

Andrews  University  
**Doctor of Ministry Program**  
**Handbook for Project Advisors and Readers**

2007 Edition

# Andrews University

## Doctor of Ministry Program Handbook for Project Advisors and Readers

You are reading this because you have accepted the ministry of serving a participant in the Andrews Doctor of Ministry program as their project advisor. This handbook is intended to give you an overview of your responsibilities and thus support the quality of the project experience for the participant. The handbook provides a brief orientation to the program for you and helps you gain perspective of the varied ways participants gain support as they proceed through their project. A description of the responsibilities for second and third readers is also provided.

An annual in-service training event is also provided for you. We ask all advisors to attend the in-service to help them serve their advisees well.

### **The Nature of a Doctor of Ministry Project**

The DMin project is a ministry challenge experienced and concurrently expressed in writing that leads the participant to reflection on the context of their circumstance, spirituality, and ministry. The project integrates written reflection with the actual ministry challenge and includes theological reflection and literature review as well. *The purpose of the project is to measure the integration of knowledge in a particular ministerial area, and ability to implement in a creative and practical way the ministerial competencies gained during the program.*

Timothy Lincoln, in his 1999 article "Writing Practical Christian Wisdom: Genre and the Doctor of Ministry Dissertation" published in *Theological Education* describes the DMin project in ATS-approved schools: "Written for an audience of persons engaged in ministry, the project should address an issue arising out of ministerial practice, use an appropriate research model informed by the social sciences, and interpret itself from the point of view of a Christian minister." Further, he notes: "The project is an exercise in *phronesis*, practical Christian wisdom."

Andrews University accepts three basic kinds of DMin projects:

**In-Ministry Project:** This is the preferred pathway for all DMin students. It blends the theoretical and the practical, theology and ministry. The objective is to provide materials for the benefit of the church and to help pastors grow. The emphasis blends research, academic writing, skill development, and personal reflection. After presenting personal spiritual and theological reflection, analysis of the context, a theoretical and theological basis for the project itself, evidence of relevant literature, and description of appropriate research methods, the writer narrates and evaluates an intervention implemented over time, usually in a local church. The project report may be up to 120 pages, excluding appendices.

**Ministry-Focus Project:** This type of project is intended for on-campus students who are not in ministry while completing their DMin degree. While the emphasis is

more theoretical, the project must have ministry in view and deal with a ministry problem or situation. The ministry-focus project may be up to 150 pages.

**Theoretical Dissertation:** This option is available only in exceptional cases approved by the DMin committee. While this work is largely theoretical, it must have some application to professional ministry. Since the dissertation does not test the professional church ministry skills of the student, greater demands in research and academic writing are made. This dissertation could be up to 200 pages.

Each concentration, led by a coordinator, provides a concentration-specific paper for participants guiding them through the project in their DMin program. Those papers are approved by the DMin program committee. Each concentration is to reflect the following shared essentials in the project:

1. Reflection on the personal spiritual and theological foundations of the participant,
2. Definition and analysis of the context in which the project will be carried out,
3. Evidence of literature review work,
4. Theological reflection relevant to the project,
5. Description of the appropriate research methods applied,
6. Narrative of the project implementation,
7. The outcomes, and
8. Evaluation and recommendations.

### **Support for a Successful Project**

Advising is only one of several important provisions of the Andrews Doctor of Ministry program designed to support the participant's effort to successfully complete their project. As an advisor, it is important for you to understand that each of the following contributes to the DMin project. That will help you gain a perspective of advising, with its contribution and limitations within the DMin program.

1. Orientation to the project is provided by the concentration coordinator in the first year of the program during the first intensive.
2. Conversations with the concentration coordinator in the first year help the participant focus on a ministry challenge that will develop into a good project. Some of those conversations lead to a project focus, while others only to a ministry area from which the project will grow.
3. Writing assignments in each module contribute to portions of the project document.
4. Grading of written assignments in the modules by the lead teachers contributes to forming the academic writing skills of the participant in the context of assignments designed to contribute to the project document.
5. In the first year participants are generally required to find a mentor who has expertise in the professional ministry area of their project. Conversations between the advisor and mentor are encouraged.
6. Learning groups are encouraged as requirements in each concentration that meet during the year and provide peer feedback on projects and writing assignments.
7. A graduate level research methods course is required of each participant prior to their writing of the project proposal document.
8. In the first year of their program participants take a field research methods course.
9. The DMin web site posts a document *Guidelines for Projects* to assist students through the project work.

10. In the second year participants take GSEM 790 DMin Project Proposal to help them learn the mechanics of writing a project proposal and orient them to the project.
11. An academic writing workshop designed to distinguish popular writing from academic writing is included in GSEM790 DMin Project Proposal.
12. The DMin Project Proposal includes orientation to the required documentation for the Andrews University Institutional Review Board to approve research on human subjects.
13. Andrews publishes a guide for academic writing, *Andrews Standards for Written Work*, which provides details of style and formatting in academic writing in University programs. <http://www.andrews.edu/GRAD/pdf/sww10.pdf>
14. A successful writing of a project proposal is required and checked by the lead teacher of the DMin Project Proposal prior to submission to an advisor.
15. A project proposal committee reviews proposals for recommendation to the program committee.
16. The program provides an academic writing coach available to review the first two chapters of work for a participant prior to their submission to an advisor.
17. A project dissertation editor is provided by the program who reads the second chapter and further checks style, grammar, and other writing issues for the participant.
18. The service of an advisor and second reader is arranged by each participant in their second year in consultation with the DMin office.
19. The participant defends their project at the end of the program.
20. An excellence in Doctor of Ministry research award is given one qualified participant each year to acknowledge the contributions Doctor of Ministry research makes to ministry and encourage excellence.

### **How Program Participants Get Started on Their Project**

DMin participants take GSEM790 DMin Project Proposal for two credits, usually in the second year of their program. Under the guidance of the professor of that class, a participant develops a suitable proposal and tentatively selects an advisor. Prior to the course participants have focused on an area of ministry from which the exact formation of the project will emerge. See the "Project Map" attached to the handbook for a model of the subsequent project pathway. The participant should have their advisor no later than during the semester in which they take the project seminar.

A participant goes to the director of the DMin program and asks for that advisor to be appointed as his/her advisor. At that time a second reader is also sought. Participants may select from faculty or adjunct advisors, and make the initial contact with the desired advisor.

After acceptable grading by the lead teacher of the DMin Project Proposal seminar, and approval by the advisor, the participant refines the proposal until it is deemed ready for proposal defense and presented to the chair of the Proposal Committee. The participant submits a copy of the project proposal to the chair of the DMin Proposal Committee *one week* before the meeting of the committee when the proposal will be considered. This committee analyzes the proposal and determines whether it meets the published standards of Andrews University.

If the project involves research on human subjects, a completed and approved application for approval of research involving human subjects must accompany the proposal

when presented to the dissertation proposal committee. Participants may pick up a copy of the application at the DMin office or the office of scholarly research, or obtain it from the DMin website. The completed form must be submitted to the office of scholarly research for approval. If the office of scholarly research is unable to approve the submitted application prior to the meeting of the dissertation proposal committee, participants may include a copy of the application for the dissertation proposal committee. They can vote approval of the proposal pending notification of acceptance from the office of scholarly research.

In evaluating the proposal, the DMIN Proposal Committee will consider the clarity, logic, organization, language, and presentation of the proposal. The committee will pay special attention to the method of research proposed. While they recognize that the bibliography is preliminary, committee members will consider whether or not there is evidence of familiarity with appropriate sources. The proposal may be accepted as presented, accepted with modifications to be certified by the participant's advisor, or rejected. The revised version of the proposal is approved by the advisor and proposal committee, and then placed in the participant's file. When a proposal is deemed satisfactory and has been officially accepted by the Doctor of Ministry Committee, the participant will receive a letter conveying such approval. After this, the participant formally begins the project.

### **How Project Research and Writing Proceeds**

With approval of the proposal, the research process associated with the ministry challenge begins in earnest. Closely following the approved proposal and under the supervision of the advisor, the participant carries out the needed research, both bibliographical and field-oriented.

Since the project proposal contains most of the elements that will appear in Chapter 1, the participant is advised to begin writing from Chapter 2. The actual chapter will generally emerge from work done for an assignment in one of the modules. As soon as a chapter is completed and has been viewed by the program writing coach, the participant submits it to the advisor for content revision and approval. It should not be submitted until the participant believes it is perfectly written. Often, the advisor requests modifications of content, which the participant must make before resubmitting the chapter. The process usually takes at least one rewrite.

The second reader may read at the same time as the advisor, or, as arranged with the advisor, read subsequently but forward comments to the advisor. Advisor and reader should consult on the document, determining together when it is ready for defense. Some of the questions they will ask regarding the project are the following:

1. Does the project integrate or weave together theory, theology, and practice?
2. Does the writer use information from appropriate and relevant disciplines?
3. Are appropriate field research methods applied?
4. Does the project give a *clear description* of the process followed?
5. Are appropriate components of analysis, evaluation, reflection, and conclusions evident?
6. Is there proper documentation of all sources used?
7. Is the writing correct, clear, and done according to Andrews University standards?
8. Does this research promise to have an impact on the church system of which the student is a part?

## Responsibilities of the Advisor

The role of the advisor regarding the proposal and the project dissertation is as follows:

1. Receive the inquiry of the participant regarding serving as advisor, clearly negotiate the parameters of that service, and discuss the participant's project.
2. Be available to the participant for consultation and **guarantee a turn-around time of no more than 21 days** for each item submitted in electronic file form by the participant. Conversations regarding the proposal and each subsequent chapter are generally 20 to 30 minutes. A student should anticipate one conversation regarding the proposal and one for each chapter.
3. Read submissions in order to give guidance to content
4. Assure that the outline of the proposal embraces all essential components of a DMin project
5. Follow up on each submission with an electronic copy of the submission tracking recommended content changes.
6. Support the development and preparation of the project proposal by ascertaining that the project proposal is the finalized form required in GSEM790 DMin Project Proposal.
7. Provide counsel with respect to methodology and resources for the project.
8. Monitor each stage of the project to ensure professional relevance and academic discipline according to the standards of doctoral study at Andrews University.
9. Provide feedback on appropriate components of data gathering, analysis, and evaluation.
10. Judge that the candidate writes well and follows regulations governing format according to *Andrews University Standards for Written Work*. The advisor is not to do the work of the participant. He/she is to ask the participant to revise or edit when appropriate, and may insist that the participant hire the services of an editor when excessive editing problems exist.
11. See that the candidate confines the written project to the appropriate length.

Inform the program director when the project is ready for final defense, which must take place not later than four weeks prior to graduation. Two weeks must be allowed for the project dissertation editor to assure that the final copy is edited and ready for distribution. A project is ready for defense when: (1) the ministry challenge that forms the project has been addressed, (2) research has been completed and reported, (3) literature and theological work has been properly integrated into the project document, (4) writing of each chapter has integrated content changes recommended by the advisor and second reader after their reading and response, (5) editing corrections are made, (6) the bibliography and footnotes conform to AU standards, (7) all headings have been carefully checked to see that they are listed exactly as provided in the table of contents, and (8) the final copy is approved by the project dissertation editor.

## Responsibilities of the Participant

1. Enroll in GSEM790 DMin Project Proposal and submit an acceptable proposal as required for that class.
2. From the list provided by the DMin office, contact a prospective advisor and second reader, and secure the advisor's approval of the research topic. Communicate with the DMin office regarding the advisor and second reader. The DMin office completes the appointments.

3. Refine the proposal including any research instruments as needed and present a copy to the chair of the DMin Proposal Committee.
4. Provide documentation of IRB approval when appropriate.
5. Implement the modifications requested by the Proposal Committee under the guidance of the advisor; submit a revised version for final approval and filing.
6. Work closely with the advisor on strategies for research and a timetable agreeable to student and advisor.
7. Submit each chapter of the project to the advisor and second reader; make corrections as requested and resubmit.
8. Prepare the final version with all its parts and make the copies needed.
9. Work closely with the project dissertation secretary after the advisor considers that the work is in its final state. Two weeks must be allowed for the project dissertation editor to assure that the final copy is edited and ready for distribution.
10. Defend the project
11. Make all requested corrections and present the final copy to the project dissertation secretary in time for the final certification.

### **Responsibilities of the Second Reader**

1. When the project proposal is voted, the second reader receives a copy of the proposal from the participant in order to prepare him/her for their work.
2. Read chapter submissions and communicate comments and suggestions to the advisor. Agreement with the advisor can be made to communicate directly to the participant.
3. Affirm in communication with the advisor readiness for defense of the project/dissertation.
4. Participate in the defense.

### **Responsibilities of the Third Reader**

1. Receive the project dissertation at least three weeks prior to the defense, from the DMin office.
2. Read the completed project prior to the defense.
3. Participate in the defense.

### **Defense**

When the advisor and second reader agree that the project is ready for defense and the project dissertation editor has completed their work, the advisor requests the director of the DMin program to choose a third reader and set a date for the defense.

A project is ready for defense when:

1. The ministry challenge that forms the project has been addressed.
2. Research has been completed and reported.
3. Literature and theological work has been properly integrated into the project.
4. Writing of each chapter has integrated content changes recommended by the advisor and second reader after their reading and response.
5. Editing corrections are made.

6. All headings have been carefully checked to see that they are listed exactly as provided in the table of contents.
7. The bibliography and footnotes conform to AU standards.
8. Final copy is approved by the project dissertation editor.

A detailed list of style and formatting standards is provided in the *Andrews University Standards for Written Work*, and not repeated here.

The participant supplies a copy of the dissertation for the project dissertation secretary for editing.

Following review of the project editor, and at least three weeks before the defense, the student submits completed and updated copies of the project to the advisor and the second reader. The DMin director also receives two copies, one for himself and one for the third reader. The DMin director or designee, advisor, second reader, and third reader constitute the defense committee.

The oral defense of the project must take place no later than four weeks prior to the date on which the candidate expects to graduate. The purpose of the defense is to evaluate the candidate's ability to integrate what he/she has learned into improved ministerial practice and to provide an opportunity for the candidate to explain the research accomplished. The defense is open to the public.

The defense generally proceeds as follows:

1. Introductory remarks—by the program director or designee
2. Prayer—by the first advisor
3. Brief presentation by the student
4. Two rounds of questions—10-to-15 minutes each—beginning with the first advisor and ending with the program director.
5. Committee deliberation—committee leaves the defense room; student and observers remain.
6. Announcement of the outcome.
7. Reception

When modifications are requested (as normally happens), the committee usually empowers the advisor to supervise the changes and provide certification that they have been accomplished to the DMin director. The advisor will meet with the student and communicate the needed changes. The student will make the revisions and then submit a revised copy to the advisor. If the advisor approves of the revisions, the DMin office will be notified, and the DMin office will send a copy to the project dissertation secretary for approval and editing.

If extensive formatting recommendations are made by the project dissertation secretary, the participant will need to make further adjustments, and then copy the project dissertation again and return it to the project dissertation secretary.

The participant will then be responsible for reassuring that the copy has been delivered to the Doctor of Ministry office for signatures. The date of those signatures is the date of completion of degree work. A participant may not receive a diploma until the work is completed.

## **Remuneration for Advisors**

The Doctor of Ministry program remunerates adjunct advisors, second readers, and third readers for their service. Call the DMin office for current remuneration factors.

While seminary faculty do not receive remuneration, and are expected to carry a minimal load of advising, they do receive teaching load credit for advising beyond the minimal load. See the DMin web site for current advising load policies for seminary faculty.

## **Responsibilities of the DMin Proposal Committee Chair**

The chairperson of the DMin Proposal Committee should:

1. Ascertain from the advisor whether or not the proposal is ready for presentation to the committee and discuss with the advisor the steps that need to be taken to make it ready.
2. Call and chair meetings of the Proposal Committee.
3. Notify the participant and the advisor regarding the date of the meeting when the project proposal will be evaluated.
4. Work with the advisor to insure that the committee's wishes are clear to the participant.
5. Approve the final version of the proposal and give it to the DMin office.

## **Responsibilities of the Project Dissertation Editor**

1. Establish contact with participant
2. Fill out "project dissertation status form" to track editing progress
3. Receive second (and subsequent chapters if agreed) from participant after advisor or other assistance and give editing feed-back
4. Be available to answer students questions regarding editing matters
5. Receive completed copy of the project dissertation prior to defense and
6. Cross-reference bibliography and footnotes
7. Cross-reference table of contents with text
8. Cross-reference list of tables and figures with text and table of contents
9. Check pagination
10. Obtain from participant number of personal copies desired
11. Fill out project dissertation report
12. Obtain finished approved copy from the DMin office and take to Lithotech for publication, using the appropriate form
13. Provide copies to the library and DMin office with appropriate forms
14. Provide Dissertation Voucher to DMin office for signature

## **Special Challenges**

Participants come from varied backgrounds. Patterns of thinking vary with culture; sometimes that complicates the research/writing mode of a doctoral program project. Language difficulties often hinder progress.

While advisors note editing problems, advisors do not correct extensive typographical errors or serve as project dissertation editors. The appropriate response from

an advisor when grammar, spelling, or format are unacceptable is to return the paper after correcting the first three pages (and scanning the whole) with instructions for rewriting it. These instructions might include directions for reorganizing, advice on cutting or lengthening sections, and even a mandate to find an editor.

# Andrews University

## Doctor of Ministry Project Proposal Submission

### Instructions:

Submit this form along with your proposal and, if applicable, a copy of an approval letter from the Institutional Review Board for proposed research involving human subjects, to the chairperson of the DMin Proposal Committee.

Name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_

Project Title \_\_\_\_\_

### Project Committee Members

(subject to approval by DMin administration):

**Advisor:**

**Second Reader:**

**Third Reader:** Note: A third reader is appointed by the DMin administration at the time a defense is scheduled. The program participant does not secure the third reader or work with that person in advance of the defense.

### Approval of the Advisor:

I have communicated with this program participant regarding this project proposal and believe it is ready for committee approval.

\_\_\_\_\_  
Advisor's signature

For office use only:

### Recommendation from proposal sub-committee:

- This is a DMin project.
- The proposal reflects an acceptable in-ministry challenge that constitutes the project.
- The proposal describes field research that will contribute to the project and broader ministry application.
- The proposal demonstrates an acceptable level of academic writing.
- Significant reporting of related literature is projected in the proposal.
- Intention to provide theological reflection is indicated in the proposal.
- Any needed approval of the AU Institutional Review Board has been received.
- This is a theoretical dissertation.

Signature, committee chair

Date

Please return a copy of this completed form to the DMin Office when the proposal sub-committee has completed its recommendation.

Andrews University  
Seventh-day Adventist Theological Seminary

RELATIONAL COMMUNITY AS A FACTOR IN  
ACTS OF JOINING THE TOKYO CENTRAL  
SEVENTH-DAY ADVENTIST CHURCH

A Project Proposal  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Ministry

by  
Akeri Ayogi  
September 1996

## **I. STATEMENT OF THE PROBLEM**

The annual number of baptisms in the Seventh-day Adventist Church in Japan has decreased from 426 in 1986 to 334 in 1995, despite significant increases in both the total membership and the number of churches. Evangelistic strategy continues to focus on public evangelistic programming initiated by conference organizations. During the same period, the number of pastors has declined from 118 in 1986 to 112 in 1995. Thus, the average annual number of baptisms per pastor has decreased from 3.61 in 1986 to 2.98 in 1995 (*Adventist Life*, 1996, p. 9)

## **II. STATEMENT OF THE TASK**

The task of this project is to form and pilot programs at the local church level in the Tokyo Central Seventh-day Adventist Church that encourage primary relationships of church members with non-Christians. The project will then discover if and how those relationships contribute to church growth. Programs will be intentional, evaluated, reported, and intended for replication in other communities in Japan.

## **III. JUSTIFICATION FOR THE PROJECT**

A. For the past 50 years the church has shown no significant increase in the number of persons baptized each year. For the past decade the annual baptismal rate has actually been declining, although spending for public evangelism has significantly increased. The kingdom growth rate has decreased significantly in that period.

This downturn needs to be investigated to determine, if possible, its cause.

- B. A tentative hypothesis to be investigated regarding the decrease of baptisms is that Japanese society has become increasingly secular, and church members have isolated themselves from relationships with non-Christians. Church members have depended on traditional public evangelism to pierce the cultural barriers, with decreasing effect.
- C. A further hypothesis is the tendency of pastors and church members to become care givers, maintaining the church, rather than engaging people outside the church for Christ.

#### **IV. DESCRIPTION OF THE PROJECT PROCESS**

- A. Theological reflection will center on four biblical themes. First, the call to mission as integrated into the daily life and relationships of the individual believer in Christ will be examined. Second, church growth as faithfulness to God will be explored as a biblical teaching. Third, the view that a healthy church embraces multiplication of disciples as its core responsibility will be studied from a biblical perspective. Fourth, the role of pastor as equipper will be studied.
- B. Current literature will be reviewed. This will include books and articles on secular culture in Japan, the principles, strategies, and programs which help pastors to develop a mindset of evangelism in

the local church, and how community is formed in Japanese culture.

- C. Data of the Seventh-day Adventist Church in Japan will be collected from the Japan Union Conference. Data about currently growing and declining Protestant Churches in Japan will also be obtained for comparison.
- D. An evaluation of the growth of the Seventh-day Adventist Church in Japan will be made.
- E. Two growing Protestant Churches in Japan will be studied to identify factors in their church growth.
- F. Strategies for forming primary Christian with non-Christian relationships will be developed and implemented in the Tokyo Central Church, including administration of a Tokyo Central Community Quality of Life Survey.
- G. Strategies for forming a mission focused congregation through a pastor's leadership and equipping skills must necessarily parallel this project and will be developed and implemented in the Tokyo Central Church.
- H. A report on the experience will be formed to provide for sharing with other Seventh-day Adventist Churches in Japan.
- I. This project should be completed before May 2000.

**V. EXPECTATION FROM THIS PROJECT**

- A. This project will advance the kingdom growth of the Tokyo Central Church.
- B. This project will transform the church growth vision for the membership of the Tokyo Central Church.
- C. This project will provide a lasting new life of discipleship for members of the Tokyo Central Church.
- D. This project will help me develop my leadership and equipping skills as a pastor in Japan.
- E. This project will provide strategies for other pastors to lead their members to effective relational community and genuine discipling ministry.
- F. This project will help the Japan Union Conference, two local conferences and one local mission to attain sustained church growth in Japan by forming relational communities that further church growth.

**VI. PROPOSED TITLE OF THE PROJECT**

Relational Community as a Factor In Acts of Joining the Tokyo Central Seventh-day Adventist Church.

**VII. PROPOSED PROJECT OUTLINE**

- A. Chapter 1: Introduction
  - 1. Purpose of the Project

3. Definition of Terms
  4. Limitations of the Project
  5. Methodology
- B. Chapter 2: Toward a Theology of Congregational Mission and Community
1. Calling and Giftedness of the Christian
  2. Jesus' Relational Ministry As a Model for the Church
  3. Church Growth as Faithfulness to God
  4. Multiplication of Discipleship as Core to Local Church Mission
  5. A Biblical View of Equipping Pastoral Leadership
- C. Chapter 3: Literature Contributing Understanding to Current Challenges in Christian Mission in Japan
1. The Challenges of Secularism to Religious Faith in Japan
  2. Developing a Culture of Evangelism in the Local Church
  3. Patterns of Relational Community in Japanese Life
- D. Chapter 4: Analyses of Church Growth Patterns in Japan
1. SDA Church Growth for the Past Ten Years in Japan
  2. The Evangelistic Strategy Employed in Japan
  3. Two Growing Protestant Churches in Japan
  4. Needs and Objectives in the SDA Churches in Japan
- E. Chapter 5: Strategies for Forming Primary Christian with Non-Christian Relationships: Implementation and Evangelization
1. Teaching on the Nature of Christian Community in the Local

## Congregation

2. Designing Effective Local Church Mission Structure
3. Promoting Primary Friendship Connections with Non-Christians
4. Formation of Small Groups in the Neighborhood and Workplace
5. Meeting People's Needs in Small Groups: Survey and Programming
6. Engaging the Church in Community Issues
7. Belonging to the Church as Community Prior to a Membership Decision
8. Parallel strategies to Equip Members for Church Growth
9. The Strategy for Calling Community Members to Church Membership

## F. Chapter 6: Report, Evaluation, Conclusions, and Recommendations

## G. Appendix

1. A Brief Project Report for Publication
2. The "Together in Christ: Friendship, Community, and Discipleship in Christian Mission" Seminar
3. Community Quality of Life Survey

## H. Bibliography

## I. Vita

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Note: This is a sample bibliography only. For your proposal to be officially accepted, you should have 60 books at least on your list.

## Doctor of Ministry Project Map

