Project in Ministry Handbook

Developing Excellence in Your Ministry
I. Project in Ministry

A. Purpose

B. Goals

1. Ministry Skills
2. Ministry Setting and Christian Community

C. Orientation

1. Types of Models
2. Nature

D. Identifying a Project in Ministry

E. Final Project Proposal Planning Grid

1. Description
2. Project Model Examples

F. Final Project Proposal

1. Description
2. Components
3. Length
4. Submission Process
5. Approval Process

G. Project Report

1. Description
2. Components
3. Project Report Guidelines
4. Length
5. Initial Submission and Evaluation
6. The Exit Interview and Submitting the Final Report
7. Eligibility for Graduation

II. Style of Writing

A. Official Style Guides

B. Title Page

C. Footnotes and Bibliographical Entries
D. Writing Suggestions 21
E. Abbreviations of Books of the Bible 22
F. Inclusive and Respectful Language 22

Appendixes 24

A. Project Proposal Planning Grid Examples

1. Equipping Program Model 24
2. Preaching Skills Enhancement Model 26
3. Strategy Planning Model 28
4. Community Needs Assessment Model 31
5. Ministry Research Model 33

B. Component Samples - Turabian 6

1. Title Page Sample 35
2. Table of Contents Sample - Proposal 36
3. Table of Contents Sample - Report 37
4. Abstract Page Sample 39
5. Copyright Page Sample 40
6. Vita Sample 41

C. Component Samples - Turabian 8

1. Title Page Sample 42
2. Table of Contents Sample - Proposal 43
3. Table of Contents Sample - Report 44
4. Abstract Page Sample 46
5. Copyright Page Sample 47
6. Vita Sample 48
7. Chapter Sample with Formatting Help 49
8. Place of Publication 57
9. Writing Checklist 58
I. Project in Ministry

A. Purpose

The purpose of the Project in Ministry is to develop the student’s ministry skills and to provide ministry benefit to the participating church, agency, or institution, and the larger Christian community. The project experience aims to enhance both the student’s personal ministry skills as well as those germane to his or her specific ministry context. Consequently, the student must have occupied his or her current ministry position at least one year prior to taking the Project in Ministry Design Workshop, and the student must remain in that position throughout the duration of the project.

B. Goals

1. Ministry Skills:
   - To develop conceptual, analytical, and organizational skills.
   - To develop skills for critical theological reflection about ministry.
   - To develop leadership skills.
   - To develop evaluative skills.
   - To demonstrate oral and written communication skills.
   - To gain self-understanding and a sense of identity as a minister.

2. Ministry Setting and Christian Community:
   - To provide a context-specific ministry program which responds creatively to an acknowledged need.
   - To provide the ministry setting with a leader who has enhanced ministry skills.
   - To contribute to the field of ministry by providing documentation of the ministry project through evaluation and theological reflection.

C. Orientation

1. Types of Models

Each student must develop a project based on one of the five models that follow. A description of representative models is provided below. See also Appendix A. A student desiring to follow a model not described below first should consult the Director of the DMin/DEdMin program.

*Equipping Program*—Developing materials and using them to train a small group of believers in some phase of direct ministry (e.g., training a ministry team to minister to persons in grief and working with them in the early stages of implementation).

*Preaching Skills Enhancement*—Improving some personal ministry skill (e.g., the development of goals and related exercises for improving diction, word selection, gestures, etc. in preaching, and the implementation and evaluation of those plans).
*Strategy Planning*—Developing a strategy of Christian ministry among a targeted people group and beginning the early stages of implementation (e.g., an on-site study of a ski resort community and an ensuing strategy for reaching the population).

*Community Assessment*—Assessing social needs in a community and developing specific recommendations for meeting those needs (e.g., researching the social crises in an urban area and making recommendations for establishing a crisis pregnancy ministry).

*Ministry Research*—Reseaching a general subject that culminates in the development of conferences or workshops that address a related ministry concern (e.g., studying Mormonism and developing a workshop that equips believers to share Christ with Mormons).

2. **Nature**

A good project in ministry:

- addresses the student’s own ministry skills by contributing to his or her understanding and development of those skills.
- addresses a significant need in the student’s ministry context.
- involves other persons from the ministry context in some phase of research, planning, and/or implementation.
- reflects substantial research and ministry beyond routine activities, the implementation of a “packaged” program, or reporting on a completed project.
- involves extensive reflection and evaluation of the student’s performance and growth as well as the effectiveness of the project.
- requires that a student exhibit competency in analyzing needs, proposing a creative project, researching significant resources, formulating and expressing theological foundations for Christian ministry, developing skills in the practice of ministry, gaining self-understanding and a sense of identity, and writing clearly, effectively, and professionally in reporting the outcome.

D. **Identifying a Project in Ministry**

Each student should begin to think about the project in ministry at the beginning of his or her program. No later than the second trimester in the program, the student should begin to do the following in order to identify a worthy project in ministry:

1. Analyze the ministry context, identify strengths and needs, and prioritize three or four primary ministry concerns.

2. Analyze himself or herself as a minister, identifying strengths and weaknesses, and prioritizing three or four primary professional concerns.

3. Look for a project idea that addresses one or more primary ministry concerns and one or more primary professional concerns.
4. Ask a series of questions as to the appropriateness of the proposed idea:

- Does the topic correlate professional knowledge and performance?
- Can the project be completed in a four- to six-month period including research, development, and related implementation?
- Does the project hold promise of contribution to the student’s growth as a minister?
- Does the project hold promise of addressing a ministry concern?
- Does the project hold promise of making a contribution to the field of ministry?

5. Write a one-page description of the ministry setting and concern, including a one paragraph statement of the ministry proposal.

6. Identify and write 2-4 project goals and 2-4 professional goals that the student would like to accomplish.

7. Develop an initial bibliography (10-20 books and periodicals) relevant to the project idea.

8. Formulate some ideas regarding the shape or structure of the proposed project, such as the various components needed to accomplish the goals.

9. Review the sections in the DMin/DEdMin handbook that deal with the project in ministry.

10. As soon as the syllabus for the Project in Ministry Design workshop is available on the web site, begin work on the related assignments:

- Dialogue with and enlist a Faculty Mentor using the contract form available on the program web site.
- Be prepared to discuss items 1-8 above.
- Secure the Faculty Mentor’s oral approval of the project idea.

1. Occasionally a project may take longer, but students with longer projects should be aware that their program time table may be delayed by one graduation period.
E. Project Proposal Planning Grid

1. Description

The Project Proposal Planning Grid details the proposed project and professional goals along with the associated evaluation methods. Each student must submit a completed grid to the workshop coordinator, the student’s faculty mentor, and the project coordinator no later than two weeks after workshop completion. Click here to access the planning grid form: Project Proposal Planning Grid.

2. Project Model Examples

See Appendix A for samples of different proposal planning grids:

- Equipping Program Model
- Preaching Skills Enhancement Model
- Strategy Planning Model
- Community Needs Assessment Model
- Ministry Research Model

F. Final Project Proposal

1. Description

The Final Project Proposal is a formal document submitted to the Faculty Mentor describing ministry project details. Serving as a blueprint for the ministry project, the document answers the following questions: What? Why? Who? How? When? and Where?

2. Components

The student should include the following components in the Final Project Proposal and follow the guidelines for each component:

- Blank Sheet—one page
- Title Page–i, page number not included on page
- Table of Contents–ii, page number included on page
Abstract—iii

➢ page number not included on page in Turabian 6 - see
➢ page number included on page in Turabian 8 -see in Turabian 8
➢ Write a brief, one-page summary of the project.

See the Turabian 6 manual for chapter formatting requirements.

See the Turabian 8 manual for chapter formatting requirements.
Also see Chapter Sample with Formatting Help for Turabian 8 requirements.

➢ Chapter 1 - Description of the Ministry Setting and Need (3-4 pages)

➢ Describe the ministry setting, including appropriate demographic information, etc.
➢ Identify the ministry need, its nature, and its effects in quantifiable terms.

➢ Chapter 2 - Project Proposal (1-2 pages)

➢ One-Sentence Statement: Provide a one-sentence statement of the project proposal. In the same paragraph, clearly and concisely describe how you plan to address the ministry need.
➢ Project Goals: Identify 2-4 project goals that you hope to accomplish through the implementation of the ministry project. An ideal goal is one that is attainable within the time frame of the project, is stated in terms of desired results instead of action plans, and is specific enough to be evaluated.
➢ Definitions of Terms: Identify and define any specialized project terms.

➢ Chapter 3 - The Project Director (2-3 pages)

➢ Resources: Briefly describe your current ministry position. Chronicle your education and ministry experience. Identify potential strengths such as gifts and skills as well as weaknesses and biases that may affect the project.
➢ Professional goals: Identify 2-3 professional goals for yourself as the project director.

➢ Chapter 4 - Doctrinal Foundations (8-10 pages)

➢ Identify and discuss two to four Christian doctrines which undergird and inform the proposed project. Your Doctrinal Foundations section should identify which classic Christian doctrines (theology, soteriology, ecclesiology, etc.) are most foundational to the project, presupposed by the project, or addressed in the project. Focus your discussion on these broader foundational doctrines and the implications of these doctrines rather than merely exegeting biblical passages. However, do provide biblical support
for these doctrines, utilizing good hermeneutics and avoiding eisegesis or proof texting. Utilize the original biblical languages as appropriate in your discussion. In your discussion, you also may identify how key issues, thinkers, or movements in theology (Calvinism vs. Arminianism, Lordship salvation vs. grace salvation, etc.) are informed by the project.

➢ Chapter 5 - Review of Alternative Programs (2-3 pages)

➢ Briefly describe programs/methods/projects which others have used in an attempt to meet similar needs. Evaluate those efforts and show how your proposed project will address the need in a unique or creative way.

➢ Chapter 6 - Ministry Resources (4-6 pages)

➢ Identify and describe eight to twelve key literary resources. Briefly state the thesis/purpose of each book, summarize the contents, and analyze the source’s contribution to the field of ministry. If applicable, include information about persons or ministry programs.

➢ Chapter 7 - Description of the Project (3-5 pages)

➢ In a narrative format, provide a chronological overview of the steps necessary for the completion of the project, including approaches to research, enlistment procedures, summaries of training sessions, descriptions of ministry activities, etc.

➢ Chapter 8 - Project Evaluation (3-4 pages)

- Explain how you will learn whether you have met your project and professional goals. Avoid the two extremes of pure subjectivity (i.e., no objective evaluation) and overemphasis on empirical research using only statistical analysis. Develop the necessary instruments for all procedures and provide samples in your appendixes. Allow the following principles to guide the development of evaluation procedures:

- Each goal requires at least two means of evaluation. One evaluation tool per goal is not adequate to validate the goal.

2. Some methods/tools for consideration are: ministerial reflection, pre-test/post-test (standardized or created), post-test, questionnaire/survey, interviews (in-depth and structured), classroom assessment projects, expert evaluator (deal with the qualifications of the expert), role-play, structured observation of ministry, examination of performances that if observed would cause you to agree that the objective has been achieved (see especially Major, Goal Analysis), and case studies.
• Each goal is validated through two steps. Each step culminates in a resulting product which is subsequently evaluated by a credentialed evaluator.

• Develop evaluation methods for both project and professional goals.

• Carefully research and understand the issues related to your methods. You must pre-enlist credentialed evaluators, naming them in the proposal. Reference their agreements to participate in the text—stating that the details of which are available on request in a footnote. Do not include emails which often demonstrate these agreements to participate in the appendixes. Please maintain confidentiality and guard evaluators’ personal information. Reference the evaluator vitae in the text, footnoting the appendix location.

• Plan to reflect upon and interpret the results in the final project report.

• Appendixes

➢ If the project incorporates some type of training plans, sermon briefs, or other similar materials, provide the following information in the sample included in an appendix:

* Teaching objective(s)
* Outline—enough for a reader to see the direction and content of the session or sermon.
* Indication of teaching methodologies for various components of each session.
* Key resources and citations to be used in each session or sermon.

3. When selecting evaluation methods, students should study how to make tests, construct questionnaires, conduct interviews, and so forth. A few examples of some of the issues to be considered are cited below. Those using a pre-test/post-test with experimental and control groups must be aware of the peculiar issues related to this methodology. Some of those issues are: (1) Experimental and control groups must be “identical;” (2) Results are only as good as the quality of the test. The quality of the test must be evaluated; and (3) What is being measured, the type of questions, and the statistical tool used are interrelated. Those using tests must include the following for each test: (1) A statement of what is being measured, such as cognitive change, attitudinal change, skill development; (2) A copy of the test questions and information regarding validation of the instrument; and (3) An indication of the statistical tools used to evaluate the results. Those using questionnaires or interviews need to identify the data needed. Be sure the questions are worded to secure the proper data. Interview questions should be structured and included in the proposal.
➢ Include samples of all tools and/or instruments you propose to use in the evaluation of the project.

➢ Include vitae in the final project proposal appendixes. Do not include emails documenting expert evaluators’ agreements to participate. Instead, reference these agreements in the text, footnoting directions to the reader that this agreement is available on request. Safeguard your evaluators’ personal information and confidentiality.

Selected Bibliography

➢ Include books and other resources to be used in finalizing the development of the ministry project.

3. Length

The Final Project Proposal should be no more than 25-35 pages, exclusive of the appendixes and selected bibliography. The total length should not exceed 75 pages with a left margin of 1-1/2 inches.

4. Submission Process

Students should complete the Writing Checklist before submitting their proposals.

Students must submit their proposals to the ProDoc office at least sixty (60) days prior to the projected implementation date for review. Students may submit these documents electronically or in hard copy. Students should check with their faculty mentors for any additional requirements.

ProDoc will review the proposed goals and evaluation methods; the style reader will provide a more comprehensive review of the entire document. The student will revise the proposal document according to ProDoc, style reader, and faculty mentor feedback. The faculty mentor will evaluate this final document for ProDOC recommendation.

Students submitting proposals should keep in mind that the program’s graduation candidates turn in their project reports on January 15 and August 15 of each year. Additional style readers are employed to accommodate these higher volume review times. But students turning in final project proposals around these dates should be aware of possible delays in style reader review turn-around times. All proposals and reports are reviewed by style readers in the order received.

5. Approval Process

Proposals recommended by faculty mentors are presented to the Professional Doctoral Oversight Committee (ProDOC) monthly for approval. ProDOC typically meets the second Wednesday of the month. Please note that ProDOC does not meet in the month of June.
After the faculty mentor evaluates a student’s proposal, he or she will notify ProDOC of one of the following decisions:

a. **Rejection**: This action would take place if the mentor believes that the Final Project Proposal does not constitute a worthy project. The student must begin again the process of designing a worthy project.

b. **Resubmission**: If the Final Project Proposal reflects a potentially worthy project, but contains significant conceptual and/or stylistic problems, the Final Project Proposal will be returned to the student for correction and resubmission. The Faculty Mentor will notify the ProDOC committee of the resubmission by sending the Final Project Proposal Evaluation Guide used in the decision for resubmission and the revised evaluation form showing the acceptance of the revision. The student is responsible for sending two corrected copies to the ProDoc office where a reader will be assigned (usually from the ProDOC committee). Upon the approval of the Faculty Mentor, the assigned reader, and subsequently the ProDOC committee, the student will be allowed to implement the project.

c. **Conditional Approval**: If the proposal document contains easily correctable conceptual and/stylistic problems, the Faculty Mentor may approve the proposal plan conditionally, requiring the student to address concerns identified in the evaluation. After the ProDOC committee authorizes this conditional approval, the student can proceed with implementing the project while making the corrections suggested by the mentor and/or style reader. When the student’s proposal document is finalized, full approval will be granted. **Conditionally approved Final Project Proposal status must be lifted before the student’s Project Report is submitted for Style Reader review.**

d. **Approval**: If the Final Project Proposal is approved by the Faculty Mentor, the Faculty Mentor will submit the Final Project Proposal Evaluation Guide to the ProDOC committee. Subsequently, when the committee approves the project the student may begin implementation.

G. **Project Report**

1. **Description**

The Project Report is the final document describing the ministry project and evaluating its results. Written upon completion of the ministry project in consultation with the Faculty Mentor, the report is more than a mere recapitulation of the Final Project Proposal; the document includes insights learned in the process of the ministry project. Students should be careful to follow the style guidelines outlined in related sections of this handbook.
2. **Components**

Students should include the components delineated below in the Project Report and follow the respective guidelines. Students may view samples of selected components on the ProDoc website resources page or in appendix of this handbook.

For Turabian 6 reports, follow this order for the front matter:

- Blank Sheet—one page
- Title Page—i, page number not included on page—see [Title Page](#) sample
- Copyright Page—ii, page number not included on page—see [Copyright Page](#) sample
- Project Report Evaluation—iii, page number not included on page; inserted by ProDoc
- Dedication—optional, page number not included on this page
- Acknowledgments—optional, page number included on page
  ➢ Note the spelling of this commonly misspelled word: no *e* before *-ments*.
- Table of Contents—page number(s) included on page(s)—see [Report Contents](#) sample
- Lists—of Illustrations, of Tables, of Figures, of Plates, of Abbreviations, if applicable—page number(s) included on page(s)
- Abstract—page number not included on page—see [Abstract](#) sample

For Turabian 8 reports, follow this order for the front matter:

- Project Report Evaluation—page number not included on page; inserted by ProDoc
- Title Page—i, page number not included on page—see [Title Page](#) sample
- Copyright Page—ii, page number not included on page—see [Copyright Page](#) sample
- Dedication—optional, page number not included on this page
- Table of Contents—page number(s) included on page(s)—see [Report Contents](#) sample
- Lists—of Figures, of Tables, of Illustrations, if applicable—page number(s) included on page(s)
- Acknowledgments—optional, page number included on page
  ➢ Note the spelling of this commonly misspelled word: no *e* before *-ments*.
• List of Abbreviations, if applicable–page number included

• Abstract–page number included on page–see Abstract sample

See the Turabian 6 manual for chapter formatting requirements.

See the Turabian 8 manual for chapter formatting requirements.

Also see Chapter Sample with Formatting Help for Turabian 8 requirements.

● Chapter 1 - Introduction (2-4 pages)

➢ Introduce the Project Report in a narrative fashion as opposed to repeating the introductory material of the Final Project Proposal.

➢ Reference the Final Project Proposal in the Introduction chapter and properly footnote as seen below. The Final Project Proposal is no longer included as the first appendix of the Project Report with the previously required bracketed page numbers. Instead, students must include the final approved proposal document as a report supplement, simply placed at the end of the report with no changes to the original pagination.

● Chapter 2 - Project Description (25-50 pages)

➢ For Equipping Program, Ministry Skills Enhancement, and Community Needs Assessment Projects (25-35 pages): Provide a narrative description of the major activities of the project. The summary should be complete but not exhaustive, focusing on the significant events of the project rather than minor details.

➢ For Strategy Planning and Ministry Research Projects (40-50): Provide a narrative description of the fruit of the research and a complete but not exhaustive summary focusing on the significant findings rather than on minor details.

● Chapter 3 - Project Evaluation (10-12 pages)

➢ Examine the project from two perspectives:

• Project goals (5-6 pages)
• Professional goals (5-6 pages)

● Chapter 4 - Project Analysis and Reflection (10-14 pages)

➢ Ministry Reflection (5-7 pages) - Reflect upon how you grew or changed, what you learned about yourself, what you learned about ministry, what you learned about the ministry context, etc.

4. See the approved Final Project Proposal—a supplement found at the end of this report.
➢ Theological Reflection (6-8 pages) - Identify and discuss two to four key theological issues that were raised in the implementation of the project. Although this section may address some of the same general issues that were raised in the Doctrinal Foundations section of the Final Project Proposal, do not merely recapitulate the Doctrinal Foundations discussion. You may address issues surfacing in the implementation of the project, your theological reflections as you directed the project, or the issues raised in the project which have informed your pastoral theology.

● Chapter 5 - Suggestions for Further Implementation (3-5 pages)

➢ Think of ways in which the products resulting from this project can be adapted and applied to other ministry contexts. How might another individual improve upon or continue the good work of your teaching plans/strategy/community needs identification/sermons/manual? Consider the implications of your project in the context of other ministries, age groups, ethnic groups, or leadership teams. Would the work be beneficial to other congregations, associations, or state conventions? The project will be read by a much wider audience. Consider how other ministry contexts and faith traditions may respond to the final work. Does the project have extrinsic value in a wider domain? Include substantially more detail for research-oriented projects.

➢ As you reflect on the potential impact of the project, seek feedback from your field mentor, faculty mentor, and evaluators. Gather feedback—anecdotal or formal— from those who have been part of the process, seeking relevant insights or recommendations.

● Appendixes

➢ Remember that the Final Project Proposal no longer appears as the first Final Report appendix item. Instead, place the approved proposal document after the Final Report as a report supplement, following the Vita and the blank page.

➢ Include lesson plans, if part of your project. For example, a lesson plan should include at a minimum the following elements for each session:

• Session title or description
• Session goal or objective
• Suggested time frame
• List of necessary items, handouts, equipment, etc.
• List of preparation actions necessary to lead session
• Step-by-step list of procedures for the session including both content and the teaching and learning methodology
• Additional materials such as copies of handouts to be used, copies of computer presentation slides, illustrations of posters, scripts for role plays.
➢ Include sermon manuscripts, if applicable

- Sermon manuscripts should be the full text of the sermon and should contain the following components: Sermon title, Biblical text, Introduction, Main Sermon Divisions, Illustrations, and Conclusion.

- Selected Bibliography

  ➢ Include all the sources cited in the project report as well as other significant sources which informed the development and implementation of the ministry project.

  ➢ Vita–optional, page number not included on page- see sample

  ➢ Blank Sheet

- Final Report Supplement: the Final Project Proposal Cover Sheet

  ➢ The final, approved copy of the Final Project Proposal follows as the final document in the project report. No changes to pagination are required. This requirement applies to all documents submitted, regardless of whether they followed Turabian 6 and Turabian 8 guidelines.

3. Project Report Guidelines

1. Generally, margins should be one and one-half inches on the left to allow space for binding and one inch on the top, bottom, and right margins.

2. Align all text along the left margin; do not justify text across the page.

3. Only fonts with serifs are acceptable. Use standard fonts, such as Times New Roman or Courier New, in 12-point size. Use the same font and size for text, headings, and pagination. You may use smaller type only for superscript footnote numbers. Script or other eccentric type faces are not acceptable.

4. Text is generally double-spaced.

5. Only printers such as laser printers which produce high-quality type are acceptable.

6. Duplication of project reports on high-quality photocopiers is required.

7. Footnotes must be used. Endnotes and parenthetical notes are not acceptable.

8. On the acknowledgments page, the students may acknowledge a specific person or persons who contributed significantly to the study.
9. The title page, copyright page, abstract, and vita should follow the forms adopted by NOBTS (see the “Resources” page of the CME website).

4. Length

The length of the project report should range from fifty to eighty-five pages, exclusive of preliminary pages, appendixes, and selected bibliography. The total length of the report should not exceed 250 pages with a left margin of 1-1/2 inches.
5. Initial Submission and Evaluation

Students should fill out the Writing Checklist before submitting their reports.

Students anticipating December graduation must turn in their project reports by August 15th—or January 15 for May grads—for style reader review. Students may submit reports electronically via email. Or students may mail in hard copies on standard copy paper. Students are to revise their reports accordingly, mailing in three, standard copy paper sets by September 15th—February 15th for May grads.

Upon receiving the three copies, the Associate Dean of Professional Doctoral Programs will assign a second and third reader to join the faculty mentor in reading and evaluating the project report. The exit interview committee, comprised of the student's faculty mentor and two other faculty readers, will evaluate these three copies in preparation for the student's exit interview. A standard evaluation form will be used to assist the faculty members in completing the evaluation. The project report will receive a grade of Fail, Low, Satisfactory, or High (pluses and minuses are permissible).

The faculty mentor will schedule an exit interview date and time in conjunction with the other faculty readers and the student. Most interviews will be scheduled during the first two weeks in November (for December graduation) or the first two weeks in April (for May graduation).

Once the report has been evaluated by the three faculty members, the Faculty Mentor should submit the appropriate report forms to the Office of Professional Doctoral Programs no later than two weeks prior to the scheduled Exit Interview.

Students whose reports receive a High, Satisfactory, or Low evaluation will be notified by the Faculty Mentor at least two weeks prior to the scheduled interview regarding any corrections/changes that must be made in the report prior to final submission. If a student does receive a Low evaluation, professors reserve the right to pass final judgment until after the Exit Interview. The exit interview may take on a different nature in these cases. The faculty mentor will keep a record of the required corrections/changes in order to verify that they have been made upon final submission of the report.

Students whose reports receive a Fail evaluation will be notified by the faculty mentor. The faculty mentor, in consultation with the Associate Dean of Professional Doctoral Programs, will determine a plan for completion of the degree program. Project reports may receive a Fail evaluation for the following reasons:

- Inadequate implementation—If major problems are determined with the way the project was implemented, the student may be required either to repeat the implementation or to resign a new project altogether. In cases where a new project must be designed, the student will need to retake the Project in Ministry Design workshop.
Inadequate evaluation— When implementation is acceptable but the student fails to
evaluate the project adequately, a re-evaluation of the project may be required. In
such cases, graduation will be delayed and the entire project will need to be re-
submitted.

Inadequate report— In cases where project implementation and evaluation are
adequate, but the project report is poorly written, the student may be required to
rewrite the project completely. In such cases, graduation will be delayed and the
project will need to be re-submitted in its entirety.

6. The Exit Interview and Submitting the Final Report

A student whose project report receives a High, Satisfactory, or Low evaluation should
make all required corrections and/or changes on the project report prior to coming to
campus for the Exit Interview.

In conjunction with the two faculty readers, the faculty mentor will conduct the one-
hour exit interview. The exit interview will focus on the following areas:

- Self-evaluation
  - How has the student grown during the program?
  - What has the student learned?

- Project Evaluation
  - Can the student orally describe and evaluate the Project in Ministry?
  - What difference will the project make in the student’s ministry?
  - Has the student addressed the changes and/or corrections required by the faculty
    members since initial submission?

- Program Synthesis
  - How did the student’s seminar work inform the project?
  - How did the student’s program as a whole fit together?

- Vision
  - How will the DEdMin experience impact the student’s ministry?
  - What new goals has the student developed during the program?

The faculty mentor and readers will grant a Pass/Fail evaluation of the Exit Interview
and report their evaluation to the ProDOC. Students who receive a Fail evaluation of
the Exit Interview will be asked to repeat the interview at a date determined in
conjunction with the faculty mentor. Such an evaluation likely will delay the student’s
graduation by one graduation period.

Upon successful completion of the exit interview, the student will submit a library
preview copy to the ProDoc office. See the Project Report/Dissertation Processing
7. Eligibility for Graduation

Students who receive a High, Satisfactory, or Low evaluation on the project report and a Pass evaluation on the Exit Interview are eligible for graduation. See the guidelines for graduation in Section III, “Policies and Procedures.” Consult with the Office of Professional Doctoral Programs for binding fees, copyright, and any other graduation fees.

II. Style of Writing

A. Official Style Guides

Students are required to use the style guides for all seminar papers, the Final Project Proposal, and the Project Report. Professors may allow some exceptions related to seminar work, such as allowing single spacing within paragraphs in order to save on copy cost.

The official NOBTS style guides are:

For students who participated in the Project in Ministry Design workshop prior to May 2016, use Turabian 6 as instructed in the workshop:


For students currently enrolled in seminars and for students who participated in the Project in Ministry Design workshop in May 2016 and after, use Turabian 8:


B. Title Page

Click here to access a sample of the accepted title page format for seminar papers, the Final Project Proposal, and the Project Report.

C. Footnotes and Bibliographical Entries

Footnotes and bibliographical entries should follow the forms indicated in the official seminary style guides. At times, more than one form seems to be applicable to certain works. Students should consult with the Faculty Mentor as well as seminar professors for specific guidance. Below are sample bibliographical and footnote entries preferred by this seminary for some of the more ambiguous forms. See also Place of Publication link for citing publication locations.
1. Commentaries in a Series

Students should give the author of a commentary priority over the editor of a series. For example:

Separately-titled volume in a series


Work within a volume


2. Articles in a Multi-Volume Work (including dictionaries and encyclopedias)

Several options exist for this format, but what is most important is that the author of the individual article cited be prominent in the citation, as in the following example.


3. Ancient Sources

If cited in English, the source of the translation must be shown. If the student originates the translation, that also should be noted, as in the second illustration.


B. Cicero *De Republica*.

N. 5Cicero *De Republica* 2.25.22. Student's own translation.

4. Electronic Sources

Computer program or software


N. 6*Microsoft Windows 95*, computer software, ver. 4, CD-ROM (Redmond, WA: Microsoft, 1995), MS-DOS 3.1, 386DX, 4MB.

Computer software with information on availability


Material from electronic database, CD-ROM


Magnetic tape


**Electronic database with print equivalent**


**Electronic material requiring more than one medium**


**Material from an online service**


**Online journal article with print equivalent**


Online journal without print equivalent


Electronic texts


E-mail

B. Deel, Norman. “Main Sources for the Text of United States Treaties.” In Georgia State University, College of Law Library, *Revision of Treaties Guide*. 1992. Online. Available from E-mail@law-lib%liberty.uc.wlu.edu

N. 16Norman Deel, “Main Sources for the Text of United States Treaties,” in Georgia State University, College of Law Library, *Revision of Treaties Guide*, 1992, online, available from E-mail@law-lib%liberty.uc.wlu.edu

Electronic Book

There are a number of electronic book sources now available for general use and some materials only exist in that format. When citing an electronic book of e-Book the reference must contain the actual type or model of e-Book being used (Amazon Kindle, Microsoft, Sony, etc.) and the location number of the quote (since actual page numbers are not created).

For example:
D. Writing Suggestions

1. Students should avoid overuse of the passive voice. This practice does not preclude the use of the passive voice whenever feasible and not overly cumbersome.

2. The use of first person (I or we) and second person (you) generally is not allowed. Formal writing style demands that arguments be presented in such a manner so as to eliminate the need for all but third person references. Exceptions to this rule may be granted by a professor on selected assignments.

3. The uses of past tense and present tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials; and present tense is utilized to present arguments, interact with opinions and viewpoints, and cite extant texts.

4. Footnotes and bibliographical entries must be uniform in style and form. Consistency in all matters of style and grammatical usage is required.

5. Students should strive to be concise both in verbiage and argumentation. The quality of the content of the work is not measured by its length.

6. Avoid unusually long and/or choppy sentences.

7. Avoid one or two sentence paragraphs.

8. Avoid wordiness. Restrict use of adjectives, be direct, and edit.

9. Avoid sermonic rhetoric that appeals to the emotion rather than the mind.

10. Avoid clichés, archaisms, and neologisms.

11. Avoid personification. For example, do not give books animate qualities.

12. Do not use indefinite pronouns.

13. Do not use split infinitives.

14. Do not overuse split verbs.

15. Do not end a sentence with a preposition.

16. Avoid overuse of references such as "the project director," "this researcher," and "this writer."
E. Abbreviations of Books of the Bible

Students should use the following list of biblical abbreviations taken from the *Oxford Annotated Bible*.

<table>
<thead>
<tr>
<th>Gen.</th>
<th>Job</th>
<th>Hab.</th>
<th>1 Th.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Ps. (Pss.)</td>
<td>Zeph.</td>
<td>2 Th.</td>
</tr>
<tr>
<td>Lev.</td>
<td>Pr.</td>
<td>Hag.</td>
<td>1 Tim.</td>
</tr>
<tr>
<td>Dt.</td>
<td>S. of S.</td>
<td>Mal.</td>
<td>Tit.</td>
</tr>
<tr>
<td>Ru.</td>
<td>Lam.</td>
<td>Lk.</td>
<td>Jas.</td>
</tr>
<tr>
<td>1 Kg.</td>
<td>Hos.</td>
<td>Rom.</td>
<td>1 Jn.</td>
</tr>
<tr>
<td>2 Kg.</td>
<td>Jl.</td>
<td>1 Cor.</td>
<td>2 Jn.</td>
</tr>
<tr>
<td>1 Chr.</td>
<td>Am.</td>
<td>2 Cor.</td>
<td>3 Jn.</td>
</tr>
<tr>
<td>2 Chr.</td>
<td>Ob.</td>
<td>Gal.</td>
<td>Jude</td>
</tr>
<tr>
<td>Neh.</td>
<td>Mic.</td>
<td>Phil.</td>
<td></td>
</tr>
</tbody>
</table>

F. Inclusive and Respectful Language

The faculty of this institution affirms the importance of using inclusive and respectful language regarding gender, race, social or economic class, religion, and nationality. In documents submitted to this institution, certain guidelines must be followed to avoid stereotyped language in both explicit and implicit references to people.

In references to people, these guidelines require sensitivity that neither stereotypes nor denigrates on the basis of gender. The equality of men and women should be respected in attitude, thought processes, grammar, and style. The attitude and thought processes should seek to recognize the prominence and contributions of both genders in God's kingdom.

Grammatical usage should reflect the respectful attitude behind the document through the use of such terms as people, humanity, humankind, persons, men and women, and human beings. References to people in general should use gender inclusive language instead of treating only one gender with the other implied or omitted from reference. Note the following acceptable and unacceptable approaches.

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>alternating he and she</td>
<td>he (or she) exclusively</td>
</tr>
<tr>
<td>he or she</td>
<td>(s)he</td>
</tr>
<tr>
<td>his or her</td>
<td>she/he or he/she</td>
</tr>
</tbody>
</table>
In the presentation of life-styles, roles, job descriptions, and skills, students should take care so as not to stereotype the genders (for example, portraying all elementary teachers as female and all leaders as male). In cases where the subjects generally are considered to be of one gender or another, exclusive use of one gender may be acceptable (for example, portraying pastors and preachers as male). In such cases, however, students should consult with the respective professor or Faculty Mentor. Reference to deity always should employ the male gender. Racial slurs and derogatory language about people groups must be avoided. No people groups should be denigrated or depicted as being second-class.

<table>
<thead>
<tr>
<th>Stereotyped/Biased</th>
<th>Suggested Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>When great men had great dreams, new horizons were opened.</td>
<td>When great men and women had great dreams, new horizons were opened.</td>
</tr>
<tr>
<td>Ministers and their wives will be evaluated in the study.</td>
<td>Ministers and their spouses will be evaluated in the study.</td>
</tr>
<tr>
<td>The music minister should not change his style for convenience sake alone.</td>
<td>Music ministers should not change their style for convenience sake alone.</td>
</tr>
<tr>
<td>Third-world theologians hold to that view, but major thinkers do not.</td>
<td>Many Asian, African, and Latin American theologians disagree with Western theologians on that issue.</td>
</tr>
<tr>
<td>Jesus came to save all men.</td>
<td>Jesus came to save all persons.</td>
</tr>
</tbody>
</table>
Appendix A

Grid Examples

*The Equipping Program Model*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ethan Quipper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Jones</td>
</tr>
</tbody>
</table>

### Project Goal One
To research the field of evangelism to determine essential skills needed for personal evangelism training.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of</td>
<td>Annotated bibliography</td>
<td>Dr. Evangeline</td>
</tr>
<tr>
<td>evangelism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To determine essential</td>
<td>Report on Essential Personal</td>
<td>Dr. Evangeline</td>
</tr>
<tr>
<td>personal evangelism skills.</td>
<td>Evangelism Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Project Goal Two
To develop a curriculum to equip selected members of CBC, Slidell, LA, in personal evangelism skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research curriculum</td>
<td>Annotated bibliography</td>
<td>Dr. M. E. Dee</td>
</tr>
<tr>
<td>writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To write a curriculum . . .</td>
<td>Finished curriculum</td>
<td>Dr. M. E. Dee</td>
</tr>
</tbody>
</table>

### Project Goal Three
To equip selected members of CBC, Slidell, LA, in personal evangelism skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To equip – cognitive domain.</td>
<td>Pre-test/post-test</td>
<td>Domains of Learning (cognitive)</td>
</tr>
<tr>
<td>2. To equip – psychomotor domain.</td>
<td>Role play</td>
<td>Domains of Learning (psychomotor)</td>
</tr>
<tr>
<td>3. To equip – affective domain.</td>
<td>Commitment card</td>
<td>Domains of Learning (affective)</td>
</tr>
</tbody>
</table>
### Professional Goal One

To increase the project director’s knowledge of personal evangelism.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of evangelism.</td>
<td>Annotated bibliography</td>
<td>Dr. Evangeline</td>
</tr>
<tr>
<td>2. To determine essential personal evangelism skills.</td>
<td>Report on Essential Personal Evangelism Skills</td>
<td>Dr. Evangeline</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in curriculum writing.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research curriculum writing.</td>
<td>Annotated bibliography</td>
<td>Dr. M. E. Dee</td>
</tr>
<tr>
<td>2. To write a curriculum . . .</td>
<td>Finished curriculum</td>
<td>Dr. M. E. Dee</td>
</tr>
</tbody>
</table>
The Preaching Skills Enhancement Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Dat Preacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Shepherd</td>
</tr>
</tbody>
</table>

**Project Goal One**
To research the field of expository preaching to communicate key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the field of expository preaching.</td>
<td>Annotated Bibliography</td>
<td>Dr. Expositor</td>
</tr>
<tr>
<td>2. To identify key Baptist doctrine.</td>
<td>Report – Key Baptist Doctrine</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

**Project Goal Two**
To write an expository sermon series to address key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To write the sermon series based on the principles of expository preaching.</td>
<td>Rubric – Expository Preaching</td>
<td>Dr. Expositor</td>
</tr>
<tr>
<td>2. To write the sermon series to effectively communicate key Baptist doctrine.</td>
<td>Rubric – Incorporating Baptist Doctrine into an Expository Sermon</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

**Project Goal Three**
To preach an expository sermon series to address key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To seek listener feedback.</td>
<td>Listening Guides</td>
<td>Selected congregants</td>
</tr>
<tr>
<td>2. To seek expert feedback.</td>
<td>Rubric – Measure Preaching Effectiveness</td>
<td>Dr. Graham</td>
</tr>
</tbody>
</table>
### Professional Goal One

To increase the project director’s knowledge of key Baptist doctrine.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify key Baptist doctrine.</td>
<td>Report – Key Baptist Doctrine</td>
<td>Dr. Baptisto</td>
</tr>
<tr>
<td>2. To write the sermon series to effectively communicate key Baptist doctrine.</td>
<td>Rubric – Incorporating Baptist Doctrine into an Expository Sermon</td>
<td>Dr. Baptisto</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in preaching expository sermons.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To seek listener feedback.</td>
<td>Listening Guides</td>
<td>Selected congregants</td>
</tr>
<tr>
<td>2. To seek expert feedback.</td>
<td>Rubric – Measure Preaching Effectiveness</td>
<td>Dr. Graham</td>
</tr>
</tbody>
</table>
The Strategy Planning Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Futura D’Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Sam Inairy</td>
</tr>
</tbody>
</table>

**Project Goal One**

To explore the field of mentoring in order to determine the best practices for mentoring ministers.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore literature in the field of mentoring.</td>
<td>Annotated Bibliography</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To determine best practices for mentoring ministers.</td>
<td>Report – Best Practices for Mentoring Ministers</td>
<td>Dr. Min Tour</td>
</tr>
</tbody>
</table>

**Project Goal Two**

To examine the characteristics and needs of ministers serving in the Anchorage Baptist Association.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conduct a survey of all ministers serving in . . .</td>
<td>Survey Summary and Interpretation</td>
<td>Dr. D. O. Emm</td>
</tr>
<tr>
<td>2. To interview selected ministers in the ABA to determine characteristics and needs.</td>
<td>Interview Summary and Interpretation</td>
<td>Dr. D. O. Emm</td>
</tr>
</tbody>
</table>

*See next page.*
### Project Goal Three

To develop a peer-mentoring strategy for ministers serving in the ABA.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To review and approve the strategy planning process adopted by the project director.</td>
<td>The Chosen Strategy Planning Process</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>2. To evaluate the instruments chosen for inclusion in the peer-mentoring process. (pre-test/post-test, personality inventories, etc.)</td>
<td>The Chosen Instruments</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>3. To evaluate the peer-mentoring strategy for ministers serving in the ABA.</td>
<td>The Finished Strategy, using a Strategy Evaluation Rubric</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>

### Project Goal Four (strategy model only)

To present the strategy to members of the ABA board of directors.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present the strategy to a feedback group of selected ABA ministers.</td>
<td>Feedback Summary</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To develop a multimedia presentation based on ABA minister feedback.</td>
<td>Multimedia Presentation</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>

See next page for professional goals.
**Professional Goal One**

To increase the project director’s knowledge in the field of mentoring in order to determine the best practices for mentoring ministers.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore literature in the field of mentoring.</td>
<td>Annotated Bibliography</td>
<td>Dr. Min Tour</td>
</tr>
<tr>
<td>2. To determine best practices for mentoring ministers.</td>
<td>Report – Best Practices for Mentoring Ministers</td>
<td>Dr. Min Tour</td>
</tr>
</tbody>
</table>

**Professional Goal Two**

To increase the project director’s skill in strategy development.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To review and approve the strategy planning process adopted by the project director.</td>
<td>The Chosen Strategy Planning Process</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>2. To evaluate the instruments chosen for inclusion in the peer-mentoring process. (pre-test/post-test, personality inventories, etc.)</td>
<td>The Chosen Instruments</td>
<td>Dr. Strata Gee</td>
</tr>
<tr>
<td>3. To evaluate the peer-mentoring strategy for ministers serving in the ABA.</td>
<td>The Finished Strategy, using a Strategy Evaluation Rubric</td>
<td>Dr. Strata Gee</td>
</tr>
</tbody>
</table>
**The Community Needs Assessment Model**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Missions Pastor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. Local Missions</td>
</tr>
</tbody>
</table>

### Project Goal One

To assess the demographic data and community needs related to single-mother families in Beau, Iowa.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gather and assess demographic data . . .</td>
<td>Demographics Study of Single-Mother Families . . .</td>
<td>Dr. Jeff Farmer</td>
</tr>
<tr>
<td>2. To determine community needs . . .</td>
<td>Questionnaire – Selected Single Mothers and Their Children</td>
<td>State Convention Community Needs Strategist</td>
</tr>
</tbody>
</table>

### Project Goal Two

To discover resources available to single-mother families in crisis.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To interview agency practitioners serving s-m fams.</td>
<td>Interview Questions</td>
<td>Dr. Social Worker</td>
</tr>
<tr>
<td>2. To compile a report of available resources for s-m fams.</td>
<td>Resources Available to S-M Families</td>
<td>Dr. Social Worker</td>
</tr>
</tbody>
</table>

### Project Goal Three

To recommend development of a program to serve S-M Families in Beau, Iowa.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present a mock presentation . . .</td>
<td>Mock Presentation and Evaluation</td>
<td>Presentation Group Evaluation</td>
</tr>
<tr>
<td>2. To present a formal recommendation . . .</td>
<td>Formal Presentation and Evaluation</td>
<td>Evaluation by Board of Directors</td>
</tr>
</tbody>
</table>
### Professional Goal One

To increase the project director’s knowledge of community needs related to single-mother families . . .

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gather and assess demographic data . .</td>
<td>Demographics Study of Single-Mother Families . .</td>
<td>Dr. Jeff Farmer</td>
</tr>
<tr>
<td>2. To determine community needs . .</td>
<td>Questionnaire – Needs of Selected Single Mothers and Their Children</td>
<td>State Convention Community Needs Strategist</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s presentation skills.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present a mock presentation . .</td>
<td>Mock Presentation and Evaluation</td>
<td>Presentation Group Evaluation</td>
</tr>
<tr>
<td>2. To present a formal recommendation . .</td>
<td>Formal Presentation and Evaluation</td>
<td>Evaluation by Board of Directors</td>
</tr>
</tbody>
</table>
The Ministry Research Model

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Chappy Laine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentor</td>
<td>Dr. R.E. Surcher</td>
</tr>
</tbody>
</table>

**Project Goal One**
To research the fields of mentoring, leadership, and interpersonal relationships to identify skills needed to mentor a professional chaplain through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the fields . . .</td>
<td>Annotated Bibliography</td>
<td>Dr. Menn Tour</td>
</tr>
<tr>
<td>2. To identify skills needed . .</td>
<td>Report – Essential Mentoring Skills</td>
<td>Dr. Menn Tour</td>
</tr>
</tbody>
</table>

**Project Goal Two**
To develop a tool by which professional chaplains may determine their availability to commit to mentoring through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop the tool . . .</td>
<td>Mentoring Self-Assessment Tool</td>
<td>Chaplain Mauldin</td>
</tr>
<tr>
<td>2. To administer the tool to selected professional chaplains.</td>
<td>Summary of Mentoring Self-Assessment Tool Results</td>
<td>Chaplain Mauldin</td>
</tr>
</tbody>
</table>

**Project Goal Three**
To develop a mentoring handbook for professional chaplains mentoring through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an outline for . . .</td>
<td>Handbook Outline</td>
<td>Dr. Hightower</td>
</tr>
<tr>
<td>2. To develop a mentoring handbook . .</td>
<td>Mentoring Handbook</td>
<td>Dr. Hightower, using a rubric</td>
</tr>
</tbody>
</table>
### Professional Goal One

To increase the project director’s knowledge of skills needed to mentor a professional chaplain through the certification process.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To research the fields . . .</td>
<td>Annotated Bibliography</td>
<td>Dr. Menn Tour</td>
</tr>
<tr>
<td>2. To identify skills needed . . .</td>
<td>Report – Essential Mentoring Skills</td>
<td>Dr. Menn Tour</td>
</tr>
</tbody>
</table>

### Professional Goal Two

To increase the project director’s skill in handbook development.

<table>
<thead>
<tr>
<th>Goal Steps</th>
<th>Resulting Products</th>
<th>Evaluators/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an outline for . . .</td>
<td>Handbook Outline</td>
<td>Dr. Hightower</td>
</tr>
<tr>
<td>2. To develop a mentoring handbook . . .</td>
<td>Mentoring Handbook</td>
<td>Dr. Hightower, using a rubric</td>
</tr>
</tbody>
</table>
Appendix B
Component Samples - Turabian 6

PLACE TITLE HERE IN ALL CAPS, DOUBLE-SPACED,

IN THE SHAPE OF AN INVERTED PYRAMID,

TOP LINE ≥ 48 CHARACTERS

One-inch margins—top, bottom, left, and right.

A Project in Ministry Report

Submitted to the Faculty

of the

New Orleans Baptist Theological Seminary

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Ministry

No spaces between the components of B.A. or M.Div., followed by a comma.

Your Name Here

B.A., Louisiana State University, 2002

M.Div., New Orleans Baptist Theological Seminary, 2012

Proposal date: month of committee approval and year, with no comma between.

Month 20##

The title page counts as page 1, but this page number does not appear on the page.

Report date: graduation month and year, with no comma between.
CONTENTS

ABSTRACT

Chapter

1. DESCRIPTION OF MINISTRY NEED ........................................ 1
2. MINISTRY PROPOSAL AND ITS SETTING ................................. 5
3. THE PROJECT DIRECTOR ................................................ 7
4. DOCTRINAL FOUNDATIONS ............................................... 10
5. REVIEW OF ALTERNATIVE PROGRAMS ................................. 20
6. MINISTRY RESOURCES .................................................... 23
7. DESCRIPTION OF THE PROJECT ....................................... 27
8. PROJECT EVALUATION .................................................... 31

Appendix

A. DEMOGRAPHICS .................................................................. 36
B. EVALUATOR AGREEMENTS ............................................... 40
C. EVALUATOR VITAE .......................................................... 43
D. SAMPLE LESSON PLANS ................................................... 46

SELECTED BIBLIOGRAPHY .................................................. 52

Page number, bottom center. Same font and size as text.
CONTENTS

ACKNOWLEDGMENTS .................................................. v

ABSTRACT

Chapter

1. INTRODUCTION .................................................. 1
2. PROJECT DESCRIPTION ......................................... 5
3. PROJECT EVALUATION .......................................... 35
4. PROJECT ANALYSIS AND REFLECTION ..................... 45
5. SUGGESTIONS FOR FURTHER IMPLEMENTATION .......... 55

Appendix

A. FINAL PROJECT PROPOSAL .................................. 62
B. ANNOTATED BIBLIOGRAPHY .................................. 132
C. ANNOTATED BIBLIOGRAPHY EVALUATION ................. 142
D. ESSENTIAL DISCIPLESHIP SKILLS REPORT ............ 147
E. ESSENTIAL DISCIPLESHIP SKILLS REPORT EVALUATION 150
F. LESSON PLANS .................................................. 153
G. LESSON PLANS EVALUATION ................................. 163
H. WORKSHOP POWERPOINT SLIDES ......................... 168
I. STUDENT HANDOUTS .......................................... 183
J. PRE-/POST-TEST SURVEY .................................... 188
K. PRE-/POST-TEST SURVEY RESULTS ....................... 190

One-inch top margin.

Two line spaces.

For the spacer dots, use a monospaced font like Courier New.

Three spaces to chapter number.

One-and-one-half inch left margin.

Page number, bottom center. Same font and size as text.

vi

One-inch right margin.
L. WORKSHOP EVALUATION RUBRIC ........................................ 195
M. WORKSHOP EVALUATION RESULTS ................................ 197
N. EVALUATOR VITAE ............................................................ 206
SELECTED BIBLIOGRAPHY ..................................................... 211
VITA

Appendix items listed are for sample purposes only. Actual appendix items vary according to project goals.
ABSTRACT

PLACE TITLE HERE, IN ALL CAPS, DOUBLE-SPACED,

REPLICATING THE SAME TITLE FORMATTING

AS FOUND ON THE TITLE PAGE

Your name here, D.Min. (or D.Ed.Min.)
New Orleans Baptist Theological Seminary, 2015
Faculty Mentor: Dr. Reggie Ogea, Associate Dean, Professional Doctoral Program

Abstract text begins here. Note that the names associated with the project are single-spaced while the text that follows is double-spaced. Provide a succinct, descriptive account of your work indicating your purpose, project model, and results. For proposals, use present tense, and for reports, use past tense.

Leave a two-inch margin at the top of the abstract page. Set the left margin to one and a half inches; set both the right, bottom, and top margins to one inch. Note the extra line of space between Abstract and the title, between the title and the names associated with the project, and between the names associated with the project and the text.

The abstract is the last page in the front matter, immediately preceding the text. Although the abstract page number is not included at the bottom of the page, the page is included in the total page count. Limit the abstract to one page.

(Do not include page number.)
Appendix C
Component Samples - Turabian 8

Equipping Professional Doctoral Students
with Turabian 8 Formatting Skills

Because the project report is bound, set all left margins to 1-1/2”. Set all other margins to 1” (A.1.1). Double-space and center title page text.

Leave four line spaces above the headline-style title. Choose bold font style and 14-point to emphasize the title’s prominence. (Turabian 8: A.1.5, A.2.1.2, and Figure A.2)

Use Times New Roman in 12-point for all document text. (Turabian 8: A.1.2)

A Project Report Submitted to
the Faculty of the New Orleans Baptist Theological Seminary
in Candidacy for the Degree of
Doctor of Ministry

by
Your Name Here in Bold

New Orleans, Louisiana
Month 20##

Report date: graduation month and year—no comma.

Proposal date: month of committee approval and year—no comma.

Seminar paper: due date—Month #, 20##.

Or Final Project Proposal. Or Seminar Paper.

Or Doctor of Educational Ministry

Note that Turabian 8 does not require the title to appear in the shape of an inverted pyramid. Replicate the same title formatting each time the title is used in both the proposal and the report, including the abstract.

The paragraph symbols (¶) are shown here to demonstrate spacing. Go to the Home tab to turn these on and off.

Go to the Home/Paragraph pull-down menu and ensure that both the Before and After spacing are set to 0-point.
Contents

Abstract ................................................................. iii

Chapter 1. Description of the Ministry Setting and Need ........................................... 1

Chapter 2. Project Proposal .................................................................................. 5

Chapter 3. The Project Director ........................................................................... 7

Chapter 4. Doctrinal Foundations ......................................................................... 10

Chapter 5. Review of Alternative Programs ...................................................... 20

Chapter 6. Ministry Resources ............................................................................ 23

Chapter 7. Description of the Project .................................................................. 27

Chapter 8. Project Evaluation .............................................................................. 31

Appendix A. Demographics .................................................................................. 36

Appendix B. Evaluator Agreements .................................................................... 40

Appendix C. Evaluator Vitae .............................................................................. 43

Appendix D. Sample Lesson Plans ....................................................................... 46

Bibliography ......................................................................................................... 52

Tip: Double check contents page numbers one last time before submitting your document.

Tip: Format the contents page in single space to ensure proper spacing.

Leader dots are optional in Turabian 8, shown here for demonstrational purposes.

Note that this and additional pages of the contents require page numbers, bottom center—a change from Turabian 6. The title Contents, however, only appears on the first page.

Need help aligning contents page numbers on the right? Or formatting leader dots? Go to Home/Paragraph to turn this feature on and off.

See Figures A.3. and A.4 in Turabian 8 for other table of contents examples.
Contents

Acknowledgments ............................................................................................................................................. v

Abstract ........................................................................................................................................................ vi

Chapter 1  Introduction .................................................................................................................................... 1

Chapter 2  Project Description ..................................................................................................................... 5

Chapter 3  Project Evaluation ...................................................................................................................... 35

Project Goals ................................................................................................................................................. 36

Professional Goals ........................................................................................................................................ 41

Chapter 4  Project Analysis and Reflection ................................................................................................. 55

Project Reflection ........................................................................................................................................ 56

Theological Reflection .................................................................................................................................. 61

Chapter 5  Suggestions for Further Implementation .................................................................................. 67

Appendix A  Final Project Proposal ........................................................................................................... 73

Appendix B  Annotated Bibliography .......................................................................................................... 147

Appendix C  Annotated Bibliography Evaluation ...................................................................................... 157

Appendix D  Essential Discipleship Skills Report ..................................................................................... 162

Appendix E  Essential Discipleship Skills Report Evaluation ..................................................................... 165

Appendix F  Lesson Plans ............................................................................................................................. 168

Appendix G  Lesson Plans Evaluation .......................................................................................................... 178

Appendix H  Workshop PowerPoint Slides .................................................................................................. 183

Appendix I  Student Handouts ................................................................................................................... 198

Appendix J  Pre-/Post-Test Survey ............................................................................................................... 203

The paragraph symbols (*) are shown here to demonstrate spacing. Go to Home/Paragraph to turn this feature on and off.

Tip: Format the contents page in single space to ensure proper spacing.

Note that spacer dots are optional in Turabian 8.

See Figures A.3 and A.4 in Turabian 8 for other table of contents examples.
Abstract

Equipping Professional Doctoral Student

in Turabian 8 Writing Skills

Your name here, DMin candidate
New Orleans Baptist Theological Seminary, 2016
Faculty Mentor: Dr. Reggie Ogea, Associate Dean, Professional Doctoral Program

Abstract text begins here. Note that the names associated with the project are single-spaced while the text that follows is double-spaced. In Turabian 8, abbreviate academic degrees without periods or spaces. Provide a succinct, descriptive account of your work indicating your purpose, project model, and results. For proposals, use present tense, and for reports, use past tense.

While Turabian 6 required a two-inch margin at the top of the abstract page, Turabian 8 does not. Paragraph symbols are shown here for spacing demonstration purposes. Go to Home/Paragraph to turn the paragraph symbols on and off. Note the spacing between Abstract and the title, between the title and the names associated with the project, and between the names associated with the project and the text.

The abstract is the last page in the front matter, immediately preceding the main body of text. While Turabian 6 did not require a page number on the abstract, Turabian 8 does. Limit the abstract to one page.
Vita

Christopher M. Thomas

Educational
- BA, Samford University, 1972
- MDiv, New Orleans Baptist Theological Seminary, 1975
- ThM, New Orleans Baptist Theological Seminary, 1977

Ministerial
- License: May 15, 1969, First Baptist Church, Jacksonville, Florida
- Ordination: February 3, 1973, First Baptist Church, Jacksonville, Florida
- Minister to Youth, Littlewoods Baptist Church, Littlewoods, Mississippi, 1972-1973
- Associate Pastor, First Baptist Church, Denham Springs, Louisiana, 1973-1976
- Pastor, First Baptist Church, Cedarville, Mississippi, 1976-present

Professional
- Fellow to Dr. D. Waylon Bailey, Professor of Old Testament and Hebrew, New Orleans Baptist Theological Seminary, New Orleans, Louisiana, 1976-1979
- Contract Instructor in the Department of Old Testament, New Orleans Baptist Theological Seminary, New Orleans, Louisiana, 1979-present

Organizational
- Member, Society of Biblical Literature, 1976-present
- Member, American Academy of Religion, 1976-present
Chapter 1

Turabian 8 Formatting Requirements and Document File Management

Formatting First Pages of Chapters

Note that Turabian 8 does not require a two-inch margin at the top of the first pages of chapters—or appendixes—as Turabian 6 did. The pilcrow sign (¶) is shown between the chapter title and the subhead that follows for spacing demonstration purposes; look for this sign in other locations of this chapter where extra spacing is required. Go to Home/Paragraph and click on ¶ to turn paragraph marks and other nonprinting formatting symbols in your document on and off. Also note that the font size of the chapter number and title are formatted with headline-style capitalization, in bold and slightly larger—14-point—to draw attention to these elements. Make sure the wording of each chapter title matches the wording on the contents page exactly.

Formatting Quotes, Block Quotes, and Footnotes in the Text

Use bibliography style to signal that you have used information from a source: “a superscript number at the end of the sentence in which you quote or otherwise reference a source.” The previous sentence demonstrates a run-in quotation. Use a run-in quotation when

1. This example represents a first-level subhead. See Turabian 8, A.2.2.4 for more information.


3. These instructions are based on Microsoft© Word 2010 using a PC.

4. Turabian, 144.
quoting less than five lines from a source. Use a block quotation when quoting five lines or longer. Turabian elaborates on block quotation formatting:

Single-space a block quotation, and leave a blank line before and after it. Do not add quotation marks at the beginning or the end, but preserve any quotation marks in the original. Indent the entire quotation as far as you indent the first line of a paragraph. . . . For other punctuation and capitalization within the quotation, see 25.3.1.

The block quote shown above begins with indentation because the original text began with indentation. Also place the superscript footnote reference at the end of the block quote. While Turabian 6 required four spaces between the block quote and the left margin, Turabian 8 requires the same spacing as the first line of a paragraph indentation for block quotes—accomplished by using the tab key. Turabian 6 required block quotations for eight lines or more of text; Turabian 8 requires block quotations for five lines or more of text.

To insert a footnote reference, place your cursor where you would like to insert a footnote in the text. Go to References, and click Insert Footnote. Format the footnote reference number at the bottom of the page as regular text—not as a superscript—followed by a period and a space. Most word processors default to a superscript footnote number automatically at the bottom of the page. To reformat this number, select the number with your cursor; do not delete this automatically generated number. Go to Home and click on the arrow in the bottom-right corner of Font to expand the formatting options. Under Font Effects, unselect Superscript, and then click OK. If you end up cutting and pasting any section of text containing footnote references, Word will automatically renumber your footnotes—if you preserve the formatting as prescribed above.

To format all of your document’s footnotes properly, go to References and click on the small square with an arrow in the bottom-right corner. For footnote location, choose Below Text.

5. See Turabian 8: 25.2.1 for more.

6. Turabian, 349.
Format the footnote numbering to *Restart each section*. Apply changes to the *Whole document*. Then click *Apply* in the bottom-right corner.

Footnote spacing looks like paragraph spacing: the first line is indented and subsequent lines are flush left. Always use the tab key on your keyboard to achieve this first line of spacing rather than a series of spaces using the spacer bar. If more than one footnote appears at the bottom of a page, separate each entry with a line space. A line space above the first footnote is not necessary in Turabian 8 as it was in Turabian 6.

Most word processors format footnotes in 10-point size, slightly smaller than the text used in the body of the paper. You may format your footnotes in 10-point or in 12-point. Consistency throughout the document is essential. The footnote font always should match the text font. Be aware that most word processors default to a font other than Times New Roman for the footnotes. Footnotes as a whole are aligned left rather than justified—just like the main body text. You can manually adjust these formatting requirements in the footnote section as needed.

One would expect the footnotes to number from one in the first chapter; many writers are surprised to learn that Turabian style requires that footnotes renumber to one in additional chapters. The formatting instructions described previously accomplish this automatically—assuming that a *Section Break—Next Page* is placed at the end of each chapter. Section break placement is discussed in greater detail in the next section.

Why is a separator line above your footnote(s) stretching across the page? An extra return at the end of the previous page’s footnote(s) may be to blame. Make sure the ¶ is turned on. If an extra ¶ exists at the end of the last footnote on the previous page, delete it. If you are one line short of keeping a footnote on the page in which it is referenced, you can manually insert a page break—careful, not a section break—at the end of the second to the last line of text to free up an
extra line of space. Look under the Layout tab for Breaks, or you may Insert a break by clicking on that pulldown menu.

Formatting Page Numbers

Section breaks are essential not only to numbering footnotes properly throughout the document but to numbering pages accurately as well. Your word processor is programmed to format your document’s page numbers automatically. The instructions that follow are one way you can achieve the pagination needed in the front matter and the remaining document. Consider formatting page numbers after completing all other elements of the document.

Formatting Front Matter Page Numbers

Page number formatting depends on properly placed section breaks. First, place a Section Break—Next Page at the end of each element in the front matter—all components that precede the main body of text. Adding a section break often throws off spacing on the page that follows; correct this spacing as you go. Turning on the ¶ feature aids in the identification of these spacing issues.

After these section breaks are in place, click on the footer at the bottom of the first page of the table of content to activate that section. The first page of the table of contents is the first front matter page on which a page number is required. Under Header & Footer Tools/Navigation, unclick Link to Previous if that button is activated. This action establishes this page number as independent from the preceding pages. Next, format this and all other front matter page numbers

---

7. This example represents a second-level subhead: centered, regular type, with headline-style capitalization. See Turabian 8: 2.2.4 for more details. Never place a subhead at the bottom of one page and the text that follows on the next page. Place a page break at the end of the preceding section if necessary to keep the subhead and text together at the top of the next page.
to appear as lower-case roman numerals. Go to Insert/Header & Footer and click on Page Number. Choose Format Page Numbers from the pull-down menu. In the Page Number Format box that appears, for Number format, choose i, ii, iii. For Page numbering, click to the left of Start at and click up to ii for seminar papers and final project proposals or up to vi for project reports. Then click OK.

To insert the page number, go back to Insert/Header & Footer and again click on Page Number. Choose Bottom of Page from the pull-down menu, then choose Simple—Plain Number 2 from that pull-down menu, placing the page number in the bottom center of the footer. The page number now should appear in the footer. Select this page number and change the font and size to Times New Roman 12-point if needed; many word processors automatically format page numbers in a different font and size.

Go to the footer of the next front matter page: the next page of the contents or the abstract page, for example. Under Header & Footer Tools/Navigation, click on Link to Previous. If the page number appears in the wrong format—3, for example—go to Header & Footer/Page Number and choose Format Page Numbers from the pull-down menu. In the Page Number Format box, for Number format, choose i, ii, iii. Make sure Page numbering is set to Continue from previous section, and then click OK. Repeat this procedure at the bottom of each front matter page on which a page number should appear if necessary. Consult the Project in Ministry Handbook on the NOBTS website to determine which front matter elements require pagination and which do not.⁸

Again, page number formatting depends on properly placed section breaks. Repeat the previous instructions for inserting section breaks in the chapters and appendixes. First, place a Section Break—Next Page at the end of each chapter and appendix. Adding a section break often throws off spacing on the page that follows; correct this spacing as you go. Turn on the ¶ to aid in the identification of these spacing issues.

Traditional page number locations are required in professional doctoral seminars, final project proposal, and project reports: the page number appears in the bottom center of the first pages of chapters and appendixes and in the upper-right corner of subsequent pages. One way to accomplish this is to initially place all chapter and appendix page numbers in the upper-right corner. Then go back and reformat the page numbers on the first pages of chapters and appendixes to appear in the bottom center of the footer.

To begin, click on the upper part of the first page of the first chapter to activate the header. Go to Header & Footer Tools/Navigation; make sure the Link to Previous button is not activated. You do not want these page numbers to link to the front matter page numbers. Next, click on Page Number in that same section. Choose Top of Page, and then select Plain Number 3—the option that places the page number in the upper-right corner. The page number 1 should now appear (temporarily) in the upper-right corner of the first page of the first chapter; sequential numbers should appear in the upper-right corners of subsequent pages through the bibliography.

Go back to the first page of the first chapter and click on the footer of that page to activate this section. Under the Header & Footer Tools/Options, check Different First Page. This designation allows you to place the page number in a different location on the first page than on subsequent pages that follow. Next, go to Header & Footer/Page Number under that same tab,
and select *Bottom of Page* and *Simple—Plain Number 1* in the pull-down menu that appears. This process should change the page number location on the first page to the bottom center of the footer. Always double check that the page number matches the text font and size: Times New Roman and 12-point. Repeat this process on the first page of chapters and appendixes that follow, ensuring that all other first pages of chapters and appendixes that follow the first chapter are designated as *Link to Previous* under *Header & Footer/Navigation*. If you experience difficulty, go back to the end of the preceding chapter or appendix and make sure a *Section Break—Next Page* was added—visible when the ¶ is turned on. After formatting the first page number in the first chapter, many word processors automatically place the page number on the bottom center of a first page of a chapter or appendix once that footer is designated as a *Different First Page*.

**Document File Management**

You will transmit your document via email back and forth between your faculty mentor, the project coordinator, and the style reader—your assistants in the editorial process. Originating from the student, the file name should reflect the student’s last name and first name, the document type, and—most importantly—the date: *DeMin, Doc – Proposal – 9.2.16*, for example. The editorial recipient downloads this document and renames it, identifying the editor’s name and the new date of editing: *DeMin, Doc – Proposal – PGarrett – 9.7.16*, for example. Each time, this new file becomes the new working copy moving forward. Each time, the recipient must download the newly transmitted document and revise from this file as the working copy—do not work from a previous copy. The student will address the editorial issues raised or accept changes into the document, again saving this document in a way that identifies the file as the working copy moving forward: *DeMin, Doc – Proposal – 9.10.16*, for example.
Editorial feedback falls into one of two categories. *Comments* convey information the writer is expected to address once the new document file is received. *Changes*—such as insertions, deletions, and formatting changes—appear directly in the text, footnotes, headers, and footers of the new document file. Accepting these changes incorporates these elements into the new copy; rejecting these changes excludes these elements from the new copy.

Writers identify these comments and changes by going to the *Review* tab and pressing the *All Markup* button to show all editorial marks. Work through these comments and changes sequentially, from the beginning of the document to the end. After addressing a comment, click on the *Next* button to advance to the next mark. Leave the original comment so that the commenter can identify the comment and *Accept* or *Reject* the related revision when the new copy is received. If the markup falls under the *Changes* category—an insertion, deletion, or formatting change—then the writer may *Accept* this change into the document or *Reject* the change if it does not align with the writer’s intent. The word processor automatically advances to the next *Change* when the writer *Accepts* or *Rejects* a change. Continue this procedure until you have addressed all comments and changes. Then save the document again in the manner previously described before retransmitting.
Place of Publication

When citing publication locations in footnotes and the bibliography, include the two-letter state postal code.

Footnote example:


Bibliography example:


A student may include the two-letter postal code for all cities. Or a student may choose to omit the two-letter postal code for the following cities:

Baltimore
Boston
Chicago
Los Angeles
New York
Philadelphia
San Francisco

Inclusion of the country name is not required for the following world cities:

Amsterdam
Jerusalem
London
Milan
Moscow
Paris
Rome
Stockholm
Tokyo
Vienna
Writing Checklist

Before Turning in ProDoc Proposals and Reports

Title Page:

☐ Does the title page follow the format as laid out on the online sample?

☐ Is the title formatted in 14-point and bold?

☐ Is the student name formatted in bold?

☐ Are this page’s and all margins set to one inch, with the left margin set to 1-1/2 inches?
  These margins accommodate binding in the end.

☐ Did you place a Section Break (Next Page) at the bottom of the page? This action helps establish proper pagination here and in other places. Go to the Home tab and click on the ¶ to view section breaks and other nonprinting symbols.

☐ For proposals, does the date at the bottom of the page reflect the month and year of committee approval—with no comma between the month and year? For reports, does this date reflect the month and year of graduation?

☐ Is this page and all that follow set to Align Left rather than Justify text?

☐ Have you double checked your Layout spacing to make sure that Before and After spacing are set to 0 point? Make sure you follow this spacing throughout the document. Avoid using any preset formatting/styles.

Contents Page:

☐ Does the contents page(s) reflect the sample contents page’s formatting?
➢ Did you format the page numbers on the right to align properly by formatting tabs? See *How to Properly Align Page Numbers on the Contents Page* for more. Leader dots are optional.

➢ Did you get someone to double check your page references to ensure accuracy?

➢ Is this page/Are these pages numbered in the bottom-center, in roman numerals—ii, iii, …? 

➢ Are these page numbers formatted in Times New Roman – 12-point, to match your text? (Be advised that Word often formats these in a different font.)

➢ Did you place a *Section Break (Next Page)* at the end of this section?

---

**Abstract:**

□ Does your abstract page reflect the sample abstract page’s formatting?

□ Is a roman numeral (iv, v, for example) page number visible in the bottom-center of the footer—formatted in Times New Roman, 12-point to match the text?

□ Is your text concise, clear, and limited to one page?

□ Do the goals reflected on this page match the wording of goals referred to in the main text?

□ Did you place a *Section Break (Next Page)* at the end of this page?

---

**Chapters/Appendixes:**
Is the chapter number/appendix letter and title formatted in bold and 14-point? See Chapter Sample. Most of this information applies to the appendixes as well.

Did you double check your subheads to make sure they are formatted correctly? First-level: bold, centered, headline-style; second-level: regular text (not bold), centered, headline-style; etc. See Turabian 8 – A.2.2.4 for more.

Did you leave extra space before each new subhead?

Does your text contain any widows/orphans? These are lines (or subheads) at the beginning or end of a paragraph separated from the paragraph of origin on another page. You can correct these by placing a page break at the end of the previous section of text. Do not use paragraph returns to accomplish this, especially if that page contains footnotes.

Did you place a Section Break (Next Page) at the end of the chapter/appendix? This is important for proper pagination and footnote numbering.

Did you use a block quote when referencing five or more lines of text? Block quotes are equal with the indent that establishes the first line of a paragraph in Turabian 8. Make sure your block quote is single spaced.

Does the arabic page number (1, 2, etc.) on the first page of the chapter/appendix appear in the bottom center, with subsequent page numbers appearing in the top-right corner? Avoid placing a section break at the bottom of the first page to accomplish this; section breaks only occur at the end of a section/chapter/appendix. See Chapter Sample for more on formatting page numbers. If your first page number is off, check to ensure you placed a Section Break (Next Page) at the end of the preceding section/chapter/appendix.

Footnotes:
Do you properly cite all sources referenced in the text?

Are all footnotes formatted in Times New Roman? Word often defaults to a different font. You may use 10-point or 12-point for your footnotes per Turabian 8 as long as you choose one size and use it consistently throughout both the proposal and the report.

Are your footnotes formatted to fall **under the text** rather than at the bottom of the page? When you format this, apply this action to **Whole Document** and save.

Are your footnotes formatted to **renumber to one in each new section/chapter**? This is why a **Section Break (Next Page)** is important at the end of each section/chapter/appendix. When you format this, apply this action to **Whole Document** and save.

Did you leave extra paragraph returns at the bottom of the page—resulting in extra space between the text and the footnote(s)? Go to the **Home** tab and turn on the ¶ to identify these easily. Instead, if needed, place a **page break** at the end of the text to send the text to the next page without the extra space.

Do footnotes fall on the same page on which they are referenced in the text?

If a continuous separator line (one that stretches across the page) appears at the bottom of a page, see if you placed an extra return at the end of the previous page’s footnotes. Double click on the footer to activate this section. Then delete any extra paragraph returns at the end of the last footnote.

Are all footnotes separated by a line space? No extra space is required below the separator line and the first footnote.

If a footnote reference in the text falls at the bottom of that page’s text, and Word forces the footnote to the next page—with a continuous separator line—you often can fix this by
placing a **page break** at the end of the second-to-the-last line of text. **Note that a page break is not the same thing as a section break.**

☐ Do all footnotes end with a period?

☐ Are all footnotes indented like a paragraph, with additional lines of text left-aligned?

☐ Are footnote numbers at the bottom of the page formatted as regular-sized numbers followed by a period and a space? If not, highlight the number in the footer and unselect the Superscript option. This is a change from Turabian 6. Footnote references in the text, of course, remain as superscript numbers.

☐ Did you place a period after each ibid.? Ibid. is an abbreviation for ibidem, so a period is required—even if you follow this abbreviation with a comma, a page number, and a period.

☐ Avoid placing an ibid. at the top of a new page’s footnotes, according to Turabian 8. Instead, reestablish the reference for the reader by placing a shortened form of the footnote if used before, continuing ibid. if needed again below this one.

☐ Do you include the two-letter state postal code—TX, LA, MI, for example—after all publication cities? See *Place of Publication* for more.

**Bibliography:**

☐ Are the first lines of bibliography entries aligned to the left margin, with subsequent lines indented over a half inch?

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