

A WORD FROM THE PRESIDENT

To further the goal of Chil Chil Global University (CCGU), which aims at providing advanced training to help the servants of God to prepare for the ministry for which they are called, the Doctor of Ministry (DMin) degree is the highest professional degree available for those who are already engaged in ministry.

This program is excellent for those who are already involved in ministry and desire to enhance professional competence. This is the reason why the DMin course is designed with only two weeks' residential requirement twice in a year. The program enhances ministry and leadership skills to help in building a strong biblical, theological, mission-minded ministry oriented focus.



This handbook sets forth the guidelines and regulations that presently govern DMin studies at Chil Chil Global University. Whether you are a current DMin student or a prospective student, I hope that you will find this information to be a useful summary of the structure, requirements, and features of our doctoral program. All current DMin students should become as familiar as possible with this information, for they are responsible for following these guidelines throughout the course of their doctoral studies. All prospective students will find information here that will be helpful as they seek to learn more about DMin studies at Chil Chil Global University.

If you are looking for advanced research in biblical and theological studies, I invite you to consider prayerfully whether this program can assist you in your current or future ministry. We are eager to have called and dedicated men and women join us in the scholarly pursuit of biblical and theological truth. Please let us know how we can help you in determining whether DMin studies at Chil Chil Global University is right for you.

Dr. David T. Wijunamai
Founder President

TABLE OF CONTENTS

PART-I: GENERAL INFORMATION

Mission	4
Purpose	4
Accreditation	4
History.....	4-5

PART -II: DOCTOR OF MINISTRY DEGREE

Purpose	5-6
Goals	6-7
Admission Requirements	7-8
Program Requirements	8
Student Advisory	9
Length of Program	9-10
Transfer of Credits	10
Monitoring Your Progress	10
Quality of Work	10
Residency Requirements	11
The DMin Completion Process	12-15

PART-III: GENERAL ACADEMIC POLICIES AND PROCEDURES

Registration	15
Withdrawals	15
Leave of Absence	16
Course Extensions	16
Program Extensions	16
Grading	17
Grade Changes	17
Academic Dishonesty	17
Plagiarism	17
Cheating	17-18
Student Exam Policy	18
Library Usage	18
Conflict Resolution	18
Grade Reports	19
Dispute of Grade	19
Independent Study Courses	19
The Applied Research Project	20
Purpose of the Applied Research Project	21
Criteria for an Acceptable Applied Research Project	21-23
Proof Reading Directive for Those Who Do Not Speak English as A First Language	23
Applied Research Project Development Process	23
The Research Question	23
The Hypothesis	23
Four Common Models	23-26

How to Get Started Procedure and Deadlines	26
The Project Topic	26-27
Topic Approval Form	27
How to Write the DMin Applied Research Project Proposal Purpose?	27
Description and Procedure	27-28
Introduction (1 st Chapter)	28
Previous Research and Literature Review (2 nd Chapter)	28
Procedure and Research Method (3 rd Chapter)	28-29
Anticipated Results (4 th Chapter)	29
Conclusions and Implications for Further Study (5 th Chapter)	29
Important Guidelines for Writing the Proposal	29-30
Literature Review Directions for DMin Applied Research Projects	30
Where in a Research Project is a Literature Review Necessary? (Purpose)	30-31
How Does One Conduct a Literature Review? (Procedure)	31-33
Research Instruments	33
Research Interviews	34-35
Using Focus Groups for Research	35-36
Oral Defense	36
Final Draft	36-37
Submission Requirements for Final Copy	37
Dissertation Workflow guidelines for Student, Staff and Faculty Participants	37
Approval of The Research Topic (Topic Approval Form—Taf)	37
Approval of Registration for DM103 The Applied Research Project	37-38
Approval of The Applied Research Proposal	38
Approval of Chapters 1 and 2	38
Approval of The First Draft	39
Approval of The Final Draft	39
Dissertation Check List Guide	40
What Does a DMin Dissertation Look Like?	40-41
PART-IV: FINANCIAL INFORMATION	41
Doctoral Program Curriculum	42-43
Sample Pages	44-48

PART-I: GENERAL INFORMATION

MISSION

The mission of Chil Chil Global University as a professional, doctoral-level institution is to glorify God by equipping godly servant-leaders for the proclamation of His Word and the building up of the body of Christ. The University provides the evangelical and conservative theological training necessary to acquire skills for service in missions worldwide.

PURPOSE

The purpose of Chil Chil Global University as a professional, doctoral-level theological university that aims to provide advanced training at the master's and doctoral levels to prepare its students for a variety of Christian ministries and to encourage the pursuit of Christian scholarship at the highest levels of research befitting the mission of a theological university.

While the doctrinal commitment of the university is intentionally evangelical, Chil Chil Global University seeks to make a contribution to a broader constituency through community, theological and ecclesiastical involvement, and dialogue.

The university seeks to maintain an appropriate balance between the training it provides for effective vocational ministries and the academic rigors necessary to graduate those who will research, write, and teach at the highest levels of theological education.

ACCREDITATION

Chil Chil Global University is accredited by Global Partnership for Theological Accreditation & Mission, Songlim-Ro, 84/24 Dong-Ku, Incheon, South Korea to award master's and doctoral degrees. The University is also an accredited member of the Asia Theological Association, Unit 702, Centro Plaza Condominium, 49 Scout Madriñan Cor. Scout Torillo Quezon City 1103, Philippines to award bachelor and master's degrees.

HISTORY

In 1990 Chil Chil Church of Dae-gu city in South Korea took up the burden of establishing a Theological Seminary in Manipur. This task was taken up under the dynamic Pastorship of Dr. Park Cheong-II with a vision to evangelize South Asia. Chil Chil Church contacted Dr. David T. Wijunamai who was then studying at ACTS, South Korea, to be its missionary and later appointed him as President of Chil Chil Theological Seminary (CCTS). In the beginning CCTS was established on the hill top of a beautiful land at Leikhampokpi, about one-hour drive from Imphal city. It was inaugurated by Dr. Park Cheong-II, Founder Advisor, Dr. Park-Ki-Young, President and



Korean delegates with CCGU Faculty at Silver Jubilee Celebration on 24th Sept. 2018

Yang Ki Bok, Director of Chil Chil Asian Mission Society (CHAMS), South Korea respectively on September 9, 1993. The Seminary pioneered the four-year Bachelor of Theology (BTh) program. An unfortunate incident of Kuki-Naga conflict affected the Seminary and it was forced to close down on September 11, 1993. In January 1994 it was reopened for one year at Koirengei, Imphal. While the Seminary was at Leikhampokpi a piece of land was bought at Kanglatongbi on the river bank of Thumkhok Lok, on the west of National Highway No. 39 with the purpose to establish a Church for outreach program. In 1995 a temporary building was constructed inside the Church land and subsequently the seminary was shifted to Kanglatongbi in January, 1995. The old campus at Leikhampokpi was donated to Central Reserve Police Force in 1996, and relocation work was taken up on the new campus. In 2001 the Seminary was accredited by Asia Theological Association (ATA) for Bachelor of Theology (BTh). In 2004 the Seminary upgraded Master of Divinity (MDiv) program for those students whose goals are oriented toward professional ministries and to pursue academic career in Biblical and Theological disciplines. The Master of Arts (MA) program was also inaugurated in the same year for mission oriented studies. Consequently, M. Div. and MA were accredited by ATA in 2006. The Master of Theology (ThM) program was introduced in August 2011 to further prepare the Seminary graduates for the changing demand of ministry as Evangelists, Pastors, Missionaries and Teachers at any mission field both at home and abroad. Chil Chil Theological Seminary was changed to Chil Chil Baptist College & Seminary (CCBC&S) in 2012. CCBC&S is committed to train men and women from the entire country and its neighboring countries for worldwide ministry in soul winning, church planting and discipleship. Throughout the Seminary's history it has steadfastly maintained its allegiance to fundamental truth. Both faculty and students of CCBC&S remain unreservedly committed to the evangelization of South Asia

On 2nd of July, 2017, Doctor of Ministry started with 22 students from different parts of India and the neighboring countries. This program aims to impart quality training to Pastors, Missionaries, Evangelists, and Bible Teachers to prepare them to become effective Ministers for God's Kingdom. Well qualified and very experienced visiting professors from both America and Asian countries are engaged to teach this program. Chil Chil Baptist College & Seminary is now upgraded to University and hence changed the name to Chil Chil University on 20th July, 2019 and its Branch was opened on September 13, 2020 at Incheon, South Korea to be known as "Trinity Global University" for Doctor of Philosophy (PhD) program and appointed Dr. John Kim as the Chancellor to look after the South Korean Wing of the university. The university's name changed again in January 2021 by inserting "Global" in the middle. So the name of the university in India will be known as "Chil Chil Global University" whereas it will be called "Trinity Global University" in South Korea.

PART-II: DOCTOR OF MINISTRY DEGREE

PURPOSE

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

The Doctor of Ministry degree is the highest professional degree for those engaged in local church and parachurch ministries, world missions, and similar ministries. The DMin program is offered "in ministry" rather than "in residence," as it assumes students will remain in ministry throughout the program and does not require them to relocate to CHAMS Campus, Kanglatongbi, Manipur, India. It normally requires a minimum of three years of meaningful ministry experience. Each course assumes this ministry experience and endeavors to integrate learning with the student's present context of ministry as well as future goals. One of the most inviting features of the DMin at CCGU is that the curriculum is designed with a high degree of flexibility. Of the 29 hours of coursework required for the degree, plus a 6 hours' dissertation related to the student's ministry.



The 1st & 2nd Batches of DMin students with President trip to Seoul, South Korea on 3rd June, 2019

In conjunction with the university goals the Doctor of Ministry (DMin) studies will sharpen the ministers who are in position of leadership, preaching, and teaching of the Word of God. DMin courses are taught by highly qualified, experienced visiting professors from America and Asian countries and researchers of international excellence who are masters in their chosen fields. The course consists of perfect union of classroom teaching, field learning, and experience oriented projects.

GOALS

The main goals of the DMin program are as follows:

Educational Goals

- Able to evaluate their own personal, spiritual, and professional growth.
- Adept at conducting biblically and theologically integrated professional applied research within their chosen field of study.
- Communicate God's Word effectively through preaching, teaching, writing or other media.

Spiritual Goal

- Demonstrate ability and acceptability for Christian ministry.
- Display maturity and Spirit led leadership quality.
- Manifest a maturing and Spirit-filled character.

Ministry Goals

- Gain competence to build biblical ministries in contemporary contexts.
- Capable to contribute to the practice of ministry for greater local church and parachurch effectiveness.

- Enhance identified ministerial skills such as preaching, teaching, leadership, administration, counseling, spiritual formation etc.
- Train committed servants to reach unreached people, tribes and nations by sending out more evangelists and missionaries and take up worldwide mission.
- Training and molding students with specific mission strategies for world-wide mission.

ADMISSION REQUIREMENTS

The DMin program admits men and women who show evidence that they (1) are born again; (2) are of proven Christian character; and (3) adhere to the following doctrines: the authority and inerrancy of Scripture, the Trinity, the full deity and humanity of Christ, the spiritual lostness of the human race, the substitutionary atonement and bodily resurrection of Christ, salvation by faith alone in Christ, and the physical return of Christ. In addition, the following prerequisites apply to DMin applicants. All applicants must:

1. Hold an accredited Master of Arts (MA), Master of Divinity (MDiv), Master of Theology (ThM) degree, or such an equivalence from recognized college/seminary/university.
2. Must submit Transcripts of all the degrees completed from all the colleges/seminaries attended.
3. Must have commendable pastoral experience, and normally have at least three years of vocational or bi- vocational Christian ministry experience.
4. Must possess academic record that demonstrates superior ability and shows promises of success in doctoral studies.
5. Must adhere to the doctrinal statement of the University.

Applicants may apply with the following documentation: -

- A one-page letter of intent, stating the applicant's reasons for pursuing the DMin and his/her general plan for completing the degree.
- A professional curriculum vitae describing in detail the applicant's ministerial education and experience.
- A letter from an employer confirming a minimum of three years of full-time of bi-vocational ministry experience as an assistant or associate pastor, pastor, evangelist, missionary, or teacher in a Christian educational institution.
- Official transcripts and certificates of all the degrees or courses completed from all the colleges/seminary attended.



**Dr. M.K. Koshilning Maring,
Academic Dean, CCGU**

- Two recommendation letters. One of these must be from a present or former pastor (on church/organization letterhead) and the other from a lay leader. These letters should testify in detail to the applicant's Christian character and ministry giftedness and experience.
- Once the applicant submits the above documentation, the University office will contact him/her to arrange an interview with the Director, Doctoral Program. At the interview, the applicant will be asked questions regarding his Christian testimony, theological and philosophical positions, ministry experience, academic qualifications, and vocational goals. The interview may be conducted in person or via internet or phone.
- Once the interview has been conducted, the applicant's documents will be reviewed by the Doctoral Admission Committee (composed of the Academic Dean, Director and at least two other faculty members). If the committee approves the application, it will be referred to the University Academic Council for a final decision. The Registrar will inform the applicant of the decision regarding his application.

PROGRAM REQUIREMENTS

1. The Academic Dean supervises overall university academic programs. Under his direction, Director, Doctoral Program functions as the academic advisor for DMin students, following the progress of each one to ensure that program requirements are satisfied in a timely manner.
2. The DMin is a professional-development program consisting of thirty-five doctoral-level credits. This includes twenty-nine credits of coursework. Of these, a minimum of seventeen credits must be completed through courses that include a two-week, on-campus module. The remaining credits of coursework may be attained through additional modular courses, online courses, a teaching practicum, and/or an independent study course. The final six DMin credits relate to the dissertation, typically around 40,000 – 50,000 words, including footnotes and appendices but excluding bibliography, approximately 150 to 200 pages.
3. The DMin program is typically completed through two and half years of coursework (approximately four courses per year) and ten months of writing the dissertation. A maximum of five years is allowed for the completion of all degree requirements, including the writing of the dissertation.
4. 1st and the rest of semesters shall be held at CHAMS Main Campus, Kanglatongbi, Manipur, India. But the 3rd Semester shall be held in South Korea for exposure and special program.
5. Registration for summer course must be completed by April 15, and registration for winter course must be completed by September 15.
6. All DMin students are expected to maintain the highest academic standards, consistently achieving a minimum 3.0GPA on a 4.0 scale throughout their program. In addition, all doctoral students must achieve a minimum grade of B- in individual courses. A doctoral student may repeat up to six credit hours of coursework in which he received a grade lower than a B-. The grades for each course attempt will remain on the student's academic record; however, only the grade achieved in the second attempt will count toward the student's GPA. Beyond this limited grade-forgiveness policy, a course grade of C or below will disqualify a student from a doctoral degree from CCGU.
7. All work leading to the DMin degree must be completed in no less than three years and no more than five years from the time of admission.

STUDENT ADVISORY

Students who are accepted into the program will have a meeting with the Director, Doctoral program for the purpose of orientation to the program. The Director will answer questions pertaining to the program and clarify doubts students might have.

A member of the university faculty will be appointed as a student advisor when the student begins dissertation for the purpose of guiding students through the entire duration of the doctoral program. The advisor will guide students in matters like making outline, syllabus and any other matters related to the dissertation. The student is to work in close consultation with the advisor until he/she completes the program.

LENGTH OF PROGRAM

1. The DMin program is typically completed through two and half years of coursework (approximately four courses per year) and ten months of writing the dissertation, requiring 29 credit hours of course work, plus a 6 hours' dissertation related to the student's ministry.
2. All courses are six months in length and include four weeks of residence (two weeks in summer and two weeks in winter) in January and June. During the non-resident months, students are to read and interact with the course materials and then meet for the resident week, after that students complete all the pre-resident's assignments for the course.
3. The DMin program should be completed within three years from the date of admission. This requirement is strictly enforced, so students are to take care to plan their program accordingly.
4. A maximum of five years is allowed for the completion of all degree requirements, including any leaves of absence and writing of the dissertation.
5. Any student who needs a leave of absence must file the appropriate form, which is available at the office of doctoral program. All leaves of absence must be approved by the Director.
6. Reinstatement as a student after the five-year limit period is possible only upon the recommendation of the Director and approved by Doctoral Committee. Reinstated students will be subject to the requirements of the current catalog, guidebook and may be required to comply with additional requirements.



The 1st & 2nd Batches of DMin Students cleaning Friends of All Nations campus on 5th June, 2019 in South Korea

7. The following checkpoints provide a timely schedule for completing requirements within the time limitation and doing so will enable students to meet the requirements before deadlines.
- Students should complete all course work no later than the end of their third year first semester in the program.
 - Students should submit the first two chapters (not counting the introduction) of the dissertation by November 1 of third year in the program.
 - Students should submit the first draft of the dissertation by March 15 of their third year in the program.
 - Students should defend their dissertation by April 15 of their third year in the program.



CCGU DMin students with visiting Prof. Dr. Stephen J Hankins, Associate Dean, Bob Jones University, USA on 19th June, 2019

TRANSFER OF CREDITS

Transfer of credit for the DMin may not exceed 12 credit hours. Doctoral-level credit completed at another accredited institution may be applied toward the DMin degree, if those hours constitute equivalent work. Normally only courses taken after receiving an MA, MDiv, ThM, or equivalent degree can be credited toward the DMin degree. Requests for transfer of credit should be directed to the Director of DMin studies. Plans to take other courses for transfer credit must be approved by the Doctoral Program Committee prior to taking the course.

MONITORING YOUR PROGRESS

The Director, DP supervises the overall affairs of DMin students. In coordination with the Director, the Registrar follows the progress of each student to ensure that program requirements are satisfied in a timely manner. Also, the Registrar assists all of the committees and serves as the communication contact for the student during the completion of the final doctorate project or dissertation.

QUALITY OF WORK

All Doctor of Ministry students are expected to maintain the highest academic standards in their work, achieving at least a 3.0 GPA on a 4.0 scale. No credits earned at the “C” level will apply toward the completion of the requirements of the degree. Any credits earned at the “D” or “F” levels will result in the termination of the student's doctoral studies without recourse or remediation.

RESIDENCY REQUIREMENTS

Two weeks of residency classes in January and June will be held every semester at University Campus, Kanglatongbi, Manipur, India. Reading and research works are required before and after residency classes. This will allow students to earn 6 credit hours per semester. A thorough preparation of students is required for academic research and writing for both the course work and Dissertation.

Prior approval is compulsory for missing a class. Absence from coursework for a calendar year will automatically terminate enrollment in the program. A request is required for re-enrollment and reinstatement is possible upon recommendation of Director.

South Korea Study Tour

The Chil Chil Global University arranges a two-week study-tour to South Korea every year in June. It is a mandatory for all the doctoral students to enroll in the 3rd semester for this special program and earn one semester hours (6 credits) of academic credit: 3 credits for a module and 3 credits for writing a paper on approved topic, and their participation in this tour are subject to the following requirements.

- Students must complete all requirements for the tour participants (e.g., assignments, quizzes, exams, group participation, etc.).
- They must write a formal paper of approximately thirty pages in length on some aspect of Korean Church Life. This paper will be read by one of the CCGU faculty, who will serve as the professor of record.
- The topic for the paper must be approved by the professor of record and the paper must be submitted no later than August 30.
- The student's grade for the course will be based on the grade reported by the tour instructor (30 percent) and the grade on the paper (70 percent).
- The Module course in Korea will follow the same procedure having six months in length, reading and writing assignments before and after a one-week resident class be given and complete all the assignments for the course as per deadline given by the concern professor but no later than September 15.

Holy Land (Israel) Study Tour

Following the completion of the spring semester, the university may organize a three-week study-tour to (Holy land) Israel. DMin students who wish to receive one semester hours (6 credits) of academic credit for their participation in this tour to Israel are subject to the following requirements.

- ❖ Students must complete all requirements for the tour participants (e.g., quizzes, exams, group participation, etc.).
- ❖ They must write a formal paper of approximately thirty pages in length on some aspect of historical geography. This paper will be read by one of the CCGU faculty, who will serve as the professor of record.
- ❖ The topic for the paper must be approved by the professor of record prior to final exam week in the spring semester. The paper must be submitted no later than August 30.
- ❖ Responsibility rests with the DMin student for making all the necessary arrangements with the professor of record prior to the final exam week in the spring semester.
- ❖ The student's grade for the course will be based on the grade reported by the tour instructor (30 percent) and the grade on the paper (70 percent).

THE DOCTOR OF MINISTRY COMPLETION PROCESS

1. Fill out the Application Form available in the website www.chilchil.in or visit the office at the university campus.
2. Admission Interview with Registrar.
3. After acceptance and admittance attend the orientation with the Director.
4. Complete the assigned coursework and attend residency classes.
5. Submit a Dissertation Proposal. Discuss possible project or dissertation topics with Director by the end of second year of coursework. Write and submit a one to two-page proposal presenting a thesis for your project, a statement defending the significance of the topic, and an approach you plan to follow in the development of the thesis statement.
6. Submit your proposal to the Director and upon approval of your proposal, proceed as advised.
7. Write and submit dissertation proposal to the Director. Dissertation proposal must be not less than ten-fifteen pages and guidelines below must be followed in writing the proposal:
 - Introduction — background to the thesis.
 - Need — why your project needs to the thesis.
 - Definition of Terms (if necessary).
 - Purpose of the Topic — exactly what you intend to accomplish through the writing of the project,
 - Delimitations — what you do not intend to discuss in the project that may seem relevant to the topic.



CCGU DMin 1st Batch Graduation held on 26th June, 2020

- Previous Works— the contribution that each major article or book makes to the subject about which you are writing.
- Method of Procedure— how you plan to solve the problem or to cover the topic, including an anticipated chapter-by-chapter breakdown.

8. Write the First Draft of Dissertation

If your project is approved, proceed to work on the project or dissertation. Submit each chapter as you complete it to your Advisor by emailing and copy the mail to the Registrar at registrar@chams77.com. This will allow the Registrar to have access to the progress records of each candidate. This will also allow the office to ensure that the chapters are submitted in time to the concern Advisor and will assist in the efficient handling of each submission. Do not wait until you have several chapters written before submitting them. This will ensure that your work is thoroughly evaluated and enable your Advisor to identify problems before they affect your entire paper. Your Advisor will accept only one chapter at a time; so do not plan to rush chapter at the end of the writing process.

All chapter submissions must be made to the concern Advisor. Your advisor and second reader will read and evaluate each chapter and return it to you through the Registrar or directly. You can expect chapters to be returned in two to three weeks after you submit them. If you do not receive a chapter back within that time frame, you may contact the Registrar. The bibliography is considered a chapter for evaluation purpose and will be the final installment you will submit for evaluation of your first draft. The bibliography is the only “chapter” that can be submitted simultaneously with another chapter. If you have any question regarding the return of chapters, write to registrar@chams77.com.

9. Student advisor will return revised unapproved chapter. Returned chapter will be marked with one of three statuses: “**Approved**,” “**Approved with Corrections**,” or “**Not Approved**.” If your chapter is “approved,” you may proceed directly on to your next chapter. If your chapter is marked “approved with corrections,” you must make the adjustment and revisions indicated by your committee, and submit it at the time of the defense draft and not before. If your chapter is marked “not approved,” you must revise or rework the chapter substantially in accordance with your advisor's directions. You must resubmit the revision of any “not approved” chapters before you proceed to additional chapters. It may be noted that resubmission of at least one or two chapters is normal and does not disqualify the candidate or the dissertation/project.

10. Submit the Defense Draft and Schedule the Defense

Incorporate all of the changes that your advisor and reader have suggested to you while writing the chapters for the First Draft and make any other adjustments to the project that you think would be best. Include your copyright, dedication, and acknowledgments pages at this time (as well as any other front matter such as a list of tables, list of abbreviations, or list of illustrations). **Prepare five copies of your defense draft— submit four copies to the Registrar, one for each of DMin committee members and one for the Academic Dean, and keep one copy for yourself.** Each of these copies should be spiral bound and must be printed at the CHAMS Printing Press. From this point on, ALL printing must be done through the CHAMS Printing Press. After you submit your defense draft to the University office, contact the Director to schedule your oral defense. Your defense will be a minimum of two weeks after the submission of your defense draft.

11. Submit the Form for Copying and Binding

Go to www.chilchil.in or contact the office to obtain a form concerning the number of copies of your project or dissertation you wish to have bound. Submit the completed form with the

copies of your signature page immediately after your defense. You must also email a copy of the form to registrar@chams77.com.

12. Defend Your Dissertation

Dissertation defense are usually held on the second floor of CCGU main building and are usually scheduled twenty to thirty days after the submission of your defense draft. Bring several extra copies of the project or dissertation approval page to be signed by the examining committee in addition to one approval page for each copy of the dissertation that you want made for your personal use.

Approval Pages: Doctoral candidates must bring three original approval pages in addition to one approval page for each copy they plan to have bound for personal use. The approval pages must be printed on thesis paper by the CHAMS Printing Press. Submit these approval pages to the Registrar.

During the defense, you will first give a twenty-minute oral overview of your dissertation. Intermixed with your overview, you may cover topics such as:

- Why did you choose this topic?
- How did you arrive at your thesis?
- What problems did you face in the process?
- Why did you choose your particular methodology?
- How does the evidence prove your thesis?
- What additional, interesting discoveries did you make in the process of your research?

You will then answer questions from the examining committee about your dissertation form and content, chapter by chapter. Dissertation oral defense usually take two to three hours. You will be informed immediately after the defense whether you have passed the defense.

You will also be notified immediately if major revisions in the project or dissertation will be required or if a second defense must be scheduled at a later date once extensive revisions are complete. Your defense Draft will be returned to you with suggestions for further adjustments. From this point on, you will need to check your email daily in order to facilitate communication from your advisor and the university office.

Often, when a candidate corrects a formatting error in one part of the document, other issues arise in another part of the document, particularly in a document that has been heavily revised. When you receive a list of corrections from the Registrar's Office (via email), it is imperative that you immediately make the corrections, proofread using guidelines, make any other needed corrections, and resubmit the PDF to the CHAMS Printing Press (again, be sure to note on the online order form that the document is a Registrar's Office Draft of a dissertation). The Registrar's Office will receive the printed copy for checking, and again contact you if there are any needed adjustments. This process will continue until the checker is satisfied with the document. When corrections have been completed, the Registrar's Office will contact you to inform that your document has been approved and is now the Registrar's Draft.

Timetable: The first copy of the Registrar's Office Draft is due two weeks after a successful defense. From the time of the first submission of the Registrar's Office Draft, the candidate has two weeks to finalize all corrections. Since sometimes it is necessary to go through multiple stages of corrections with the Registrar's Office draft, it is important that the candidate check

his email often, immediately make any needed adjustments, and resubmit his PDF to the CHAMS Printing Press. Otherwise, he risks not making the two-week process deadline.

13. **Receive Acknowledgement of the Registrar's Draft**
When the checker is satisfied with your document, that file (already submitted to the CHAMS Printing Press) becomes the Registrar's Draft. The Registrar's Office will inform the CHAMS Printing Press that this most recent file is the approved version. The CHAMS Printing Press will print the number of copies you have already specified in the Procedure for Photocopying and Binding Graduate Papers form. The copies will be delivered to the university office for insertion of signature pages.

All approval pages must be original and bear original signatures. All projects and dissertation for the university are to be duplicated by the CHAMS Printing Press on thesis paper. University copies include two for the Library. You may request

additional copies to be duplicated for binding on either thesis or plain paper. The student will bear the cost of all duplication and binding. The duplication and binding will be billed to the student's account. Inquiry may be made at CHAMS Printing Press for current pricing. Once approved for duplication, the university office will oversee the duplication process, binding, and distribution of final copies. All prices are subject to change without prior notification since in most cases price changes will be minor. After the checker's approval, if you have any pages to be printed in color, you must immediately notify the CHAMS Printing Press of pages to be done in color. Request must be made by the page number appearing on the page and by the PDF count of pages.



Dr. K. Hibou Khumba
Registrar, CCGU

PART-III: GENERAL ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

Registration for all sessions is done completely online. The registration deadlines are **April 15 for the Summer term and September 15 for the Winter term**. Online registration must be done and tuition payment received in the office by April 15 for the Summer term and September 15 for the Winter term. If early registration has been done, but no payment has been received by the deadline, the student will be charged a late fee. After April 15 or September 15, respectively, the student may register online until the 30th day of the month but a late fee will be charged. After the 30th day of the month, registration will no longer be available online.

The student must contact the Doctoral Studies office in order to register, and the late registration fee must be paid at that time. Registration is closed once the pre-resident period of a course has begun (April 16 or September 16).

WITHDRAWALS

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

LEAVE OF ABSENCE

Any DMin student who needs a leave of absence (LOA) must make this request by email to the office registrar@chams77.com. This email must include the following information: (1) an explanation of the circumstances necessitating the request, (2) a request for the start and end dates of the LOA, and (3) the student's name and ID number. All LOAs must be approved by the Doctoral Program Committee. An LOA does not stop the clock on the five-year program limit. Normally, an LOA is for a maximum of one year. A student who experiences extenuating circumstances may request a special extension beyond the one year LOA from the concerned Committee through the Director.

COURSE EXTENSIONS

All courses should be completed within the Summer or Winter term in which they are taken. Requests for course extensions must be made to the Registrar's office before the end of the DMin Summer or Winter term. Course extensions begin the last day of the course (September 15 for Summer courses and April 15 for Winter courses). Course extensions should be requested only in extenuating circumstances. The following procedures apply.

1. The request is sent directly to the course instructor. The instructor will then forward the request, if approved, to the Director. The Director will forward it to the Registrar's office, if approved. This email must include the following information:
 - (a) an explanation of the circumstances necessitating the request
 - (b) a brief synopsis of the incomplete work
 - (c) a request for a specific date of completion
 - (d) the student's ID number and
 - (e) the course name and number.
2. Short-term extensions should be less than 30 days. Long-term extensions are normally granted only for independent study courses and then for no more than a six-month period. Long term extensions require the concerned Committee approval. An extension beyond thirty days requires an additional request and approval of the Doctoral Program Committee. A \$20 = Rs.1,500/- fee is charged for each course extension.
3. Payment of a course extension fee is payable through the given bank.

Name of Account Holder	:	Chil Chil Baptist College and Seminary
Bank Account No	:	50200024852457
IFSC Code No.	:	HDFC0001999
4. After the concerned department and Registrar's office have approved a decision concerning the extension request, an email will be sent to the student by the Registrar's office.
5. Extended work must arrive before or on the extension deadline (the last day of the term) and be sent directly to the professor. The professor will complete a Grade Change Form to change the student's grade from "I" (incomplete) to a letter grade. Questions regarding this extension procedure should be directed to the Registrar's office.

PROGRAM EXTENSIONS

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

GRADING

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

GRADE CHANGES

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

ACADEMIC DISHONESTY

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



Graduates at the 22nd convocation held on 25th May, 2018

PLAGIARISM

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

CHEATING

Cheating involves dishonest or deceptive attempts to gain credit for academic work through the use of notes, aids, or the help of other students in ways other than as expressly permitted by the instructor. Where it is determined that there is clear evidence of cheating, the assignment or exam in



CCGU Graduation Day held on 26th June, 2020

which the cheating occurred will receive a grade of zero. Each case will be reported to the Director. Depending on the circumstances, the student may be subject to additional disciplinary action.

STUDENT EXAM POLICY

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

LIBRARY USAGE

The library allows registered users in good standing to borrow materials. However, some materials, such as reference books and periodicals, are non-circulating and never leave the building. Borrowed material must be properly recorded against the borrower's account before materials can be removed from the building. All borrowed items must be returned to the circulation desk on or before the due date. Books should be returned directly to the circulation staff for immediate discharge to avoid overdue fines. Borrowers with overdue materials are subject to fines. Long overdue materials will be declared lost and an invoice of charges will be sent to the borrower.

CONFLICT RESOLUTION

At any time during the dissertation process up to the submission of the dissertation to the DMin Studies office, students may request that their supervisor convene a meeting of the dissertation committee to discuss aspects of the work. The supervisor will decide whether such a meeting should be called.

If students are dissatisfied with the direction of the dissertation process, they may request a meeting with the Director to reconcile the problem by choosing a different dissertation topic, selecting a different supervisor, or reconstituting the dissertation committee. The Director will seek to resolve the problem in the best interests of both the student and the institution. At the discretion of the Director or the student, the matter may be appealed for a hearing by the Doctoral Program Committee, whose decision will be final. Any change of topic, title, supervisor, or committee must be approved by the Doctoral Program Committee.

GRADE REPORTS

Students receive a grade report from the Registrar's office after each semester. Individual professors may also notify students of their course grades at the end of each semester.

DISPUTE OF GRADE

If a student thinks that the final semester grade in a given course is not equitable, he or she should discuss the matter with the professor of the course. If not satisfied, the student may then file a written appeal with the Director, DP, who will confer with the professor involved and seek a satisfactory resolution to the problem. If the problem cannot be resolved in this manner, the Director will present the matter to the Doctoral Program Committee for a decision. If the student is dissatisfied with this decision, he or she may appeal to the President or Chancellor, whose decision will be final.

No grade will be changed after one year has elapsed from the end of the semester in which the grade was recorded.

INDEPENDENT STUDY COURSES

An independent study course may be taken in original research in a particular department under the guidance of a professor. A student may not receive credit for more than two semester hours of independent study without departmental recommendation and approval of the Doctoral Program Committee.

Procedure

Registration for independent study courses must be completed before the beginning of the semester. Students must return the "Independent Study Approval Form" to the Registrar's office, with the signed approval of the supervising professor before registration closes.

A course cannot be taken by independent study during the same year that it is offered as a regular course in a fall or spring semester

General Requirements

The following general requirements normally apply to independent study courses at the doctoral level.

- For two hours of credit students must complete approximately 160 hours of research, including preparation of a research project.
- For three hours of credit students must complete approximately 240 hours of research, including preparation of a research project.
- For four hours of credit students must complete approximately 320 hours of research, including preparation of a research project.
- Normally a paper of suitable substance, style, and length for submission to a professional, peer-reviewed journal is required. The stipulated hours are the cumulative total for research time and writing process.

Completion Requirement

The completion of independent study courses must conform to the rules stated above under "Incomplete Courses." Exceptions to this requirement will be made only for extenuating circumstances and must have the approval of the supervising professor and the Doctoral Program Committee.

THE APPLIED RESEARCH PROJECT

Doctor of Ministry studies culminate in the completion of an applied research project. A report of the student's project is submitted as a dissertation. Note that the designation “**Applied Research Project**” refers to the entire project as described in the four common models on the following pages. The term “**dissertation**” refers to the actual written document.

The student's applied research project and dissertation will be evaluated by two faculty members: the first reader, who also serves as the advisor, and the second reader. The Director of Doctoral Program, in consultation with the student and the Doctoral Program Committee, assigns the first reader based on the student's topic and input. The concern student may contact the second reader of his/her own choice but Doctoral Program Committee must approve the candidate. The first reader assumes responsibility to direct the entire project and serves as the “**point person**” with whom the student will have regular contact during the course of the project.

SOME DEFINITIONS

- Applied—the project takes place in and relates to a real Christian ministry context;
- Research— within the context of the specific topic, the student will demonstrate how to minister better as a result of professional, doctoral-level investigation according to recognized standards of inquiry;
- Project—a research undertaking that conducts and/or evaluates Christian ministry;
- Dissertation—a written document that describes the applied research project from its biblical-theological and theoretical roots to its results for effective Christian ministry and implications for further study.



Liangmai Cultural Dance at Silver Jubilee Celebration on 24th Sept, 2018

PURPOSES OF THE APPLIED RESEARCH PROJECT

The Applied Research Project has the following purposes:

1. To develop professional skills for ministry.
2. Ability to do field research on a professional doctorate level.
3. Able to contribute towards learning and understanding of areas in ministry.
4. To implement reflective praxis and immediately apply what is learnt in the student's current context.
5. To improve the student's self-directed learning skills.
6. Gain greater understanding of how ministry is accomplished.
7. To contribute knowledge about ministry to the larger ministerial community.

CRITERIA FOR AN ACCEPTABLE APPLIED RESEARCH PROJECT

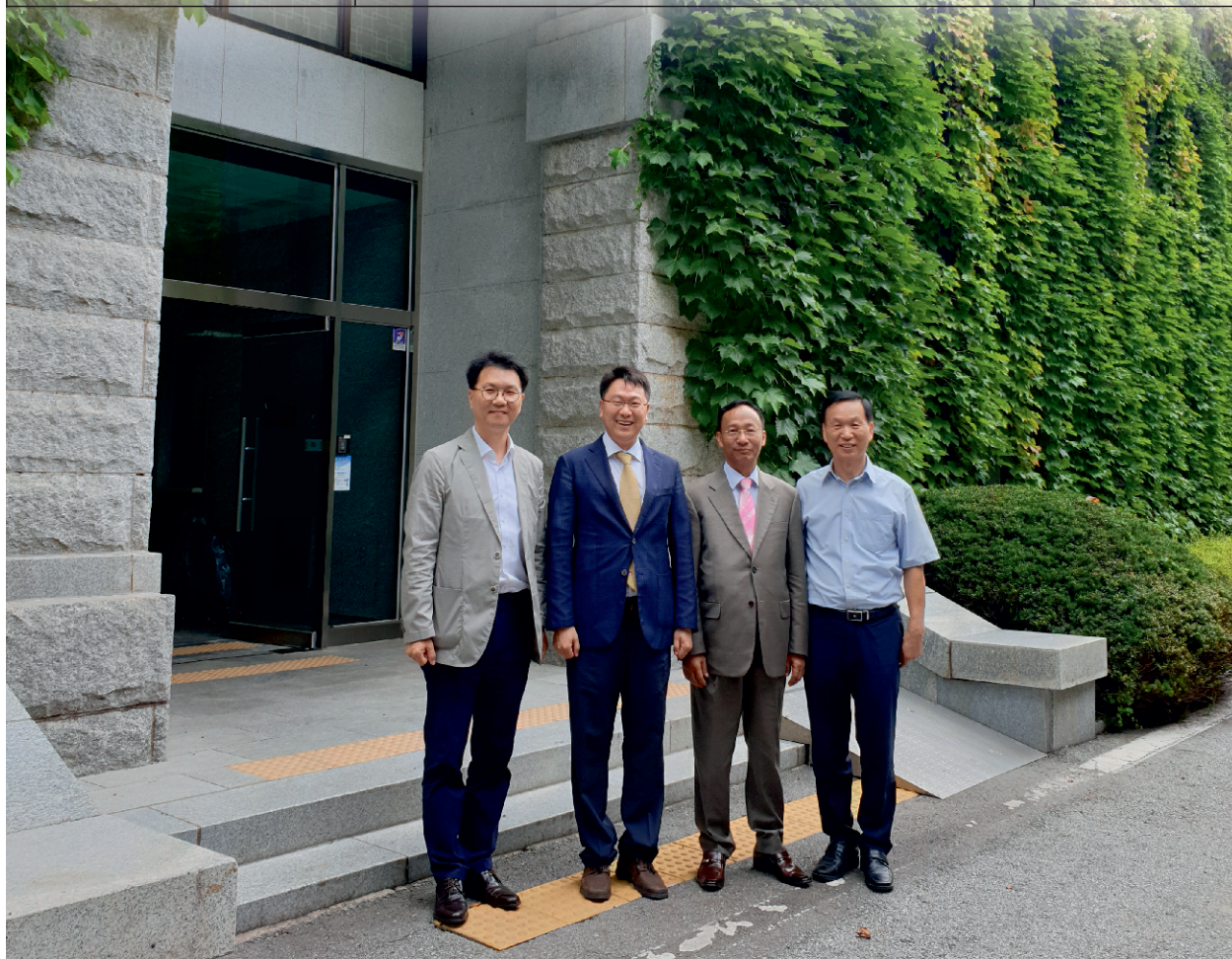
The criteria for an acceptable applied research project are as follows:

1. It must clearly relate to the student's current ministry (a front-burner issue or need) or ministry interests.
2. It must reflect the candidate's depth of biblical and theological insight in relation to ministry. This means that the student must evaluate all levels of the research project within the context of his or her biblical and theological values and the truth of Scripture. It must employ and be guided by acceptable research method(s) with which the student has sufficient competence in order to attain adequate validity.

APPLIED RESEARCH PROJECT TIMELINE

Item to Submit	Deadline Information	Example
		May 2022 Graduation
Enrollment in DS 101 (Some cohorts include research instruction)	Summer or Winter, at least one and a half to two years prior to anticipated graduation but as early as the topic is known	WI-2021
Topic Approval Form (TAF) to the Registrar's office	March 15 for May graduation no sooner than one year prior to anticipated graduation	Mar. 15, 2021
Register for DS102 The Applied Research Project	Normally, students are advised to register for DS102 (SU April 15). The Applied Research Project no sooner than one year before the students anticipated graduation date.	SU-2021
Research Proposal to Registrar's office	June 1 for May graduation.	Jun. 1, 2021

First draft of the first two chapters to the Registrar's office	November 1 for May graduation. Student should submit after the approval by Advisor and Reader.	Nov. 1, 2021
First draft of all chapters to the Registrar's office	March 15 for May graduation. Student should submit after the approval by Advisor and Reader.	Mar. 15, 2021
Oral Defense	April 15 for May graduation.	Apr. 15, 2022
Two final printed copies with all corrections made to the Registrar's office	May 15 for May graduation. Failing to do necessary correction shall result in postponing the graduation.	May 15, 2022
	Commencement Ceremony in the last week of May	May 2021



President having Campus Tour with Hoseo University's President on August 30, 2019

3. It must be focused sufficiently to allow a concentration of effort and avoid attempts to cover so much ground that the results are superficial.
4. It must give evidence of careful planning and execution.
5. It must incorporate an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.

6. It must be submitted in the form of a dissertation, written in clear, correct English applying the format given in this handbook, avoiding controversial or exaggerated claims.
7. It must be written with careful attention to the correct use of source material, documentation, and research standards.

PROOF READING DIRECTIVE FOR THOSE STUDENTS WHO DO NOT SPEAK ENGLISH AS A FIRST LANGUAGE

Your work needs to be proofread by a person who speaks English as a first language or specialized in English literature. If you do not have someone to do this, that service can be provided for on minimum payment. Contact the office at registrar@chams77.com to arrange for a proofreader. Professors, advisors, and second reader cannot be proofreader. If your work comes to us with typographical and grammatical errors, it will be returned to you for careful proofreading. Therefore, all your work must be proofread before you submit it. Your written work needs to be submitted as free of errors as possible. Include proofreading time into the completion of your papers and dissertation..

APPLIED RESEARCH PROJECT DEVELOPMENT PROCESS

The Research Problem: What Issue will be Addressed by the Research?

The applied research project begins with a clearly defined research problem. By “problem” we do not necessarily mean something wrong that needs to be fixed. A research problem provides the rationale for the applied research project. Some refer to the research problem as a “problem statement” or “purpose statement.” A research problem may be:

- a ministry that needs to be developed (why it needs to be developed is actually the problem);
- a descriptive and evaluative study of what and why various ministries have succeeded or failed in selected contexts;
- a particular ministry skill, philosophy, or issue that needs improvement, development, or resolution; or
- a reason for a descriptive and evaluative study of an existing ministry.

NOTE: Sample research problem statements appear on the following pages.

THE RESEARCH QUESTION

The research question states in abstract form what will direct the study or what the researcher wishes to know, learn, explain, or clarify as a result of the project.

THE HYPOTHESIS

A research hypothesis is simply an educated guess as to what results the researcher expects. In quantitative research, the hypothesis will indicate the expected degree of relationship among variable factors or the expected degree of difference between groups on a particular factor.

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

FOUR COMMON MODELS

One of the following four models for an applied research project may be used. These are not only models for applied research. Other options should be discussed with the Director, DP.

1. Descriptive surveys of a ministry situation

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



DMin 2nd Batch students with visiting Prof. Dr. David Bennett, International Director, Silent Word Ministries International on Jan. 14, 2019

2. Program development and evaluation

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

EXAMPLES: THE LOGIC OF DMIN RESEARCH

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

EXAMPLE 2			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/ PROPOSITIONS	METHOD/ PROJECT
The issue to be addressed in this research is to examine the difficulties that evangelical church leaders encounter or experience	What is the relationship between issues of adiaphora, as experienced by evangelical church leaders, and church unity?	1. Evangelical pastors and church leaders struggle distinguishing issues of adiaphora or cardinal doctrines of the faith; which moves the church further from unity. 2. Compared to other causes of disunity, within evangelical churches, adiaphoristic issues cause tension at a greater frequency than other divisive issues.	Descriptive survey and focus group.

EXAMPLE 3			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/ PROPOSITIONS	METHOD/ PROJECT
This project evaluates the cognitive, affective and behavioral benefits of experiential learning techniques used in marital enrichment programs.	Do experiential learning techniques enhance the cognitive, affective, and behavioral learning aspects of marital enrichment programs?	Experiential learning techniques create heightened emotional and behavioral connectivity to the cognitive aspects of marital enrichment that yields higher levels of sustained marital satisfaction and behavioral transformation.	Descriptive survey and focus group.

EXAMPLE 4			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/ PROPOSITIONS	METHOD/ PROJECT
The problem of this study is to evaluate whether the manual, "The Practice of Spiritual Disciplines" is effective in nurturing spiritual disciplines among selected lay leaders.	Does the manual, "The Practice of Spiritual Disciplines" help selected lay leaders to nurture spiritual disciplines?	Habits of practicing spiritual disciplines in daily life will be significantly increased for selected lay leaders after application of exercises in the manual as compared to that before this application.	P r o g r a m Development and Evaluation using a pre- and post-test survey, with a third administration of the survey one month after the post-test survey.

EXAMPLE 5			
RESEARCH PROBLEM STATEMENT	RESEARCH QUESTION	HYPOTHESES/ PROPOSITIONS	METHOD/ PROJECT
The issue of this research is to determine the starting point of a preacher's sermon as either being the text or the audience.	What is the starting point in sermon preparation used by selected preachers as either the text or the audience?	The preacher's sermons have traditionally begun with the text that they have sought to apply to their audience, but contemporary preachers are starting with their audiences' needs first and then finding texts that apply to their congregants. There is a relationship between what the preacher sees as his primary role (either being a shepherd or an expositor) and where he begins his sermon preparation (with the audience or the biblical text).	I n - d e p t h interviews with selected preachers to determine their starting point when it comes to preparing sermons.

3. Case studies of ongoing ministry situations.

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

HOW TO GET STARTED PROCEDURE AND DEADLINES

Students normally begin their applied research project before they finish their course work. Students should give thought to possible topics for the project early in their DMin program. Students will receive instruction concerning how to conduct the project and to prepare the dissertation in DS102 Applied Research Project Development, one of the required DMin courses.

Students should enroll in DS102 in the Summer term that is one and a half years prior to their anticipated May graduation. For example, a student wishing to graduate in May of 2022 should enroll in DS102 in the winter of 2020 or before.

THE PROJECT TOPIC

To have the project topic approved, the student should submit a DMin applied research project topic approval form. Email the completed form to the Registrar's office, **to arrive no later than March 15** of the year preceding graduation. See all deadline dates for May graduation in the chart on page 16.

The form will be sent to the Doctoral Program Committee for approval. If approved, the Director, DP in consultation with the student and the Doctoral Program Committee, will appoint an advisor (first reader) and concern student will be asked to contact a second reader to the project.

The applied research project topic approval form must be submitted by March 15 of the year preceding graduation. For example, the student who wishes to graduate in May 2022 should submit the form no later than March 15, 2021. Failure to secure approval may result in the postponement of graduation.

By June 1, the student must submit to the Director, DP and copy the mail to the Registrar a proposal that defines **the project and outlines the dissertation**. The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are: (1) definition of the problem or issue; (2) research questions or hypotheses; (3) data sources and methods for collection; (4) analytical procedures; (5) probable conclusions and recommendations for further study; and (6) a preliminary bibliography.



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

TOPIC APPROVAL FORM

The Topic Approval Form (TAF) communicates to the Doctoral Program Committee the student's initial conceptual intent for the applied research project. The topic approval form is essentially a “**learning contract**” that specifies a brief summary of the project and its significance, a very early and foundational bibliography, and the appropriateness of this project for the student and his or her ministry context.

If the student and Director have discussed a potential advisor and second reader, the advisor should guide the student in the completion of the approval form. The advisor must be a professor at CCGU. The second reader is not required to be a CCGU professor, but he or she must have an earned doctorate and some familiarity with the topic of study.

Students must follow these steps for their Topic Approval:

1. Students prepare their TAF in DS102. The Applied Research Project Development Seminar. (The questions on the form are self-explanatory and should be answered briefly but with clarity.)
2. The final draft of the TAF is informally presented to an advisor and second reader.
3. The student sends the TAF to the Director for a preliminary review.
4. Once the TAF has been approved by a Director, it is presented to the Doctoral Program Committee (DPC)
5. The DPC will review and send back recommendations for changes as needed. (Students will need to update as needed until approved.) Once the DPC has a majority vote on the TAF, the student will be able to move forward.

A Sample Topic Approval Form can be found in the Guide to Doctoral Studies, page 35.

HOW TO WRITE THE DMIN APPLIED RESEARCH PROJECT PROPOSAL

Purpose

The purpose of the project proposal is to provide a blueprint for the student's applied research project and dissertation. The blueprint needs to be precise enough so that another researcher could follow and work through your plan, but not so precise that it becomes redundant or verbose.

DESCRIPTION AND PROCEDURE

The Project Proposal

By June 1 of the year before graduation the student must submit a proposal that defines the project and outlines the dissertation to his/her advisor and second reader. Once it is revised and in final form, the student must send it to the Doctoral Program office via email for filing. The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are (1) definition of the problem or issue, (2) research question, (3) hypothesis or hypotheses, (4) data sources and methods for collection, (5) analytical procedures, (6) probable conclusions and recommendations for further study, and (7) a preliminary bibliography. Typically the proposal should be, but not exceed thirty double-spaced pages. The student must obtain approval of the project proposal before proceeding to write the first two chapters of the first draft of the dissertation.

The first two chapters are due November 1 and all the chapters of the first draft are due March 15.

More specifically:

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

NOTE: The proposed length of each section below is only a suggestion, not a requirement.

INTRODUCTION (1ST CHAPTER)

Provide the rationale for the project, why you are interested in it, and how it fits your ministry. Give a precisely-worded problem statement and research question, and the “big picture” of the project. How will this project help others to do ministry better? Who could benefit from this besides you?

What is the research problem, the research question, and the hypothesis or hypotheses? This is the most general section of the proposal (1–2 pages).

TEST: Do the readers of this proposal have “the big picture” of why you want to do this project and what you’re going to do?

P R E V I O U S R E S E A R C H A N D L I T E R A T U R E R E V I E W (2 N D C H A P T E R)

Preview the literature review in broad categories. By the time you write the proposal, you will have done much of the work on the literature review, so you should at least

be able to talk about the broad categories of your literature review and why this literature is relevant for your project. The previous research and literature review should be structured around your hypothesis or hypotheses. Provide at least one paragraph describing how your project will build on or extend this line of research (10–15 pages).

TEST: Is there a clarity on what line of study or research will serve as a foundation for your study?

PROCEDURE AND RESEARCH METHOD (3RD CHAPTER)

The discussion of research method in the introduction is a very brief statement that merely summarizes the research method in a general way. The research method in chapter three provides detail about the procedures, instruments, and processes used in collecting the data. Explain how you’re going to conduct this project (with whom, when, etc.), and how you’re going to evaluate it. Be specific with the research design, including hypothesis, implementation and evaluation, program evaluation, case study, etc. If you have developed an instrument for evaluation such as a questionnaire, survey, or interview, note that the instrument appears in the appendix of the proposal.



CHAMS Dev. Task Force Farewell Party on 3rd September, 2020

Also describe the feasibility of this study. That is, can you do it in the allotted time? Are the subjects for study available to you? This section of the proposal is probably the most specific and requires precise thinking and wording (2–5 pages).

TEST: Could another researcher, who has read the literature, conduct this study according to your research design?

ANTICIPATED RESULTS (4TH CHAPTER)

Based on the hypothesis(es) of the previous section, what do you expect to find as answers to your research question? Granted, you can make only an educated guess at this point, but be sure that it's educated (1 page).

TEST: Can the readers of this proposal easily discern what you expect to find?

CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY (5TH CHAPTER)

This is probably the most difficult section of the proposal to write because you have not yet conducted the research and therefore you do not yet know what conclusions, questions, or further studies the project will generate. Simply preview the fact that the dissertation's final chapter will draw conclusions from the results, make generalizations for broader ministry, and discuss implications for further inquiry (1 page).

TEST: Can the readers of this proposal easily discern how the study will add to the body of literature for ministry and improve how to do ministry?

IMPORTANT GUIDELINES FOR WRITING THE PROPOSAL

1. This is a piece of academic writing, not a sermon manuscript, and not an undergraduate essay. Therefore, the student should adhere to the following:
 - a. Write in an academic style, demonstrating the ability to write a formal dissertation.
 - b. Employ the Turabian style for documentation, format, etc. The student may use Zotero or another bibliographic database.
 - c. Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature in order to avoid comments, “Says whom?” by the reader in the margins.
 - d. Anticipate some revision. Most proposals are approved on the second or third submission.
 - e. Be succinct. If it can be said in a paragraph, don't use a full page. If it can be said in a sentence, don't use a full paragraph.
 - f. Do not be subtle; say it explicitly so the readers can discern exactly what you plan to do.
 - g. Realize that a significant percentage of the work on your project will be completed when you submit your proposal.

Much of the literature review and the crafting of the research design (the grunt work), including initial development of an instrument, will be completed when you write the proposal. So develop your proposal with care. When the proposal is approved, your readers are telling you, “Work the plan according to the way you've proposed it, and we'll likely



CCGU Choir presenting a special no at CCCC Inauguration Ceremony on 25th July, 2018

approve your dissertation.” An approved proposal is like a contract. That's why you must give sufficient evidence that you have done sufficient work to submit the proposal.

2. If you are stuck, contact your advisor (first choice) or the Director (second choice). Don't let time get away from you while you're wondering, “What do I do now?” If you don't hear back in two or three weeks, contact the Doctoral Program office to check on your readers.

LITERATURE REVIEW DIRECTIONS FOR APPLIED RESEARCH PROJECTS

What is a Literature Review? (Definition)

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

- (1) What research or written works are currently available?
- (2) How is the proposed project relevant or suitable?

A literature review is a critical analysis of the existing literature on proposed research hypotheses. A literature review will aid in the process of clarifying and framing research questions as the student finds out what has been done (and not done) prior to the research. A literature review will help reveal the suitability, advantages, and disadvantages of the particular research methodologies considered to research a particular topic. In many ways, therefore, a literature review is an important exercise during a research project.

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

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

1. Learn and document what prior research says about the subject. Carefully evaluate conclusions stated in relevant research in the evaluation of your hypothesis or hypotheses.

2. Learn and document what requires more research and articulate how your project will fill some of that gap. In so doing, you should identify the strengths and limitations of your own research project.

HOW DOES ONE CONDUCT A LITERATURE REVIEW? (PROCEDURE)

1. Locate the relevant literature through library, database, index, and Internet searching. Build the initial bibliography. Skim the more recent works because they will lead you to earlier works. Because you can't read everything, focus on your hypothesis or hypotheses.
2. Identify four to five recent sources of the highest quality and begin reading them. Focus on your hypothesis or hypotheses.
3. Make notes on materials read by writing a paragraph to half-page abstract on a book or one paragraph on an article. The summary should include (1) the author's thesis, (2) the project's research question(s), (3) the research method employed, (4) the chief findings (two or three) of the research, (5) key terms or concepts with definitions, and (6) key questions that emerge from this source.

NOTE: Not every source will be a piece of “scholarly” research with these clear divisions. More popular sources may be included, but the nature of such sources should be noted.

- a. This initial bibliography is a preparation tool for retaining a summary of material read. It will not be submitted as part of your literature review. Essentially, it will serve as your study notes.
 - b. Begin reading the items that you have located (books, articles, other media), starting with the most recent works. Remember to focus on your hypothesis or hypotheses.
4. Group the sources under common themes where it is clear that there is a connection. Write your findings in paragraph form (as a chapter) moving from one group to another, starting with the most recent findings in each group. Begin with an introductory paragraph that will preview the structure of the chapter that you are about to write. Compare and contrast sources and their contributions. Criticize the contribution of each work. Work from an integrated perspective within the groups.

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

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

Topic headings for the literature review chapter are:

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

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



5. Write a summary or conclusion for the literature review. It should include at least one full paragraph that summarizes what we know as a result of this literature review and at least one paragraph on what we don't know and what other studies need to be done. A paragraph must contain at least 3 sentences. The final conclusion of the chapter should be a short paragraph describing how the present study will build upon this literature review and add to the “what we know” section. Appropriate subheadings for this one-page summary are as follows:
 - Conclusions from the Research
 - Additional Research Needs
 - The Appropriateness of the Current Project.

6. After the literature review is written, use the following checklist (Birley & Moreland, 1998):
 - Has the emphasis been on the most important and relevant authors and works?
 - Are the sources up-to-date?
 - Have you documented the sources properly leaving no dangling claims?
 - Is the review critical of authors and their work, where appropriate?
 - Does the literature review focus on the research concerns and questions without deviating from them?
 - Does the chapter argue and read well?
 - Could you summarize, in a five-minute lecture, the findings of your literature review?

RESEARCH INSTRUMENTS

Developing A Survey From The Literature Review

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

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

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

2. Each time this issue surfaces in the literature, the student should write the appropriate questions (or statements) concerning it. This should be done no matter how many times the concept surfaces. Computer macros might be constructed so that often repeated questions could be inserted with a keystroke.
3. Read until you start hearing echoes. In other words, when you find yourself reading the same ideas repeatedly, you may have gained an appropriate level of subject mastery.
4. At that point a simple tabulation of the questions should show you the principles that dominate the literature. This should give you a rough draft of your questionnaire. Your next step would be the validation and field testing of the instrument as discussed in the document under that heading.
5. It is important that the student be aware of the major divisions of the subject matter. In reporting the results, these major divisions will allow a broad-stroke summary of results rather than simple line-item tabulation.



Dr. David T. Wijunamai conferring a degree to a graduate on 24th May, 2019

RESEARCH INTERVIEWS

Purpose

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

Procedures

1. The key to any good interview is to develop good questions that measure or evaluate what you really want to know and thus help to answer the research question.
2. Schedule convenient appointments with those that you would like to interview. Also schedule 15–30 minutes after each interview so that you can be alone to process responses.
3. As you meet with them, establish good rapport through friendliness, genuineness, etc.
4. Recording the interview assists the note-taking process and guarantees the documentation of valuable insights that will come up during the interview. However, prior approval from the interviewee will be necessary. Be aware that recording sensitive issues can inhibit the respondent's answers.
5. Always take copious notes. Don't depend completely on the recording.
6. Immediately after the interview, find a quiet place: the car, outside, etc. From the recording, add to your notes for a complete record of the interview. Be sure to note exact quotes.
7. Place the transcribed documents into a database or word processor that can search for key words. This will allow you to tabulate the responses and “hear” repetition.

8. Carefully read the transcripts of the interviews to discern who said what about what. Are there differing opinions? Why? Why not? Has sufficient evaluation been supplied? What are the “raw results” of the interviews? What conclusions can the researcher draw from the results?
9. Record the date, place, and time of the interview for footnoting dates.

USING FOCUS GROUPS FOR RESEARCH

Purpose

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

Definition

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

Example

Let's say that the researchable question is: “When your church built its building, how did you maintain the attendance and momentum of the ministry?” There are no rigid criteria for qualifications for such a question. Probably a cross section of people would be valuable, such as a pastor, an elder, several members-at-large, or a chairperson of the building committee.

Directions

1. Participants, including the researcher, will sit in a circle, if possible. The researcher will have a pad of paper on which to record responses. An audio recording device of some kind should also be used where possible.
2. When all members of the focus group are present, the researcher (interviewer) will give the following instructions:
 - a. I will ask you a few questions. The answers to these questions come from your perceptions or opinions. There are no right or wrong answers. I will write your answers in my notes so that I can remember them. The session will be recorded, but you will not be identified by name in the transcriptions. You will not be identified with your answer. Be sure to use open-ended questions that will generate discussion and comments rather than yes/no questions that will stifle comments. If you have used a research questionnaire for individual interviews previously, the same questionnaire may be used for the focus group session.
 - b. Please answer candidly unless your answer might hurt another member of the group.
 - c. After reading each question, I will call on one of you to respond first. When that person has finished responding, in no particular order, others may chime in. However, only one person speaks at a time.
 - d. Please speak loudly enough for all members of the group to hear you.
3. When the session is complete, use a word-processing program to transcribe the recording and your notes into a list of responses to the questions you asked. If answers repeat, type them again.

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

ORAL DEFENSE

When the advisor and second reader are satisfied with the submitted dissertation rough draft, the student will request that an oral defense be scheduled. Normally both readers and the Director along with two faculty members will conduct the oral defense. The purpose of the oral defense is to give the student an opportunity to articulate orally a defense of the project and dissertation and to gain feedback from the student on the value of DMin studies. The defense will include:

- (1) a summary of the project, including a statement of the purpose of the project.
- (2) a summary of the research design.
- (3) a summary of the results.
- (4) a discussion of implications from the project for further study.

The oral defense will not be limited to the project and dissertation. The student will be asked to evaluate the usefulness of the DMin program for his or her personal development and ministry. The student will be asked to outline a personal program for lifelong learning.

FINAL DRAFT

The final draft of the applied research project, which should include any changes required by the advisor or second reader, must be submitted to the Director and carbon copy to the Registrar's office electronically via email by the student on or before April 30 for a May graduation. If further corrections to the final draft are required, it will be returned to the student. Two hard copies of the final dissertation with all corrections to the final draft will then need to be submitted to the office of the Doctoral Program by May 15 for a May graduation. If you mail your final applied research project, please allow adequate time for delivery. Specific instructions for the submission of these



**Chilchilians levelling the playground
on CHAMS Social Work Day 14th August, 2020**

copies can be found on the Dissertation Check List Guide chart. An email with final draft instructions will also be sent to the student once the first draft has been submitted electronically to the office of the Doctoral Program.

SUBMISSION REQUIREMENTS FOR FINAL COPY

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

DISSERTATION WORKFLOW GUIDELINES FOR STUDENT, STAFF AND FACULTY PARTICIPANTS

This section outlines the Applied Research Project (also known as the DMin Dissertation Workflow) related to the approval of:

- (1) The Research Topic
- (2) Registration for DS102
- (3) The Research Proposal
- (4) Chapters 1 and 2
- (5) The First Draft,
- (6) The Final Draft.

Please note that ALL reviewing participants—Department Chair, Doctoral Program Committee, advisor and second reader—have two weeks within which each one of them must complete his or her review as outlined in this section. If there is no response by the end of this time period, the student **MUST** send an email to the unresponsive individual and copy the email to Director asking when his or her response may be expected. If a response is not received within 48 hours, the student **MUST** promptly notify the Director. It is important that the student have the email address and phone number of the DP office, advisor and second reader to insure ongoing communication toward the successful completion of the DMin Applied Research Project.

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

1. The student submits his or her TAF by email to the Director and copy the email to Registrar. It is due on March 15 (at the end of DS102).
2. The Director will bring the TAF to the Doctoral Program Committee (DPC) and works with the student to suggest an advisor and second reader for approval by the DPC. The DPC will grant final approval on the appointment of an advisor and second reader during the review of the student's TAF. The DPC must approve any changes to the advisor and second reader.
3. If the DPC does not approve the student's TAF, then the Registrar's office informs the student and asks the student to make the required changes and resubmit it to the DPC until approval is achieved.
4. Once the DPC approves the research topic, the student moves to the proposal stage. Expect a minimum of four weeks, for DPC review. If there is no approval received within four weeks, the student should contact the Registrar office to find out the status of his or her TAF approval.

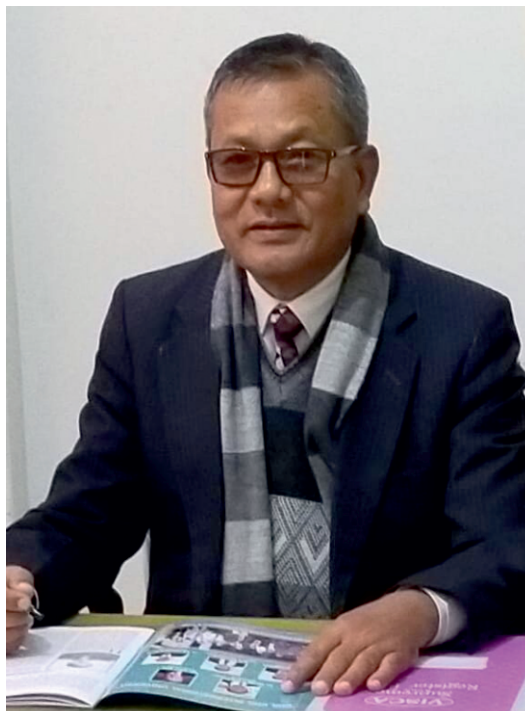
APPROVAL OF REGISTRATION FOR DS102 THE APPLIED RESEARCH PROJECT

1. The student submits registration to the Registrar office (registrar@chams77.com) for DS102 and the registration deadline is April 15 for the Summer session.
2. The student must have received DPC approval on their Topic Approval Form (TAF). Additionally, students must include the Applied Research Project title as well as the names of the approved advisor and second reader with their DS102 registration request.

3. The student has one year to complete DS102 Applied Research Project. After 12 months, a one credit hour continuation fee will be assessed each semester until DS102 is completed.

APPROVAL OF THE APPLIED RESEARCH PROPOSAL

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



Dr. Megha Chandra Singh
Director, Doctoral Program, CCGU

APPROVAL OF CHAPTERS 1 AND 2

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

APPROVAL OF THE FIRST DRAFT

1. The student submits his/her completed dissertation first draft to his/her advisor and copy to the Registrar's office by email. It is due March 15 for May graduation.
2. The advisor reviews the first draft, adds comments and emails the first draft with comments to the second reader.
3. The second reader reviews the dissertation first draft and the advisor's comments, adds additional comments as needed, and then emails the dissertation first draft with all comments back to the advisor.
4. The advisor reviews all comments and either forwards the dissertation first draft with all comments to the student or emails a summary of the suggested changes to the student.
5. The student applies the required form and content changes and resubmits the dissertation first draft through the same communication channels. The student follows this procedure until the advisor in consultation with the second reader approves the dissertation first draft.
6. The student emails the final version of the first draft to the Registrar's office and includes the email approval from his/her advisor and second reader.

APPROVAL OF THE FINAL DRAFT

1. The student submits his or her completed dissertation final draft to his/her advisor and second reader. It is due April 15 for May graduation.
2. The advisor reviews the dissertation final draft chapters, adds comments, and emails the final draft with comments to the second reader.
3. The second reader reviews the final draft and the advisor's comments, adds additional comments as needed, and then emails the dissertation final draft with all the comments back to the advisor.
4. The advisor reviews all the comments and either forwards the dissertation final draft with all the comments to the student or emails a summary of the suggested changes to the student.
5. The student applies the required form and content changes and resubmits the final draft through the same communication channels. The student follows this procedure until the advisor in consultation with the second reader approves the final draft of the dissertation.
6. The student emails the final draft of the dissertation to the Registrar's office for documentation and includes the email approval from his/her advisor and second reader.
7. The student needs to submit to the office two paper copies of the final dissertation with all corrections to the final draft made by May 15 for May graduation. Additional directions and an order form will be sent to the student via email from the Registrar's office. This attachment will be titled Final Draft Instructions. It must be read and carefully followed for proper processing of the final dissertation copies.
8. The student may submit additional copies for binding for personal use at a rate of Rs. 1,000.00 per copy.

DISSERTATION CHECK LIST GUIDE

- ❖ (TAF)—Submit by email to the Director and copy the mail to Registrar's office (No later than one year before anticipated graduation around March 15 for May graduation, or at the end of DS102).
- ❖ Register for DS102 The Applied Research Project—Register no sooner than one year before anticipated graduation date.
- ❖ Proposal—Submit by email to advisor and second reader, and copy to the Registrar's office (June 1 for May graduation).
- ❖ Chapters 1 and 2—Submit by email to advisor and second reader, and copy to the Registrar's office (November 1 for May graduation).
- ❖ First Draft—Submit by email to advisor and second reader and copy to the Registrar's office (March 15 for May graduation).
- ❖ Final Draft—Submit by email to advisor and second reader and copy to the Registrar's office (April 15 for May graduation.)
- ❖ Library Ready Copy—Submit in person or by mail to the Registrar's office two laser printed paper copies of the final dissertation with all corrections to the final draft made, May. 15 for May graduation).

WHAT DOES A DMIN DISSERTATION LOOK LIKE?

BIG PICTURE

CHAPTER 1 — INTRODUCTION

Introduce the project so that this chapter briefly

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

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

Estimate: 15-20 pages

CHAPTER 2 — PREVIOUS RESEARCH AND LITERATURE REVIEW

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

Estimate: 35 pages

CHAPTER 3 — PROCEDURE AND RESEARCH METHOD

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

Estimate: 35 pages

CHAPTER 4— RESULTS

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

Estimate: 35 pages

CHAPTER 5— CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY

Make a case for what you are able to conclude from this particular study and what other research questions this study raises for further investigation.

Estimate: 25 pages

APPENDICES

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

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

PART – IV: FINANCIAL INFORMATION

1.	Processing Fee	:	\$.	50/-	=	Rs. 3,000/- (One Time)
2.	Admission Fee	:	\$.	300/-	=	Rs. 20,000/- (One Time)
3.	Registration Fee	:	\$.	70/-	=	Rs. 5,000/- (Per Semester)
4.	Room & Board Fee (Two Weeks)	:	\$.	70/-	=	Rs. 5,000/- (Per Semester)
5.	Tuition Fee (Rs.3,000 per credit-hour):	:	\$.	240/-	=	Rs. 18,000/- (Per Semester)
6.	Dissertation Fee	:	\$.	400/-	=	Rs. 20,000/- (One Time)
7.	Graduating Fee	:	\$.	70/-	=	Rs. 5,000/- (One Time)
8.	Special Program/ Class in Korea	:	\$.	1,500/-	=	Rs.1,00,000/- (One Time)
	(Applicable to India office only).	:		50% discount on bringing a new student.		



Chil Chil Global University sports held from 6th - 9th October, 2020

DOCTORAL PROGRAM CURRICULUM

Course Code	Subject	Credit Hour
DS 101	Research Methodology	3
DS 102	Applied Research Project	3
DS 103	Marriage and Family Counselling	3
DS 104	Advance Expository Preaching	3
DS 105	Expository Preaching	3
DS 106	Biblical Church Leadership	3
DS 107	Christian Leadership Development	3
DS 108	The Role of Prayer in Ministry	3
DS 109	The Pastor's Spiritual Life and Ministry	3
DS 110	Christian Education in the Church	3
DS 111	Pastoral and Church Growth	3
DS 112	Theology & Philosophy of Ministry	3
DS 113	Train and Multiply	3
DS 114	Korean Church Growth and Leadership	3
DS 115	Contemporary World Missions and Evangelization	3
DS 116	Local Church and Missions	3
DS 117	Christology in Contemporary World	3
DS 118	Theology and Ministry of the Holy Spirit	3
DS 119	Unwrapping the Gift of Holy Spirit	3
DS 120	Biblical and Historical Foundation of the Church	3
DS 121	Church Administration	3
DS 122	Historical Theology: Reformation to Modern Times	3
DS 123	Issues in Biblical Ethics	3
DS 124	Modern Theology and Theologians.	3
DS 125	Old Testament Background	3
DS 126	Laws in the Old Testament	3
DS 127	Problem of Old Testament Interpretation	3
DS 128	Old Testament Criticism	3
DS 129	Biblical Theology of Mission in the Old Testament	3
DS 130	Theology of the Old Testament	3
DS 131	Biblical Interpretation (Hermeneutics)	3
DS 132	Apocalyptic prophets in the Old Testament	3
DS 133	Problem of New Testament Interpretation	3
DS 134	New Testament Criticism	3

Course Code	Subject	Credit Hour
DS 135	New Testament Theology	3
DS 136	Ancient Jewish Backgrounds to the NT	3
DS 137	The Use of Old Testament in the New Testament	3
DS 138	The Synoptic Gospels	3
DS 139	Asian Christian Theology	3
DS 140	The Theology of Paul	3
DS 141	Apocalyptic Prophets in the New Testament	3
DS 142	Dissertation	6
DS 143	Church History	3
DS 143	Knowing and Loving God	3
DS 144	The History of Preaching	3
DS 145	Church Growth and Shepherding	3
DS 146	Eschatology	3
DS 147	Ministry Leadership in International Contexts	3
DS 148	Cross-Cultural Ministry	3
DS 149	Pastoral Counselling	3
DS 150	Discipleship Ministries	3
DS 151	Biblical Understanding of Mission	3
DS 152	The History of Preaching	3
DS 153	South Korea Study Tour	3
DS 154	Holy Land (Israel) Study Tour	6
DS 155	Independent Study on approved Topic/Subject	3

Sample Pages

TITLE PAGE

1

**The Contribution of a Literary Analysis of 1 Kings 16:29–
2 Kings 8:15 to the Law Theme in the Book of Kings**

A Dissertation Submitted to
the Faculty of Chil Chil Global University
in Candidacy for the Degree of
Doctor of Philosophy

by
Graceson Abonmai

Kanglatongbi, Manipur
May 2021

4

2

3

- 1 2"
- 2 AT LEAST 1 1/2"
- 3 AT LEAST 1"
- 4 1"

CHAPTER START PAGE

1

Chapter 3

6

Rhetorical Analysis: The Process Applied

2

3

4

45

5

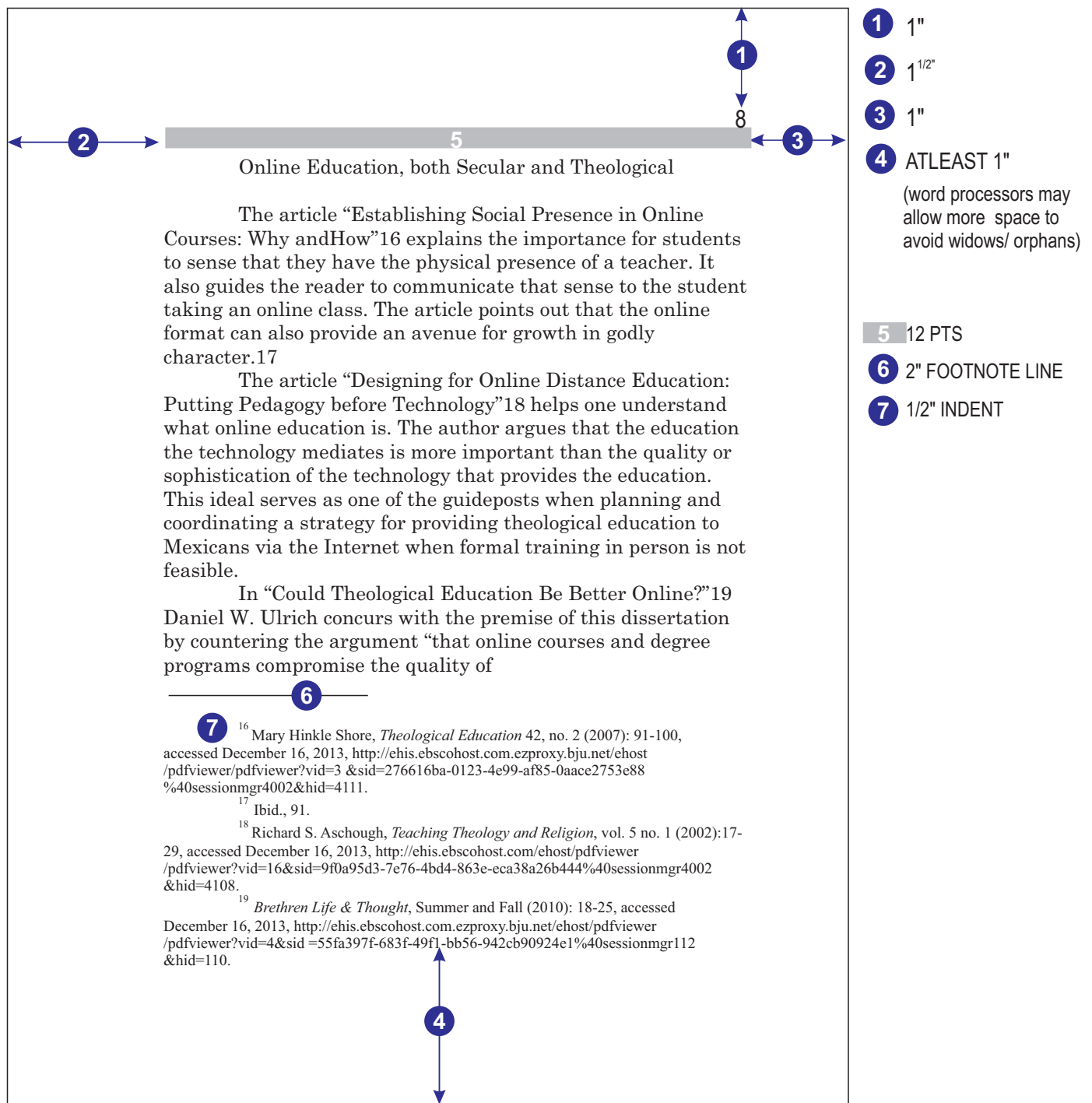
The previous chapter examined the process of doing a rhetorical analysis of a biblical text. This chapter will apply that process point by point to Peter's first epistle.

The first step is determining the rhetorical unit, which in the case of an entire epistle is fairly straightforward. The second step analyzes the rhetorical situation that gave rise to the document in the first place, so the related section will examine the occasion of 1 Peter and the particular problem behind it. Facets to consider are those experiencing the problem (the recipients of the letter, their place of residence and ethnicity), and the one addressing the problem (the writer of the letter). This section will answer the following questions: (1) Who wrote 1 Peter? (2) Where was 1 Peter written? (3) What is the relationship between the author and the recipients? Of particular concern is Peter's purpose for writing the letter. (4) What was he seeking to accomplish with his target audience in light of their situation?

The third step in the process of rhetorical analysis is the examination of the author's arrangement and style. This section will include the examination of the major divisions within 1 Peter and trace how the argument moves from one section to the next. Then the central theological themes of 1 Peter will be explored in connection with Peter's rhetorical purpose and a theme for the entire epistle proposed. As far as Peter's style is concerned, the focus here will be on his use of illustration and figurative language.

- 1 1"
- 2 1 1/2"
- 3 1"
- 4 ATLEAST 12 PTS
(word processors may allow space to avoid widows/ orphans)
- 5 1"
- 6 12 PTS

PAGE WITHIN CHAPTER



BIBLIOGRAPHY START PAGE

1

Bibliography

7

Adler, Mortimer J. *Cómo leer un libro*. Mexico City, Mexico: Instituto Politécnico Nacional, 1984.

2

6

Aschough, Richard S. "Designing for Online Distance Education: Putting Pedagogy Before Technology," *Teaching Theology and Religion*, 5 no. 1 (February 2002): 17-29. Accessed December 16, 2013. <http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=16&sid=9f0a95d3-7e76-4bd4-863e-eca38a26b444%40sessionmgr4002&hid=4108>.

Ashley, Thomas E. "A Manual for Establishing Bible Institutes in the Philippines." DPasTh diss., Bob Jones University, 2001.

Barnett, Betty. *Friend Raising: Building a Missionary Support Team That Lasts*. Seattle: YWAM Publishing, 2003.

Bixby, Matthew. "Mexico and It's [sic] Ministry Challenges." 2012 SGI National Conference. Accessed October 30, 2013. <http://missionsmandate.org/pdf/sgi12/Mexico-and-its-Ministry-Challenges.pdf>.

Bob Jones University. "Identity: Who We Are As Believers." Accessed August 20, 2013. <http://www.bju.edu/about-bju/foundation.php>.

Cassel, Herberto W. *Guía para el uso de estudios CLASE*. Guatemala City, Guatemala: Seminario Teológico Centroamericano, 1998.

Central Intelligence Agency. "Field Listing: Population below Poverty Line." *The World Factbook*. Accessed January 25, 2013. <https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html#mx>.

Castillo, E. Eduardo. "Mexican President Signs Education Reform." AP, February 25, 2013. Accessed August 12, 2013. <http://bigstory.ap.org/article/mexican-president-signs-education-reform>.

Conde-Frazier, Elizabeth. *Hispanic Bible Institutes: A Community of Theological Construction*. Scranton: The University of Scranton Press, 2004.

Deeptaman Mukherjee. "Open Source vs Proprietary Software – The Never Ending Battle." *Brajeshwar*. September 24, 2010. Accessed January 2,

3

4

ATLEAST 12 PTS
(word processors may allow more space to avoid widows/ orphans)

5

6

1/2" INDENT

7

36 PTS

4

110

5

47

PAGE WITHIN BIBLIOGRAPHY



- 1 1"
- 2 1 1/2"
- 3 1"
- 4 ATLEAST 1"
(word processors may allow more space to avoid widows/ orphans)
- 5 1" PTS