



CAROLINA
UNIVERSITY

Doctoral Ministry Project I RES 888 Summer 2025 Syllabus

PROFESSOR: T. J. Gentry, D.Min., Ph.D.

Office Location: Online

Office Hours: Monday, 8-9 am Eastern (by phone)

Phone: 618-967-0222

Email Address: gentryt@carolinau.edu

Carolina University Mission Statement

We are a Christ-centered university committed to student success.

Course Information

Course Prerequisites

RES 885 – Project Research Design and Procedures

Course Description

The writing of the DMin project under the guidance and supervision of the DMin Committee.
Required of all DMin candidates.

Course Delivery and Methods

This is a fifteen-week online course utilizing independent assignments completed under the direction of the assigned DMin project director.

Objectives (Course Learning Outcomes)

Upon completion of this course, students will be able to:

1. Develop an approved DMin research proposal.
2. Begin writing the dissertation.
3. Demonstrate doctoral-level research and writing competency.

Course Resources

Required Text:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018.

Required Resources:

1. Online access to an agreed upon platform for occasional virtual meetings.
2. An appropriate modern translation Study Bible. Examples include ESV, CSB, NASB, NIV, and NKJV.

Recommended Resources:

Generally, there are no recommended resources except as resources are updated or recommended through the course presentation.

Course Requirements and Assignments

This course requires students to 1) watch a short weekly lecture, 2) provide weekly discussion forum updates of one to two informally-written, first-person paragraphs regarding their progress and any questions or concerns, 3) complete the project proposal, and 4) begin writing the dissertation. ***The proposal must be completed and approved by the end of Week 8. The dissertation may not begin until the proposal is approved.***

Requirements for All Assignments:

- All assignments will be written in Word and submitted via eLearning.
- Unless specified otherwise, write with academic language and follow current Turabian format, headings, footnote, and bibliography guidelines.
- It is expected that the student will become familiar with Turabian as a matter of necessity for doctoral research and writing.
- NO OTHER STYLES THAN TURABIAN WILL BE UTILIZED.
- Additionally, the following applies without exception.
 - Each paper will have one-inch margins.
 - Each paper will be double spaced and use 12-point font, Times New Roman.
 - Each paper will include a title page and bibliography.
 - Each paper will be footnoted.
- Sources must reflect a balance of the biblical/theological, theoretical, and practical basis for the proposal and dissertation chapters relevant to this course.

Course Schedule

Week 1: Complete Check-in Quiz – Due Thu., 11:30 pm Eastern (required but not graded)

Weeks 1 to 15: Watch Weekly Lecture and Submit Attestation Quiz: Due Sun, 11:30 pm Eastern

Weeks 1 to 15: Submit Discussion Forum Updates – Due Sun., 11:30 pm Eastern

Week 8: Submit Research Proposal – Due Sun., 11:30 pm Eastern

Week 15: Submit Draft of Dissertation Completed-to-Date – Due Sun., 11:30 pm Eastern

Course Specific Policies

General

- All assignments must be submitted through the eLearning platform.
- Written assignments should be submitted as Word documents.
- All assignments must be completed to pass this course.

Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the instructions provided)

The use of generative AI tools is not permitted for the following activities:

- Impersonation in classroom context (e.g. composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Course Grading

Assignment Type	Points
Weekly Lectures and Attestation Quizzes	15 @ 10 each = 150
Discussion Forum Updates	15 @ 10 each = 150
DMin Proposal	350
Begin Writing the Dissertation	350
Total	1000

Course Assessment Mapping

Assessment	Objective(s) Met
Weekly Lectures and Attestation Quizzes	1, 2, 3
Discussion Forum Updates	1, 2, 3
DMin Proposal	1, 3
Begin Writing Dissertation	2, 3



University Policies

Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

Grading Scale

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

Instructor Student Interaction & Communication

- Please use email whenever possible.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided with means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Prof.”). For professors, if you cannot easily verify their degree or status, “Prof.” is most appropriate—not “Ms.” or “Mr.” *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., “101-05,” “9 am MW,” but not “this morning”).
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- “Class” Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

Student Complaints

Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.



If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact Dr. Jerry Hullinger, Dean of the Piedmont Divinity School, hullingerj@carolinau.edu.

Filing a Formal Complaint

If informal discussions do not resolve the complaint, a student may file a formal complaint. No student shall suffer retaliation or other punitive action for the sole reason of filing a complaint or participating in a related process. A student must be enrolled at the institution to file a complaint under this policy. A student may file a complaint about a matter related to teaching, learning, assessment, grading, or student performance in a course.

A student must complete and submit the Student Academic Complaint Form to the Registrar's Office no later than 7 days after the events that are alleged to have caused the complaint. Any supporting evidence must be attached to the form. A vague complaint stating unsupported allegations, obvious falsehoods, based on differences of opinion about academic content or faculty expertise, or is unrelated to academic matters is liable to be dismissed summarily.

For the full text and a thorough explanation of the university's complaint policy, visit: <https://catalog.carolinau.edu/student-academic-complaints>

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade. Attendance and participation may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Traditional in-class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course's grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.



Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at <https://carolinau.edu/university-accessibility-services>

Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;



- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

Bibliography

- Adler, Mortimer J. and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York: Touchstone, 1972.
- American Educational Research Association. *Standards for Educational and Psychological Testing*. Washington: American Psychological Association, 1999.
- Barber, Cyril J. and Robert M. Krauss. 2nd ed. *An Introduction to Theological Research*. Lanham: University Press of America, 2000.
- Barber, Cyril J. *Introduction to Theological Research*. Newburgh: Trinity Press, 1995.
- Berdie, Doug R., Anderson, John F., and Niebuhr, Marsha A., eds. *Questionnaires: Design and Use*. Metuchen: The Scarecrow Press, 1986.
- Booth, Wayne, Colomb, Gregory, and Williams, Joseph. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008.
- Calabrese, Raymond L. *The Dissertation Desk Reference: The Doctoral Student's Manual to Writing the Dissertation*. New York: Rowman and Littlefield, 2009.
- Campbell, D. Keith. *Researching Abroad: Tips and Tools for the Trade*. Gonzalez: EnerPower Press, 2015.
- Creswell, John W. and Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. Newberry Park: Sage, 2016.
- Fowler, Jr., Floyd J. *Survey Research Methods*. 5th ed. Los Angeles: Sage, 2013.
- Gall, Meredith D, Gall, Joyce P, and Borg, Walter R. *Educational Research: An Introduction*. 7th ed. Boston: Pearson Education, 2003.
- Glaser, Barney G. and Anselm L. Strauss. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Hawthorne: Aldine Publishing Company, 1967.
- Hoover, Kenneth R. *The Elements of Social Scientific Thinking*. 5th ed. New York: St. Martin's Press, 1992.
- Hyman, Herbert H. *Secondary Analysis of Sample Surveys: Principles, Procedures, and Potentialities*. New York: John Wiley & Sons, 1972.
- Kepple, Robert J. and John J. Muether, eds. *Reference Works for Theological Research*. Lanham: University Press of America, 1992.
- Larson, Ron and Betsy Farber. *Elementary Statistics: Picturing the World*. 3rd ed. Upper Saddle River: Pearson Prentice-Hall, 2003.
- Leedy, Paul D. *Practical Research: Planning and Design*. 5th ed. New York: McMillan Publishing Company, 1993.
- Levine, Joseph S. *Writing and Presenting Your Thesis or Dissertation*. 2nd ed. Okemos: LearnerAssociates.Net, 2009.
- Lyne, Lawrence S. *A Cross-Section of Educational Research: Journal Articles for Discussion and Evaluation*. Los Angeles: Pyczak Publishing, 2003.
- Madsen, David. *Successful Dissertations and Theses*. 2nd ed. San Francisco: Jossey-Bass, 1992.
- Marius, Richard. *A Writer's Companion*. 4th ed. New York: McGraw Hill, 1991.
- Merriam, Sharan B. and Elizabeth J. Tisdell. *Qualitative Research: A Guide to Design and Implementation*. 4th ed. San Francisco: Jossey-Bass, 2015.



- Murdock, Steve H. and David R. Ellis. *Applied Demography: An Introduction to Basic Concepts, Methods, and Data*. Boulder: Westview Press, 1991.
- O'Reilly, Karen. *Ethnographic Methods*. 2nd ed. Oxfordshire: Routledge, 2011.
- Pasmino, Robert W. *Doing Theological Research: An Introductory Guide for Survival in Theological Education*. Eugene: Wipf & Stock Publishers, 2009.
- Payne, Stanley L. *The Art of Asking Questions*. Princeton: Princeton University Press, 1979.
- Phillips, John L. *Statistical Thinking*. 2nd ed. San Francisco: W. H. Freeman and Company, 1973.
- Remler, Dahlia and Gregg Van Ryzin. *Research Methods in Practice: Strategies for Description and Causation*. Newberry Park: Sage, 2010.
- Rubin, Herbert J. and Irese S. Rubin. *Qualitative Interviewing: The Art of Hearing Data*. 3rd ed. Los Angeles: Sage, 2011.
- Rudestam, Kjell Erik and Rae R. Newton. *Surviving Your Dissertation*. Los Angeles: Sage, 1992.
- Schein, Edgar H. and Peter A. Schein. *Humble Inquiry: The Gentle Art of Asking Instead of Telling*. 2nd ed. Oakland: Berrett-Koehler, 2021.
- Sensing, Tom. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Dissertations*. 2nd ed. Eugene: Cascade, 2022.
- Spradley, James P. *The Ethnographic Interview*. Long Grove: Waveland Press, 2016.
- Swinton, John and Harriet Mowat. *Practical Theology and Qualitative Research*, 2nd ed. Norwich: SCM Press, 2016.
- Worth, Roland H. Jr. *Biblical Studies on the Internet*. 2nd ed. Jefferson: McFarland, 2008.
- Yin, Robert K. *Case Study Research and Applications: Design and Methods*. 6th ed. Los Angeles: Sage, 2018.