practice* (San Francisco, CA: Jossey-Bass, 2012), 285.

⁶ Peter Reason and Hilary Bradbury, eds., *The Sage Handbook on Action Research: Participative Inquiry and Practice* (Thousand Oaks, CA: Sage, 2008), 52.

⁷ Ntseane, Peggy Gabo. "Transformative Learning Theory: A Perspective from Africa." *Handbook on Transformative Learning Theory, Research, and Practice*, Eds. Edward Taylor and Patricia Cranton (San Francisco, CA: Jossey-Bass, 2012), 278.

Nolundi Mabovula argues that this African Communal approach to learning serves as a basis for supportiveness, cooperation, collaboration, and solidarity and is viewed in terms of one's interests as being intertwined with the interests of the group for the purpose of communal efficacy.⁸

Some of the distinct features of the Payne Doctor of Ministry program are:

- The educational philosophy
- The mentoring model used
- The Action Research in Ministry component
- The Cohort approach to theological education

Educational Philosophy

The Doctor of Ministry program at Payne Theological Seminary is a process model of adult learning. The process begins with the completion of the DMin application rather than at acceptance into the program. The model includes five principles:

1. Self-Directed Learning⁹—People in ministry can and should be empowered to become self-reliant learners who are no longer totally dependent on "institutional settings" for their continuing education. Although students function under the guidance of the mentor, this program affirms the belief the persons can take responsibility for their own learning needs from within their contexts of active ministry. While others can help, learners themselves accept the primary responsibility for their continued education and growth.
2. Learning should be a process of action and reflection, or praxis, taking place in the context of daily living. Thus, as in praxis, action and reflection are not two separate moments in the learning process linked only by a rhythm of involvement and withdrawal with action taking place "in the

⁸ Mabovula, Nonceba Nolundi. "The erosion of African communal values: a reappraisal of the African Ubuntu philosophy," *Inkanyiso: Journal of Humanities and Social Sciences* 3.1 (2011): 38-47.

⁹ Phillip C. Candy, *Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice* (San Francisco, CA: Jossey-Bass, 1991).

field" and reflection in the classroom. Rather, praxis presents action and reflection as a blend of two moments that are integral to every instance of learning.¹⁰

3. Learning takes place in community. The PTS DMin educational philosophy borrows from the South African concept of Ubuntu which expresses compassion, reciprocity, dignity, harmony, and humanity in the interest of building and maintaining a community with justice and mutual caring.¹¹ Although individuals take responsibility for their own learning, the notion of Ubuntu and Communalism in African Traditional Education¹² provides a spirit of mutual inquiry basic to our dialogical approach to education. One's insight is tested by the perspicacity of others as learners must be open to the fullest range of such perceptions.
4. Social Constructivism¹³—Learning takes place best as students are actively engaged in a perpetual movement of discovery and invention. Persons learn best when they discover things for themselves. Other people can raise questions, present issues, and create situations which stimulate and require such discovery. Students take a critical stance toward taken-for-granted ways of understanding themselves with the purpose of challenging views that conventional knowledge is based upon objective, unbiased observation of the world.

The epistemological assumptions underlying the PTS Doctor of Ministry Program are that learning takes place 1) Through experience in context; 2) Through action/reflection within a peer group of learners; and 3) Through theoretical understanding. For this reason, the PTS student will engage in collaborative learning with a Program Learning Committee from within the context of ministry through action/reflection with members of the Peer Focus Group seminars and through readings and discussions from the academy. To implement this approach to learning, the PTS DMin program uses a three-tier curriculum for the DMin program.

Tier 1—Addresses the learning needs of the context. Each DMin student will partner with his/her Program Learning Committee to determine the problem

¹⁰ Thomas Groome, *Christian Religious Education: Sharing Our Story and Vision* (San Francisco, CA: Jossey-Bass, 1999), 121.

¹¹ Lefa Baken, (2015) "The African Philosophy of Ubuntu in South African Education" *Journal of Science Education*: 415.

¹² Elza Venter, "The Notion of Ubuntu and Communalism in African Educational Discourse" in *Studies in Philosophy and Education* (2004) Volume 23, Issue 2:149-160.

¹³ Vivien Burr, *Social Constructivism*, 2nd Edition (New York, NY: Routledge Pub., 2003), 8-9.

the student will address and the learning needs of the context. These learning needs become an official part of the Three Tier Curriculum of the PTS DMin curriculum.

Tier 2—Represents the core curriculum which provides the academic requirements for the Doctor of Ministry degree. This tier of the curriculum is driven by the PTS Full-Time faculty and addresses such matters as Spiritual Formation, Contextual Analysis, Theological Foundation, Research Methods, etc.

Tier 3—Addresses the particular subject matter of the Peer Focus Group. As an example, the Transformational Church Leadership Peer Focus Group Tier 3 would address Transformational Leadership issues. The mentor of the Peer Focus Group is required to provide the expertise in this discipline and to guide the students in the appropriation of Transformational Leadership as a discipline of study. The Focus Group Elective courses in the DMin program are courses from this particular discipline.

The DMin Mentor

The PTS DMin program uses a mentor approach whereby a cohort of DMin students, to be known as a DMin Focus Group, will work under the leadership of a particular mentor in the learning process. Borrowing from Laurent Daloz,¹⁴ the PTS mentor acts as a competent and trustworthy figure who has consciously accepted personal responsibility for the significant developmental growth of members of his/her cohort. This cohort will become the Peer Focus Group under the leadership of the given mentor(s). The mentor(s) will serve as PTS adjunct faculty and is required to have a terminal degree. This person must have recognized competence in the given subject matter area and must be able to establish a one-on-one relationship with each member in the focus group. This relationship is expected to advance through a complex process of interpersonal interactions that evolve through the six phases of mentoring as defined by Norman Cohen in the book *Mentoring Adult Learners*.¹⁵ The six phases are:

¹⁴ Laurent A. Daloz, *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences* (San Francisco, CA: Jossey-Bass, 1986), 119.

¹⁵ Norman H. Cohen, *Mentoring Adult Learners: A Guide for Educators and Trainers* (Malabar, FL: Krieger Publishing Co., 1995), 3.

- Relationship Emphasis (Trust)
- Information Emphasis (Advice)
- Facilitative Focus (Alternatives)
- Confrontive Focus (Challenge)
- Mentor Model (Motivate)
- Mentee Vision (Initiative/Empower)

The mentor evaluates and approves all of the students' work. The mentor also serves as the chairperson of the candidacy review committee and the final examination committee. A program summary is written by the mentor for each student. In short, mentors provide advisory guidance for the student from the beginning of the program through completion.

PTS Doctor of Ministry Mentoring Model

A unique strength of the Doctor of Ministry Program at Payne Theological Seminary is that the Payne mentoring process is built on the strength of the MLK Fellows Model. This model was initiated at Colgate-Rochester, adopted by United Theological Seminary in 1985, and is now installed at Payne Theological Seminary.

The MLK Model at Colgate-Rochester

Colgate Rochester Divinity School initiated an innovative program aimed at creating curriculum materials on the Black Church experience suitable for seminary study. Designed by Dr. Henry H. Mitchell, this program was designed to grapple with ministry issues in the Black church and offered the Doctor of Ministry degree upon completion. The pastor of a Black church with a PhD, Henry Mitchell mentored this program and graduated a group of Black church leaders who went on to assume a significant role in the leadership of the Black Church. Several published works directly related to Black church issues were generated by this group of scholars which included John R. Bryant, Harold A. Carter, Sr., Joseph D. Clemmons, Phillip R. Cousins, Jesse L. Douglas, Sr., Carrol M. Felton, Jr., James A. Forbes, Jr., Charles S. Hamilton, James H. Hargett, H. Beecher Hicks, Jr., William A. Jones, Jr., Floyd Massey, Jr., Samuel B. McKinney, James J. Robinson, St. Julian D. Simpkins, William J. Shaw, George B. Thomas, Fredrick B. Williams, and Wyatt Tee Walker (See picture below).



This model of theological training marked an epochal advancement in theological education for the Black Church and graduated nineteen (19) MLK Fellows in 1975.

The MLK model at United Theological Seminary

In 1985, the MLK model was adopted by United Theological Seminary of Dayton, OH. Under the leadership of Leonard Sweet, Mary Olson, and Daryl Ward, a model was established at United that adapted the mentoring philosophy of Benjamin E. Mays and used Samuel DeWitt Proctor as its progenitor. A new doctoral group was started in 1985 known as the Samuel DeWitt Proctor Fellows. This new group included such persons as Charles Booth, Susan Johnson-Cook, Mac Charles Jones, Frank Moore, Otis Moss, Frank Reid, Jeremiah Wright, and Johnny Ray Youngblood, to name a few (See picture below).



Some of the products of the model who came back as mentors were: Charles Booth, John R. Bryant, Harold Carter, Claudette Copeland, Kevin W. Cosby, H. Beecher Hicks, William A. Jones, Ann Lightner-Fuller, Walter Malone, Vashti Murphy McKenzie, Samuel McKinney, Otis Moss, Susan Newman, Gail Poindexter, W. Franklyn Richardson, Kelley Miller Smith, Jr., Frank Thomas, Wyatt Tee Walker, Ricky Woods, Jeremiah Wright, and Johnny Ray Youngblood.

In addition to reproducing itself, this model also attracted Black scholars from other schools. Mentors in the program from other schools included such persons as Molefi Asante of Temple, Albert Aymer of Hood, Leah Fitchue of Eastern, Jackie Grant of ITC, Forrest Harris of Vanderbilt, Dwight Hopkins of Chicago, Clarice Martin of Colgate Rochester, William Myers of Ashland, Ron Peters of Pittsburgh, Marsha Snulligan-Haney of ITC, Henry Mitchell of ITC, Ella Mitchell of ITC, Cornell West of Princeton, Edward L. Wheeler of Tuskegee, and Gayraud Wilmore of ITC.

The MLK model at Payne Theological Seminary

This model has proven itself to be very effective in training persons for leadership in the Black Church. This model of ministry leadership training for the Black Church gathers the best of African American theological scholarship, both from an academic/theoretical, and a practical/experiential perspective and makes it available to future leaders of the Black Church in a well-developed course of study. The model was adopted by Payne Theological Seminary in fall of 2015 (See picture below).



The model uses Problem Based Learning as a means to develop a dynamic curriculum best suited to engage students in a participant observer research-in-ministry method that grapples with real ministry issues in the Black Church. It uses a Christocentric model of mentoring and the passion of one's ministry calling to keep students urgently involved in the program. Doctoral projects emerging from this model clearly demonstrate the spiritual as well as social mandate of the model. The model uses an

epistemology that values the experience of the participant and the context, the guidance of the Holy Spirit, peer collaboration, as well as theoretical knowledge. Critical reflection and reflective dialogue are essential components in this model.

The Payne Mentor's Job Description

Payne Theological Seminary has defined its DMin program in the form of a transactional process of adult learning which is an active, challenging, critically reflective, and transformative educational encounter¹⁶ between a mentor, the PTS faculty consultant, the adult learner, the context, and a given subject matter content. The objective of this process is to develop ministries that are functioning as agents of social and spiritual transformation in communities. A focus group¹⁷ is defined around the subject matter of a cohort and students are recruited for that cohort who have an interest in the particular theme, whose spiritual journey provides affinity for the theme, and who desire to enhance their ministry career and bring about change in their communities. While the PTS faculty is a fundamental entity in this formula, the mentor is the primary component.

Mentor selection consists of a process whereby a candidate for mentor is vetted by the Payne fulltime faculty. Once a mentor is selected, final negotiations are done with the mentor by the director of the Doctor of Ministry Program in consultation with the Academic Dean. When the focus groups have been defined well in advance, mentors are expected to recruit students for their group.

The PTS mentor is a competent and trustworthy figure who has consciously accepted the personal responsibility for the significant developmental growth of the members of his or her focus group.¹⁸ A mentor is required to have a terminal degree. This person must have recognized competence in the given subject matter area and must be able to establish a one-on-one relationship with each member in the focus group. This relationship is expected to advance through a complex process of interpersonal

¹⁶ Michael W. Galbraith, *Facilitating Adult Learning: A Transactional Process* (Malabar, FL: Krieger Publishing Co., 1991), 27.

¹⁷ David L. Morgan, *Focus Groups as Qualitative Research*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1997), 19.

¹⁸ Laurent A. Daloz, *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences* (San Francisco, CA: Jossey-Bass, 1986), 162.

interactions that evolve through the six mentor phases as defined by Norman Cohen in his book *Mentoring as an Adult Learning Process*.¹⁹

Mentors expect students to be self-directed learners²⁰ who are engaged in critical reflection and committed to transformative learning.²¹ The mentor will provide the expertise for the focus group relative to the given subject matter. Mentors may expect a mentor/student ratio ranging from 1/6 to 1/12 (the normal size of a focus group). Groups outside this range are considered too large for one mentor or not viable as a standalone group. Should the ratio move outside this range, the director of the Doctor of Ministry Program will make the necessary changes in the configuration of the cohort.

The following is expected of all mentors:

Be thoroughly familiar with the *PTS Doctor of Ministry Handbook*. This process will be monitored and reinforced by the Mentor Coordinator during regular webinar sessions with mentors and during the faculty/mentor workshop held at each intensive.

1. Attend the PTS Mentor's Workshop that are usually held during the January and August intensives.
2. Participate in all seminar sessions during the intensives and ensure student participation in sessions. This includes the Plenary and Core Phase sessions during the Intensives as well as the Peer Seminars sessions.
3. Develop a trustworthy relationship with each student in the focus group and nurture that relationship through the six phases as defined by Cohen.
4. Work with PTS faculty and students to develop a *Course of Study* (COS) for each student that reflects:
 - i. The requirements of the school (core curriculum)
 - ii. The subject matter requirements as suggested by the PTS faculty consultant and the mentor

¹⁹ Norman H. Cohen, *Mentoring Adult Learners: A Guide for Educators and Trainers* (Malabar, FL: Krieger Publishing Co., 1995), 27.

²⁰ Patricia Cranton, *Professional Development as Transformative Learning: New Perspectives for Teachers of Adults* (San Francisco, C: Jossey-Bass, 1996), 50-74.

²¹ Cohen, *Mentoring Adult Learners*, 32.

iii. The needs of the student

iv. The needs of the context

5. Guide students in the appropriation of resources relative to the given subject matter of the focus group and serve as instructor for four courses in the given subject matter of the focus group.
6. Guide students in the development of a Model of Ministry relative to the needs of the student, the context, and the focus group. Students will present a Project Proposal at the time of Candidacy Review. If approved, this project will be implemented following the general rules of Action Research Methods.²² The student will orally defend the Model of Ministry at the final examination.
7. Monitor the student's progress through the six semesters of the Doctor of Ministry Program and approve movement through all six semesters. Students will be required to present the mentor with a summary of learnings at the end of each semester.
8. Receive the final document in completed and corrected form and approve it for distribution to the final examination committee. Communication of this approval and scheduling the final examination will be done through the director of the Doctor of Ministry Program office. No examination will be held unless the final document is received in the director's office at least two weeks before the scheduled examination.
9. Serve as Co-chair of the Candidacy Review and Final Examination Committee.

Mentors are expected to follow the process as outlined in the PTS Doctor of Ministry Handbook. The program is organized into six phases with one intensive seminar and four webinars per semester, however, with permission from the Director of the DMin program, students may substitute the webinars in any given semester with an in-context peer session. The PTS faculty consultant will function as the process person for the mentor and will provide information and resources relative to the process. Mentors are expected to work with PTS Faculty Consultants to develop a comprehensive program for the group and for each student within the group. Any deviations from these guidelines are to be negotiated with the Director of the Doctor of Ministry Program and approved by the Academic Dean.

²² Peter Reason and Hilary Bradbury, *The Sage Handbook of Action Research, Participative Inquiry and Practice*. (Los Angeles: Sage Publications, 2008), 69.

Mentors will be employed as adjunct faculty at PTS and will be placed on the PTS payroll as such. Each mentor is expected to sign a contractual agreement committing them to the minimum three years required for a student to complete the program. Should a student be required to go beyond the three years, the student will be placed in another group and the mentors' obligation will be considered completed.

Change of Mentor

There are a few times when the chemistry of the relationship between the mentor and a participant creates difficulty. Should it be necessary to seek a change of mentor(s), such change may be requested by the student or the mentor. No change is made without consultation with both the participant and the mentor(s) involved. To accomplish a change of mentor, a request must be submitted to the Director of the Doctor of Ministry Program. Upon investigation, the sending and receiving mentors are notified and both must agree, in writing, on the transfer. The student's work-to-date is presented to the Doctor of Ministry office and examined for completeness. After approval by the Doctor of Ministry office, the student is transferred to the receiving mentor. At no time is a student allowed to negotiate himself or herself into another group without the official approval of the Doctor of Ministry office.

Payne Theological Seminary Consulting Faculty

A PTS full-time faculty member is assigned to each Peer Focus Group at the beginning of the cohort as Faculty Consultant. This Faculty Consultant will remain with the Focus Group throughout their time in the program. The responsibilities of the Payne Faculty Consultant will be to:

- Work with the mentor to develop syllabi for the Focus Group Elective courses
- Work with Registrar to develop a Blackboard course shell for the Focus Group Elective course based on the syllabus
- Provide guidance to the mentor on Payne Theological Seminary policy matters
- Evaluate student participation and progress in the program and offer advice to the mentor
- Meet with mentors at the end of each semester to discuss group progress and to sign off on grades to be submitted to the registrar

- Serve as Co-chair of the Candidacy Review and Final Examination Committee.

Payne Theological Seminary's faculty members other than the mentor and Faculty Consultant are available to advise students on selected aspects of their program. For example, biblical professors are often asked to help participants reflect on the biblical foundations of a particular focus. Education professors are often consulted on programs involving the development of learning environments within the context. These faculty members consult with students on an as needed basis. The relationship is not a continuing one and is only indirectly evaluative as communication occurs between PTS consulting faculty and mentors.

Action Research in Ministry

The PTS Doctor of Ministry program uses the concept of Action Research²³ as the preferred research methodology. Action research is comprised of the twin aims of action for change in an organization, church, or community with research to increase understanding in society and to generate new knowledge about ministry. This form of research is thought of as being emancipatory and empowering.²⁴

Borrowing from the work of Stephen Brookfield,²⁵ PTS has designed four critical lenses for Action Researchers to view their work through. These lenses are 1) The introspective reflection of the students' own autobiographies; 2) The eyes of the students' constituents within the context; 3) The experience of the peers within the cohort; and 4) Theoretical literature made available through academic sources.

To facilitate the first of these four views, the Doctor of Ministry Program at Payne has a component in which students are required to complete a retrospective inventory and develop a Spiritual Autobiography and a Contextual Analysis. These documents will serve as a self-reflective lens for the Reflective Practitioners.

²³ For a thorough discussion on Action Research, see Peter Reason and Hilary Bradbury, *The Sage Handbook of Action Research, Participative Inquiry and Practice*, (Los Angeles, CA: Sage Publications, 2008).

²⁴ Jurgen Habermas, *Knowledge and Human Interests*, (Boston, MA: Beacon Press, 1971).

²⁵ Stephen D. Brookfield, *Becoming a Critically Reflective Teacher* (San Francisco, CA: Jossey-Bass, 1995), 92.

The Action Research Collaborative Validation Team

In addition to the retrospective inventory, students are required to remain in continuous dialogue with a group called the Action Research Collaborative Validation Team (see Figure I).

This group consists of 1) Context Associates to gain the experiential views of constituents; 2) Peer Associates to gain the praxis views of peers; and 3) Professional Associates to gain a theoretical view of the corpus of literature on the subject. The Context Associates, Peer Associates, and Professional Associates are defined below.

Action Research Collaborative Validation Team

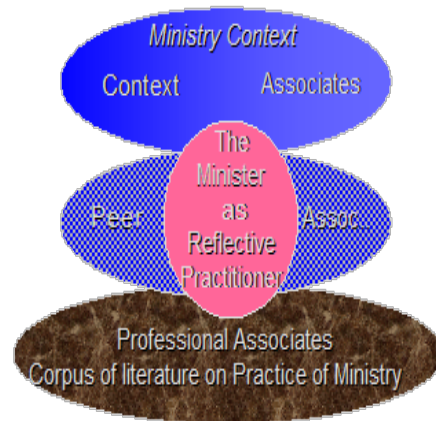


Figure I

Context Associates

Context Associates, also referred to as the Program Learning Committee, consist of a team of four to twelve persons from the context chosen by the student to work in planning, implementing, and evaluating the ministry model within the local context. Persons are usually chosen to be a representative sampling of the total context although they are also selected because they are interested in increasing the effectiveness of ministry in the specific area of doctoral work. Context Associates are chosen very early in the program so that they may help in evaluating the problems that need addressing and influencing the direction of the project. When selected this early, Context Associates usually have a high degree of ownership and commitment to the ministry and will have a greater impact on the direction the focus takes.

Context Associates are drawn from the people whom the program is expected to benefit. For example, laity in a local church would be context associates for a parish pastor. Students would be context associates for college chaplains and parish pastors would be context associates for denominational leaders planning a model of training for the equipping of pastors. The involvement of these persons ensures that the model proposed is indeed appropriate to the local situation. In addition, the Context Associates involvement has other equally important results. This includes serving as a training ground for shared ministry and bringing an interdisciplinary dimension to the program as associates have abilities and expertise in a wide variety of areas.

There is a general expectation that there will be at least ten sessions with the Context Associates when the model is being designed but this involvement is frequently longer and may even involve more than one group of associates. Because the student must introduce context associates to the whole program, their counsel is not limited to the model in ministry. It is customary for Context Associates to make an investment in the student's whole educational experience.

Context Associates work with students to determine the design of the ministry model. They contribute particularly in helping to judge the needs of the context. They also evaluate the student's ability to lead their sessions and to respond to the group process and agreements. They evaluate the enterprise they are engaging in together and propose changes of direction as these are indicated. In this process, they should increase their own competence for ministry in the area of the model and measure that achievement. All of this requires attention to the process of evaluation and should result in the development of criteria and skills in assessment. Context Associates may develop concerns of their own different from the student's original intention. This should provide important lessons on how one balances individual leadership and the enabling of others. Differences must be negotiated so that neither the student nor the group is being manipulated.

It is important to distinguish between the work with Context Associates and the implementation of the ministry model. Context Associates work together with the student in developing the model, but implementation is with another, wider group in the context. It is also important to keep communication lines open between associates and other groups within the context. The Context Associates should not become an "elitist" group but rather an enabling or bridging group for the rest of the congregation or the total context. Skills in group process and supervision must be developed to provide effective guidance. Adequate information concerning the purposes and processes of the Context Associates should be made available to the whole context.

Prior to the Candidacy Review and Final Examination, one Context Associate is chosen to serve on the examining committee. Finally, if the degree is celebrated in context, associates usually also have an important part in this celebration.

Peer Associates

A Peer Focus Group (also referred to as a cohort) consists of a group of doctoral students, mentor(s), and a faculty consultant or facilitator who meet regularly during the semester to discuss and approve the work of the students throughout the Doctor of Ministry program. A Peer Focus Group will meet during the intensives and on a schedule between intensives. The mentor and students may opt to meet face-to-face or via webinars. The students participating in these groups are referred to as Peer

Associates. The mentor will designate one of the members of the group to serve as the recorder for the group. Students are reminded that the webinars can be recorded.

The primary function of these groups is to promote collaborative learning²⁶ through collegial relationships. The learning agenda consists of presentation of written material for program phases and is a natural setting for biblical, theological, and spiritual reflection as each individual learner raises questions opening the group to diverse points of view.

Peer Associates develop a collegiality which enables them simultaneously to be critical and supportive, challenging and affirming. They further provide a corrective to subjective judgments about things happening in the local context and often discern growth needs. Confidentiality is required as breach of trust may be cause for dismissal from the program.

Peer Associates meet during the Peer Focus Group Sessions of the Intensive and also during Peer Focus Group Seminars held after the Intensive. The written material to be discussed at Peer Seminar meetings are to be made available through Blackboard according to the deadlines posted each semester. These deadlines will be set so that each member of the cohort will receive the materials at least one week prior to the meeting. It is the responsibility of members to read each other's material carefully before coming to meetings. It is often helpful to give a colleague written comments about the work although written comments can never replace group dialogue.

Regular attendance at Peer Seminar meetings and mature participation in them is the first responsibility of Peer Associates throughout all phases of the program. Absences should be reported in advance to the mentor. Un-excused absences are usually symptomatic of personal difficulty requiring attention. The meeting's recorder should, therefore, indicate absences and reasons for them. Absences are communicated to the DMin Director because all absences, if not communicated prior to the meeting, are causes to question the participant's commitment to the program.

Minutes of each peer seminar meeting are to be approved by the mentor and sent to the DMin Director's office and to the members of the peer session. Responsibility for taking minutes is rotated among members of the group. Minutes include action taken and very brief notes about the progress of each participant. In addition, participants conclude with a tentative agenda of the next meeting which is determined by the time-line participants set for themselves. Dates for Peer Focus Group Seminar meetings are set during the Intensive.

²⁶ Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross, *Collaborative Learning Techniques: A Handbook for College Faculty* (San Francisco, CA: Jossey-Bass, 2014).

Professional Associates

In addition to the mentor and the Faculty Consultant, each student is required to have at least two Professional Associates. The team of Professional Associates is comprised of specialists or consultants who can be helpful to the student. These persons represent the disciplines essential to the program of the student and must have a terminal degree as appropriate academic credentials and experience. They may be from other seminaries, colleges, universities, the professions, or the community-at-large and are selected in consultation with the mentor. Inclusiveness and ecumenicity are important criteria for overall selection of Professional Associates.

The consultant relationship is advantageous to both the student and the consultants. It frees the student from the threat of imposed authority because the student initiates the relationship. It also enables students to express needs and negotiate arrangements through such initiation. Consultants are freed from an authoritative role and any responsibility to enforce advice or spoon-feed students. They provide an important function by providing information and advice, by asking probing questions, and by communicating their own commitment to excellence.

Students are responsible for developing very clear goals for the Professional Associate's contributions to the program and clear expectations of the time commitment being requested. Signed agreements are to make explicit how they will contribute to the effective implementation of the program. A Professional Associate's Certification Form is one means of making expectations and goals clear. These forms are completed for each Professional Associate and are included in the students' file.

Each student has the responsibility to make clear to nominees for Professional Associate:

- The nature of the Doctor of Ministry program
- Expectations
- The time involved.

Students must keep Professional Associates aware of their learning needs and how well the Professional Associates are satisfying those needs. It is of critical importance to be clear about what is expected of Professional Associates. If input is wanted throughout all phases, it is the student's responsibility to ensure that it is achieved. Use of the certification forms should clarify the relationships.

Expectations of the Professional Associates

It is expected that Professional Associates will function in several ways:

1. Provide input for the program, including resources, suggested readings, worship, laboratories, or other education experiences that would enhance the program
2. Assist in the process of analysis and reflection by pushing and probing to assure depth of understanding in academic and experiential learning
3. Provide evaluations at least annually to the Director of Doctor of Ministry's office through the mentor
4. Assure that the disciplines they represent are treated with faithfulness and integrity

One of the two Professional Associates will be selected by the student to serve on the Final Examination Committee.

Focus Group Research in the Practice of Ministry

A Focus Group²⁷ is generally thought of as a qualitative research technique whereby a small (normally 6 to 12) group of participants are led by a skilled facilitator or moderator to explore the probable success of a particular commodity. The moderator guides the participants through a series of questions to explore nuances of the commodity. Payne Theological Seminary uses this technique in exploring ministry problems in the practice of ministry.

The mentor of the cohort will serve as the moderator of the focus group and the DMin students will serve as the participants. Each participant will approach his or her context with a particular subject matter to solve ministry issues. It is therefore anticipated that the DMin project the students will work on will be of the same subject matter but approached through different contexts and from different perspectives. In this way, the student will be able to explore his or her passion while at the same time, providing a different perspective of the focus subject matter.

²⁷ David L. Morgan, *Focus Groups as Qualitative Research*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1997), 119.

CHAPTER THREE

EXCELLENCE IN THE DOCTOR OF MINISTRY PROGRAM

The Payne Theological Seminary's Doctor of Ministry degree is viewed as an "In-Ministry Degree." That is, the degree program assumes that the degree candidate is in the active practice of ministry and that the doctoral program is designed to increase the effectiveness or competence of the person in ministry as well as the quality of ministry within the context. The program also provides a process in which participants can impact ministry beyond the local context as shifting cultural and religious paradigms are discerned and addressed for ministry.

Payne Theological Seminary seeks to maintain the highest standards of academic excellence and pastoral/prophetic quality in the Doctor of Ministry program. This applies to all aspects of the program, including research, theological reflection, model in ministry design and implementation, and mentor and peer relationships, and the production of a final document that can result in publishable work for use by others in ministry.

Purpose of the Degree

Payne Theological Seminary offers the Doctor of Ministry degree for the purpose of enhancing the practice of Christian ministry for persons who hold the Master of Divinity (MDiv) degree and have engaged in ministerial leadership. The degree focuses primarily on the Christian faith. Reference to ministry below is to be understood as Christian ministry.

The primary goals of the PTS DMin include:

1. Program participants will achieve an advanced understanding and integration of ministry in relation to various theological and other related disciplines
2. Program participants will formulate a comprehensive and critical understanding of contextualized ministry in which theory and practice interactively inform and enhance each other

3. Program participants will develop and acquire skills and competencies, including methods of research that are required for leadership at its most mature and effective level in their various ministry contexts
4. Program participants will evidence spiritual, professional, and vocational competencies that evoke and enable witness to maturing commitment to appropriate religious and moral values for faith and life
5. Program participants will engage with sensitivity and discernment in serving diverse cultural, religious, and linguistic contexts of ministry

The PTS DMin program is designed to advance the general practice of ministry and to advance expertise in a specialized area of ministerial practice (e.g., Leadership, Pastoral Care, Preaching, Missions, Religious Education, Prison Ministry, etc.).

Program Learning Outcomes (SLO'S)

The PTS DMin program is an advanced-level study of the comprehensive range of theological disciplines. Upon completion of the program, students will be able to:

1. Demonstrate an advanced understanding and integration of ministry in relation to the various theological disciplines
2. Formulate a comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other
3. Demonstrate skills and competencies, including methods of pastoral research, that are required for pastoral leadership at its most mature and effective level
4. Contribute to the understanding and practice of ministry through the completion of a doctoral-level project/thesis.

To achieve these outcomes, the PTS DMin program contains an array of learning methods, including:

1. Peer learning and evaluation as well as self-directed learning experiences
2. Significant integrative and interdisciplinary activities involving the various theological disciplines and careful use of the student's experience and ministerial context as a learning environment

3. Various opportunities for learning and using the disciplines and skills necessary for the DMin project including sustained opportunities for study and research on the campus of Payne Theological Seminary and at other locations
4. Opportunities for personal and spiritual growth

The PTS DMin program includes the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project must be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry.

The PTS DMin project must demonstrate the candidate's ability to identify a specific church or ministry related challenge and theological topic in ministry, organize an effective research model, use appropriate resources, evaluate the results, and reflect the candidate's depth of theological insight in relation to ministry.

Upon completion of the PTS DMin doctoral project, there is an oral presentation of the project by the student to a Final Examination Committee. When completed, the written project, with any supplemental material, will be accessioned in the Reverdy Ransom Memorial Library. The final document will also be submitted to Dissertation Abstracts International²⁸ (DAI) and to Research In Ministry²⁹ (RIM).

Location

The PTS DMin program will provide for substantial periods of interaction at the Wilberforce and Savannah campus of Payne Theological Seminary to ensure:

²⁸ Virtually all accredited institutions in North America that award doctoral degrees submit their dissertations to ProQuest for publication or listing in Dissertation Abstracts International (DAI). The listings provide bibliographic citations that include title, author name, degree-granting university and year awarded, number of pages, and ProQuest order number. Since 1988, most DAI entries have also included the name of the dissertation adviser or committee chair. Titles published from 1980 forward include a 350-word abstract, written by the authors, accessed June 14, 2017, <http://www.proquest.com/products-services/dissertations/Dissertations-Abstract-International.html>.

²⁹ *Research in Ministry*® (RIM®) indexes and abstracts projects and theses from over 100 Doctor of Ministry (DMin), Doctor of Missiology (DMiss) and Doctor of Educational Ministry (DEdMin) programs accredited by the Association of Theological Schools (ATS). RIM is a searchable database with entries for authors, titles, thesis/project advisors, schools, and ATLA subject headings. Abstracts can be searched by keyword. The database also supports Boolean and proximity searches as well as nested searches and wildcards. Links have also been added to records for schools that also participate in the Theological Research Exchange Network, accessed June 14, 2017, www.atla.com/products/catalog/Pages/rim.aspx.

1. Sufficient opportunity for disciplined reflection on the student's experience and needs for educational growth
2. Sustained involvement with regular full-time faculty, mentors, and appropriate Professional Associates
3. Extended involvement in peer learning
4. Access to the resources of the institution, such as the library, academic and/or professional advising

This interaction will be accomplished, primarily, through a one-week intensive method of instruction to be held at the Wilberforce and Savannah campus each semester. Students will also have an opportunity to experience other ministries by holding the one-week intensive at other locations, including abroad.

In addition to the one-week DMin intensive per semester, some DMin course work occurs away from the main campus of Payne Theological Seminary and the program makes effective educational use of the candidate's ministerial context. Students maintain continuous interaction with the DMin Focus Group through Payne's learning management system, Blackboard, and through monthly webinars using Blackboard Collaborate and/or WebEx. With approval from the Director of the DMin program, cohorts may elect to substitute monthly webinars for in-context peer focus group sessions of thirty-two contact hours.

Duration

The PTS DMin program requires the equivalent of one full year of academic study and, in addition, the completion of the doctoral-level project. The degree requires no less than three and no more than six years to complete. Students are expected to maintain continuous enrollment until their program is completed. Because the program will use a cohort approach, students are expected to maintain matriculation and to keep up with their cohort. Should it become necessary to withdraw or change cohort groups, the student must arrange a conference with the Director of the DMin Program.

Collegial Relationships

During each phase of the program, people in the context of ministry, mentors, faculty consultants, and the peer focus group in the program are involved in theological

reflection. Context Associates become colleagues. Advisors from the seminary and other professionals in a participant's area of focus give valuable assistance. In addition to the Intensive Seminars, Peer Focus Group Seminars meet monthly in a webinar setting to discuss and evaluate each other's progress.

Inclusiveness

Payne Theological Seminary is committed to inclusive ministry. Within an in-ministry degree program, every participant must develop ways to seek out learnings and insights from persons of differing religious and cultural backgrounds. In addition, participants are expected to develop models of ministry that, although often designed for one religious' tradition, have implications for other religious traditions. Thus, it is helpful to seek diversity among the consultant team and context associates where appropriate. Students are encouraged to consider gender-inclusive language by consulting the Writing Center at UNC-Chapel Hill³⁰ and/or the Purdue Online Writing Lab (OWL).³¹

Global Consciousness

“Think Globally, Act Locally” is not an original slogan of the doctoral program but it articulates Payne Theological Seminary's growing commitment to global awareness and to seeking meaningful ways of enabling doctoral students to develop models in ministry that will contribute to global understandings. Intensive seminar sessions will push students to answer the following questions;

- What are the global implications of my model in ministry?
- Do the theoretical foundations reflect a worldwide understanding from writers and ministers?

³⁰ University of North Carolina at Chapel Hill, *The Writing Center*, “Gender Inclusive Language” accessed June 15, 1017, <https://center.unc.edu/handouts/gender-inclusive-language/>, accessed June 2017.

³¹ Purdue University, *The Purdue Online Writing Lab*, “Owl,” accessed June 15, 1017, <https://owl.english.purdue.edu/owl/>, accessed June 2017.

CHAPTER FOUR

PROGRAM COMPONENTS

The DMin program is implemented over six consecutive semesters. Each semester begins with a one-week DMin intensive followed by Peer Focus Group seminar sessions either face-to-face or through webinars. Each phase requires the interweaving of process and content-making it possible for students to develop a high degree of expertise in a particular area of ministry. Each phase also involves growth within the individual and the context. In addition, semesters I – IV will require students to write a seven to ten-page reflection paper pertaining to their cohort and ministry focus. Each semester represents one of six phases of the program and is designed to move the student through the program toward the Final Document. The six phases and corresponding semesters are:

Phase/Semester

I.	Advanced Preparation for Ministry
II.	Problem Analysis in the Practice of Ministry
III.	Foundations for the Practice of Ministry
IV	Research Methods for Ministry
V.	Field Research, Data Collection/Data Analysis
VI.	Research Writing and Final Preparations

The DMin Intensive

The week-long DMin Intensive is one full week of intensive instruction designed to introduce methods and other resources. The first four Intensives (Intensive I – IV) are granted five graduate semester hours. To round out the semester, students are required to write a seven to ten-page reflection paper consistent with their cohort and ministry focus worth three graduate semester hours to complete the semester with eight

graduate semester hours. The last two Intensives (Intensive V and VI) are granted eight graduate semester hours. The Intensives are held each January and August.

Semester credit is granted depending on each semester completed. Academic credit is normally granted for intensive seminar participation at the end of the semester. Should a student not meet the requirements of the semester, a discussion must take place with the Director of the DMin Program to determine the student's situation.

The intensive week includes three components: 1) Plenary sessions which focus on the theme of the Intensive; 2) Core Phase Module sessions which implements the core curriculum of the DMin program; and 3) Peer Focus Group sessions in which the subject matter of the focus group is discussed.

Intensive Registration

Once students have been admitted into the program, they **MUST** register for each semester. Open registration for fall is **June 1-30** and registration for spring is **November 1-30**. If a student registers following the close of the open registration period, a DROP/ADD Request must be completed, and the student will be assessed a **\$50 late registration fee**. Late registration will be accepted up to the last business day before the August/January Intensive. No registration will be permitted once the Intensive has begun. Tuition is due at the time of registration.

The registrar will work with new students individually to register them for their first semester (no late fees will be assessed for the first semester). Following the first semester, students are responsible for registering themselves during the open registration period defined above.

Plenary Sessions

Each Intensive will focus on a particular theme related to current issues in the Christian Church. National speakers will be invited to present on current issues and DMin participants will engage these figures on the subject matter being discussed. All Doctor of Ministry students will engage in the plenary sessions of the intensive and each Peer Focus Group will then discuss the intensive theme relative to the focused subject matter of their particular cohort and also relative to their context. Plenary Sessions will be made available to the general public for Continuing Education credits.

Core Phase Module Sessions

Each semester, a new Doctor of Ministry Peer Focus Group will begin (we expect multiple groups with different foci to begin each semester). At any given time during the Intensive, there will be persons present in most, if not all, of the Phases (I - VI) of the program. All cohorts in the program will come together for the Plenary Sessions, however, only the members in a given Phase will meet for the Core Phase Module sessions.

The phase sessions will discuss core course information relative to the particular phase. That is, during the Advanced Preparation Phase, persons will be introduced to methods for engaging in introspection and methods for doing context analysis. During the Problem Definition Phase, persons will be introduced to methods for assessing problem areas using Action Research. Each phase will focus on presenting resources and materials to accomplish the focus of that particular phase.

The Payne Full-Time Faculty is responsible for teaching the Core Phase Modules during the Intensive. The content of each Core Phase Module comes from the Core Curriculum.

Peer Focus Group Sessions

The PTS DMin participants will be organized into DMin Cohort Groups. Each Cohort Group will use appropriate cohort related research methods as they explore the nuances of ministry in a particular area (e.g., Transformational Church Leadership, Pastoral Care in the Local Church, Empowering the Laity to Lead, and Membership Retention and Reactivation.) Each Peer Focus Group is guided by a mentor who will serve as the moderator of the focus group and will follow the basic principles of Focus Group Research. The particular theme of the cohort will define the focus group's subject matter. As an example, the focus group whose focus is "Transformational Church Leadership" will spend a majority of the time discussing the definition and nuances of transformational church leadership.

In addition to the materials presented on Transformational Leadership, the mentor will be required to conduct four three credit courses on Leadership. There will be eight (8) Peer Focus Group sessions held during each Intensive. The Peer Focus Group Sessions will focus on the subject matter for the group. It will also discuss the Intensive Theme and Plenary Sessions relative to the subject matter of the focus group. Each member of the Peer Focus Group will be given an opportunity to reflect on the Intensive Theme and their particular Focus Group subject matter as it relates to their own ministry context. Students will bring this information back to their context and discuss it with their Context Associates.

Peer Focus Group Webinar Sessions

In addition to the eight Peer Focus Group sessions held during the Intensive Week, each Peer Focus Group or cohort meets monthly with their mentor(s) in a Peer Focus Group Webinar session. The Peer Webinar meetings are arranged by the mentor and may be held at a specific time. Using an asynchronous dialogue³² approach to collaborative learning, students and mentors will discuss and approve each other's work in process. Participants are actually involved in the Focus Group Peer Seminars/Webinars throughout the entire program.

The primary function of the Peer Focus Group Webinars is learning through collegial relationships. The webinar agenda consists of presentation of written material for the program phases and is a natural setting for biblical, theological, and spiritual reflection as each individual's focus area raises questions and issues for discussion and reflection. Participants develop a collegiality which enables them simultaneously to be critical and supportive as well as challenging and affirming. They further provide a corrective to subjective judgment about things happening in the local context and often discern growth needs. Although the Peer Seminar sessions are an important evaluation group, the primary purpose is theological reflection on every phase of work.

Focus Group Electives

In addition to the core curriculum, students are required to take four Focus Group Elective courses that focus on the subject matter of the focus group. The elective courses to be completed are to be determined by the Director of the DMin Program and the mentors of the Peer Focus Group. Each Mentor Cohort will be responsible for determining the courses to be taken in collaboration with the Director of the DMin program. The mentor(s) of the group will teach the elective course. A pass/fail grade will be submitted to the registrar's office for inclusion on the transcript of the student.

³² In online conversations where dialogue occurs through Internet-based exchanges of ideas, asynchronous dialogue involves the communication of information that is intermittent and does not have timing requirements. A. DiStefano, K. E. Rudestam & R. Silverman, eds. (2003). *Encyclopedia of Distributed Learning* (Thousand Oaks, CA: Sage Publications, 2003), 43.

Admission to the Program

The PTS Doctor of Ministry program requires the equivalent of one full year of academic study and, in addition, the completion of the doctoral-level project. The degree requires no less than three and no more than six years to complete.

To enter the program the following requirements must be met:

- MDiv degree or equivalent³³
- Three years of ministry experience following the MDiv degree
- An active ministry context

Admission to the PTS Doctor of Ministry Program will be considered upon receipt of the following:

- Completed application form available from the Payne Theological Seminary website
- Official transcript of the Master of Divinity degree and all previous academic work
- Letters of recommendation from a church governing body and/or employer/supervisor
- Essay on “Why you wish to be in a DMin Program?” and—evidence of an active ministry context.

The deadline for accepting applications is **July 15** for the fall semester and **November 30** for the spring semester.

Upon receipt of the completed application, each applicant is reviewed by the DMin Admissions committee. The DMin Admissions committee reviews and recommends acceptance. Qualified applicants are sent a letter of admission into the program after a criminal background check has been successfully completed. Because of the structure of the Doctor of Ministry program at PTS, no advanced standing is granted upon entry into the program.

³³ For the definition of MDiv Equivalency, Payne uses the information provided by ATS which states, “MDiv equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master’s degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of or a substitute for the master’s degree.” “ATS Standards of Accreditation.”

Because the achievement of a new level of competence in the practice of ministry is a program goal, requirements for admission also include at least three years of experience in ministry subsequent to the first graduate theological degree and evidence of capacity for an advanced level of competence and reflection.

Once in the program, students are expected to remain active until completion. Should it become necessary for a student to delay his or her completion for any reason, the student must submit a request to the Doctor of Ministry office to be placed in hold status. To enter such status, a student must be in good academic and financial standing. A letter must be written to the Director of the DMin Program stating the desire to be placed in a hold status, the reason for this request, and the expected duration of this request. A student enters hold status only after receiving a letter from the Director granting the request. No student is permitted to automatically enter hold status because he or she did not attend an intensive seminar.

Because the degree is viewed as an In-ministry degree, a prospective student must be actively engaged in a ministry setting. A brief description of the ministry context must be included in the required essay.

Completion of the Program

Students are required to successfully complete the six consecutive semesters of the program before graduation can occur. Each semester carries eight (8) graduate semester credits and ends with a phase review, which is required for entry into the next phase. The total program is forty-eight (48) graduate semester credits. In addition to completing all the phase reviews, students are brought before the PTS Faculty for Candidacy Review and the Final Examination.

Candidacy Review

At the completion of the third semester, students must prepare to successfully complete a Candidacy Review Application by the end of the fourth semester. Each student must present a Project Proposal which clearly articulates a ministry problem relative to the focus of the group within his/her ministry context and a proposed treatment to address the problem along with an expected outcome from the treatment. Students will prepare a Candidacy Review Package and must successfully pass the formal Candidacy Review process.

Students must successfully complete the Candidacy Review Process to continue in the program. Persons who do not successfully complete this requirement will be encouraged to reevaluate their goals relative to the pursuit of a doctoral degree.

Final Examination

Once students pass the Candidacy Review, they will spend the next three semesters designing a research project, doing the field research to collect data, and documenting their findings. When the field work is completed and documented, students will go before a Final Examining Committee to orally defend their work. The Final Document describing the work completed is the principle instrument for the Final Examination. Students must successfully complete this requirement before they will be considered for graduation.

This process involves developing a “replicable ministry model” and completing and successfully defending a Final Document. These requirements may be completed in the third year but must be completed within six years.

CHAPTER FIVE

DOCTOR OF MINISTRY CURRICULUM

The curriculum for the Payne Theological Seminary Doctor of Ministry Program consists of six semesters of instruction. Each semester is made up of a One-Week Intensive followed by four webinars. The core curriculum is taught during the Intensive weeks and the webinars. In addition, an elective course is taught during the first four semesters. For the first four semesters, the Intensives are worth five semester credits each and the elective course taught is worth three credits to make up a total of eight credits per semester. The last two semesters are dedicated to the project and are worth eight credits each. This would make the total program a forty-eight (48) semester credit program. The Payne DMin curriculum by semester is listed below:

Semester I:

DMN710 Advanced Preparation for Ministry	5 credits Focus Group
Elective I	3 credits

Semester II:

DMN720 Problem Analysis in Ministry	5 credits Focus Group
Elective II	3 credits

Semester III:

DMN730 Ministry Problem Foundations	5 credits Focus Group
Elective III	3 credits

Semester IV:

DMN740 Research Methods for Ministry	5 credits Focus Group
Elective IV	3 credits

Semester V:

DMN750 Field Research in Ministry	8 credits
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Semester VI:

DMN760 Research Writing	8 credits
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Total.....48 credits

Payne DMin Course Offerings

Core Curriculum

Each semester of the Payne DMin Program is designed to move the student toward the Final Document. Starting with a self-analysis, the student moves through several phases to arrive at a ministry focus within the context around which a heuristic hypothesis will be developed. This hypothesis, once approved, will be tested in the context to determine if the treatment has any effect on the problem. The student will then document the findings in the Final Document. This Final Document will be orally defended.

The Payne Full-Time Faculty has responsibility for teaching the core modules of the curriculum during the Intensive. The core courses are listed below:

DMN710 Advanced Preparation for Ministry—5 Credit Hours

This core course module will help the program participants with understanding oneself in ministry. Upon entering the program, participants are introduced to research tools for analysis of the context in which the doctoral work will be done. Participants engage in focus group dialogue to examine elements of understanding how one's own strengths, weaknesses and interests intersect with their ministry contexts. An analysis of the ministry context is explored with colleagues and advisors in the process of conceiving possibilities for a project that will strengthen both the student and the context of ministry.

DMN720 Problem Analysis in the Practice of Ministry—5 Credit Hours

In this course, students entering their second semester of the program will begin to develop their expertise in the subject matter of the focus group as it relates to their particular ministry context. Students will sharpen their understanding of the ministry focus as it relates to the Focus Group Subject Matter. Students will become familiar with the various nuances of leadership issues within their ministry context. Students will engage in literature reviews and develop a sense of the State of the Art in the ministry focus and the subject area. Students will also explore how problems within the subject matter are manifested within their own as well as other ministry contexts.

DMN730 Foundations for the Practice of Ministry—5 Credit Hours

This course prepares doctoral students to appropriate a biblical, historical, and theological foundation for their problem area. This foundation is developed with

persons in the ministry context and discussed with colleagues and advisors. At the course's completion, doctoral students will be ready to prepare a preliminary project proposal which will be used for Candidacy Review.

DMN740 Research Design—5 Credit Hours

Students entering their fourth semester of the program will begin to develop their expertise in developing research methods particular to their subject matter and ministry context. The candidacy Review will take place during the fourth semester of the program. This course will introduce students to the ways in which choices of methodology are closely linked to broader theoretical and conceptual issues. Students will be provided with a critical understanding of the philosophical commitments and behavioral assumptions in research methodology enabling them to consider the appropriateness of different methodologies and types of evidence to examine problems in their ministry context. Students will gain an understanding of a variety of research methods, including focus group research, survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary and primary sources.

DMN750 Field Research in Ministry—8 Credit Hours

This course will assist students in the completion of the field research component of their projects. Students will engage in project monitoring, data collection and analysis as a part of preparing their final documents. Students develop technical skills in the art of ministry while they reflect theologically on what they are learning and experiencing while experiencing intellectual, ministerial, and personal growth. Through field research, students become reflective practitioners integrating theoretical perspectives with the practical experience they gain in the context of their ministry settings.

DMN760 Research Writing—8 Credit Hours

This course serves as a research seminar to facilitate the development and completion of students' Doctor of Ministry project. In this course, the doctoral candidate will begin the process of final document preparation to include the initial draft, the penultimate draft, and the final draft. This course develops the doctoral candidate's ability to apply both theoretical and practical aspects of designing doctoral research and successfully defending the design in the Final Examination. The purpose of the course is to assist students through the proposal and dissertation writing processes and the Final Examination.

Focus Group Electives

Each Peer Focus Group must complete four electives normally in the focused area defined by the mentor along with the Director of the DMin Program or complete an in-context peer session where students can visit sites pertaining to the focus group emphasis. The in-context peer session would allow for mentor led didactic lectures and extended peer-to-peer interaction regarding their phase work with mentor support. For the purpose of illustration, this Handbook will consider a Peer Focus Group on Transformational Church Leadership. With this focus in mind, the four elective courses to be considered must be selected from the list of courses below. If a different focus is being considered, a different set of electives must be approved by the Director of the DMin Program. Such electives will be determined by the mentors and the Director of the DMin program prior to the Focus Group being announced.

CHAPTER SIX

PROGRAM ADMINISTRATION

The DMin program is administered by the Director of the Doctor of Ministry Office, the PTS faculty, PTS mentor coordinator, PTS mentors and the PTS administration. The Admissions Committee, DMin Curriculum Committee, Library, Media and Technology Committee, Mentor Development Committee, Project Review Committee and Document Quality Control Committee will continuously monitor the Doctor of Ministry program for compliance to academic standards and quality. The Director of Doctor of Ministry Program reports directly to the Academic Dean of Payne Theological Seminary and works directly with the PTS mentor coordinator who have oversight of mentors and each DMin Focus Group. The PTS faculty confirms candidacy status after Candidacy Review has been successfully passed and makes recommendations for the degree after the final examination has been passed. The degree is conferred by the authority of the PTS Board of Trustees, the Administration, the Faculty, and the Board of Regents of the State of Ohio.

The PTS Doctor of Ministry Office Administrative Staff

- Keith D. Donaldson Lawrence, DMin
The Director of the Doctor of Ministry Program
- Bishop Donnell J. Moore, DMin
Mentor Coordinator and Student Advocate
- Dr. Connie Carter
The Administrative Assistant to the Doctor of Ministry Program

The Admissions Committee

The Doctor of Ministry Admissions Committee reviews all applications and recommends admission or denial to the program. The completed application, plus all official transcripts and support materials must be received before an application will be reviewed. After a completed application has been received, the Admissions Committee will review the application and recommend admission or denial. In either

case, a letter is written by the Academic Dean to the applicant informing her/him of the committee's decision. If admitted, the student will be advised of requirements prior to registration.

The Curriculum Committee

The Doctor of Ministry Curriculum Committee will consist of the President, Academic Dean, Director of the DMin Program, Mentor Coordinator, the Registrar, a faculty member and one active mentor. The committee will exercise general academic oversight of the DMin program. This group formulates policy, confirms participants' movement through program phases, and recommends to the PTS faculty on degree conferrals. All Candidacy Reviews and Final Examinations are reviewed by the Doctor of Ministry Curriculum Committee and recommended to the faculty for approval. The committee also includes one student representative from the DMin program in an advisory capacity. The DMin Curriculum Committee will annually review the curriculum and respond to recommendations coming from the Director of the DMin Program and PTS mentors.

The Information, Technology and Public Relations Committee

The Information, Technology and Public Relations Committee will annually examine the PTS library collection to ensure appropriate books and research materials at the DMin level are included in the planning for the library. In addition, completed DMin Projects will be cataloged and shelved.

The Mentor Development Committee has responsibility for mentor training and oversight of the mentor's workshops. In addition, this committee will regularly review the field of Doctor of Ministry development to keep Payne abreast of DMin changes. Any recommended modifications will be passed on to the appropriate faculty committee for the DMin program. The Director of the DMin Program is expected to be an active member of the ATS Association of Doctor of Ministry Education (ADME) and to keep the PTS faculty abreast of developments in DMin education.

The Project Review Committee

Payne does not have an Institutional Review Board; however, the Project Review Committee serves as the Institutional Review Process in reviewing “Ethical Considerations and Action Research³⁵” for all DMin Action Research projects. This committee will be responsible for reviewing Application for Candidacy Review Packages for ethical and privacy concerns. The committee will also examine all project proposals to ensure that proposals are of sufficient quality, contribute to the practice of ministry as judged by professional standards, and have the potential for application in other contexts of ministry or presentation in professional forums.

The Document Quality Control Committee

The Document Quality Control Committee has responsibility for examining all DMin Project Final Documents for doctoral level academic quality. The committee will focus mostly on document quality format as the mentor is responsible for document quality content.

³⁵ Kathryn Herr and Gary L. Anderson, *The Action Research Dissertation: A Guide for Students and Faculty* (Los Angeles, CA: Sage Publications, 2015), 143 – 159.

CHAPTER SEVEN

PROGRAM EVALUATION

Evaluation of the program is done at three levels: program review, phase or semester review, and Focus Group review. The program review is done by the DMin Curriculum Committee and the results are used in the strategic planning process for Payne Theological Seminary. The phase review is conducted by the Doctor of Ministry Office and is done at the end of each semester. The Focus Group review is done by the Faculty Consultant assigned to the focus group along with the mentor of the group. In addition to these three levels of review, doctoral candidates are evaluated at the end of each semester, during Candidacy Review, and the Final Examination.

Program Evaluation

Each year, the DMin Curriculum Committee will review the program for its consistency with the mission of the school, its goals, and its degree of completion. The results of this review will be used as input to the strategic planning process for the Seminary. This Handbook will be updated based on the suggested improvements coming from the DMin Curriculum Committee and approved by the faculty and administration.

Phase Review

At the end of each semester, the Director of the Doctor of Ministry program will collect information from each mentor and faculty consultant on the progress of the groups during the semester. Each student will be evaluated, and a pass/fail grade given. In addition, the overall progress of a given cohort will be evaluated. Students must successfully pass each semester of the program to remain active in the program. Students who fail to pass a semester must counsel with the Director of the DMin program.

Peer Review Evaluation

The Peer Focus Group serves as a critical evaluation part of the program. Evaluation takes place within the Peer Focus Group at three levels: through self-evaluation, peer reviews, and faculty/mentor evaluation and feedback. Each part of the program is evaluated by the students in the Peer Focus Group. It is important that participants provide constructive criticism and are honest with each other.

The mentor will ensure that each student receives a review each semester. Peer evaluation forms will be used for this purpose. The standard forms used in the evaluation process are the Phase Review forms, the Candidacy Review Team Evaluation form, and the Final Examination form.

Faculty Consultant Evaluation

A faculty consultant will be assigned to each Doctor of Ministry Cohort. This faculty consultant will be responsible for evaluating the cohort at the end of each phase or semester.

Mentor Evaluation

The mentor of a peer focus group is required to approve the student's work at the completion of each semester and at critical points in the program; namely the Candidacy Review and the Final Examination in consultation with the Mentor Coordinator and Student Advocate. For the end of semester evaluation, the Semester Evaluation Grade Form will be used for this purpose. Additionally, the mentor must approve the work before it can be submitted to the Doctor of Ministry Curriculum Committee. The student will prepare the necessary forms for evaluation and approval. The mentor will conduct the evaluation meeting to review the forms and recommend approval to the DMin Curriculum Committee. The materials that are sent to the Committee are the Candidacy Review Team Evaluation with the Application for Candidacy attached and the Final Examination Committee Report.

Semester Completion

Each of the six semesters begins with an Intensive Seminar. Except for Phase I, successful completion of the previous semester is a requirement. Completion of each semester of the program requires approval by the mentor. When approval is

communicated to the Director of the Doctor of Ministry Program and all papers for that phase are posted in Blackboard, phase completion is granted by the mentor and a pass/fail grade is submitted to the Registrar. A student must successfully complete each phase of the program with a pass grade before being considered for graduation.

Each semester of the program focuses on a particular aspect of the work toward the Doctor of Ministry degree. Semester I will focus on an analysis of the participant and the context with an emphasis on how the two come together. Semester II will focus on a problem definition that the student will work with for the rest of his/her time in the program. Semester III will provide foundational undergirding for the synergy of these two components with emphasis on resources to understand and analyze the problem statement. Semesters IV and V will focus on the design and implementation of a model of ministry for the Doctor of Ministry degree. Semester VI will focus on finalizing the Final Document, preparing it for publication, and preparing the participant for the oral defense.

CHAPTER EIGHT

SEMESTER I: ADVANCED PREPARATION FOR MINISTRY

Semester I: Advanced Preparation for Ministry

Upon entering the program, a participant attends Intensive Seminar I to become familiar with research tools for self-analysis and analysis of the context in which the doctoral work will be done. In addition, the student is introduced to Transformative Learning as a tool for leadership development. Included in the seminar are elements of understanding how one's own strengths, weaknesses, and interests intersect with that context. Following the Intensive, students write several Semester I papers to better understand the intersection of the student, the context, and ministry. The results of these papers are explored with colleagues and advisors in the process of conceiving possibilities for a project that will strengthen both the student and the context of ministry.

Plenary Sessions

Each Intensive will have its own theme with plenary sessions relative to the topic. Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the Intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions.

Core Phase Module for Semester I

DMN710 Advanced Preparation for Ministry— 5 credits

This core course module will help the program participants with:

1. Understanding Oneself in Ministry
 - a. A Spiritual Autobiography Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue on the subject.
2. Analyzing the Context in Ministry
 - a. A Contextual Analysis Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue.
 - b. Context Associates will be selected and posted in Blackboard.
3. Introduction to Transformative Learning
 - a. A Transformative Learning Discussion Forum will be made available in Blackboard for Peer Focus Group Discussion.
4. Synergy
 - a. After the above three papers have been written and discussed, the student will seek to discern a synergy at the intersection of the context and the interest of the student. This discernment is developed, written, and tested with both the peers in the Peer Focus Group seminars and with Context Associates. Although there are usually several areas in which relationships are discerned and articulated in this paper, one doctoral focus is selected.
 - b. A Synergy Discussion Forum will be made available in Blackboard for students to begin to focus on their projects.

Peer Focus Group Sessions for Semester/Phase 1

The Intensive is designed for eight Peer Focus Group Sessions during the week. For the first Intensive, four of these sessions will be used for the following:

- New Student Orientation
- Technical Orientation
- Library Orientation
- Synergy

Focus Group Elective I

Focus Group Elective—3 credits

- a. A Focus Group Elective Forum will be made available each month in Blackboard for Focus Group Discussion on the subject.
- b. A Focus Group Elective Paper Assignment will be due at the end of the course.

Semester I Papers Required

In addition to engaging in Asynchronous Dialogue Participation in Blackboard Discussion Forums on the assigned materials, students are required to write five Semester I papers namely,

- A Spiritual Autobiography
- A Contextual Analysis
- A Transformative Learning as Ministry Development
- A Synergy Paper
- A Focus Group Elective Paper

These papers will be turned in as Blackboard Assignments and will allow the student to explore with colleagues and advisors in the process of conceiving possibilities for a project that will strengthen both the student and the context of ministry. Students will use Blackboard Discussion Forums and Webinars to engage in dialogue as these papers are developed. All papers must be edited for adherence to the Format Control Style Guide and submitted as Blackboard Assignments before the end of the semester. A passing grade submitted at the end of the semester will indicate that all the required papers have been developed, properly edited, discussed, and evaluated by the mentor.

In each of the above Discussion Forums, students are required to interact with the materials presented and also with peers in the group in accordance with the Asynchronous Dialogue Participation rubric found in the syllabus.

Semester I Completion

To complete Semester I of the program the student must:

- Attend and participate in Intensive Seminar I and the Peer Seminar sessions
- Complete all four of the Phase I papers for DMN710
- Complete the requirements for the Focus Group Elective Course
- Complete Semester I Self Evaluation and Peer Evaluation forms
- Complete Summary of Semester Learnings form.

When approval is communicated to the Director of the Doctor of Ministry Program by the mentor and copies of the Semester I papers (Transformative Learning, Spiritual Autobiography, Contextual Analysis, Synergy, and the elective course paper) are posted in Blackboard, grades for DMN710 and the Focus Group Elective will be submitted by the mentor and the student is ready to enter Semester II of the program.

Suggested Timeline for Semester I

It is suggested that the Peer Focus Group decide on a day of the month to hold a webinar in order for participants to work toward that date for paper deadlines. Papers should be made available in Blackboard one week in advance of the scheduled webinar date. Although this Handbook identifies Month 1 – Month 5 below, the syllabus for the course will have the specific dates including months for the assignments.

Month 1 Intensive Seminar

Introduction Discussion Forum

Summary of Intensive Learning Forms

Month 2 Transformative Learning paper posted in Transformative Learning Discussion Forum in Blackboard one week before webinar.

Assignment due by the end of the month.

- Month 3 Spiritual Autobiography posted in Spiritual Autobiography Discussion Forum in Blackboard one week before webinar.
- Assignment due by the end of the month.
- Month 4 Context Analysis posted in Contextual Analysis Discussion Forum in Blackboard one-week before webinar.
- Assignment due by the end of the month.
- Context Associates identified and introduced to the process.
- Paper from Focus Group Elective Course posted in Blackboard.
- Month 5 Synergy Paper posted in Synergy Discussion Forum in Blackboard one week before webinar.
- Edited and completed “Semester I Papers” submitted to peer focus group seminar and facilitator for approval.
- Semester I Self/Peer Evaluation Forms
- Completed Summary of Semester Learnings Form

CHAPTER NINE

SEMESTER II: PROBLEM ANALYSIS IN THE PRACTICE OF MINISTRY

Semester II: Problem Analysis

Following a period of reflection on Semester I, students will enter the second semester of their program and will begin to develop their expertise in the Focus Group subject. In the case of Transformational Church Leadership, students will become familiar with the various nuances of leadership.

This week of training will also focus on developing a problem statement from the synergy paper and how that problem statement relates to the Focus Group and context of ministry. Students will engage in researching theoretical foundations and develop a sense of the state of the art in the problem area and the subject area. Students will thoroughly explore how their problem statement is viewed through the lens of the Focus Group subject area.

This Intensive will serve as a focus group for the subject matter and this topic will be thoroughly explored. As an example of this process, the focused subject matter for the students in the Transformational Church Leadership Cohort will explore the problem statement within their context and then view this problem through the lens of Transformational Church Leadership. All the issues explored within the cohort will pertain to some aspect of Transformational Church Leadership.

Plenary Sessions

Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions. Faculty consultants and/or the Mentor Coordinator and Student Advocate should attend at least two of these sessions during the intensive to be able to support mentors during the intensive.

Core Phase Module for Semester II:

DMN720 Problem Analysis in the Practice of Ministry—5 credits

This core course module will help program participants with:

1. Ministry Problem Analysis and Understanding
 - a. A Ministry Focus Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue on the subject.
2. Preparing a Theoretical Foundations paper
 - a. A Theoretical Foundations Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue.
 - b. In writing the theoretical foundations, you are to draw on the voices of those who have already spoken. Theoretical authors and scholars write about the contemporary application of contextual problem-solving themes. Example: The Bible speaks of the work of Jesus contained in Isaiah 61, that says "The Spirit of the Lord is upon me..." Theologically James Cone and Gayraud Wilmore has a two volume set on Black Theology where they speak to the biblical mandate of freedom and liberation and the from the *theoretical perspective* Robert Michael Franklin has a book entitled *Liberating Visions* which speaks to how liberation and freedom should be exercised based on the Black experience and Black culture.
 - c. Students will spend time in the library searching databases.
3. Introduction to Action Research
 - a. An Action Research Discussion Forum will be made available in Blackboard for Peer Focus Group Discussion.

Peer Focus Group Sessions for Semester/Phase II

For the second semester and following, sessions are controlled by the mentor. Each mentor will decide what materials should be presented during these sessions. It is expected that dialogue will focus on the materials presented during the Plenary Sessions and also the Focus Group subject matter. Mentors will also use this time to build on the six Behavioral Roles as suggested by Norman Cohen.

Focus Group Elective II

Focus Group Elective II—3 credits

- a. A Transformational Leadership Discussion Forum will be made available in Blackboard for Focus Group Discussion on the subject.
- b. A Focus Group Elective Paper Assignment will be due at the end of the course.

Semester II Papers Required

Ministry Focus Paper (5-7 pages) – As the student develops expertise in the subject area, a theoretical and philosophical perspective will emerge. Students are expected to be thoroughly familiar with the subject matter and how the subject area is identified in their particular context. Students are expected to produce a Ministry Focus Paper relating the subject matter with the context and a ministry problem to be addressed through the lens of Action Research. Students will also produce a Theoretical Foundations paper from this work. A Theoretical Foundations Discussion Forum will be made available in Blackboard for students to begin to focus on their project.

Ministry Focus Paper Outline

- a. A clear understanding of the ministry problem that will be focused on. There will be a Collaborative Problem Statement for each student. This Collaborative Problem Statement will be the results of a focus on the ministry problem with discussion in the Collaborative Validation Team.
- b. An Action Research approach to addressing the ministry problem with an understanding of how the subject matter manifests itself within the context. Defining goals: personal and ministry goals for the student and the context. Goals and objectives are important for both 1) Personal growth; and 2) The ministry model.
- c. A Theoretical Foundations paper identifies the work others have done in similar areas of ministry demonstrating that participants are familiar with and have learned from the resources in the focus area. This theoretical foundational paper helps participants to analyze applications for a context of ministry, discerning where gaps are and therefore, where opportunities exist.

- d. A Summary of learnings needed within the context of ministry to achieve the goals stipulated.

Semester II Completion

To complete Semester II of the program students must:

- Have successfully completed Semester I
- Have attended and participated in Intensive Seminar II and the Peer Seminars
- Have completed and submitted all semester II papers for Peer Seminar discussion.
- Have submitted Phase II Self/Peer Evaluation Forms and a Summary of Learnings form.

Suggested Phase II Time Line

Month 1	Intensive Seminar Peer Intensive Evaluation Forms Mentor Group Attendance/Evaluation Forms
Month 2	Ministry Problem Statement completed and posted to the Ministry Focus Discussion Forum for dialogue and discussion. Students must show evidence of Context Associates participation in shaping the Ministry Problem Statement
Month 3	Theoretical Foundations paper relative to the problem area completed and posted to the Theoretical Foundations Discussion Forum for peer focus group and mentor discussion
Month 4	Action Research paper completed and posted to Action Research Discussion Forum for peer focus group and mentor for approval. Paper from Focus Group Elective Course posted in Blackboard.

Month 5 The Ministry Focus Paper containing the Problem Statement, the Literature Review, and the Action Research perspective of the Problem. This Ministry Focus Paper is to be posted in Ministry Forum Discussion and via webinar.

Semester II Self/Peer Evaluation Form Summary of Learnings form.

CHAPTER TEN

SEMESTER III: MINISTRY PROBLEM FOUNDATIONS

Semester III: Foundations for the Practice of Ministry

Undergirding all doctoral work is an understanding of God's action as a framework for our response in a specific ministry focus. After completion of Semester II, students attend Intensive Seminar III for a week of training in methods for deepening their biblical, historical, and theological understandings of God's action. This process includes both clarifying one's own direction as well as becoming familiar with similar and diverse results of projects others have tried.

Once a problem is focused on by the student, the third phase will assist the student with attaining a better understanding of the problem including a thorough Theoretical Foundations of the problem area. In addition, the student will also develop expertise in the subject matter of the focus group.

At the completion of this semester, the student should have a firm grasp of the subject matter of the focus group as well as the particular problem the student will focus on relative to that subject matter. This work becomes the foundation for the rest of the journey through the program.

A three-part Foundations Paper is developed with persons in the context and discussed with colleagues and advisors. At the end of this semester, the student should be ready to prepare a preliminary project proposal which will be used for Candidacy Review.

Plenary Sessions

Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions.

Core Phase Module for Semester III:

DMN730 Ministry Problem Foundations—5 credits

This core course module will help the program participants with:

1) Biblical Foundation (20-25 pages)

- a. A Biblical Foundation Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue on the subject.
- b. You should search a Concordance of the Bible for passages that relate to your topic. Each of these books and passages are important once you have done the exegetical work necessary to uncover the original meaning of the text and how your work is a hermeneutical interpretation of the original text cited.

Bible dictionaries, Bible Commentaries and Study Bibles are excellent resources to give additional information regarding the background, major themes and the cultural mores that existed during the time the text was written. How does this relate to your topic, theme or problem statement?

Bible journals and periodicals are also good tools. These contain information and articles that Bible scholars have written regarding specific issues within the life the Bible. Various Bible translations are also excellent. You may find within the various translation's additional insight to key words and phrases that will clue you back to the Bible dictionaries, concordances and journals.

The key to this section is to give biblical evidence that your issue, topic or theme can be supported by scripture. In other words, where in scripture can it be found. An example is Love; if you are working on the topic or theme of love, then where in the Bible is love found. How is love identified, how is love portrayed, how is love lived out and what difference does it make for us today? How is it similar or different to how we acknowledge it today, and what difference does it make based on what God intended.

2) Historical Foundation (20 – 25 pages)

- a. A Historical Foundation Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue.

- b. In writing the historical foundation, you are to find the authors who have written on the historical reality of your issue or concern. It is in this section that you may find books on Black History, the Black Family, the Black Church, the Black Socialist Movement, etc. The task here is to be in dialogue with those who have already documented the journey of those who are akin to the people who make up your context as well as your own personal journey. Somewhere in your life, history has defined how you have come to where you are. History also tells the story of how your context has evolved to what it has become as well. Your task is to document this history and show how this history along with your theme can move to transform and modify behavior such that empowerment and systemic change can be realized.

3) Theological Foundation (20-25pages)

- a. A Theological Foundation Discussion Forum will be made available in Blackboard for Peer Focus Group Discussion.
- b. When writing the theological foundation, what theological evidence is there for your work. In this section, you must lift up the voices of those theologians who have already discussed your topic. What do they have to say, what is their position, what are the similarities, what are the differences, what is the common thread that joins them together? How is their work consistent with or argue against the scriptures? Next, you must begin to be in dialogue with those voices based on your own experience and the experience and historical reality of your context. Finally, you must make the discussion relevant in light of what you and your context are experiencing today.
- c. A Focus Group Elective Paper Assignment will be due at the end of the course.

Focus Group for Semester III

Focus Group Elective—3 credits

- a. A Focus Group Elective Forum will be made available each month in Blackboard for Focus Group Discussion on the subject.
- b. A Focus Group Elective Paper Assignment will be due at the end of the course.

Sessions are controlled by the mentor. Each mentor will decide what materials should be presented during these sessions. It is expected that dialogue will focus on the materials presented during the Plenary Sessions and also the Focus Group subject matter. Mentors will also use this time to build on the six Behavioral Roles as suggested by Norman Cohen.

Semester III Papers Required

The papers required for semester three are:

- Foundations paper (biblical, historical, theological)
- Project Proposal (See guidelines below under Project Proposal)
- Draft Application for Candidacy Review (See guidelines below under Application for candidacy review)

Foundations Paper—Students will develop a three-part paper on foundational methods for theological grounding of focused doctoral work (using appropriate biblical, historical, and theological resources). A formative question is, “What does God have to say about the focus area under exploration?” From such a core question emerges a theology of ministry and its relationship to the specific focus.

Methods for discerning God’s guidance for the context as it relates to the focus area are to be explored. A formative question here is “What is God calling me to do relative to this focus area within my ministry context?”

A Foundations Discussion Forum will be made available in Blackboard for students to discuss the development of this Foundations Paper.

Project Proposal

The project proposal provides a well-designed approach that addresses the problem statement through the implementation of a project within a student's ministry context. The faculty of the Focus Group will instruct students in detail on this portion of the package before submission. A heuristic hypothesis will be developed from the formula $A + B = C$ such that:

- Students must be able to clearly articulate the problem (A).
- Students must be able to derive from their readings and reflections, a treatment (B) that will address the ministry problem.
- Students must be able to predict the effect of the treatment on the ministry problem with an Expected Results (C).
- Given Problem A, if we apply Treatment B, we can Expect Results C or $A + B = C$

Project Proposal Contents

A. An Abstract or “The Elevator Story”³⁶ is a short summary of your research that you might give someone in the elevator on the way to a meeting. It should include the context, a summary problem statement, a heuristic hypothesis, and a summary of your research design. This brief summary should be no more than 250 words.

B. The Problem Statement (1-2 pages)

- Define the problem clearly and concisely within the context.
- Write the hypothesis.
- Identify or design a model for ministry.
- Surmise results of the project.

C. Proposed Treatment for the Problem (5-7 pages)

- Describe what will be done to address the problem and how the project will unfold in some detail. This treatment must be justified by the Literature Review.
- Identify and determine the level of participation of all who will participate in the project (e.g., teachers, subjects, students, context and professional associates).

³⁶ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (Chicago, IL: University of Chicago Press, 2013), 22.

- c. Create preliminary examples of questions. At this point in the project, the entire questionnaire is not necessary.
- d. Identify research methods used in the project to test the hypothesis and evaluate the results.

D. The Expected Outcome resulting from the applied treatment.

- a. Complete the Data Collection/Data Analysis Plan for the research project. (3-5 pages)
- b. Complete the Project Timeline (1-2 pages)

Schedule all preliminary work. This may, for example, include meetings with context, peer, and professional associates. Each project will naturally have different tasks to accomplish.

Provide dates of project implementation. This may include, for example, teaching or preaching sessions or other requisite meetings for completing the project.

Schedule all follow-up work which may include final interviews, surveys, or other activities necessary to complete the project.

Application for Candidacy Review

Toward the end of Semester III, students will begin to prepare a draft Application for Candidacy Review package to be used during the Candidacy Review Process. In preparation for Candidacy Review, students are required to develop the Application for Candidacy Review package (this document will serve as the Project Proposal) which consists of:

- 1. The completed Application for Candidacy Form.³⁷
- 2. Semesters I, II, & III papers after discussion, editing based on PTS Format Control guide and revision.

³⁷ See Application for Candidacy Review Form in Appendix C.

A. Semester I

- a. Spiritual Autobiography (20-25 pages)
- b. Contextual Analysis (15 – 20 pages)
- c. Transformative Learning Paper (5-7 pages)
- d. Synergy Paper (10 – 15 pages)

B. Semester II

Ministry Focus Paper

- 1. Ministry Problem Analysis (10-15 pages)
- 2. Action Research Paper (5-7 pages)
- 3. Theoretical Foundations paper (20-25 pages)

C. Semester III

- a. Foundations Paper (60 -75 pages)
- b. Project Proposal (10 – 15 pages)

- 3. Professional Consultant certificate forms for each consultant named on the application.

This material must be bound together and presented as one document. This document becomes an official part of the student's records. To complete the Application for Candidacy, the following questions must be answered:

- 1. What is the focus of your Ministry Model project, including the Problem Statement and the Ministry Context?
- 2. What is your heuristic hypothesis?
- 3. What methodology will you use to test your hypothesis?
- 4. How will you evaluate the project?

When completing the Application for Candidacy Review Package, students must supply at least one Professional Associate or consultant (not including the mentor or faculty consultant) to work on the team.

Semester III Completion

To complete Semester III of the program students must:

- Have successfully completed Semester II
- Have attended and participated in Intensive Seminar III and the Peer Seminars
- Have completed and submitted their Foundations Paper to peers for Peer Seminar discussion
- Have completed a Project Proposal for the student and the context
- Have submitted Phase III Peer Evaluation Forms.

Submit the application for Candidacy Review Package two weeks prior to the end of the semester.

Suggested Phase III Timeline

Month 1	Intensive Seminar Peer Intensive Evaluation Forms Mentor Group Attendance/Evaluation Forms
Month 2	Completed foundations paper posted to Foundations Discussion Forum for peer focus group and for mentor approval.
Month 3	Begin work on project proposal
Month 4	Update draft Candidacy Review package
Month 5	Complete Self/Peer Evaluation Form Discussion Forum for approval Complete Self/Peer Evaluation Form

The Candidacy Review Application Package must be reviewed and approved by the Project Review Committee before the student will be allowed to sit for Candidacy Review. The Candidacy Review will take place between the end of semester three and the beginning of semester four. Students who do not pass candidacy review will not be allowed to register for semester four until candidacy review is completed.

Candidacy Review

The Candidacy Review is an important juncture in the doctoral journey. Approval by the Candidacy Review Team indicates the student's readiness to move into development of the Model of Ministry itself. Participants not meeting doctoral standards may have their program terminated at this point or be required to do additional work. The Candidacy Review interview will be conducted during the period between the end of semester three and the fourth semester Intensive.

Candidacy Review Process

In preparation of the application for candidacy, students are required to develop a Project Proposal which is consistent with the problem statement that emerges within the student's synergy paper. This proposal is a formal paper following Turabian style guidelines. The proposal will introduce the particular problem area the student is addressing and indicate the research methodologies that will be used in the project along with the Action Research resources to be consulted. If the proposed project does not indicate an intersection of the student's journey and context, the project proposal will not be accepted.

The Project Proposal will include the integrated work of the foundation's papers, and the practical ministry of the context. Material may be drawn from the student's papers written previously in the program. However, students are to use those papers as main sources and NOT merely copy them into the proposal. Students may modify previous works for the proposal.

The student should address the following topics in writing the Project Proposal:

1. Elevator Story or Abstract of the Project Proposal
2. The individual making the proposal: What has led to the point in the spiritual pilgrimage where this particular ministry focus is significant?
(Material for this can be drawn from the *Spiritual Autobiography*.)

3. The context in which the student will address this focus of ministry. *(Material for this can be drawn from the Context Analysis.)*
4. The synergy: How the individual and the context came together to provide this focus of ministry? *(Material for this can be drawn from the Synergy paper.)*
5. The problem statement (or issue from Semester (Phase) II) detailing the particular area the student will address with the project. *(Material for this can be drawn from the Ministry Focus in the Foundations paper.)*
6. The integration of the foundation's papers and the practical ministry of the context. *(Material for this can be drawn from the integrated work.)*
7. Proposed treatment. *(This proposed treatment must be justified by the Literature Review of the problem.)*
8. Expected results of the proposed treatment
9. Research methods that will be used to test the hypothesis and evaluate the extent to which expected results have been reached *(Material for this will be drawn from the Approach to Action Research Paper)*

The Project Proposal must be submitted, together with the rest of the Application for Candidacy Review package, to the Project Review Committee (PRC).

The Project Review Committee will examine Project Proposals for completeness, ethical, and privacy concerns. All Project Proposals must be approved by the PRC before the student will be allowed to sit for Candidacy Review.

The Project Proposal, once approved by the PRC, becomes an official part of the student's record. The package consists of:

1. Title Page
2. Application for Candidacy Review form.³⁸
3. Abstract of the Project Proposal that explains the basics of the project. In 250 words *or less* (see Style Manual), the Proposal Abstract must set forth clear answers to the following questions:

³⁸ See Application for Candidacy Review Form in Appendix C

⁴⁶ See Appendix C for Professional Associates Form.

- a. What is the context?
 - b. What the problem being dealing with?
 - c. What are the objectives?
 - d. What is the hypothesis (A (Problem) + B (Treatment) = C (Expected Results)?
 - e. What methodology will be used to test the hypothesis?
4. Professional Associate Certification Form⁴⁶ for each Professional Associate named on the application.

When completing the Candidacy Review Application package, students must supply at least one Professional Associate with an earned doctorate in their field (not including the Faculty Consultant or Mentor(s)). Professional Associate Certification forms for each Professional Associate must be filled out and signed as part of the Candidacy Review Application package.

The Candidacy Review Committee

Once the student is ready for Candidacy Review, the Candidacy Review Application Package must be distributed to the Candidacy Review Committee. The Candidacy Review Committee consists of:

1. Faculty Mentor(s)
2. Faculty Consultant
3. Peer Seminar member
4. Mentor Coordinator or Director of DMin Program

The Candidacy Review Committee must have the Candidacy Review Application Package to read at least two weeks before the scheduled review which occurs between the end of semester three and the beginning of semester four. Each member of the committee will complete the Candidacy Review Evaluation Form³⁹ in preparation for the review process.

³⁹ See Candidacy Review Evaluation form in Appendix C.

At the Candidacy Review, the discussion will center on the student's growth and implications of the project for the context as well as the clarity of the focus for the Model of Ministry. The Candidacy Review Committee's options for recommendation include:

1. Unconditional granting of candidacy status.
2. Granting of candidacy status with conditions to be met and then approved by the Mentor(s) and Faculty Consultant.
3. Additional work required and a rescheduled Candidacy Review meeting before Candidacy recommendation is made.
4. Denial of candidacy status.

Changes and/or corrections, if necessary, must be submitted to the Doctor of Ministry Office within two weeks after Candidacy Review to be presented to the Doctor of Ministry Curriculum Committee (DMCC). The official granting of candidacy status comes when the DMCC reviews the Abstract, accepts the Candidacy Review Team's recommendation, passes the recommendation on to the Faculty, and the Faculty votes to grant approval.

CHAPTER ELEVEN

SEMESTER IV: RESEARCH METHODS FOR MINISTRY

Semester IV: Research Design of Ministry Model

Program and project implementation are a practical phase of doctoral work. This phase of the program includes the design, implementation, and evaluation of a ministry model that can be replicated for use by others.

This phase of the program will begin the student being introduced to research methods, particularly Action Research in Ministry, necessary to carry out the Ministry Research Project.

A ministry model project will be reviewed and approved, and the student will develop a Project Design to implement the project. Following this intensive seminar, the project is designed and planned along with members from the context. Students are responsible for satisfying needed areas of competence before implementing the project.

Plenary Sessions

Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions.

Core Phase Module for Semester IV

DMN740 Research Methods for Ministry—5 credits

This core course module will help the program participants with:

1. Research Methods and Design
 - a. A Research Methods Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue on the subject.
2. Project Planning
 - a. A Project Planning Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue. Discussion to include:
 - i. Clear Problem Statement
 - ii. Proposed Treatment based on Research
 - iii. Expected Results
 - iv. Project Timeline
 - v. Data Collection/Data Analysis Plan

Focus Group Elective IV

Focus Group Elective—3 credits

- a. A Focus Group Elective Forum will be made available each month in Blackboard for Focus Group Discussion on the subject.
- b. A Focus Group Elective Paper Assignment will be due at the end of the course.

Semester IV Completion

To complete Semester IV of the program students must:

- Have successfully completed Semester III
- Have attended and participated in Intensive Seminar IV and the Peer Seminars

- Have successfully participated in the Candidacy Review Process
- Have submitted Semester IV Self/Peer Evaluation Form

Suggested Phase IV Time Line

Month1	Intensive Seminar
	Complete the Candidacy Review Process
	Peer Intensive Evaluation Forms
	Mentor Group Attendance/Evaluation Forms
Month 2	Complete detailed Project Design
Month 3	Project Management
Month 4	Project Timeline
	Report Project status via webinars
Month 5	Project status progress report

CHAPTER TWELVE

SEMESTER V: FIELD RESEARCH IN MINISTRY

Semester V: Field Research, Data Collection and Data Analysis

Upon completion of Phase IV, the student is ready to implement the ministry model. During this semester, the student will be introduced to methods of data collection and data analysis. This phase of the work begins with Intensive Seminar V. The student will work with Context Associates to carry out the project. The student will develop acceptable data collection methods and analyze the data to support the Doctor of Ministry Project. The student is responsible for supervising the implementation of the project, collecting and evaluating data, and engaging in theological reflection to arrive at a summary and conclusion. There will be no elective course taught this semester. The primary focus will be on project implementation and monitoring.

Plenary Sessions

Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions.

Core Phase Module for Semester V

DMN750 Field Research in Ministry— 8 credits

This core course module will help the program participants with:

1. Project Monitoring
 - a. A Project Monitoring Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue on the subject.

2. Data Collection/Data Analysis

- a. A Data Collection Discussion Forum will be made available in Blackboard for Peer Focus Group dialogue.

Semester V Completion

To complete Semester V of the program students must:

- Have successfully completed Semester IV
- Have attended and participated in Intensive Seminar V and the Peer Seminars
- Complete project fieldwork and write a comprehensive analysis of the results of the study
- Submitted Phase V Peer Evaluation Forms

Suggested Phase V Time Line Initial Draft of Final Document:

Month 1	Intensive Seminar
	Peer Intensive Evaluation Forms
	Mentor Group Attendance/Evaluation Forms
Month 2	Write initial draft of the data analysis
	Submit for review in month 2
Month 3	Finalize the data analysis of project field work
	Submit for review in month 3

Month 4 Develop Appendices based on project field work

Submit for review in month 4.

Month 5 Semester V Self/Peer Evaluation Form

CHAPTER THIRTEEN

SEMESTER VI: RESEARCH WRITING AND FINALS

Semester VI: Final Examination and Defense

Following Phase V, the student is ready to advance in the program by completing the Final Document and preparing for the final examination. This semester begins with Intensive Seminar VI and the Initial Draft of the Final document. The heart of the Final Document is a presentation of the replicable ministry model in a form that can readily be understood and used by others. It climaxes at the final examination and culminates in Doctor of Ministry degree conferral.

Candidates are required to have their final documents reviewed and approved and must submit two copies to the Doctor of Ministry office on 20% cotton bond paper.

Plenary Sessions

Students are required to attend all the plenary sessions. Mentors will facilitate discussion in the Peer Focus Group sessions of the intensive to discuss the plenary subject matter as it relates to the specifics of the focus group. Mentors will also introduce Peer Focus Group subject matter during the Peer Focus Group sessions.

Core Phase Module for Semester VI

DMN760 Research Writing —8 credits

This core course module will help the program participants with:

1. Writing the Final Document
 - a. A Writing Discussion Forum will be made available in Blackboard for Peer Focus Group Discussion.
 - b. The Initial Draft Discussion Forum will be made available.
 - c. Students will be exposed to Writing Labs and Writing Centers.
2. Final Document Preparation
 - a. Initial Draft
 - b. Penultimate Draft
 - c. Final Draft
 - d. The Final Document Discussion Forum will be used for Peer Focus Group dialogue on the document.
3. Critical Issues in Church Leadership
 - a. Final PTS Alumni Relations
4. The Final Examination and Concluding Responsibilities

Final Document Preparation

The Initial Draft of the Final Document must be approved by mentor.

1. First Revisions of the Initial Draft of The Final Document should be made and submitted to the mentor.
2. Additional revisions to the first revision of the Initial Draft of The Final Document are made until the mentor(s) are satisfied with the entire document. Once all revisions are satisfied, this document becomes the Penultimate Draft of the Final Document.

3. Penultimate Draft of the final document is submitted to DQCC for approval.
4. Selection of the Final Examination Committee

Nomination of Final Examination Committee

The final examination committee consists of:

Mentor(s)	Co-Chair of Committee
PTS faculty member	Co-Chair of Committee
One Professional Consultant	Selected by participant
One outside examiner	Selected by participant
One peer focus group member	Selected by participant
One context associate	Selected by participant

Steps to Graduation

Complete the Penultimate Draft of the Final Document

- A. Once the Penultimate Draft of the Final Document has been approved by the Document Quality Control Committee and the Final Exam Application Form⁴⁰ has been submitted to the mentor, the final exam may be scheduled.
- B. Approved Penultimate Draft should be sent to the Doctor of Ministry office for scheduling of the final exam. The Penultimate Draft must be in the Doctor of Ministry office two weeks prior to the scheduling of the final exam.

Schedule the Final Examination

- A. Final Examination—Once the Final Exam Package has been received, the Director of the DMin Program will schedule the final examination This should

⁴⁰ See appendix for Final Exam Application Form.

occur after the semester six intensive. The doctoral candidate must make sure each member of his/her committee has one month to read the final document. The doctoral candidate must send the appropriate Final Exam Application Form to his/her committee members along with the Penultimate Draft of the final document. All final exam committee members are required to be present for the final examination. Exceptions will be handled by the director on an individual basis.

All Final Examinations must be completed by April 15 to graduate in May. It is the student's responsibility to ensure that the Final Examination is scheduled and completed prior to the deadline. There will be no exceptions.

The final examination committee consists of:

Mentor(s)	Co-Chair of Committee
PTS faculty member	Co-Chair of Committee
One Professional Consultant	Selected by participant
One outside examiner ²²	Selected by participant
One peer focus group member	
One context associate	Selected by participant
One peer focus group member	Selected by participant

The entire Final Examination committee will discuss and evaluate the project using the Examining Committee Evaluation Guide,⁴¹ however, only persons with a terminal degree will be allowed to cast a vote for the conferral of the degree.

- B. The final examination committee will conduct the Final Examination and make a recommendation by using the Final Examination Recommendation Form.⁴² This recommendation is sent to the Doctor of Ministry office by

⁴¹ See appendix for the Examining Committee Evaluation Guide.

⁴² See appendix for the Final Examination Recommendation Form.

the mentor along with an evaluation summary of the doctoral candidate's program. A final examination committee may recommend:

1. Conferral of the degree.
 2. Conferral of degree upon completion of revisions to the final document.
 3. Further work and a second evaluation committee meeting.
 4. Conferral of degree be denied, and a certificate of participation is to be presented to the candidate.
- C. Corrections are made to the final document based on suggestions during the final examination. The corrected final document is submitted to the Doctor of Ministry Office to be approved by the Document Quality Control Committee.

Document Quality Control

- A. The Document Quality Control Committee (DQCC) reviews the final document with one of the following results:
1. Approval, document is acceptable as is.
 2. Minor corrections required, the candidate must make corrections and re-submit the document to the DQCC.
 3. Major corrections required, the document must be corrected and approved by the mentor before re-submitting to DQCC.

Note: DQCC will review a document a maximum of three times in a semester.

- B. Prepare two copies of the approved document on 20-pound weight, 8.5 X 11 inch loose- leaf paper and submit to the two hard copies and an electronic copy to the Doctor of Ministry office.

The Final Examination committee's recommendation is put on the agenda of the next Doctor of Ministry Curriculum Committee (DMCC) committee meeting. This committee votes on the decision to send the recommendation to the PTS Faculty.

Degree Conferral

The DMCC reviews and approves the work of the candidate. After all requirements have been met and the candidate has successfully defended the project, the DMCC recommends the candidate to the faculty. The faculty votes to confer the degree of Doctor of Ministry upon the individual. Commencement normally takes place at Payne in May.

When the DMCC committee recommends degree conferral to the faculty and the faculty votes to confer the degree, students may prepare for graduation.

Graduation

Commencement and Graduation are scheduled at Payne Theological Seminary and takes place in May. Graduation procedures, including ordering the diploma, are negotiated with the Registrar's Office. Robes and hoods can be ordered through the Registrar's Office at Intensive VI. The PTS Policy regarding the academic costume code for the doctoral degree is taken from the "Academic Costume Code and Academic Ceremony Guide" (AAC/ACG) of the American Council on Education.

CHAPTER FOURTEEN

PREPARING THE FINAL DOCUMENT

The preparation of the Final Document is the culminating academic achievement leading to the Doctor of Ministry degree. It is the final summation of the Doctor of Ministry work. The Final Document represents the student, the mentors, the Doctor of Ministry Program, and Payne Theological Seminary.

To be accepted as the final step in the student's doctoral work, the Final Document must be of high quality. This document is to be prepared as if the student were preparing a manuscript for publication. While it is not a dissertation, it is a document representing doctoral work and must be able to stand on its own. Students are expected to use original sources and substantiate any claims made in the document. Barbara Cheshire⁴³ offers some helpful suggestions in organizing yourself for the preparation of this document.

The Final Document is to be typed on one side only of standard 8½ by 11-inch, white, 25% cotton bond paper, double-spaced, with 1½ left margin and one-inch top, right, and bottom margins. The product, when completed, should present clear evidence of the candidate's competence in professional ministry and demonstrate an ability to perform at the doctoral level with academic materials. The document must uphold the standards as set by the Doctor of Ministry Office of the Payne Theological Seminary. The style manual used by the Doctor of Ministry program is *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th edition.⁴⁴ This handbook is to be used as the primary guide in preparing the Final Document.

The document should have, as its central component, the model in ministry presented in a form that may be replicated by others. It is not a compilation of the written presentation from earlier phases of the degree program. Chapter headings are to be approved by your mentor. The writer is responsible for the content and accuracy of the document. General responsibility in regard to obtaining permissions to quote published sources, accuracy of quoted material, complete and detailed references, and other matters related to the production of the final document are the sole responsibility of the author.

⁴³ Barbara W. Cheshire, *The Best Dissertation Is A Finished Dissertation* (Portland, OR: National Book Company, 1993).

⁴⁴ Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. (Chicago, IL: University of Chicago Press, 2013).

Payne Theological Seminary is committed to equality for men and women of every racial and ethnic background. Recognizing that the English language has often been used to imply inferiority with reference to age, economic status, ethnicity, gender, race, sexual preference, and other forms of marginalization, the seminary requires students, faculty, and staff to use language which exemplifies equality in public discourse, in classroom discussions, and in writings.

Oppressive or biased language will not be tolerated in the Final Document. The school's position is consistent with that of Hudson and Townsend who state, "The growing awareness of subtle sexist messages in language requires that writers and editors develop sensitivity to words and their overtones."⁴⁵ Students are expected to strive for accurate, unbiased communication and to avoid debasing terms, stereotypes, and oppressive language. Students are strongly encouraged to read *Guidelines for Bias-Free Writing*⁴⁶ before beginning their Final Document.

Parts of the Final Document

The Final Document has three parts: the front matter, or preliminaries; the text or body; and the back matter or references. Each of these main parts consists of several sections. The required ordering for Payne Theological Seminary is described below. The student should refer to Turabian⁴⁷ for specifics of each section and subsection.

- Front Matter
 - Title Page
 - The approval/sign-off page
 - Notice of Copyright
 - Content
 - Abstract
 - Acknowledgments

⁴⁵ Bob Hudson and Shelley Townsend, *A Christian Writer's Manual of Style* (Grand Rapids, MI: Zondervan, 1988), 86.

⁴⁶ Marilyn Schwartz, *Guidelines for Bias-Free Writing* (Bloomington, IN: Indiana University Press, 1995).

⁴⁷ Turabian, *A Manual for Writers*, 1-13.

- Preface
- Dedications
- List of Illustrations
- List of Tables
- List of Abbreviations
- Epigraph
- Body
 - Introduction
 - Main texts in Chapters
- Back Matter
 - Glossary
 - Appendices
 - Bibliography

Front Matter

The abstract is a brief summary of the model in ministry. Its main purpose is for publication in information sources such as Dissertation Abstracts International and/or Research in Ministry Index. Although DAI restricts the abstract to 350 words, RIM has a 100-word restriction. Therefore, the abstract is required to be 100 words or less.

The abstract should identify the context and answer four basic questions:

- What was the objective or focus of the Model in Ministry?
- What methodology was used to achieve the goals?
- What were the findings?
- What summary conclusions were drawn?

The title should be in the form of an inverted pyramid and should not be more than eighteen words long. The title should be descriptive and contain key words that will be helpful in a computer search. For example, “The Nehemiah Project” does not convey the fact that such a project is involved in economic empowerment of a community. It only suggests that the document is related to the Nehemiah text. Titles should provide descriptive words that help the reader to get a feel for what the document or model in ministry is about. The title on the abstract and the title on the title page should be exactly the same.

Body

For the body of the document, each chapter should draw from the student’s previous work in the Doctor of Ministry program. Chapter headings are to be approved by the mentor. A suggested set of headings and minimum coverage could be as follows:

Introduction

This chapter introduces the reader to the model of ministry. It should tell the reader what to expect in the document overall and also what to expect in each chapter. The reader should be able to get a good feel for the document from reading this section.

Chapter One - Ministry Focus

This chapter should define the area of ministry the model is addressing. It should explain why this area of ministry was chosen and what special insights are brought to bear on this ministry. The context of the model should be clearly spelled out in this section. Students should use the Phase I work, i.e., the spiritual autobiography, the context analysis, and the synergy paper to complete this chapter.

Chapter Two - The State Of The Art In This Ministry Model

This chapter should demonstrate the writer’s grasp of this area of ministry. In a narrative analysis, the writer should demonstrate familiarity with the literature related to this ministry model, including relevant concepts and models of ministry and make full citations in footnotes. Other pertinent works in this area should be referred to here. This

section should clearly demonstrate the writer's expertise in this area of specialization. This section should be informed from the resource review from Phase II.

Chapter Three - Theoretical Foundation

This chapter should establish a theoretical foundation for the model to build upon. Any theological, biblical, historical, or other foundations to be established should be discussed here. This section should be informed by the Foundation paper of Phase II.

Chapter Four - Methodology

This chapter should discuss the methodology and the design of the model to be used in the field experience. This section should draw from the work in Phase III which dealt with the design of the model. The reader should have a clear understanding of what the writer started with when the project began. The writer should also discuss research methodologies and why these were chosen.

Chapter Five - Field Experience

This chapter should give the reader a good view of what happened during the actual implementation of the project. The data collection methods used, and the data analysis objectives should be expounded upon. This section should draw from information obtained during Phase IV of the project. A discussion of the analysis of the data should accompany this chapter.

Chapter Six - Reflection, Summary, and Conclusion

This chapter should contain the writer's reflection on the field experience. Any summation and conclusions should be included here. Suggestions of what should be tried differently than what was done during the implementation of the project could be included. This chapter should also contain the ministry model as modified by the field experience. This summary chapter is a brief restatement of the final document and should be written so that the reader can gain a good understanding of the ministry model.

Back Matter

The Appendix should be included as appropriate. Students are encouraged to read Turabian⁴⁸ regarding the content of the appendix. Special attention should be given to the use of previously published articles, facsimiles, manuscripts, or questionnaires.

The bibliography or reference list should be the last part of the Final Document. This section is not the earlier resource review. Rather, the bibliography list should include all works cited in footnotes or text, plus any works that contributed to the development of the Final Document.

⁴⁸ Turabian, *A Manual for Writers*, 11-13.

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APPENDIX A

DOCTOR OF MINISTRY FORMS

PAYNE THEOLOGICAL SEMINARY DOCTOR OF MINISTRY

GOAL SHEET

Student Name _____

Focus Group _____

Faculty Mentor(s) _____

Faculty Consultant _____

List below the personal goals you hope to achieve during your doctoral program.

List below the program goals you hope to achieve during your doctoral program.

Semester Summary of Learnings

Name: _____ Semester _____

Cohort: _____

Mentor(s): _____

Faculty Consultant: _____

What new insights about yourself have you gained during this Semester?

What new perceptions about your context have you gained during this Semester?

What new information have you gained this Semester that will be important to your doctoral work?

Signature _____ Date _____

Summary of Intensive Learnings

Name: _____ Semester _____

Cohort: _____

Mentor(s): _____

Faculty Consultant: _____

What new insights about yourself have you gained during this Intensive?

What new perceptions about your context have you gained during this Intensive?

What new information have you gained this Intensive that will be important to your doctoral work?

Signature _____ Date _____

**DOCTOR OF MINISTRY
PAYNE THEOLOGICAL SEMINARY
PROFESSIONAL ASSOCIATE CERTIFICATION**

Participant _____

Description of proposed program: _____

Professional Associate _____

Address _____

Phone _____

Proposed Associate's qualifications to furnish resources to the participant

Education:

School and Location	Dates Attended	Course	Degree	Date Rec'd.
---------------------	-------------------	--------	--------	----------------

1. _____

2. _____

3. _____

4. _____

Chief resources the Professional Associate will provide for the proposed program:

How do you propose to work with the Professional Associate?

Endorsements (Signatures Required):

Participant _____

Professional Associate _____

Date _____

APPLICATION FOR CANDIDACY REVIEW

Name _____

Ministry Context _____

(Church/hospital/prison/ etc.) Address City State

Faculty Mentor(s) _____

This Application Package contains: Application () Project Proposal ()
Semester I, II, and III Papers () Professional Associate Forms ()

Working title for project: _____

I have examined this material and find it complete and acceptable. All
Semester I, Semester II, and Semester III papers have been reviewed and
approved, and are attached to this application. Therefore, I approve this
student's Application for Candidacy.

Faculty Mentor(s) Signature _____

Faculty Mentor(s) Signature _____

Faculty Consultant's Signature _____

Community of Inquiry

Professional Associates: (List each Professional Associate and the purpose for consulting them.)

Context Associates: (List the name of each of your Context Associates)

CANDIDACY REVIEW TEAM EVALUATION

Participant _____ Date _____

Rating (1= inadequate, 2= adequate, 3=good, 4= excellent)

- | | | | | |
|--|---|---|---|---|
| 1. Does the Contextual Analysis reveal a ministry focus problem emanating out of the context? | 1 | 2 | 3 | 4 |
| 2. Does the program focus adequately reflect an Intersecting of the needs of the context and the interests of the participant? | 1 | 2 | 3 | 4 |
| 3. Is the ministry focus well developed? | 1 | 2 | 3 | 4 |
| 4. Is the theological foundation of sufficient scope and depth to reflect a mature understanding of the relation of the focus to Christian ministry? | 1 | 2 | 3 | 4 |
| 5. Does the literature review demonstrate a Comprehensive knowledge of what is being done within the participant's specialization? | 1 | 2 | 3 | 4 |
| 6. Is the writing clear, consistent and in Turabian style? | 1 | 2 | 3 | 4 |
| 7. Are the goals clear? | 1 | 2 | 3 | 4 |

Written comments (Use back of page for additional comments):

Recommendation: _____ Candidacy be granted
 _____ Candidacy be granted with conditions
 _____ Additional work needed prior to another candidacy review
 _____ Candidacy be denied

Faculty Mentor(s) _____

Faculty Mentor(s) _____

Faculty Consultant _____

Peer Seminar Representative _____

Context Associate _____

Final Exam Application Form

Please type the information requested on the form below or duplicate the form on another sheet, making sure to supply all the information requested. This form **MUST** accompany the Faculty Mentor(s) Request for Final Examination and the copies of the Final Project or the exam *will not* be scheduled.

Student Name: _____
[Full name exactly as you wish it to read on your diploma]

Home Address: _____

City, State, Zip: _____

Birth Year: _____ Began Program: _____ Exam Date: _____

Church Information

Program Context: _____

Present Position: _____

Denominational Affiliation: _____

Educational Information

Schools and Location	Years Attended	Degree Awarded Year
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Final Exam Information (list degrees of all persons, e.g., Keith D. D. Lawrence, DMin)

Final Project Title: _____

Faculty Mentor(s) _____

Faculty Mentor(s) _____

Faculty Consultant: _____

Professional Associate: _____

Outside Examiner: _____

Context Associate: _____

Peer Associate _____

Final Examination Request Form

The work of the student listed below has been examined by myself as Faculty Mentor(s). I concur that this work has met the requirements as stated in the **Payne DMin Handbook** and as I understand them. I am therefore recommending this student for the Final Examination based on the document(s) submitted with this form. I understand that the date for the final exam will be at least **two weeks after this form is received**. Please be advised, a final examination will *not* be scheduled *without this completed form and received in the Doctoral Office at least two weeks in advance, or the exam will not be valid and must be rescheduled and retaken*.

Student Name _____

Title of Final Project _____

Signed by:

Faculty Mentor(s) _____ date _____

Faculty Mentor(s) _____ date _____

Faculty Consultant _____ date _____

Director of DMin Program _____ date _____

EXAMINING COMMITTEE EVALUATION GUIDE

To be given to all Examining Committee Members by the Student with their document.

The Payne Theological Seminary Doctor of Ministry Office requests that you evaluate the work of the candidate on whose committee you are sitting. Please prepare and bring to the examination an evaluation that will go into the permanent file. You should feel free to evaluate the candidate by whatever format you consider appropriate. However, the following comments and questions will suggest the areas in which the participant should be evaluated. An evaluation form is attached to assist you. If you have any questions, do not hesitate to contact either the DMin Office or the chairperson of the Examining Committee.

PLEASE BRING THIS FORM TO THE FINAL EXAM.

I. Participant Growth

1. What evidence is there that the participant has reached personal growth goals?
2. Is the participant able to articulate a personal theological position and apply theological insight to particular issues?
3. Does the participant display openness to evaluation and to differing views? Has the participant grown adequately in the ability to evaluate?
4. Does the participant show evidence of being able to: 1) define a problem, 2) work with people in the definition of that problem, and 3) develop strategies toward a solution to the problem?
5. What do you judge to be the level of competence of the participant's own particular specialization in ministry?
6. Does the participant show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for one's own ministry?
7. Has the participant moved to a style of ministry that represents the degree?

II. Comprehensiveness and Depth of Program

1. To what degree did the participant actually reach program goals as defined in the Final Project?
2. To what degree were the Context Associates moved to a new kind of ministry?
3. What changes happened in the context?
4. What will happen next in the context as a result of this program?
5. What evidence is there that the candidate made adequate use of the biblical, theological and historical resources appropriate to the program?
6. Is there evidence of extended, disciplined involvement in peer learning?
7. Was the engagement with the consultants sufficient to insure a quality program?
8. To what degree was there ecumenical involvement?

9. To what degree was the program related to the larger community and society?
10. What do you judge to be the level of this program's contribution to ministry?
11. Has adequate evaluation of the program been maintained to insure a quality program?

III. **The Final Project**

1. Does the Final Project meet acceptable standards for professional and formal writings?
2. Will the larger church community be able to read the document with understanding?
3. Does the document adequately describe what took place in the program and the contribution to ministry which was made?
4. What, if anything, is there in the Final Project which is new (instruments of evaluation, resources for ministry, etc.)?
5. In your judgment, is the document acceptable? What, if anything, is necessary to make it acceptable?

EXAMINING COMMITTEE INDIVIDUAL EVALUATION
(PLEASE BRING THIS FORM TO THE FINAL EXAM)

The Payne Theological Seminary Doctoral Studies Committee requests that you evaluate the work of the candidate on whose committee you are sitting. Please prepare and bring to the examination an evaluation that will go into the permanent file. However, the following comments and questions will suggest the areas in which the participant should be evaluated. If you have any questions, do not hesitate to contact either the Doctoral Studies Office or the chairperson of the Examining Committee.

NAME OF CANDIDATE: _____

NAME OF PROJECT: _____

DATE OF FINAL EXAM: _____

Please evaluate the progress and achievement of the participant in the following aspects by checking the appropriate category; leave blank if you have no judgment.

I. Participant Growth

1= Inadequate 2= Adequate 3=Good 4= Excellent

Assessment

Rating

Personal Growth - What evidence is there that the participant has reached personal growth goals?

Theological Growth - Is the participant able to articulate a personal theological position and apply theological insight to particular issues?

Ability to Evaluate - Does the participant display openness to evaluation and to differing views?

Problem Solving Ability - Does the participant show evidence of being able to: 1) define a problem, 2) work with people in the definition of that problem, and 3) develop strategies toward a solution to the problem?

Competence in Area of Specialization - What do you judge to be the level of competence of the participant's own particular specialization in ministry?

Understanding of Ministry - Does the participant show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for his/her own ministry?

Ability to Perform Ministry - Has the participant moved to a style of ministry that represents the degree?

II. Comprehensiveness and Depth of Program

1= Inadequate

2= Adequate

3=Good

4= Excellent

Assessment

Rating

Achievement of Program Goals - To what degree did the participant actually reach program goals as defined in the Final Project?

Growth Achieved by Context Associates - To what degree were the Context Associates moved to a new kind of ministry?

Positive Effects of Program on Context - What changes happened in the context?

Likely Future Effects of Program - What will happen next in the context as a result of this program?

Use of Biblical, Theological, and Historical Resources – What evidence is there that the candidate made adequate use of the biblical, theological, and historical resources appropriate to the program?

Involvement in Peer Learning - Is there evidence of extended, disciplined involvement in peer learning?

Engagement with Consultants - Was the engagement with the consultants sufficient to insure a quality program?

Ecumenical Involvement - To what degree was there ecumenical involvement?

Relationship to Larger Community - To what degree was the program related to the larger community and society?

Overall Contribution of Program - What do you judge to be the level of this program's contribution to ministry?

Effectiveness of Evaluation Process - Has adequate evaluation of the program been maintained to ensure a quality program?

III. The Final Project

1= Inadequate

2= Adequate

3=Good

4= Excellent

Assessment

Rating

Literary Style - Does the Final Project meet acceptable for professional standards and formal writings?

Clarity of Writing - Will the larger church community be able to read the document with understanding?

Completeness in Description of Program & Contribution - Does the document adequately describe what took place in the program and the contribution to ministry which was made?

Distinctiveness of Contribution - What, if anything, is there in the Final Project which is new (instruments of evaluation, resources for ministry, etc.)?

Overall Acceptability - In your judgment, is the document acceptable?

- I. Assuming that there was evidence of growth in the participant through the program, do you judge that growth to be adequate for the granting of the degree? Please explain your judgment. Are there any particular strengths or weaknesses that should be noted?

- II. Did the participant's program have sufficient wholeness, comprehensiveness and depth to merit the granting of the degree? What were the most noteworthy strengths and weaknesses? Do any of the weaknesses require additional work before the program is regarded as completed adequately?

III. Is the Final Project adequate for its purpose? What are its strengths and weaknesses as a document? Are any revisions necessary to make it acceptable?

IV. Further comments? Feel free to comment on the aspects noted the previous page, or to state a summary evaluation or emphasis.

Signed: _____

Role on Examining Committee: _____

Date _____

Please: Take this COMPLETED form to the examination to assist the discussion and submit it at the close of the meeting.

FINAL EXAMINATION COMMITTEE REPORT
(All Exam Committee Members agree to and sign this Report)

Faculty Mentor(s): Please write summary paragraphs for this candidate which should include: growth seen in the student since entering the program; assessment of the final project; value of the project for the church at large; other pertinent information.

THIS REPORT IS TO BE COMPLETED AND SUBMITTED BY THE FACULTY MENTOR(S) IMMEDIATELY FOLLOWING THE EXAM.

NAME OF CANDIDATE _____

DATE _____

NAME OF PROJECT _____

I. The personal growth and development of the candidate has been duly examined.
The judgment of the committee is that:

II. The research methodology of the candidate has been examined. The judgment of the committee is that:

III. The Final Document has been examined. The judgment of the committee is that:

The committee recommends (check one):

- _____ Conferral of the degree upon successful completion of Format Control.
- _____ Conferral of degree upon completion of recommended revisions in the Final Document and successful completion of Format Contgrol revision is needed:
- _____ Further work and a second evaluation committee meeting.
- _____ Conferral of degree be denied with a certificate of participation being the terminal documentation.

Upon completion of revisions, the Faculty Mentor(s) submits the Completion of the Final Exam Committee Recommendations form.

Signatures of committee members:

Faculty Mentor _____

Faculty Mentor _____

Faculty Consultant _____

Professional Associate _____

Outside Examiner _____

Contextual Associate _____

Peer Associate _____

Completion of the Final Exam Committee Recommendations

STUDENT'S NAME _____

TITLE OF PROJECT _____

DATE OF FINAL EXAM _____

FACULTY MENTOR(S)' NAME(S) _____

My (our) review indicates:

The document has been corrected per the Final Exam Committee's Recommendations and is now ready for Format Control.

SIGNED _____ DATE _____

Copies to:

Faculty Mentor(s)
Student
Doctor of Ministry Office

APPENDIX B

PTS DMIN STUDENT CHECKLIST

PTS DMIN STUDENT CHECKLIST

Item	Date Completed
Admissions Letter	_____
 SEMESTER I	
Semester I - Intensive I	_____
DMN710: Advanced Preparation for Ministry	
• Spiritual Autobiography	_____
• Contextual Analysis	_____
o Context Associates	_____
• Transformative Learning Paper	_____
• Synergy Paper	_____
 Focus Group Elective I Paper	_____
 SEMESTER II	
Semester II – Intensive II	_____
DMN720: Problem Analysis in Ministry	
• Ministry Problem Analysis	_____
• Literature Review	_____
o Annotated Bibliography	_____
• Action Research Paper	_____

Focus Group Elective II

SEMESTER III

Semester III – Intensive III

DMN730: Ministry Problem
Foundations

- Biblical Foundation
- Historical Foundation
- Theological Foundation
- Application for Candidacy Review
 - o Project Proposal

Focus Group Elective III

SEMESTER IV

Semester IV – Intensive IV

DMN740 Research Methods for Ministry

- Candidacy Review Passed
- Project planning
 - o Detailed Research Design
- Data Collection/Data Analysis Plan

Focus Group Elective IV

SEMESTER V

Semester V – Intensive V

DMN750 Field Research in Ministry

- Project Monitoring
- Data Collection/Analysis

SEMESTER VI

- Writing the Final Document
 - o Chapters 1&2 Complete
 - o Chapters 3&4 Complete
 - o Chapters 5&6 Complete
 - o Initial Draft Complete

Intensive VI

DMN760 Research Writing and Finals

- Penultimate Draft complete
- Critical Issues in Church Leadership
- The Final Exam Scheduled
- The Final Exam Passed
- Document Quality Control Cleared

CONGRATULATIONS!!!

APPENDIX C

CANDIDACY REVIEW QUALITY CONTROL GUIDE



PAYNE THEOLOGICAL
SEMINARY

**CANDIDACY REVIEW
QUALITY CONTROL
GUIDE**

December 2017

1230 Wilberforce-Clifton Road, P.O. Box 474

Wilberforce, OH 45384-0474

937-376-2946

www.payne.edu

The Document Quality Control Committee reserve the right to make changes and additions at any time to the Quality Control Guide (herein QCG) in order to improve the students' writing experience in the Doctor of Ministries program at Payne Theological Seminary. It should be noted that this document is formatted according to Payne branding standards, but the DMin documents are to be formatted according to Payne academic standards as published here.

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INTRODUCTION

Welcome to the Quality Control Guide (QCG) for Payne's Candidacy Review Package (herein CRP). The Document Quality Control Committee is here to support you in your writing process throughout your time at Payne. Please use these guidelines as you prepare your Candidacy Review Package. While the guide generally follows the instructions found in Turabian's 8th edition of *A Manual for Writers* (the book to which most parenthetical references throughout this QCG point), some exceptions have been made. Where exceptions occur between the QCG and Turabian, please follow this guide.

The Quality Control Guide (QCG) is divided into two sections:

- A. Quality Control Guidelines with Descriptions
- B. Quality Control Samples

Payne's Document Quality Control Committee, who reviews your document for formatting, follows this guide. Certain members of the library staff are trained to help you with formatting questions during your program. Please feel free to ask your question, or schedule an appointment to talk to a librarian about your formatting issues. Together we want to reach a common goal: a well-written document available for the benefit of God's church.

With thanks for each student and wishes for a meaningful writing experience.

Part I: Quality Control Guidelines with Descriptions

Quality Control Guidelines #s 1, 2, 3: CRP

1. Font and Type Face

- **Text:** Times New Roman, 12-point type for all DMin documents
- **Footnotes:** Times New Roman, 10-point type

2. Margins

- **Left:** 1 1/2 inches, entire document
- **Right:** 1 inch, entire document
- **Bottom:** 1 inch, entire document
- **Top:** 1 inch, most pages (see exceptions below)
- **Top Margin Variations**
 - 1 1/2 inches at top of title page only
 - 2 inches at top of first pages of all other Front Matter:
 - Project Proposal Abstract, Contexts, (Turabian, 8th ed., A.2.1.5, p. 379)
 - Chapter title pages
 - Bibliography title

3. Page Numbering

- **Front matter:** Small Roman numerals (i.e. i, iii, v, etc.), $\frac{3}{4}$ inch from bottom center
- **Chapter title pages, and first page of bibliography:** Arabic numerals (i.e. 1, 2, 3, etc.), $\frac{3}{4}$ inch from bottom center
- **Number all other pages using Arabic numerals at the bottom center of the page.**

Quality Control Guideline #4: CRP

4. FDP Document Overview

Front Matter

- Title page (See Turabian, 8th ed.; A.2.1.2, p. 376, QCG Sample page)
- Copyright page (See Turabian, 8th ed.; A.2.1.3, p. 376)
- Copyright statement sits; bottom left corner of page in two single-spaced lines. (See below and QCG Sample)

Copyright © 2019 by Soontu B. Doctor
All rights reserved.

- Contents page(s) (See Turabian, 8th ed.; A.2.1.6, p. 380, QCG Sample)

Body

The candidacy review package includes critical information from several papers written in semesters one and two. The student should address the following topics in writing the project proposal.

- Project Proposal Abstract
- Reflection on the spiritual journey of the student (should be taken from the Spiritual Autobiography)
- Reflection of the spiritual journey of the context (should be taken from the Contextual Analysis)
- The intersection of student and context to develop a common problem (should be taken from the Synergy)
- The problem statement (should be taken from the synergy)
- The foundational integration (should be taken from the biblical, historical and theological foundation papers)

- Proposed treatment of the problem (should be taken from the Literature review)
- Expected results from the proposed treatment
- Proposed research methods for testing the proposed treatment

Back Matter

- Bibliography (See Turabian, ^{8th} ed; 15.5, p. 141, 16 and 17; QCG Sample)
- Professional Associate Certification form (separate form for each professional associate)

Quality Control Guideline #5: CRP

5. Title Page

- **Every item on the title page is centered.**
 - All text on the title page is regular typeface (It does not have bold or italics.) Beginning word of title is on the first line of the page, 1½ inches from top of page
 - Title is centered, all caps, single-spaced
 - Title contains a maximum of eighteen words
 - Title is in inverted pyramid format of at least three lines, each line centered on the page.
 - Title is followed by a minimum of two double or four single spaces
- **Author's name** in normal order, in simple caps (must include legal first and last names, but may also include: middle name or initial; Jr. or Sr.)
 - Author's name followed by one double or two single spaces
 - Author's name does not include either DMin, Dr., Rev. or any prefix
- **Past degree(s) and institution information**, centered, single spaced and in the following order:
 - Earliest degree of the student is first—the line reads: degree type (usually BA or BS), name of degree granting institution, and the year the degree was earned
 - Each subsequent degree earned is on a separate line (for example, MTS or MDiv etc.)
 - Present DMin degree is not included on this page
 - Final degree line is followed by a minimum of two double spaces or four single spaces

- **Mentor information**, centered, and in the following order:
 - The word Mentor or Mentors, simple caps, followed by one double or two single spaces
 - Mentor's names(s) correctly spelled, in simple caps
 - Mentor's name(s) are not preceded by Dr., but are followed by a comma and appropriate earned terminal degree(s) (i.e., DMin, PhD, ThD, etc.)
 - If more than one mentor, each name is on a separate line and they are single-spaced. **Statement of partial fulfillment** is on four lines, all caps, centered, single spaced and reads as follows:

A PROJECT PROPOSAL AND APPLICATION
SUBMITTED TO THE DOCTORAL STUDIES COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY

- Statement is followed by six single or three double spaces
- **The last three items** are grouped in three single-spaced lines.
 - First line: PAYNE THEOLOGICAL SEMINARY (all caps)
 - Second line: Wilberforce, Ohio (simple caps)
 - Final line of the page: expected month and year of graduation (no comma between the two) 1 inch from the bottom

Please be sure that the first line and the last line on the title page are exactly at the specified margins. In addition, follow all other specific directions above.

Title Description: are descriptive and contain key words that are helpful in a computer search. For example, "The Nehemiah Project" does not convey the fact that such a project is involved in the economic empowerment of a community. It only suggests that the document is related to a Nehemiah text. Strong titles provide descriptive words that help the reader to understand what the document or model in ministry (project) addresses. The titles on the abstract page and the title page are

identical. All pages in the document are counted, however, the title page number, "1", is not printed.

Quality Control Guideline #6: CRP

6. Contents Page

- The word **CONTENTS** is centered, bold, all caps, and 2 inches from top of page (See: Turabian, 8th ed., A.2.1.6, p. 380. Also see: QCG Sample)
- All items are double spaced, and flush left (1½-inch left margin for entire document) (If a listing requires more than one line, that item is single-spaced.)
- In all caps, list front matter you are choosing to include that follows the CONTENTS page
 - i.e. PROJECT PROPOSAL ABSTRACT Follow each front matter listing with an unbroken line of dots (leaders) to the far-right margin.
 - At end of the leader, flush right, list page number of each item. (Front matter page: small Roman numerals. i.e. iii, v, vii. All other page numbers: Arabic numerals. i.e. 3, 5, 7)
- In all caps, the word CHAPTER appears flush left, double-spaced below the words PROJECT PROPOSAL ABSTRACT.
 - List all chapter numbers and chapter titles in an indented, double-spaced column beneath the heading, CHAPTER (For example, 1. SPIRITUAL JOURNEY).
 - Follow each numbered chapter title with a leader ending flush right identifying the first page number of each chapter
 - Any chapter subheadings are indented as a paragraph, and are double spaced below the chapter title to which they belong

Subheading titles are in simple caps

Subheadings are not numbered

- The word **BIBLIOGRAPHY** appears flush left followed by a leader ending flush right identifying the first page number of the bibliography
- Number the **CONTENTS** page with a small Roman numeral "iii" at the bottom center of the page. (See Sample Page)

Contents Page Description: The Contents page lists all major parts of a document except itself and those parts that precede it (title page and copyright page). Beginning with a list of all front matter that follows the CONTENTS page (PROJECT PROPOSAL ABSTRACT, etc.), the CONTENTS continues with a list of chapter numbers and TITLES OF CHAPTERS, followed by the BIBLIOGRAPHY.

If the CONTENTS continue onto a second page, do not repeat the title, CONTENTS.

***Beginning with the Contents, all pages of the document are numbered.**

Quality Control Guideline #7: CRP

7. Front Matter –Project Proposal Abstract,

All page numbers for front matter are bottom center and small roman numerals.

- Project Proposal Abstract (first page of front matter following the contents)—The words **PROJECT PROPOSAL ABSTRACT** is centered on two single-spaced lines, bold, all caps, and 2 inches from top of page, followed by two double spaces (four single spaces).
- The **Title** of the document appears next exactly as on the title page; centered, all caps, inverted pyramid, etc., followed by two double spaces (four single spaces).
- **Author, institution, and graduation information** appears below, centered, single spaced, and in the following format:
 - The word "by" (alone on one line, lower case "b")
 - The author's name as on the title page (next line)
 - The words "Payne Theological Seminary," comma and year of graduation. This is followed by two double spaces (or four single spaces).
- **Mentor information:**
 - The word "Mentor(s)," centered, simple caps, followed by one double or two single spaces
 - Mentor(s) name(s), as on the title page, comma, and appropriate earned terminal degree(s), followed by two double spaces or four single spaces. If multiple mentors are named each they are single spaced (see title page instructions.)
- The **text** of the abstract appears last:
 - A maximum of 250 words, including all small words. A year, a numeral, or an abbreviation is counted as one word.

- Double spaced
- Flush left

Project Proposal Abstract Page Description: The Project Proposal abstract is a brief summary of your model in ministry (project). It is intended primarily for publication in information sources such as the Research in Ministry Index. Your abstract identifies the context and describes the project by answering four basic questions:

1. What was the context of my project?
2. What was the problem being dealt with?
3. What were the theme and hypothesis of the project?
4. What was the methodology of the project?
5. What were the results of the project?

Quality Control Guideline #8: CRP

8. Chapter Titles, Headings, Subheadings, and Text

- **Chapter titles** are centered, bold, all caps, and 2 inches from top of page
 - First line of a chapter title is: **CHAPTER ONE (CHAPTER TWO, CHAPTER THREE, etc.)**, followed by a double space
 - The second line of a chapter title (the name of the chapter) continues centered, bold, and all caps. (i.e. **Spiritual Autobiography, Context, etc.**), followed by two double spaces, or four single spaces
- **Headings** are bold, centered, simple caps
 - Spacing before a heading is two double spaces
 - Spacing after a heading is one double space, unless a subheading follows immediately, when it is two double spaces (see Sample Page)
 - If subheadings are used (they are not required), at least two subheadings are included for each heading to which they apply
- **Subheadings** are in italics, not bold, at the left margin, simple caps
 - Spacing before a subheading is two double spaces
 - Spacing after a subheading is one double space
 - Check that no heading or subheading stands alone at the bottom of a page
 - Only include chapter titles, headings and subheadings in the document (no further levels of sub-headings are allowed)

- **Text**

- Double-space all text in your chapter, with the exception of block quotations
- Indent paragraphs about $\frac{1}{2}$ inch from left margin.
- One double space between paragraphs (The same as between each line.)

Quality Control Guideline #9: CRP

9. Quotes and Block Quotes

Additional information about formatting quotations may be found in Turabian 8th ed., chapter 25.

- **Quotes within the text** are surrounded by quotation marks
 - If information must be **added to a quote** to clarify, or words must be added to correct grammar, all such additions are enclosed in square brackets [].
 - When changing the case of the first letter of a quotation, the initial letter is also in brackets [].
- **Ellipses** indicate words or sections of a quote that the student/author chooses to leave out
 - Ellipses are formatted with three dots following a number or letter in this pattern—space dot space dot space dot space .
 - If the section that is removed follows a period, the pattern is still the same, but the period makes it look like four dots. . . . (period space dot space dot space dot space)
 - The final space is removed if the ellipsis ends the quote (is followed by quotation marks)
- **Block quotes**
 - Any quote that is fifty words or more is put into block quote format. Block quotes are:
 - Preceded by, and followed by, a double space (or two single spaces)
 - Single spaced within the quote
 - Without quotation marks at beginning or end

- Entire quote is indented as a paragraph with a normal right margin
- If the quote is a full paragraph, or a part or portion of it begins a new paragraph, the beginning of the paragraph(s) should be indented one additional tab (about $\frac{1}{2}$ inch)

Quality Control Guideline #10: CRP

10. Footnotes

- See Turabian, 8th ed., Chapters 16 and 17, and Sample Template
- The citation of an original source is numbered **in the body** of the document by adding a small superscript Arabic numeral immediately after the quotation marks or at the end of a sentence containing paraphrased material.

Example: After being struck down, Jones counsels, "two ways lie open before us: the way of resentment and the way of joy."¹²

- The related footnote appears at the **bottom of the same page** beneath an approximately 1½ long separator line (short rule.) Either one space or no space may be used between the separator line and first footnote. (Whichever is chosen must remain consistent throughout the document.)
- Begin each footnote at the bottom of the page with its **reference number** indented, approximately ½ inch from the left margin (as a paragraph), and in superscript. Example:

¹² Alan Jones, *Journey into Christ* (Minneapolis, MN: Seabury Press, 1977), 18.

- Footnotes are ten-point type
- The first line of each footnote is indented like a paragraph. Subsequent lines are flush left.
- Each footnote is followed by one double-space.
- All publisher information in footnotes and bibliography includes **two-letter, state postal codes**. (i.e. Chicago, IL and New York, NY)
- When place of publication is England, Scotland, Wales, or Northern Ireland use the abbreviation UK. Other nations should be identified by their full name.

- Second and subsequent references, in one chapter, to the same source are noted by listing three items: the author, abbreviated title, page number.
- If a source is used in more than one chapter, the first citation in the new chapter must be a complete citation. Subsequent citations use the shortened form as above.
- Include all items cited in footnotes in the bibliography. **A minimum of 100 different footnote sources should be in the body of the document.** Exceptions: Bible versions and books from the book list for the program. Books from your Focus Group reading list may be included in your bibliography. (For other possible omissions, examples and instructions, see: Turabian, 8th ed., 16.2.3 and 17.5.2)

Footnotes Description: In any academic work, such as the Candidacy Review Packet, the writer must cite sources originating outside the realm of his/her personal knowledge or experience. Payne Theological Seminary uses footnotes for the Candidacy Review Packet, not endnotes. Footnotes are in 10-point type and in Times New Roman Font. The purpose of a citation is to provide the reader with information on where to find supporting data.

Items in a footnote are separated by commas (except for between the title and publishing data where the parenthesis takes the place of the comma), and end with a period. Consult Turabian, 8th ed. (Chapters 16, 17) for further detailed information about footnotes, as well as CRP samples.

Since footnote and bibliography errors are the most common cause of documents failing to pass Quality Control, we encourage you to take extra time with these parts of your document.

Quality Control Guideline #11: CRP

11. Bible References*

- Cite the **first Biblical reference** in your document with a footnote, including the quoted chapter and verse(s) followed by the spelled-out version of the Bible translation. Continue this first and only Biblical-reference-footnote with a statement similar to the example provided below. Example:

John 3:16, New Revised Standard Version (NRSV). Unless otherwise noted, all scripture references in this document are from the NRSV.

- Use **parenthetical citations** to cite all subsequent biblical quotations (and sacred works of other religious traditions). You do not need to include them in your bibliography. (See Turabian, 8th ed., 17.5.2, p. 189190) Example:

For eighteen years she was bent low, but with Jesus' words of release, and his hands touching her body, the woman stood up! (Luke 13: 10-13) or (Lk 13: 10-13).

- When you are citing a particular passage of Scripture, include the **abbreviated name** of the book, the chapter number, and the verse number—page numbers are not included.

Turabian includes two lists of abbreviations for books of the Bible: a traditional abbreviation list and a shorter abbreviation list. (See Turabian, 8th ed., 24.6.1 - 24.6.4) You may use either list, but be consistent throughout your paper.

Example: Deut. 10:12-22 and 1 Tim. 4:9-16 (traditional)

Example: Dt 10:12-22 and 1 Tm 4:9-16 (shorter)

- Two exceptions to this rule include the following: when the name of the biblical book begins a sentence, use the whole name of the book.

Example: Genesis 1:26-27 discusses the creation of humanity.

Secondly, when you refer to whole chapters/whole books of the Bible or Apocrypha, spell out the names of the books.

Example: 1 Chronicles 3 lists the sons of David.

Example: Paul speaks of the fruit of the Spirit in his letter to the Galatians.

*Information taken directly from *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013, sections 17.5.2 and 24.6. 1 -4.

Quality Control Guideline #12: CRP

- **Numbers, Abbreviations, and Italics**
- Numbers within the text (See Turabian, 8th ed., 23.1-23.4)
 - **Under 100:** spell out number (i.e. ten, twenty-three, thirty-nine, etc.)
 - **Percentages:** numerals and percent sign (i.e. 10%, 23%, 39%, etc.)
 - **100 or higher:** numerals (i.e. 100, 405, 1025, etc.)
 - **Years:** numerals (i.e. 1963, 2012, etc.)
 - **Months:** spelled out word (i.e. October, August, etc.)
 - **Dates:** numerals (i.e. August 8, 2013)
 - **Tables:** numerals
- Most **abbreviations** are not used in the final document. Exceptions include:
 - Brief list of often-used names which has been included at the beginning of the document in a list of abbreviations
 - Long names of organizations which have been named by the author earlier in the document, i.e. "Park View Payne Methodist Church will be PVUMC throughout the document"
 - Abbreviations contained in quotes (If the meaning of these are not easily identified they should be explained in a footnote.)
 - Postal code abbreviations in footnotes and bibliography. (See Turabian, 8th ed., 24.1-24.7)
 - Bible versions

- Italics may occur in the document only in the following situations:
 - Book or journal titles
 - Important and unusual foreign words
 - Words within a quote that were italic in the original document
 - Words in a quote that the DMin candidate is emphasizing (Please create a footnote acknowledging this fact).

All of the above applies to the use of the **bold** function as well.

Note: Italics, bold, and underlining are not to be used in the document for emphasis. If an item is to be emphasized your writing should so indicate.

Quality Control Guideline #13: CRP

13. Bibliography

See Turabian, 8th ed., Chapters 16 and 17, and Sample Page

- The title **BIBLIOGRAPHY** is centered, bold, all caps, 2 inches from the top of page, and followed by two double spaces (four single spaces).
- All bibliography entries are in 12-point font size.
- **Alphabetize** all sources in the bibliography **by author's last name** in a single list. However, when a source has more than one author, only the first name is listed in inverse order. All other names are listed in normal order.
- The first line of a bibliography entry begins at the far-left margin. All subsequent lines in the entry are single spaced and indented approximately $\frac{1}{2}$ inch (as a paragraph).
- When listing more than one work by the same author, the author's name appears in the first entry. All subsequent entries begin with a eight space underline marking (_____.) followed by a period, in place of the name.
- Keep entries together. (They are not divided at the bottom of a page.)
- Books from the program booklist or Bibles are not included in a bibliography (even if you used them in a footnote). The exception to this rule is the use of the notes or articles in a particular study Bible.
- A minimum of one-third of bibliographic entries must have been written in the last ten years (Reprints of older volumes do not count)
- **Expected number of bibliographic entries is between 100 and 150**

Bibliography Page Description: The bibliography is the last part of the Candidacy Review Packet, and includes all works cited in your footnotes and text (see

exceptions above), plus any works that contributed to your development of the Candidacy Review Packet (Annotated bibliographies are not included in the CRP.)

Be aware of the differences between bibliography format and footnote format. The two differ in the following ways:

- While footnotes are numbered, bibliographies are alphabetized. The author's last name appears first (Booth, Catherine) in a bibliography.
- While footnotes use commas and parentheses to separate items, a bibliography uses periods.
- While notes indicate specific pages from which you took information, a bibliography lists entire books or a complete chapter or article to which you referred.
- Lastly, the first line of each footnote entry is indented approximately 1/2 inch (as a paragraph), and subsequent lines return to the left margin. However, the first line of a bibliographic entry begins at the left margin and all the other lines are indented half an inch.

(This description of the bibliographic notation form contains quotes from the following website, accessed Aug. 8, 2014, <http://writina.wisc.edu/Handbook/DocChicago.html>).

Irrelevant book references (books listed that may have been read, but do not contain any information relevant to the project) are not included in a Final Project. However, a book may be listed in the bibliography if it has relevance to the document, even if no quotes were used from it.

References to Wikipedia are not permitted in scholarly work such as this DMin project.

Quality Control Guideline #14: CRP

14. Other Items to Note

- All paragraphs are at least three sentences in length.
- Please do not begin or end a page with a single line of a paragraph (widows and orphans). A minimum of two lines should be present.
- Only one double space occurs between paragraphs. (The same as between each line of text except for block quotes.)
- If a dash is used in writing use an em-dash (—), which is formed by using two dashes joined together into a longer line.
- Contractions (can't, won't, shouldn't, etc.) are left out of formal academic writing. Please write out the phrase ("cannot," "did not" "I will," etc.).
- Please remove all hyperlinks on website citations both color and underlining. (Double click on the URL; select Hyperlink: select Edit Hyperlink; choose Remove Link.)
- About counting spaces between lines:
When the QCG states there should be one or two double spaces (two or four single spaces) between lines please do the following: 1) identify if you have the document set for single or double spaces; 2) place cursor at end of text on the line from which you will count spaces; 3) press "Enter" (or "Return") once for one single space or one double space; press it twice for two single spaces or two double spaces—twice for two double spaces or four times for four single spaces; 4) begin typing.

Part II: Quality Control Samples for the FDP

1. Title Page
2. Copyright Page
3. Contents Page
4. Project Proposal Abstract Page
5. Chapter Headings Page
6. Footnotes Template
7. Bibliography Page

THIS IS WHERE YOU PUT TH TITLE OF YOUR DOCUMENT
SINGLE SPACED AND IN ALL CAPS AND IN
THE INVERTED PYRAMID FORM

Soontu B. Doctor

Bachelor, College, Year
MDiv, Seminary, Year

Mentors

Name, Degree
Name, Degree

A PROJECT PROPOSAL AND APPLICATION
SUBMITTED TO THE DOCTORAL STUDIES COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY

PAYNE THEOLOGICAL SEMINARY
Wilberforce, Ohio
Month Year

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3. SYNERGY HIGHLIGHTS.....	00
4. ISSUE STATEMENT.....	00
5. FOUNDATIONAL INTEGRATION.....	00
6. PROPOSED TREATMENT OF PROBLEM.....	00
7. EXPECTED RESULTS.....	00
8. RESEARCH METHODOLOGY.....	00
BIBLIOGRAPHY.....	00

PROJECT PROPOSAL ABSTRACT

THIS IS WHERE YOU PUT THE TITLE OF YOUR DOCUMENT
SINGLE SPACED AND IN ALL CAPS AND IN
THE INVERTED PYRAMID FORM

by
Soontu B. Doctor
Payne Theological Seminary, 2015

Mentor

Name, Degree
Name, Degree

The text of your abstract begins here. The entire text is double-spaced, a maximum of 250 words, and flush left.

CHAPTER ONE

TITLE OF CHAPTER (i.e. SPIRITUAL AUTOBIOGRAPHY HIGHLIGHTS)

The text of your chapter begins here, in Times New Roman, 12-point font.

Paragraphs are all indented the same amount (one half inch).

Heading

Text continues on this line with indented paragraphs. Place two double spaces before a heading, and one double space after. If a heading is followed by a subheading, however, place two double spaces after the heading.

Subheading (italics, not bold, left margin, two double spaces after the prior text)

The text continues with an indented paragraph, one double space below the Subheading. Text continues until you reach the second subheading.

Second Subheading (format same as first, if subheadings are used [not required] you must have at least two)

The text continues with an indented paragraph, one double space below the Second Subheading Title. Be sure that no heading or subheading stands alone at the bottom of the page.

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APPENDIX D
FINAL DOCUMENT QUALITY CONTROL GUIDE



PAYNE THEOLOGICAL
SEMINARY

**FINAL DOCUMENT
QUALITY CONTROL
GUIDE**

August 2019

1230 Wilberforce-Clifton Road, P.O. Box 474
Wilberforce, OH 45384-0474
937-376-2946
www.payne.edu

The Document Quality Control Committee reserve the right to make changes and additions at any time to the Quality Control Guide (herein QCG) in order to improve the students' writing experience in the Doctor of Ministries program at Payne Theological Seminary. It should be noted that this document is formatted according to Payne's branding standards, but the DMin documents are to be formatted according to Payne academic standards as published here.

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INTRODUCTION

Welcome to the Quality Control (QCG) for Payne's DMin Final Doctoral Project (herein FDP). The Document Quality Control Committee is here to support you in your writing process throughout your time at Payne. Please use these guidelines as you prepare your final document. These guidelines also generally apply to all your papers throughout the DMin program, but the full specifics only apply to your Final Document. While the guide generally follows the instructions found in Turabian's 8th edition of *A Manual for Writers* (the book to which most parenthetical references throughout this QCG point), some exceptions have been made. Where exceptions occur between the QCG and Turabian, please follow this guide.

The Quality Control Guide (QCG) is divided into two sections:

- A. Quality Control Guidelines with Descriptions
- B. Quality Control Samples

Payne's Document Quality Control Committee, who reviews your document for formatting, follows this guide. Certain members of the library staff are trained to help you with formatting questions during your program. Please feel free to ask questions or schedule an appointment to talk to a librarian about your formatting issues. Together we want to reach a common goal: a well-written document available for the benefit of God's church.

Part I: Quality Control Guidelines with Descriptions

Quality Control Guidelines #s 1, 2, 3: FDP

1. Font and Type Face

- **Text:** Times New Roman, 12-point type for all DMin documents
- **Footnotes:** Times New Roman, 10-point type

2. Margins

- **Left:** 1 1/2 inches, entire document
- **Right:** 1 inch, entire document
- **Bottom:** 1 inch, entire document
- **Top:** 1 inch, most pages (see exceptions below)
- **Top Margin Variations**
 - 1 1/2 inches at top of title page only
 - 2 inches at top of first pages of all other Front Matter:
 - Abstract, Contents, Acknowledgements, etc. (The only front matter exception is the Epigraph. Should you choose to include one, the epigraph is placed 3 inches from the top. See: Turabian, 8th ed., A.2.1.5, p. 379)
 - Introduction title page
 - Chapter title pages
 - Appendix title pages
 - Bibliography title

3. Page Numbering

- **Front matter:** Small Roman numerals (i.e. i, iii, v, etc.), $\frac{3}{4}$ inch from bottom center
- **Introduction, chapter title pages, appendices title pages, and first page of bibliography:** Arabic numerals (i.e. 1, 2, 3, etc.), $\frac{3}{4}$ inch from bottom center
- **Number all other pages using Arabic numerals in the top right hand corner of the page:** $\frac{3}{4}$ inch from the top and 1 inch from the right

Quality Control Guideline #4: FDP

1. FDP Document Overview

Front Matter

- Title page (See Turabian, 8th ed.; A.2.1.2, p. 376, QCG Sample page)
- Copyright page (See Turabian, 8th ed.; A.2.1.3, p. 376)
- Copyright statement sits; bottom left corner of page in two single-spaced lines. (See below and QCG Sample)

Copyright © 2017 by Soontu B. Doctor
All rights reserved.

- Contents page(s) (See Turabian, 8th ed.; A.2.1.6, p. 380, QCG Sample)
- Abstract page
- Optional Items (in this order) placed before the Introduction: (See Turabian, 8th ed., A 2.1, p. 376)
 - Acknowledgments
 - Dedication
 - List of Illustrations
 - List of Tables
 - List of Abbreviations
 - Epigraph

Body

The final document includes several previous papers written for the DMin program. Each of these, however, should be adjusted to make the document read smoothly, and as a unified document. These adjustments will include (but are not

necessarily limited to) removing wording which is repetitive, and adding appropriate introductions, transitions, and conclusions to each paper in order to create a fully integrated document.

- Introduction (3-5 pages)
- Chapter 1: Ministry Focus (Spiritual Autobiography, Context Synergy 18-25 pages)
- Chapter 2: The State of the Art In this Ministry Model (28-42 pages)
- Chapter 3: Theoretical Foundations (60-75 pages)
- Chapter 4: Methodology (10-15 pages)
- Chapter 5: Field Experience (18-25 pages)
- Chapter 6: Reflection, Summary and Conclusion (25 - 40 pages)

Back Matter

- Appendices (if necessary)
- Bibliography (See Turabian, ^{8th} ed.; 15.5, p. 141, 16 and 17; QCG Sample)

Quality Control Guideline #5: FDP

1. Title Page

- **Every item on the title page is centered.**
 - All text on the title page is regular typeface (It does not have bold or italics.) Beginning word of title is on the first line of the page, 1½ inches from top of page
 - Title is centered, all caps, single-spaced
 - Title contains a maximum of eighteen words
 - Title is in inverted pyramid format of at least three lines, each line centered on the page.
 - Title is followed by a minimum of two double or four single spaces
- **Author's name** in normal order, in simple caps (must include legal first and last names, but may also include: middle name or initial; Jr. or Sr.)
 - Author's name followed by one double or two single spaces
 - Author's name does not include either DMin, Dr., Rev. or any prefix
- **Past degree(s) and institution information**, centered, single spaced and in the following order:
 - Earliest degree of the student is first—the line reads: degree type (usually BA or BS), name of degree granting institution, and the year the degree was earned
 - Each subsequent degree earned is on a separate line (for example, MTS or MDiv etc.)
 - Present DMin degree is not included on this page
 - Final degree line is followed by a minimum of two double spaces or four single spaces

- **Mentor information**, centered, and in the following order:
 - The word Mentor or Mentors, simple caps, followed by one double or two single spaces
 - Mentor's names(s) correctly spelled, in simple caps
 - Mentor's name(s) are not preceded by Dr., but are followed by a comma and appropriate earned terminal degree(s) (i.e., DMin, PhD, ThD, etc.
 - If more than one mentor, each name is on a separate line and they are single-spaced. **Statement of partial fulfillment** is on four lines, all caps, centered, single spaced and reads as follows:

A FINAL PROJECT SUBMITTED TO
THE DOCTORAL STUDIES COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY

- Statement is followed by six single or three double spaces
- **The last three items** are grouped in three single-spaced lines.
 - First line: PAYNE THEOLOGICAL SEMINARY (all caps)
 - Second line: Wilberforce, Ohio (simple caps)
 - Final line of the page: expected month and year of graduation (no comma between the two) 1 inch from the bottom

Please be sure that the first line and the last line on the title page are exactly at the specified margins. In addition, follow all other specific directions above.

Title Description: are descriptive and contain key words that are helpful in a computer search. For example, "The Nehemiah Project" does not convey the fact that such a project is involved in the economic empowerment of a community. It only suggests that the document is related to a Nehemiah text. Strong titles provide descriptive words that help the reader to understand what the document or model in ministry (project) addresses. The titles on the abstract page and the title page are

identical. All pages in the document are counted, however, the title page number, "1", is not printed.

A Note about the Approval Page: After the student has finished all revisions suggested by the Final Examination Committee, the Faculty Mentor(s) signs the page indicating approval of the finished document. This sheet is not bound in your final document but should be submitted to the Doctoral Studies Office with your final document. This page will become part of your permanent file. (The approval page is neither counted nor numbered as part of the final document.)

Quality Control Guideline #6: FDP

1. Contents Page

- The word **CONTENTS** is centered, bold, all caps, and 2 inches from top of page (See: Turabian, 8th ed., A.2.1.6, p. 380. Also see: QCG Sample)
- All items are double spaced, and flush left (1 1/2 inches left margin for entire document) (If a listing requires more than one line, that item is single-spaced.)
- In all caps, list front matter you are choosing to include that follows the CONTENTS page
 - i.e. ABSTRACT, ACKNOWLEDGEMENTS, DEDICATION, ILLUSTRATIONS, TABLES, ABBREVIATIONS, etc. Follow each front matter listing with an unbroken line of dots (leaders) to the far-right margin.
 - At end of the leader, flush right, list page number of each item. (Front matter page: small Roman numerals. i.e. iii, v, vii. All other page numbers: Arabic numerals. i.e. 3, 5, 7)
- In all caps, the word INTRODUCTION appears next, flush left and one double space below the previous front matter listings
 - At the end of the INTRODUCTION leader, flush right, list the first Arabic page number (numeral) in the document
- In all caps, the word CHAPTER appears flush left, double-spaced below the word INTRODUCTION
 - List all chapter numbers and chapter titles in an indented, double-spaced column beneath the heading, CHAPTER. (For example, 1. MINISTRY FOCUS).
 - Follow each numbered chapter title with a leader ending flush right identifying the first page number of each chapter

- Any chapter subheadings are indented as a paragraph, and are double spaced below the chapter title to which they belong

Subheading titles are in simple caps

Subheadings are not numbered

- In all caps, the word **APPENDIX** appears flush left, double-spaced below chapter numbers, if you are including any appendices. (They are not required.)
 - List all appendix titles in capital letters followed by a period, indented (as a paragraph), double-spaced in a column underneath the APPENDIX heading. (A. B. C. etc.)
 - Follow each alphabetized appendix title with a leader ending flush right identifying the first page number of each appendix
- The word **BIBLIOGRAPHY** appears flush left followed by a leader ending flush right identifying the first page number of the bibliography
- Number the **CONTENTS** page with a small Roman numeral "iii" at the bottom center of the page. (See Sample Page)

Contents Page Description: The Contents page lists all major parts of a document except itself and those parts that precede it (title page and copyright page). Beginning with a list of all front matter that follows the CONTENTS page (ABSTRACT, ACKNOWLEDGEMENTS, etc.), the CONTENTS continues with a list of chapter numbers and TITLES OF CHAPTERS, followed by APPENDICES (if included) and BIBLIOGRAPHY.

If the CONTENTS continue onto a second page, do not repeat the title, CONTENTS.

***Beginning with the Contents, all pages of the document are numbered.**

Quality Control Guideline #7: FDP

1. Front Matter -Abstract, Acknowledgements, Dedication, Illustrations, Tables, Abbreviations, Epigraph

All page numbers for front matter are bottom center and small roman numerals.

- Abstract (first page of front matter following the contents)—The word **ABSTRACT** is centered, bold, all caps, and 2 inches from top of page, followed by two double spaces (four single spaces).
- The **Title** of the document appears next exactly as on the title page; centered, all caps, inverted pyramid, etc., followed by two double spaces (four single spaces).
- **Author, institution, and graduation information** appears below, centered, single spaced, and in the following format:
 - The word "by" (alone on one line, lower case "b")
 - The author's name as on the title page (next line)
 - The words "Payne Theological Seminary," comma and year of graduation. This is followed by two double spaces (or four single spaces).
- **Mentor information:**
 - The word "Mentor(s)," centered, simple caps, followed by one double or two single spaces
 - Mentor(s) name(s), as on the title page, comma, and appropriate earned terminal degree(s), followed by two double spaces or four single spaces. If multiple mentors are named, they are single spaced (see title page instructions.)

- The **text** of the abstract appears last:
 - A maximum of 100 words, including all small words. A year, a numeral, or an abbreviation is counted as one word.
 - Double spaced
 - Flush left

Abstract Page Description: The abstract is a brief summary of your model in ministry (project). It is intended primarily for publication in information sources such as the Research in Ministry Index. Your abstract identifies the context and describes the project by answering four basic questions:

1. What was the context of my project?
2. What was the problem being dealt with?
3. What were the theme and hypothesis of the project?
4. What was the methodology of the project?
5. What were the results of the project?

All additional front matter pages are optional.

- Next pages are Acknowledgements and Dedications.
- The page is headed **ACKNOWLEDGEMENTS**; centered, bold, all caps, and 2 inches from the top of the page.
- The page is headed **DEDICATION**; centered, bold, all caps, and 2 inches from the top.

Acknowledgments and Dedication Pages Description: The Acknowledgments page provides the opportunity for the writer to thank Mentor(s), colleagues, and others who helped with the project. It also gives credit to works cited in the text for which permission has been granted. The Dedication page is a brief expression, devoting the document to another person(s).

- Next page is Illustrations
- It is headed **ILLUSTRATIONS**; centered, bold, all caps, and 2 inches from the top.
- The numbers that identify the figures in the document should be aligned vertically on the page (i.e. the last number and the period following it should create a line down the page). If you think of single digit numbers as though a 0 preceded them, you will then be able to align the numbers and the periods.
- Five spaces follow the number and period, which identify the figure. Then the title (caption) of the figure (simple caps).
- Page numbers are connected to the captions by leader dots and are listed flush right.

Illustrations Description : The illustrations page includes such figures as:

photographs, drawings, charts, graphs, maps, etc. They are listed on this page for ease of reference. In the document, give each figure a number followed by a period, a space, and a descriptive title (captions). Use these captions on the list of illustrations as above. If you have both figures and tables, they are both included on this page(s), but they are listed separately. (See Turabian, 8th ed., p. 383).

- Next page is Tables. It is to be used only if you have no figures, but only tables, in your document.
- The page is headed **TABLES**; centered, bold, all caps, and 2 inches from the top.
- The numbers that identify the tables in the document should be aligned vertically on the page (i.e. the last number and the period following it should create a line down the page). If you think of single digit numbers as though they were preceded by a 0 you will then be able to align the numbers and the periods.
- Five spaces follow the number and period which identify the table. Then the title (caption) of the table (simple caps).

- Page numbers are connected to the titles (captions) by leader dots and are listed flush right.

Tables Description : This page exists for ease of reference if several tables are used in the document. In the text of the document give each table a number, followed, a space, and a descriptive title. It is possible to create tables without borders and dividing lines, but for your DMin document you should be sure that all tables have borders and dividing lines between the main sections. This will aid your reader in following the contents of the table, and thus your discussion about the meaning of your findings.

Note: The microfilmed version of your Final Doctoral Project may be in black and white. Other colors do not always reproduce clearly in black and white. To avoid problems with microfilming, submit at least one copy of your document, including all charts, maps, graphs, drawings, and photos, in black and white.

- Next page is Abbreviations.
- The page is headed **ABBREVIATIONS**; centered, bold, all caps, and 2 inches from the top.
- Abbreviations are listed in alphabetical order
- Terms are double-spaced unless a second line is necessary to complete the descriptive term. Second line is single-spaced.
- Each abbreviation is separated from the spelled-term by approximately one inch (generally two tabs).

Abbreviations Description: A list of abbreviations is only necessary if the writer has created new abbreviations or used unusual or uncommon ones. For those abbreviations that are considered common, especially books of the Bible, see Turabian 8th ed., chapter 24. (Also see: Turabian 8th ed., A.2.1.10, p. 386 and p. 387 for additional instruction on how to format the abbreviations page.)

- Next page is Epigraph
- Page has no title
- An epigraph is a quote that is not italicized, underlined, or placed in quotation marks.
- Epigraph (quote) is placed alone on a page and centered 3 inches from the top
- Epigraph is single spaced
- Epigraph is followed by one double space
- The next line begins with an **em** dash (—), followed by the name of the author and the name of the source (source in italics or quotes as appropriate)

Epigraph Description: An epigraph is a quotation that is placed at the beginning of a work and in some way summarizes or elucidates the work. It appears on a page without title but is listed on the Contents page as **EPIGRAPH**. Each DMin document at Payne may have only one epigraph at the beginning of the document. (They are not required.) Additional epigraphs may **not** be used at the beginning of chapters or sections of the document.

THE FOLLOWING INFORMATION WILL HELP IN DEVELOPING TWO ADDITIONAL PORTIONS OF YOUR DOCUMENT WHICH ARE NOT FRONT MATTER.

Introduction

- The Introduction begins the regular text of your document. It is therefore the first page with an Arabic numeral.
- First page of your introduction is page 1 and numbered bottom center, $\frac{3}{4}$ inch from the bottom edge of the page.
- Place the title, **INTRODUCTION**, centered, bold, all caps, and 2 inches from the top of the page.
- Title is followed by four single or two double spaces.

- Subsequent pages are numbered in the upper right corner $\frac{3}{4}$ inch from top edge and 1 inch from right edge.

Appendices

- Appendices follow the main text of your document but are placed prior to your bibliography.
- Pages in the appendix are numbered continuously as part of the document text.
- Each appendix is preceded by a title page, numbered bottom center.
- If there is more than one appendix, each is given a generic letter heading (e.g., Appendix A, Appendix B), as well as a descriptive title.
- Letter heading and title are placed on the single page preceding the contents of the appendix.
- Letter heading and title are on two separate lines. Each is centered, bold, all caps. The letter heading is the first line and is 2 inches from the top of the page.
- Material in appendices may be created by the student or taken from any source (appropriately cited), but it must lie within the prescribed margins of the document.

Appendix Page Description: An appendix is a group of related items that are relevant to the text, but not suitable for inclusion in it. All appendices are included at the end of the document. In addition, all appendices should be limited to those that are referred to in the text of the document. They are included in order to enhance and clarify the material being discussed.

Material of different categories is placed in separate appendices. In order to assist the reader in locating the material both letter heading and descriptive title appear in the Contents. Appendix material may be single-spaced or double-spaced, depending on the

material. Spacing need not be the same for all appendices. Photocopied materials may be included in appendices. However, all such material should fit within the specified document margins. These pages should be numbered as the rest of the document, but if page numbers from the original source appear on photocopied material they should be placed in brackets ([144]).

Quality Control Guideline #8: FDP

1. Chapter Titles, Headings, Subheadings, and Text

- **Chapter titles** are centered, bold, all caps, and 2 inches from top of page
 - First line of a chapter title is: **CHAPTER ONE (CHAPTER TWO, CHAPTER THREE, etc.)**, followed by a double space
 - The second line of a chapter title (the name of the chapter) continues centered, bold, and all caps. (i.e. **MINISTRY FOCUS, STATE OF THE ART IN THIS MINISTRY MODE, etc.**), followed by two double spaces, or four single spaces
- **Headings** are bold, centered, simple caps
 - Spacing before a heading is two double spaces
 - Spacing after a heading is one double space, unless a subheading follows immediately, when it is two double spaces (see Sample Page)
 - If subheadings are used (they are not required), at least two subheadings are included for each heading to which they apply
- **Subheadings** are in italics, not bold, at the left margin, simple caps
 - Spacing before a subheading is two double spaces
 - Spacing after a subheading is one double space
 - Check that no heading or subheading stands alone at the bottom of a page
 - Only include chapter titles, headings and subheadings in the document (no further levels of sub-headings are allowed)

- **Text**

- Double-space all text in your chapter, with the exception of block quotations
- Indent paragraphs about $\frac{1}{2}$ inch from left margin.
- One double space between paragraphs (The same as between each line.)

Quality Control Guideline #9: FDP

1. Quotes and Block Quotes

Additional information about formatting quotations may be found in Turabian 8th ed., chapter 25.

- **Quotes within the text** are surrounded by quotation marks
 - If information must be **added to a quote** to clarify, or words must be added to correct grammar, all such additions are enclosed in square brackets [].
 - When changing the case of the first letter of a quotation, the initial letter is also in brackets [].
- **Ellipses** indicate words or sections of a quote that the student/author chooses to leave out
 - Ellipses are formatted with three dots following a number or letter in this pattern—space dot space dot space dot space .
 - If the section that is removed follows a period, the pattern is still the same, but the period makes it look like four dots. . . . (period space dot space dot space dot space)
 - The final space is removed if the ellipsis ends the quote (is followed by quotation marks)
- **Block quotes**
 - Any quote that is fifty words or more is put into block quote format. Block quotes are:
 - Preceded by, and followed by, a double space (or two single spaces)
 - Single spaced within the quote
 - Without quotation marks at beginning or end
 - Entire quote is indented as a paragraph with a normal right margin

- If the quote is a full paragraph, or a part or portion of it begins a new paragraph, the beginning of the paragraph(s) should be indented one additional tab (about $\frac{1}{2}$ inch)

Quality Control Guideline #10: FDP

1. Footnotes

- See Turabian, 8th ed., Chapters 16 and 17, and Sample Template
- The citation of an original source is numbered **in the body** of the document by adding a small superscript Arabic numeral immediately after the quotation marks or at the end of a sentence containing paraphrased material.

Example:

After being struck down, Jones counsels, "two ways lie open before us: the way of resentment and the way of joy."¹²

- The related footnote appears at the **bottom of the same page** beneath an approximately 1½ long separator line (short rule.) Either one space or no space may be used between the separator line and first footnote. (Whichever is chosen must remain consistent throughout the document.)
- Begin each footnote at the bottom of the page with its **reference number** indented, approximately ½ inch from the left margin (as a paragraph), and in superscript. Example:

¹² Alan Jones, *Journey into Christ* (Minneapolis, MN: Seabury Press, 1977), 18.

- Footnotes are ten-point type
- The first line of each footnote is indented like a paragraph. Subsequent lines are flush left.
- Each footnote is followed by one double-space.
- All publisher information in footnotes and bibliography includes **two-letter, state postal codes**. (i.e. Chicago, IL and New York, NY)
- When place of publication is England, Scotland, Wales, or Northern Ireland use the abbreviation UK. Other nations should be identified by their full name.

- Second and subsequent references, in one chapter, to the same source are noted by listing three items: the author, abbreviated title, page number.
- If a source is used in more than one chapter, the first citation in the new chapter must be a complete citation. Subsequent citations use the shortened form as above.
- **Include all items cited in footnotes in the bibliography. A minimum of 100 different footnote sources should be contained in the body of the document.** Exceptions: Bible versions and books from the book list for the program. Books from your Focus Group reading list may be included in your bibliography. (For other possible omissions, examples and instructions, see: Turabian, 8th ed., 16.2.3 and 17.5.2)

Footnotes Description: In any academic work, such as the Final Doctoral Project, the writer must cite sources originating outside the realm of his/her personal knowledge or experience. Payne Theological Seminary uses footnotes for the Final Doctoral Project, not endnotes. Footnotes are in 10-point type and in Times New Roman Font. The purpose of a citation is to provide the reader with information on where to find supporting data.

Items in a footnote are separated by commas (except for between the title and publishing data where the parenthesis takes the place of the comma), and end with a period. Consult Turabian, 8th ed. (Chapters 16, 17) for further detailed information about footnotes, as well as FDP samples.

Since footnote and bibliography errors are the most common cause of documents failing to pass Quality Control, we encourage you to take extra time with these parts of your document.

Quality Control Guideline #11: FDP

1. Bible References*

- Cite the **first Biblical reference** in your document with a footnote, including the quoted chapter and verse(s) followed by the spelled-out version of the Bible translation. Continue this first and only Biblical-reference-footnote with a statement similar to the example provided below. Example:

John 3:16, New Revised Standard Version (NRSV). Unless otherwise noted, all scripture references in this document are from the NRSV.

- Use **parenthetical citations** to cite all subsequent biblical quotations (and sacred works of other religious traditions). You do not need to include them in your bibliography. (See Turabian, 8th ed., 17.5.2, p. 189190) Example:

For eighteen years she was bent low, but with Jesus' words of release, and his hands touching her body, the woman stood up! (Luke 13: 10-13) or (Lk 13: 10-13).

- When you are citing a particular passage of Scripture, include the **abbreviated name** of the book, the chapter number, and the verse number—page numbers are not included.
- Turabian includes two lists of abbreviations for books of the Bible: a traditional abbreviation list and a shorter abbreviation list. (See Turabian, 8th ed., 24.6.1 - 24.6.4) You may use either list, but be consistent throughout your paper.

Example: Deut. 10:12-22 and 1 Tim. 4:9-16 (traditional)

Example: Dt 10:12-22 and 1 Tm 4:9-16 (shorter)

- Two exceptions to this rule include the following: when the name of the biblical book begins a sentence, use the whole name of the book.

Example: Genesis 1:26-27 discusses the creation of humanity.

Secondly, when you refer to whole chapters/whole books of the Bible or Apocrypha, spell out the names of the books.

Example: 1 Chronicles 3 lists the sons of David.

Example: Paul speaks of the fruit of the Spirit in his letter to the Galatians.

*Information taken directly from *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013, sections 17.5.2 and 24.6. 1 -4.

Quality Control Guideline #12: FDP

1. Numbers, Abbreviations, and Italics

- Numbers within the text (See Turabian, 8th ed., 23.1-23.4)
 - **Under 100:** spell out number (i.e. ten, twenty-three, thirty-nine, etc.)
 - **Percentages:** numerals and percent sign (i.e. 10%, 23%, 39%, etc.)
 - **100 or higher:** numerals (i.e. 100, 405, 1025, etc.)
 - **Years:** numerals (i.e. 1963, 2012, etc.)
 - **Months:** spelled out word (i.e. October, August, etc.)
 - **Dates:** numerals (i.e. August 8, 2013)
 - **Tables:** numerals
- Most **abbreviations** are not used in the final document. Exceptions include:
 - Brief list of often-used names which has been included at the beginning of the document in a list of abbreviations
 - Long names of organizations which have been named by the author earlier in the document, i.e. "Park View African Methodist Episcopal Church will be PVAMEC throughout the document"
 - Abbreviations contained in quotes (If the meaning of these are not easily identified they should be explained in a footnote.)
 - Postal code abbreviations in footnotes and bibliography. (See Turabian, 8th ed., 24.1-24.7)
 - Bible versions

- Italics may occur in the document only in the following situations:
 - Book or journal titles
 - Important and unusual foreign words
 - Words within a quote that were italic in the original document
 - Words in a quote that the DMin candidate is emphasizing (Please create a footnote acknowledging this fact).

All of the above applies to the use of the **bold** function as well.

Note: Italics, bold, and underlining are not to be used in the document for emphasis. If an item is to be emphasized your writing should so indicate.

Quality Control Guideline #13: FDP

1. Bibliography

See Turabian, 8th ed., Chapters 16 and 17, and Sample Page

- The title **BIBLIOGRAPHY** is centered, bold, all caps, 2 inches from the top of page, and followed by two double spaces (four single spaces).
- All bibliography entries are in 12-point font size.
- **Alphabetize** all sources in the bibliography **by author's last name** in a single list. However, when a source has more than one author, only the first name is listed in inverse order. All other names are listed in normal order.
- The first line of a bibliography entry begins at the far left margin. All subsequent lines in the entry are single spaced and indented approximately $\frac{1}{2}$ inch (as a paragraph).
- When listing more than one work by the same author, the author's name appears in the first entry. All subsequent entries begin with a eight space underline marking (_____.) followed by a period, in place of the name.
- Keep entries together. (They are not divided at the bottom of a page.)
- Books from the program booklist or Bibles are not included in a bibliography (even if you used them in a footnote). The exception to this rule is the use of the notes or articles in a particular study Bible.
- A minimum of one-third of bibliographic entries must have been written in the last ten years (Reprints of older volumes do not count)
- **Expected number of bibliographic entries is between 100 and 150**

Bibliography Page Description: The bibliography is the last part of the Final Doctoral Project, and includes all works cited in your footnotes and text (see exceptions above), plus any works that contributed to your development of the Final Project (Annotated bibliographies are not included in the FDP).

Be aware of the differences between bibliography format and footnote format. The two differ in the following ways:

- While footnotes are numbered, bibliographies are alphabetized. The author's last name appears first (Booth, Catherine) in a bibliography.
- While footnotes use commas and parentheses to separate items, a bibliography uses periods.
- While notes indicate specific pages from which you took information, a bibliography lists entire books or a complete chapter or article to which you referred.
- Lastly, the first line of each footnote entry is indented approximately 1/2 inch (as a paragraph), and subsequent lines return to the left margin. However, the first line of a bibliographic entry begins at the left margin and all the other lines are indented half an inch.

(This description of the bibliographic notation form contains quotes from the following website, accessed Aug. 8, 2014, <http://writina.wisc.edu/Handbook/DocChicago.html>).

Irrelevant book references (books listed that may have been read, but do not contain any information relevant to the project) are not included in a Final Project. However, a book may be listed in the bibliography if it has relevance to the document, even if no quotes were used from it.

References to Wikipedia are not permitted in scholarly work such as this DMin project.

Quality Control Guideline #14: FDP

1. Other Items to Note

- All paragraphs are at least three sentences in length.
- Please do not begin or end a page with a single line of a paragraph (widows and orphans). A minimum of two lines should be present.
- Only one double space occurs between paragraphs. (The same as between each line of text except for block quotes.)
- The first page of appendices has three items:
 - Appendix letter designation (A, B, C, etc.), title, and page number bottom center
 - Appendices are to be avoided or held to a minimum, and refer to items in the main text
- If a dash is used in writing use an em-dash (—), which is formed by using two dashes joined together into a longer line.
- Only one epigraph may be used in the front matter (See Turabian, 8th ed., A.2.1.5)
- Epigraphs are not used at the beginnings of chapters.
- Contractions (can't, won't, shouldn't, etc.) are left out of formal academic writing. Please write out the phrase ("cannot," "did not" "I will," etc.).
- Please remove all hyperlinks on website citations both color and underlining. (Double click on the URL; select Hyperlink: select Edit Hyperlink; choose Remove Link.)

- About counting spaces between lines:
When the QCG states there should be one or two double spaces (two or four single spaces) between lines please do the following: 1) identify if you have the document set for single or double spaces; 2) place cursor at end of text on the line from which you will count spaces; 3) press "Enter" (or "Return") once for one single space or one double space; press it twice for two single spaces or two double spaces—twice for two double spaces or four times for four single spaces; 4) begin typing.

Final Copies of the Doctoral Project must be printed on white paper with at least 25% cotton content, displaying a watermark on the paper.

Part II: Quality Control Samples for the FDP

- 8. Title Page
- 9. Copyright Page
- 10. Contents Page
- 11. Abstract Page
- 12. Chapter Headings Page
- 13. Footnotes Template
- 14. Appendix Page
- 15. Bibliography Page

THIS IS WHERE YOU PUT TH TITLE OF YOUR DOCUMENT
SINGLE SPACED AND IN ALL CAPS AND IN
THE INVERTED PYRAMID FORM

Soontu B. Doctor

Bachelor, College, Year
MDiv, Seminary, Year

Mentors

Name, Degree
Name, Degree

A FINAL PROJECT SUBMITTED TO
THE DOCTORAL STUDIES COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY

PAYNE THEOLOGICAL SEMINARY
Wilberforce, Ohio
Month Year

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DEDICATION (optional)	xx
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EPIGRAPH (optional).....	xx
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2. STATE OF THE ART IN THIS MINISTRY MODEL.....	00
3. THEOLOGICAL FOUNDATIONS	00
4. METHODOLOGY.....	00
5. FIELD EXPERIENCE.....	00
6. REFLECTION, SUMMARY and CONCLUSION.....	00
APPENDIX	00
BIBLIOGRAPHY.....	00

ABSTRACT

THIS IS WHERE YOU PUT THE TITLE OF YOUR DOCUMENT
SINGLE SPACED AND IN ALL CAPS AND IN
THE INVERTED PYRAMID FORM

by
Soontu B. Doctor
Payne Theological Seminary, 2019

Mentor

Name, Degree
Name, Degree

The text of your abstract begins here. The entire text is double-spaced, a maximum of 100 words, and flush left.

CHAPTER ONE

TITLE OF CHAPTER (i.e. MINISTRY FOCUS)

The text of your chapter begins here, in Times New Roman, 12-point font. Paragraphs are all indented the same amount (one half inch).

Heading

Text continues on this line with indented paragraphs. Place two double spaces before a heading, and one double space after. If a heading is followed by a subheading, however, place two double spaces after the heading.

Subheading (italics, not bold, left margin, two double spaces after the prior text)

The text continues with an indented paragraph, one double space below the Subheading. Text continues until you reach the second subheading.

Second Subheading (format same as first, if subheadings are used [not required] you must have at least two)

The text continues with an indented paragraph, one double space below the Second Subheading Title. Be sure that no heading or subheading stands alone at the bottom of the page.

APPENDIX A

TITLE OF APPENDIX APPEARS HERE IN ALL CAPS

(Content of the Appendix begins
on the following page one inch from the top of the page.)

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