



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

Project in Ministry Handbook

Developing Excellence in Your Ministry

Revised September 2023

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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 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*—Researching 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 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?¹
 - 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 contributing 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 Project Mentor using the contract form available on the program web site.
 - Be prepared to discuss items 1-8 above.
 - Secure the Project Mentor's oral approval of the project idea.

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 Project mentor, and the project coordinator no

1. Occasionally a project may take longer, but students with longer projects should be aware that their program timetable may be delayed by one graduation period.

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. General Guidelines for Writing the Final Project Proposal and Project Report

1. Properly cite all sources. Plagiarism—even in the project report—is grounds for dismissal from the program.
2. Avoid overuse of the term “project director.” Instead, limited use of first-person pronouns now is acceptable. See Turabian 8, 11.1.7.
3. Set left margins to one-and-one-half inches to allow space for binding and to one inch on the top, bottom, and right margins.
3. Align all text along the left margin; do not justify text across the page.
4. Format all text and page numbers in Times New Roman (12 point). Footnotes may appear in either 10- or 12-point size, used consistently throughout.
5. Text is generally double-spaced.
6. Only printers such as laser printers which produce high-quality type are acceptable. Duplication of Project Reports on high-quality photocopiers is required.
7. Students must cite scripture using parenthetical references; see Turabian 8, 16.4.3.1. Footnote all other textual references; endnotes are not acceptable. Follow notes-bibliography style.
8. For generation names, use lowercase for baby boomer and millennial and capitalize Generation X and Generation Xer.
9. Note that Bible is capitalized but biblical is not. Also note that Sunday is capitalized but Sunday school is not.

G. Final Project Proposal

1. Description

The Final Project Proposal is a formal document submitted to the Project 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 included on page
 - write a brief, one-page summary of the project
 - limited first-person pronouns are acceptable

See the Turabian 8 manual for chapter formatting requirements

Also see [Chapter Sample with Formatting Help](#).

- 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. Identify your educational background and ministry experience along with potential strengths, weaknesses, and biases that may affect the project.
 - *Professional goals*: Identify 2-3 professional goals for yourself. **Limited first-person pronouns are acceptable.**
- 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 are informed by the project.
- Chapter 5 - Review of Alternative Programs (2-3 pages)
 - Briefly describe programs/methods/projects which others have used 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 validate 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.² One evaluation tool per goal is not adequate to validate the goal.
 - 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.³

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.

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.

- Avoid excessive references to the project director. Limited usage of first-person pronouns is acceptable per Turabian 8, 11.1.7.
- You must pre-enlist credentialed evaluators, naming them in the proposal. Reference their agreements to participate and vitae in the appendixes.
- 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.
- Include all tools and/or instruments used in the evaluation of the project.
- Include evaluators' agreements to participate and vitae in the proposal appendixes.

- 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 and Review Process

Students should complete the [Writing Checklist](#) before submitting their proposals. Students are encouraged to submit their proposals to the ProDoc office sixty days prior to their desired approval date. Email the proposal to prodocproject@nobts.edu and copy your project mentor.

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 project mentor feedback.

The project mentor will evaluate this final document for ProDOC recommendation.

Students submitting final project 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 final project proposals and project reports are reviewed by style readers in the order received.

5. Approval Process

Proposals recommended by project 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 project mentor evaluates a student's proposal, he or she will notify ProDOC of one of the following decisions:

- a. *Rejection:* This action will take place if the mentor believes that the Final Project Proposal does not constitute a worthy project. The student must redesign the 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 Project 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 Project 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 Project 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 Project Mentor, the Project 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.

H. 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 Project Mentor, the report is more than a mere recapitulation of the Final Project Proposal. The report document includes insights learned in the process of the ministry project.

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 the appendix of this handbook.

Front Matter:

Follow this order for the front matter:

- Approval Signature Page—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
 - Include the copyright page, even if you choose not to pursue a formal copyright.
- 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

Chapters:

See Turabian 8 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.
 - Appropriate use of first-person pronouns is acceptable in this chapter and as is appropriate throughout the report text, especially when “naming an action unique to you as the writer. . . . such actions typically appear in introductions and conclusions” (Turabian 8, 11.1.7).
 - Reference the Final Project Proposal in the Introduction chapter and properly footnote as seen below.⁴
- Chapter 2 - Project Description (25-50 pages)
 - For Equipping Program, Preaching Skills Enhancement, Strategy Planning, 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; focus on significant events of the project rather than minor details.
 - For Ministry Research Projects (40-50): Provide a narrative description of the fruit of the research and a complete but not exhaustive summary. Focus on significant findings rather than on minor details.
- Chapter 3 - Project Evaluation (8-10 pages)

Examine the project from two perspectives:

 - Project goals (5-6 pages)
 - Professional goals (3-4 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 Project Report Supplement: The Final Project Proposal.

- 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 - Suggestion 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, Project mentor, and evaluators. Gather feedback—anecdotal or formal-- from those who have been part of the process, seeking relevant insights or recommendations.
- Appendixes
 - 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.
 - 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
- Project Report Supplement: The Final Project Proposal
 - Place a cover page at the beginning of this supplemental project report element, entitled as shown above.
 - The approved, final project proposal is the final element of the project report. Without the final project proposal, the project report is incomplete.
 - As a project report supplement, no changes to the original proposal pagination are required.
 - To further clarify, the proposal bibliography page is the final page of the full report.

3. Length

The length of the Project Report should range from fifty to eighty-five pages, exclusive of preliminary pages, appendixes, selected bibliography, and supplement. The total length of the report should not exceed 250 pages.

4. Initial Submission and Evaluation

Students should fill out the [Writing Checklist](#) before submitting their reports.

Students anticipating December graduation must email their Project Reports in Word format to the Project Coordinator (prodocproject@nobts.edu) by August 15th--or January 15 for May grads--for style reader review. Remember that the final project proposal document is the final element of the full project report. Remember to retain the proposal's original pagination as a report supplement—no change to page numbering is required.

Students are to revise their reports according to style reader and Project mentor feedback. When the revision process is complete, students should email their full reports in Word format to their Project mentor, project coordinator (prodocproject@nobts.edu), and the program coordinator (prodoc@nobts.edu)—in

preparation for the exit interview. The Project mentor and project coordinator will verify the report as ready for the exit interview.

The ProDoc Associate Dean will assign a second and third reader to assist the Project mentor in reading and evaluating the project report. The Project mentor will schedule an exit interview date, time, and place in conjunction with the other faculty readers and the student. Most interviews will be scheduled during September through early November (for December graduation) or February through early April (for May graduation).

The exit interview team will evaluate the report prior to 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).

Once the report has been evaluated by the three faculty members, the Project 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 Project 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 Project mentor will keep a record of the required corrections/changes 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 Project Mentor. The Project 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.

5. The Exit Interview

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 the Exit Interview.

In conjunction with the two faculty readers, the Project 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 Project mentor and readers will grant a Pass/Fail evaluation of the Exit Interview and report their evaluation to 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 Project mentor. Such an evaluation likely will delay the student's graduation by one graduation period.

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.

6. Preparing Your Preview Copy

You have presented your project report to the exit interview readers with success. And now you are tasked with finalizing your project report document for the final step in the review process: the preview copy. This preview copy should reflect all final revisions and represent your full final report copy. Run through the [Writing Checklist](#) one last

time to make sure you have addressed all final revisions. Email this electronic copy to the ProDoc program coordinator—prodoc@nobts.edu—within one week of your exit interview.

7. Preview Copy: Frequently Asked Questions

•What is a preview copy, and why do I need to send one?

A preview copy is the final version of your full project report. The Project Coordinator reviews this copy one last time for errors before you have your final report printed—potentially saving you time and money.

•To whom do I send my preview copy?

Email your full project report to the ProDoc project coordinator: prodocproject@nobts.edu.

•When is the preview copy due?

The preview copy is due within one week of the exit interview. If you run into issues and need additional time, email the ProDoc program coordinator: prodoc@nobts.edu.

•When will I get my preview copy back so I can make the corrections?

You should receive your preview copy back within two weeks. If you have not received the preview back within two weeks, email the ProDoc project coordinator for an update: prodocproject@nobts.edu.

8. Creating Your Final Project Report Copies

Before graduation, email your finalized project report copy to the ProDoc program coordinator: prodoc@nobts.edu and the project coordinator: prodocproject@nobts.edu.

9. Final Project Report Copies: Frequently Asked Questions

•When are my electronic project report copies due?

Students should email their electronic project report copies to the ProDoc program coordinator within a week of receiving the preview feedback: prodoc@nobts.edu.

•What are RIM and TREN?

RIM stands for Research in Ministry. RIM's online database only contains abstracts.

TREN stands for Theological Research Exchange Network. This online database stores digital copies of project reports like yours for use in other students' future research.

•When can I expect to receive my bound project report copy?

Graduates will wait a minimum of four months to receive their bound project reports.

•How will I receive my bound project report?

The library ships through FedEx and UPS. If you do not receive your shipment in a timely manner, contact the library for tracking information.

•Can I request extra project report copies at a later date?

Yes. Go the [book binding service's website](#) to request extra project report copies.

II. Writing Style

A. Official Style Guides

Students are required to use the style guide 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.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago Press, 2010.

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 Turabian 8.

See Chapter 15 for General Introduction and Citation Practices.

Also see Chapter 16 and 17 for Notes-Bibliography Style—the required style.

See also [Place of Publication link](#) for citing publication locations.

When referencing an outside project report, follow the same guidelines for “Theses and Dissertations” seen in Turabian 8, 17.6.1—using DMin proj. rpt. in place of PhD diss.

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. First-person pronouns (I/me) are allowed in certain circumstances. See Turabian 8, 11.1.7 for more information.
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. 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 wording and argumentation. The quality of the content of the work is not measured by its length.
6. Avoid unusually long, choppy sentences. Limit prepositional phrases.
7. Avoid one or two sentence paragraphs.
8. Avoid wordiness. Restrict use of adjectives, be direct, and edit.
9. Avoid sermoniac 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 "the project director," "this researcher," and "this writer." Limited first-person usage is acceptable for actions unique to the writer. See Turabian 8, 11.1.7.

E. Abbreviations of Books of the Bible

See Turabian 8, 24.6. Use traditional abbreviations.

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 based on 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 using 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.

Acceptable	Not Acceptable
alternating he and she	he (or she) exclusively
he or she	(s)he
his or her	she/he or he/she

In the presentation of lifestyles, 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 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 Project 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.

Stereotyped/Biased	Suggested Correction
When great men had great dreams, new horizons were opened.	When great men and women had great dreams, new horizons were opened.
Ministers and their wives will be evaluated in the study.	Ministers and their spouses will be evaluated in the study.
Paul views God's work in men's lives as a new act of creation.	Paul views God's work in people's lives as a new act of creation.
The music minister should not change his style for convenience sake alone.	Music ministers should not change their style for convenience sake alone.
Third-world theologians hold to that view, but major thinkers do not.	Many Asian, African, and Latin American theologians disagree with Western theologians on that issue.
Jesus came to save all men.	Jesus came to save all persons.

Appendix A

Project Planning Grid and Samples

Student	Project Mentor	Project Model
Project Title		

Please fill in each project goal along with the corresponding evaluation plan.

Project Goal One		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		
2.		

Project Goal Two		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		

Project Goal Three		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		

Project Goal Four (strategy model only)		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		

Please fill in each professional goal along with the corresponding evaluation plan.

Professional Goal One		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		

Professional Goal Two		
To . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1.		
2.		

The Equipping Program Model

Student Name	Ethan Quipper
Project Mentor	Dr. Jones

Project Goal One		
To research the field of evangelism to determine essential skills needed for personal evangelism training.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of evangelism.	Annotated bibliography	Dr. Evangeline
2. To determine essential personal evangelism skills.	Report on Essential Personal Evangelism Skills	Dr. Evangeline

Project Goal Two		
To develop a curriculum to equip selected members of CBC, Slidell, LA, in personal evangelism skills.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research curriculum writing.	Annotated bibliography	Dr. M. E. Dee
2. To write a curriculum . . .	Finished curriculum	Dr. M. E. Dee

Project Goal Three		
To equip selected members of CBC, Slidell, LA, in personal evangelism skills.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To equip – cognitive	Pre-test/post-test	Domains of Learning (cognitive)
2. To equip – psychomotor	Role play	Domains of Learning (psychomotor)
3. To equip – affective	Commitment card	Domains of Learning (affective)

Professional Goal One		
To increase the project director's knowledge of personal evangelism.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of evangelism.	Annotated bibliography	Dr. Evangeline
2. To determine essential personal evangelism skills.	Report on Essential Personal Evangelism Skills	Dr. Evangeline

Professional Goal Two		
To increase the project director's skill in curriculum writing.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research curriculum writing.	Annotated bibliography	Dr. M. E. Dee
2. To write a curriculum . . .	Finished curriculum	Dr. M. E. Dee

The Preaching Skills Enhancement Model

Student Name	Dat Preacher
Project Mentor	Dr. Shepherd

Project Goal One		
To research the field of expository preaching to communicate key Baptist doctrine.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of expository preaching.	Annotated Bibliography	Dr. Expositor
2. To identify key Baptist doctrine.	Report – Key Baptist Doctrine	Dr. Baptisto

Project Goal Two		
To write an expository sermon series to address key Baptist doctrine.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To write the sermon series based on the principles of expository preaching.	Rubric – Expository Preaching	Dr. Expositor
2. To write the sermon series to effectively communicate key Baptist doctrine.	Rubric – Incorporating Baptist Doctrine into an Expository Sermon	Dr. Baptisto

Project Goal Three		
To preach an expository sermon series to address key Baptist doctrine.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To seek listener feedback.	Listening Guides	Selected congregants
2. To seek expert feedback.	Rubric	Dr. Graham

Professional Goal One		
To increase the project director's knowledge of key Baptist doctrine.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To identify key Baptist doctrine.	Report – Key Baptist Doctrine	Dr. Baptisto
2. To write the sermon series to effectively communicate key Baptist doctrine.	Rubric – Incorporating Baptist Doctrine into an Expository Sermon	Dr. Baptisto

Professional Goal Two		
To increase the project director's skill in preaching expository sermons.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To seek listener feedback.	Listening Guides	Selected congregants
2. To seek expert feedback.	Rubric – Measure Preaching Effectiveness	Dr. Graham

The Strategy Planning Model

Student Name	Futura D'Min
Project Mentor	Dr. Sam Inairy

Project Goal One		
To explore the field of mentoring in order to determine the best practices for mentoring ministers.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To explore literature in the field of mentoring.	Annotated Bibliography	Dr. Min Tour
2. To determine best practices for mentoring ministers.	Report – Best Practices for Mentoring Ministers	Dr. Min Tour

Project Goal Two		
To examine the characteristics and needs of ministers serving in the Anchorage Baptist Association.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To conduct a survey of all ministers serving in . . .	Survey Summary and Interpretation	Dr. D. O. Emm
2. To interview selected ministers in the ABA to determine characteristics and needs.	Interview Summary and Interpretation	Dr. D. O. Emm

See next page.

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

Project Goal Four (strategy model only)		
To present the strategy to members of the ABA board of directors.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To present the strategy to a feedback group of selected ABA ministers.	Feedback Summary	Dr. Min Tour
2. To develop a multimedia presentation based on ABA minister feedback.	Multimedia Presentation	Dr. Strata Gee

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

Professional Goal Two		
To increase the project director's skill in strategy development.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To review and approve the strategy planning process adopted by the project director.	The Chosen Strategy Planning Process	Dr. Strata Gee
2. To evaluate the instruments chosen for inclusion in the peer-mentoring process. (pre-test/post-test, personality inventories, etc.	The Chosen Instruments	Dr. Strata Gee
3. To evaluate the peer-mentoring strategy for ministers serving in the ABA.	The Finished Strategy, using a Strategy Evaluation Rubric	Dr. Strata Gee

The Community Needs Assessment Model

Student Name	Missions Pastor
Project Mentor	Dr. Local Missions

Project Goal One		
To assess the demographic data and community needs related to single-mother families in Beau, Iowa.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To gather and assess demographic data . . .	Demographics Study of Single-Mother Families . . .	Dr. Jeff Farmer
2. To determine community needs . . .	Questionnaire – Selected Single Mothers and Their Children	State Convention Community Needs Strategist

Project Goal Two		
To discover resources available to single-mother families in crisis.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To interview agency practitioners serving s-m families.	Interview Questions	Dr. Social Worker
2. To compile a report of available resources for s-m families.	Resources Available to S-M Families	Dr. Social Worker

Project Goal Three		
To recommend development of a program to serve S-M Families in Beau, Iowa.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To present a mock presentation . . .	Mock Presentation and Evaluation	Presentation Group Evaluation

2. To present a formal recommendation . . .	Formal Presentation and Evaluation	Evaluation by Board of Directors
---	------------------------------------	----------------------------------

Professional Goal One		
To increase the project director's knowledge of community needs related to single-mother families . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To gather and assess demographic data . . .	Demographics Study of Single-Mother Families . . .	Dr. Jeff Farmer
2. To determine community needs . . .	Questionnaire – Needs of Selected Single Mothers and Their Children	State Convention Community Needs Strategist

Professional Goal Two		
To increase the project director's presentation skills.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To present a mock presentation . . .	Mock Presentation and Evaluation	Presentation Group Evaluation
2. To present a formal recommendation . . .	Formal Presentation and Evaluation	Evaluation by Board of Directors

The Ministry Research Model

Student Name	Chappy Laine
Project Mentor	Dr. R. E. Surcher

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.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the fields . . .	Annotated Bibliography	Dr. Menn Tour
2. To identify skills needed . . .	Report – Essential Mentoring Skills	Dr. Menn Tour

Project Goal Two		
To develop a tool by which professional chaplains may determine their availability to commit to mentoring through the certification process.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop the tool . . .	Mentoring Self-Assessment Tool	Chaplain Mauldin
2. To administer the tool to selected professional chaplains.	Summary of Mentoring Self-Assessment Tool Results	Chaplain Mauldin

Project Goal Three		
To develop a mentoring handbook for professional chaplains mentoring through the certification process.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop an outline for	Handbook Outline	Dr. Hightower
2. To develop a mentoring handbook . . .	Mentoring Handbook	Dr. Hightower, using a rubric

Professional Goal One		
To increase the project director's knowledge of skills needed to mentor a professional chaplain through the certification process.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the fields . . .	Annotated Bibliography	Dr. Menn Tour
2. To identify skills needed . . .	Report – Essential Mentoring Skills	Dr. Menn Tour

Professional Goal Two		
To increase the project director's skill in handbook development.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop an outline for . . .	Handbook Outline	Dr. Hightower
2. To develop a mentoring handbook . . .	Mentoring Handbook	Dr. Hightower, using a rubric

Appendix B Component Samples - Turabian 8

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)

Equipping Professional Doctoral Students with Turabian 8 Formatting Skills

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

Or Final Project Proposal.
Or Seminar Paper.

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

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

Or Doctor of Educational Ministry

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

by
Your Name Here in Bold

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.

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

New Orleans, Louisiana
Month 20##

Report date: graduation month and year—no comma.

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

Note the title is Contents, not Table of Contents. To emphasize the title, format in bold and choose 14 point. The title appears one inch below the top margin. See Turabian 8, A.2.1.6 for more.

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

Contents

¶
¶

Two single line spaces.

Abstract.....iii

¶
¶

Two single line spaces.

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

¶
¶

Two, single-line spaces.

Appendix A. Demographics 36

¶

Appendix B. Evaluator Agreements 40

¶

Appendix C. Evaluator Vitae 43

¶

Appendix D. Sample Lesson Plans 46

¶
¶

Two, single-line spaces.

Bibliography 52

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

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

Need help aligning contents page numbers on the right? Or formatting leader dots? Go to the Resources page by that name.

The paragraph symbols (¶) are shown here to demonstrate spacing. 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.

ii

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.

Note the title is *Contents*, not *Table of Contents*. To emphasize the title, format in bold and choose 14-point. See Turabian 8, A.2.1.6 for more.

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

Contents

Two, single-line spaces.

¶
¶

Two, single-line spaces, ¶ shown for emphasis.

Acknowledgments v

¶

Abstract vii

¶

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

¶

Two, single-line spaces.

Appendix A Annotated Bibliography 73

¶

Appendix B Annotated Bibliography Evaluation 147

¶

Appendix C Essential Discipleship Skills Report 157

¶

Appendix D Essential Discipleship Skills Report Evaluation 162

¶

Appendix E Lesson Plans 165

¶

Appendix F Lesson Plans Evaluation 168

¶

Appendix G Workshop PowerPoint Slides 178

¶

Appendix H Student Handouts 183

¶

Appendix I Pre-/Posttest Survey 198

¶

Appendix J Pre-/Posttest Survey Results 203

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

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

Appendix K	Workshop Evaluation Rubric	205
¶		
Appendix L	Workshop Evaluation Results	210
¶		
¶	Two, single-space lines.	
Bibliography	213
¶		
Vita		
¶		
Project Report: the Final Project Proposal		

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

Note that this and additional pages of the contents require page numbers, bottom center. The title *Contents*, however, only appears on the first page.

Turabian 6 required a two-inch top margin for the abstract. Turabian 8 does not. Place your title on the first line of this page.

Format Abstract and the project title in bold, 14 point. Replicate the same title form used on the title page.

Or DEdMin. In the proposal, use DMin or DEdMin Candidate.

Abstract

**Equipping Professional Doctoral Students
with Turabian 8 Writing Skills**

Your name here, DMin Candidate
New Orleans Baptist Theological Seminary, 2018
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, academic degrees are abbreviated 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.

The line spacing at the top of this page is best accomplished in single space. 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 two lines 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. Switch to double space for the abstract 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. Abstract word count must equal or exceed one hundred words per TREN requirements.

Choose *Align Text Left* rather than *Justify* in the *Home/Paragraph* spacing choices. Maintain this text alignment throughout the document.

While Turabian 6 did not require a page number on the abstract page, Turabian 8 does.

iii

SAMPLE

Copyright © 20XX by Your Name

All rights reserved

See Turabian 8 – A.2.1.3.
Flush left, bottom of the page.

Format *Vita* and the name
in bold, 14-point.

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

Safeguard against identify theft:
do not include personal information.

<No page number on the Vita page.>

Chapter 1

Turabian 8 Formatting Requirements and Document File Management



Formatting First Pages of Chapters¹

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.² 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.³ 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.”⁴ 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.

2. Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students & Researchers*, 8th ed. (Chicago: University of Chicago Press, 2013)

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

4. Turabian, 144.

quoting less than five lines from a source.⁵ 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 25.3.1.⁶

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 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*. Format

5. See Turabian 8: 25.2.1 for more.

6. Turabian, 349.

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 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—if 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 Numbers⁷

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 to appear as lower-case roman numerals. Go to *Insert/Header & Footer* and click on *Page*

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.

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

8. See <http://www.nobts.edu/resources/pdf/cme/Project%20In%20Ministry%20Handbook.pdf>.

Formatting Page Numbers from Chapter 1 through the Bibliography

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 have trouble, 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 Project 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:

2. Aubrey Malphurs, *Advanced Strategic Planning: A New Model for the Church and Ministry Leaders*, 2nd ed. (Grand Rapids, MI: Baker Books, 2005), 167.

Bibliography example:

Malphurs, Aubrey. *Advanced Strategic Planning: A New Model for Church and Ministry Leaders*. 2nd ed. Grand Rapids, MI: Baker Books, 2005.

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:

ProDoc Papers, 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.
- Did you get someone to double check your page references to ensure accuracy?

- Is this page numbered in the bottom-center footer, in roman numerals—ii, iii, ...?
(Number subsequent contents page numbers in the top-right header.)
- 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?
- Are references to the project director limited? **Appropriate use of first-person pronouns is permissible.**
- 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.
- Are references to the project director limited? **Appropriate use of first-person pronouns is permissible.**

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 if 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**?
Footnotes will not renumber to 1 in each new section/chapter appendix without a *Section Break (Next Page)* in place at the end of each. When you format your footnote numbering, apply this action to the *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?
- Do you include the two-letter state postal code—TX, LA, MI, for example—after all publication cities? See *Place of Publication* for more.

One Last Time:

- Did you ask a friend to double check your contents page references to ensure accuracy?
- Did you ask a friend to double check your page numbers to ensure accuracy?
- Did you save your final copy by date in a way that is significant to you moving forward?