



Project in Ministry Handbook

Developing Excellence in Your Ministry

Revised March 2026

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I. Project in Ministry

A. Purpose

The purpose of the project is to develop your ministry knowledge and skills and benefit the ministry context in which you serve. Consequently, you must have occupied your current ministry position for **at least one year prior** to taking the Project in Ministry Design Workshop, and you must remain in that position throughout the duration of the project.

B. Goals

1. Ministry Knowledge and Skills:

- To develop conceptual, analytical, and organizational knowledge and skills
- To develop critical theological reflection knowledge and skills
- To develop leadership knowledge and skills
- To develop evaluative knowledge and skills
- To demonstrate oral and written communication knowledge and skills

2. Ministry Setting and Christian Community:

- To enhance a sense of ministry identity
- To provide a context-specific project which responds meaningfully to an acknowledged ministry need
- To provide the ministry setting with a skilled leader
- To contribute to the field of ministry by documenting goal validation and theological reflection in the project report

C. Models

Develop your project based on one of the five models described below. You must obtain permission from ProDoc's associate dean to pursue a different project model.

1. Equipping Program - Equipping a small group of believers with the ministry skills needed for a specific task.

2. Preaching Skills Enhancement - Improving the preacher's skill—typically utilizing a particular form of preaching to convey a specific message.

3. Strategy Planning - Developing a strategy to address a specific ministry need.

4. Community-Needs Assessment - Assessing social needs in a community and developing specific recommendations to meet those needs.

5. Ministry Research - Researching a particular ministry need to develop a resource like a handbook to address the issue.

See Appendix (1) for samples of the different project planning grids:

- [Equipping Program Model](#)
- [Preaching Skills Enhancement Model](#)
- [Strategy Planning Model](#)
- [Community-Needs Assessment Model](#)
- [Ministry Research Model](#)

D. Qualities

A good ministry project:

- requires that you exhibit competency in analyzing ministry needs
- addresses a significant need in your ministry context in a creative way
- identifies the project's theological foundations
- addresses your personal ministry skills
- contributes to your understanding and development of those skills
- reflects substantial research and ministry insight beyond routine activities, the implementation of a “packaged” program, or simply reporting on a completed project
- implements the project in collaboration with others in the ministry context
- involves extensive reflection and evaluation of your performance and growth as well as the effectiveness of the project
- narrates project outcomes through clear, effective, and professional writing

E. Identifying a Project in Ministry

You should begin to think about the ministry project at the beginning of the program. To identify a worthy project:

- 1.** Analyze the strengths and needs of the ministry context, identifying three or four primary concerns.
- 2.** Engage in self-analysis as a minister, prioritizing three or four primary professional concerns.
- 3.** Look for a project idea that addresses one or more of the primary ministry and professional concerns.
- 4.** Ask yourself a series of questions to assess the appropriateness of potential project ideas:
 - Does the topic correlate professional knowledge and performance?
 - Can the project's research, development, and subsequent implementation be completed in a four- to six-month period?¹
 - Is the project conducive to the student's growth as a minister?
 - Would the project address the ministry concern?
 - How would the project contribute 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 you would like to accomplish.
- 7.** Develop an initial bibliography (10-20 books and periodicals) relevant to the project idea.
- 8.** Formulate ideas regarding the various components needed to accomplish the goals.

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.

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

10. Begin work on the workshop assignments as soon as the Project in Ministry Design workshop syllabus is available on the website:

- Enlist a project mentor using the [contract form](#) available on the program website.
- Enlist a field mentor using the [contract form](#) available on the program website.
- Be prepared to discuss items 1-8 above.
- Secure the project mentor's oral approval of the project idea.

II. Project Planning Grid

The project planning grid (grid) details the proposed project and professional goals along with the steps required and evaluation needed to validate each goal. You must submit a completed grid to the workshop coordinator, the student's project mentor, and the project coordinator no later than two weeks after workshop completion. Click here to download the [Project Planning Grid](#) template.

III. Chapter Sample

Both the final project proposal and the project report are organized into specific chapters. The [chapter sample](#) details how to use Microsoft Word features to achieve formatting requirements.

IV. Writing Style

A. Official Style Guides

Students are required to use Turabian 9 (T9) for all seminar papers, the final project proposal, and the project report:

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Edited by Wayne C. Booth et al. Chicago, IL: University of Chicago Press, 2018.

Turabian is based on the *Chicago Manual of Style* (CMOS). Consult CMOS 17 for specific information not addressed in T9.

See the [NOBTS/Leavell College Manual of Form and Style](#) for specific biblical studies-related citations that Turabian may not address: numbered commentaries and *The 2000 Baptist Faith and Message*, for example.

Consult [SBL](#) (*Society of Biblical Literature*) *Handbook of Style*, 2nd ed., for biblical studies-related spelling and capitalization:

Society of Biblical Literature. *SBL Handbook of Style*. 2nd ed. Atlanta, GA: SBL Press, 2014.

For matters of general spelling and form, consult *Merriam-Webster*, the dictionary to which Turabian defers.

B. Citations

Properly cite all sources. Plagiarism—even in the project report—is grounds for dismissal from the program.

Cite sources using notes-bibliography style. See T9, Chs. 15-17, for more.

See T9, Fig. 16.1, for a helpful citation template:

- The first line of a *footnote citation* is indented and begins with a capital letter; its elements are separated by *commas*.
- The first line of a *bibliographic citation* is flush left and subsequent lines are indented; all elements begin with capital letters and end in *periods*.

Cite the first in-text reference with a complete footnote; shorten subsequent footnote citations using *author-title* note style.

- See T9, Fig. 16.2, for author-title note style details.
- Short-form note citations *replace* *ibid.* in T9; no more *ibid.*

Include the two-letter state abbreviation for all publication cities. See T9, 24.3.1.

Students must cite frequent references, like Scripture or appendices, using parenthetical references rather than footnotes; see T9, 16.4.3.1. Footnote all other textual references; endnotes are not acceptable.

Use *traditional* abbreviations for all Scripture references by verse(s). See T9, 24.6, for more.

When citing a project report, follow the guidelines in T9, 17.6.1, “Theses and Dissertations.” Use **DMin proj. rpt.** in place of PhD diss.

C. Bias-Free Language

Bias-free language is defined as "language that is neither sexist nor suggestive of other conscious or subconscious prejudices. . . . Biased language that is not central to the meaning of the work distracts many readers and makes the work less credible to them" (CMOS, 17th ed., 5.251).

NOBTS 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 to God's kingdom.

The *Chicago Manual of Style*, 17th ed., 5.255, recommends the following techniques to achieve gender neutrality:

1. Omit the pronoun.

Unacceptable	Acceptable
The programmer should update the records when data it transferred to her by the head office.	The programmer should update the records when data it transferred by the head office.

2. Repeat the noun.

Unacceptable	Acceptable
A writer should be careful not to needlessly antagonize readers, because her credibility would otherwise suffer.	A writer should be careful not to needlessly antagonize readers, because <i>the writer's</i> credibility would otherwise suffer

3. Use a plural antecedent.

Unacceptable	Acceptable
A contestant must conduct himself with dignity at all times.	Contestants must conduct <i>themselves</i> with dignity at all times.

4. Use an article instead of a pronoun.

Unacceptable	Acceptable
A student accused of cheating must actively waive his right to have his guidance counselor present.	A student accused of cheating must actively waive <i>the</i> right to have <i>a</i> guidance counselor present

5. Use the neutral singular pronoun *one*.

Unacceptable	Acceptable
An actor in New York is likely to earn more than he is in Paducah.	An actor in New York is likely to earn more than <i>one</i> in Paducah.

6. Use the relative pronoun *who*.

Unacceptable	Acceptable
Employers presume that if an applicant can't write well, he won't be a good employee.	Employers presume that if an applicant <i>who</i> can't write well won't be a good employee.

7. Use the imperative mood.

Unacceptable	Acceptable
A lifeguard must keep a close watch over children while he is monitoring the pool.	A lifeguard must keep a close watch over children while monitoring the pool.

8. Use *he or she* sparingly, when no other technique is satisfactory.

Unacceptable	Acceptable
"Abstractis" is Ernest Gowers's term for writing that is so abstract and obtuse (hence <i>abstruce</i>) that the writer does not even know what he is trying to say.	"Abstractis" is Ernest Gowers's term for writing that is so abstract and obtuse (hence <i>abstruce</i>) that the writer does not even know what <i>he or she</i> is trying to say.

9. Revise the sentence.

Unacceptable	Acceptable
If a boy or girl misbehaves, his or her privileges will be revoked.	If <i>someone</i> misbehaves, that <i>person's</i> privileges will be revoked.
A person who decides not to admit he lied will be considered honest until someone exposes his lie.	A person <i>who denies lying</i> will be considered honest <i>until the lie is exposed</i> .

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. References 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 cast as inferior.

C. Writing Tips

1. Academic writing style is clear and concise.
2. Begin sentences with specific subjects and verbs, not "There are" or "It is."

3. Clarify a short, concrete subject and active verb within the first seven or so words. Some passive verb usage is acceptable, provided it is not overdone.
4. Avoid wordy sentences, often stemming from excessive prepositional phrases. Generally avoid more than two prepositional phrases in a row.
5. Two, more concise sentences are better than one excessively long sentence.
6. Reference key terminology consistently throughout the document. If you reference a best practices report at one point in the document, avoid referencing it in a different way at other points in the document.
7. Be consistent in your use of past and present tense. Generally, past tense is used to refer to historical events and persons. Present tense is used to present arguments, interact with opinions and viewpoints, and cite resources. For example, "The author concludes . . ."
8. For generational names, avoid capitalizing terms like baby boomer and millennial and capitalize terms like Generation X.
9. Note that Bible and Scripture are capitalized but biblical and scriptural are not. Also note that Sunday is capitalized but Sunday school is not.
10. Avoid one- or two-sentence paragraphs.
11. Avoid clichés.
12. Avoid excessive personification.
13. Avoid indefinite pronouns--everyone, everything, someone, something, for example.
14. Avoid split infinitives. In other words, avoid placing a word between *to* and the verb that follows it: to ~~boldly~~ go ☒, to go boldly ✔.
15. Generally avoid split verbs: was ~~slowly~~ running ☒, was running slowly ✔.
16. Avoid ending a sentence with a preposition; place a preposition at the beginning of the prepositional phrase: the boy she went to school ~~with~~ ☒, the boy with whom she went to school ✔.
17. Avoid referencing yourself as "the project director," "this researcher," and "this writer." Limited first-person usage is acceptable for actions unique to the writer. See T9, 11.1.7. Avoid mixing third-person ("the project director") with first -person (I/my).

18. Even professional writers edit and revise their writing extensively. Be sure to read T9, 11.1 - "Focus on the First Seven or Eight Words."

19. If a sentence is hard to read out loud, a revision may be in order.

IV. Final Project Proposal

Click here to download the [proposal template](#), preformatted to simplify the proposal writing task.

A. Description

The final project proposal (proposal) is a formal document submitted to the project mentor describing ministry project details. This ministry project blueprint answers the following questions: Who? What? When? Where? Why? and How?

B. Components

The student should include the following components in the proposal according to program guidelines. Consult Turabian 9 (T9) for more information:

1. Front Matter

Follow this order for the proposal front matter:

- [Title Page](#)–i, page number not included on page
- [Abstract](#)–ii, page number not included on page
 - Summarize key elements of the project briefly, using your project grid as your guide.
 - Use future tense for the proposal abstract.
 - Limit the description to one-page with a minimum of one-hundred words.
 - Limited first-person pronouns are acceptable; avoid "project director."
- [Table of Contents](#)–iii, page number included, centered in the page's footer

2. Chapters

See the [Chapter Sample](#) for helpful Microsoft Word tips

- 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 (2-3 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)
 - Briefly describe your current ministry position. Identify your project mentor and your field mentor, footnoting their vitae in the appendices. Describe your educational background and ministry experience. Identify potential strengths, weaknesses, and biases that may affect the project.
 - *Professional goals*: Identify 2-3 professional goals for yourself.
- Chapter 4 - Doctrinal Foundations (8-10 pages)
 - Identify and discuss two to four Christian doctrines (ecclesiology, Christology, soteriology, etc.) and how these doctrines undergird the project. Provide biblical support for these doctrines without merely exegeting biblical passages, utilizing sound hermeneutics and avoiding eisegesis or proof texting. Utilize the original biblical languages as

appropriate in your discussion. How is the project informed by key issues, thinkers, or movements in theology?

- Chapter 5 - Review of Alternative Programs (2-3 pages)
 - Briefly describe programs/methods/projects reflecting a similar need. 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 related persons and ministry programs.
- Chapter 7 - Description of the Project (4-5 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)
 - [Click here](#) for more on evaluation methods and tools, found in App. (4).
 - 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 appendices based on the following principles:
 - Each goal requires at least two means of evaluation. 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.
 - Identify evaluation methods for both project and professional goals. Professional goals often mirror related project goals;

therefore, the same means of evaluation may validate related project and professional goals simultaneously.

- Carefully research and understand the issues related to your methods. Seek the related evaluator's guidance as you identify goal steps and measures, implement the goal steps, and seek product evaluation.
- Avoid referencing yourself as the project director. Limited usage of first-person pronouns is acceptable per T9, 11.1.7.
- You must pre-enlist credentialed evaluators, naming them in this chapter of the proposal. Project and field mentors may not serve as evaluators. Reference the evaluators' related agreements to participate and vitae in the appendices.
- Plan to reflect upon, interpret, and present the results in the final project report.
- Will your research involve human subjects? If so, then you should have obtained prior authorization from the NOBTS Institutional Review Board (IRB). IRB documentation must be referenced in this chapter's text, footnoting the document's location in the proposal appendix.

3. Appendices

- Direct the reader to each appendix in the proposal text. No appendix should appear in the appendices without a reference in a related chapter.
- Order appendices in the same sequence as each appendix reference appears in the proposal chapters.
- Appendices follow the same formatting as chapters.
 - Maintain the same margins as the rest of the proposal.
 - Begin each appendix with a chapter-like heading followed by the appendix text **OR** provide a cover sheet for each appendix if one requires it. Consistency is key.

- **End each appendix with a next-page section break** to achieve the bottom-centered first-page number location and to restart footnote numbers as needed in each new appendix.
- If the project incorporates training plans, sermon briefs, or other similar materials, provide the following information in the appendix sample:
 - Teaching objective(s)
 - Outline--enough for the 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 rubrics and/or instruments to be used in the evaluation of goal products.
 - Include project mentor and field mentor vitae.
 - Include evaluators' agreements to participate and vitae.

4. Selected Bibliography

- Include sources referenced in the text as well as other potential resources you may use in project implementation.

C. Length

The proposal should be no more than 30-40 pages, exclusive of the appendices and selected bibliography. The total length should not exceed 80 pages, with a left margin of 1-1/2 inches throughout.

D. 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.

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.

ProDoc will preview 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.

E. Approval Process

Proposals recommended by project mentors are presented to the Professional Doctoral Oversight Committee (ProDOC) monthly for approval. The committee requires a final proposal copy a week before its scheduled meeting for review. The project coordinator will provide the committee with these proposal copies. Please note that ProDOC does not meet in the month of June. **Also note that no proposal involving research with human subjects will be approved without prior consent from the NOBTS Internal Review Board (IRB).**

The project mentor will evaluate a student's proposal, recommending to the Professional Doctoral Oversight Committee one of the following decisions:

1. Conditional Approval: If the proposal document contains easily correctable conceptual and/stylistic problems, the project mentor may approve the proposal plan conditionally, requiring you to address concerns identified in the evaluation. After the ProDOC committee authorizes this conditional approval, you may proceed with project implementation while making the corrections suggested by the project mentor and/or style reader. Finalize the proposal document as soon as possible, preferably within two weeks of the committee decision.

2. Approval: The project mentor may choose this action if he or she believes that the proposal constitutes a worthy project, authorizing you to proceed with project implementation.

V. Project Report

Click here to download the [report template](#), preformatted to simplify the report writing task.

A. Description

The project report (report) is the final document describing the ministry project and evaluating its results. The report is more than a mere recapitulation of the proposal. The report document includes insights learned in the project's implementation process.

B. Components

Students should include the components delineated below in the report and follow the respective guidelines. Students may view samples of selected components in the appendices of this handbook.

1. Front Matter

Follow this order for the report front matter:

- [Approval Page](#) - page number **not** included on page; filled out by ProDoc
- [Title Page](#)–i, page number **not** included on page
- [Copyright Page](#)–ii, page number not included on page. Include the copyright page, even if you choose not to pursue a formal copyright.
- [Abstract](#)–iii, page number **not** included on page
- Dedication–iv, page number not included on this page
- [Table of Contents](#)–v, page number(s) included on page(s)
- 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

2. Chapters

See Turabian 9 (T9) for chapter formatting requirements.

Also see the [Chapter Sample](#).

- Chapter 1 - Introduction (2-4 pages)
 - Introduce the report in a narrative fashion as opposed to repeating the introductory material of the proposal.
 - Appropriate use of first-person pronouns is acceptable in this chapter and throughout the report text, especially when “naming an action unique to you as the writer. . . . such actions typically appear in introductions and conclusions” (T9, 11.1.7).
 - Reference the proposal in this chapter and properly footnote as shown below.²
- 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.
 - If your project involved research using human subjects, then confirm in the text that you obtained the proper clearance from the NOBTS Internal Review Board (IRB) before conducting the research. If you were required to complete an Interview Release Agreement with participants prior to interviews, then acknowledge that these agreements were filed with IRB prior to conducting the interviews.

² See the Project Report Supplement: The Final Project Proposal.

- 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.
- Theological Reflection (6-8 pages) - Identify and discuss two to four key theological issues pertinent to the implementation of the project. This section may address some of the same general issues that were raised in the "Doctrinal Foundations" chapter of the proposal. This sections should not merely recapitulate the proposal's "Doctrinal Foundations" discussion. How has project implementation informed your pastoral theology?

- Chapter 5 - Suggestion for Further Implementation (3-5 pages)

- As you reflect on the potential impact of the project, seek feedback from your project mentor, field mentor, and evaluators. Seek relevant insights and recommendations from those who have been part of the process.
- Does the project have extrinsic value in a wider domain? 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, cultures, 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. Include substantially more detail for research-oriented projects.

3. Appendices

- Direct the reader to each appendix in the proposal text. No appendix should appear in the appendices without an in-text reference in a related chapter.

- Order appendices in the same sequence as each appendix reference appears in the report chapters.
- Appendices follow the same formatting as chapters.
 - Maintain the same margins as the rest of the report.
 - Begin each appendix with a chapter-like heading followed by the appendix text **OR** provide a cover sheet for each appendix if one requires it. Consistency is key.
 - End each appendix with a next-page section break to achieve the bottom-centered first-page number location and to restart footnote numbers as needed in each new appendix.
- Include all goal products and evaluation documentation. **Be sure to include an annotated bibliography reflecting your primary research goal.**
- 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.

4. Selected Bibliography

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

5. **Vita** - page number **not** included on your personal vita; [see sample](#).

6. 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 clarify further, a proposal bibliography page is the final page of the full report.

C. Length

The length of the report should range from 50-85 pages, exclusive of preliminary pages, appendices, selected bibliography, and supplement. The total length of the report should not exceed 250 pages.

D. Before the Exit Interview

Fill out the [Writing Checklist](#) before submitting your report.

If you wish to graduate in December, email your report in Word format to the project coordinator (prodocproject@nobts.edu) by August 15—or January 15 for May graduation—for style reader review. Remember that the final project proposal document is the final element of the full project report. Retain the proposal's original pagination as a report supplement; no change to page numbering is required.

Revise your report according to style reader and project coordinator feedback under project mentor direction. When the revision process is complete, email your full report 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 that the report is ready to proceed to 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 readers and the student. Most interviews will be scheduled March (for May graduation) or October (for December graduation).

E. Project Report Evaluation

The exit interview team will evaluate the report prior to the exit interview. A standard evaluation form will be used to assist the readers 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 readers, the project mentor will submit the appropriate report forms to the ProDoc office (prodoc@nobts.edu) **no later than two weeks** prior to the scheduled exit interview.

At least **two weeks prior** to the scheduled interview, the project mentor will inform you of any corrections/changes that must be made in the report prior to final submission. If you receive a Low evaluation, your readers 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.

If you receive a High, Satisfactory, or Low evaluation on the project report evaluation, you are eligible for graduation pending a successful exit interview. See the guidelines for graduation in Section III, "Policies and Procedures." Check with the ProDoc office (prodoc@nobts.edu) regarding binding, copyright, and any other graduation fees.

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, you may be required either to repeat the implementation or to resign a new project altogether. In cases where a new project must be designed, you will need to retake the Project in Ministry Design workshop.
- Inadequate evaluation— When implementation is acceptable but you fail 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, you 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.

Students whose reports receive a failing evaluation will be notified by the project mentor. The project mentor, in consultation with ProDoc's associate dean will determine a plan for completion of the degree program.

F. The Exit Interview

You should complete all required corrections and/or changes to the project report prior to the exit interview.

In conjunction with the readers, the project mentor will conduct the one-hour exit interview, focusing on the following areas:

Self-Evaluation:

- How have you grown during the program?
- What have you learned?

Project Evaluation:

- Can you orally describe and evaluate the Project in Ministry?
- What difference will the project make in your ministry?
- Have you addressed the changes and/or corrections required by the project mentor since the report's initial submission?

Program Synthesis:

- How did your seminar work inform the project?
- How did the ProDoc program affect your ministry?

Vision:

- How will the ProDoc experience impact your ministry?
- What new goals have you set for yourself during the program?

The exit interview will culminate in a Pass or Fail evaluation of the project, and project mentor will report the results 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.

G. Preparing Your Final 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 final preview copy. This preview copy should reflect all required 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 project coordinator—prodocproject@nobts.edu—within one week of your exit interview. The ProDoc office will either send the document back for additional revisions or confirm a final copy.

H. Final Preview Copy: Frequently Asked Questions

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

A final preview copy is the final version of your full project report. ProDoc reviews this copy one last time for potential errors before confirming your report as finalized.

•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 project coordinator: prodocproject@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.

I. Final Project Report Copies: Frequently Asked Questions

•Do I need to print out copies of my project report before graduation?

Students no longer print out final copies of their reports. The library completes this step after graduation using a project report PDF provided by the ProDoc project coordinator.

•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 six 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. Allow six months to receive your personal copies.

•Can I request extra project report copies later?

Yes. See the library's [project binding and processing](#) resource for printing options and links.

Appendix (1)

Project Planning Grid Samples

Student	Project Model
Ethan Quarles	Equipping
Project Mentor	Field Mentor
Dr. Jones	Joseph Ramos

Project Title
Equipping Selected Members of First Baptist Church, New Orleans, Louisiana, with Essential Personal-Evangelism Skills

Project Goal One		
To research the field of evangelism to determine essential personal evangelism skills		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of evangelism	Annotated bibliography	Dr. Paul, rubric
2. To determine essential personal-evangelism skills	Report: "Essential Personal Evangelism Skills"	Dr. Paul, rubric

Project Goal Two		
To develop a curriculum to equip selected members of FBC, . . . , with essential personal-evangelism skills		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research curriculum writing	Completion of a self-guided study, proctored by . . .	Dr. Graham
2. To write a curriculum . . .	Finished curriculum	Dr. Graham, rubric

Project Goal Three		
To equip selected members of FBC, . . . , with essential personal-evangelism skills		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To equip (cognitive)	Pretest/Posttest	Domains of Learning
2. To equip (psychomotor)	Role-play	Domains of Learning
3. To equip (affective)	Commitment card	Domains of Learning

Professional Goal One		
To increase my knowledge of essential personal-evangelism skills		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of evangelism	Annotated bibliography	Dr. Paul, rubric
2. To determine essential personal-evangelism skills	Report: "Essential Personal-Evangelism Skills"	Dr. Paul, rubric

Professional Goal Two		
To increase my skill in curriculum writing		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research curriculum writing	Completion of a self-guided study, proctored by . . .	Dr. Graham
2. To write a curriculum . . .	Finished curriculum	Dr. Graham

Student	Project Model
Jack O'Neil	Preaching Skills Enhancement Model
Project Mentor	Field Mentor
Dr. Drew	Dr. Shepherd

Project Title
Enhancing My Expository Preaching Skills to Increase Congregational Commitment to the Great Commission

Project Goal One		
To research the field of expository preaching to identify best practices		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of expository preaching	Annotated Bibliography	Dr. Shannon, rubric
2. To identify best practices	Report: "Expository Preaching Best Practices"	Dr. Shannon, rubric

Project Goal Two		
To write an expository preaching series to increase congregational commitment to the Great Commission.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To write the sermon series based on expository preaching best practices.	Sermon manuscript	Dr. Shannon, rubric
2. To write the sermon series to increase congregational commitment to the Great Commission.	Sermon manuscript	Dr. Evangeline, rubric

Project Goal Three		
To preach an expository preaching series to increase congregational commitment to the Great Commission.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To seek congregational feedback	Listening Guides	Selected congregants
2. To seek expert feedback	Rubric	Dr. Evangeline

Professional Goal One		
To increase my knowledge of expository preaching best practices		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the field of expository preaching	Annotated Bibliography	Dr. Shannon, rubric
2. To identify best practices	Report: "Expository Preaching Best Practices"	Dr. Shannon, rubric

Professional Goal Two		
To increase my skill in expository preaching		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To seek congregational feedback	Listening Guides	Selected congregants
2. To seek expert feedback	Rubric	Dr. Evangeline

Student	Project Model
John Roberts	Strategy
Project Mentor	Field Mentor
Dr. Dominick	George Hankins

Project Title
Developing a Peer-Mentoring Strategy for Anchorage Baptist Association Ministers, Anchorage, Alaska

Project Goal One		
To explore the field of peer mentoring to determine best practices		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To explore the field of peer mentoring	annotated bibliography	Dr. Mann, rubric
2. To determine mentoring best practices	Report: "Best Practices for Peer Mentoring"	Dr. Mann, rubric

Project Goal Two		
To examine the characteristics and needs of ministers serving in the ABA		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To conduct a survey of ABA ministers	survey and interpretation	Dr. Alfred
2. To interview selected ministers in the ABA to determine characteristics and needs	interview questions and report: "Characteristics and Needs of ABA Ministers"	Dr. Alfred

Project Goal Three		
To develop a peer-mentoring strategy for ministers serving in the ABA		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research and develop a strategy planning process	the strategy planning process	Dr. Montana
2. To develop a peer-mentoring strategy for ministers serving in the ABA	the final strategy	Dr. Montana, rubric

Project Goal Four		
To present an ABA ministers peer-mentoring strategy to the ABA board of directors		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop a presentation	the developed presentation	Dr. Montana
2. To present the strategy	the strategy presentation	board of director feedback

Professional Goal One		
To increase my knowledge of the best practices in peer mentoring		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To explore the field of peer mentoring	annotated bibliography	Dr. Mann, rubric
2. To determine mentoring best practices	Report: "Best Practices for Peer Mentoring"	Dr. Mann, rubric

Professional Goal Two		
To increase my skill in strategy development		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research and develop a strategy planning process	the strategy planning process	Dr. Montana
2. To develop a peer-mentoring strategy for ministers serving in the ABA.	the final strategy	Dr. Montana, rubric

Student	Project Model
Anna Brubaker	Community-Needs Assessment
Project Mentor	Field Mentor
Dr. Che	Allen Peters

Project Title
Assessing the Community Needs of Single-Parent Families, on Behalf of Hope's House, Beau, Iowa

Project Goal One

To explore the fields of community needs assessment and single-parent families

Goal Steps	Resulting Products	Evaluators/Evaluation
1. To explore the field of community needs assessment	annotated bibliography and report: best practices for community-needs assessment	Dr. Taylor
2. To explore the field of single-parent families	annotated bibliography and report: key issues of single-parent families	Dr. Taylor

Project Goal Two

To assess the demographics of single-parent families in Beau, Iowa

Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop, conduct, and interpret a demographics survey of single-parent families	demographics survey and survey interpretation	Dr. Farmer
2. To determine single-parent family community needs	parent interview and community needs report	Dr. Farmer

Project Goal Three

To present project findings to Hope's House board of directors to determine the feasibility of a single-parent family program

Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop a presentation of project findings	multimedia presentation	Dr. Taylor/Dr. Farmer
2. To present the project findings	the presentation	board of directors (rubric)

Professional Goal One		
To increase my knowledge of the key issues single-parents face		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To explore the field of single-parent families	annotated bibliography	Dr. Taylor
2. To determine key issues single-parents face	report: key issues of single-parent families	Dr. Taylor
Professional Goal Two		
To increase my skill in demographics assessment		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop, and conduct a demographics survey of single-parent families in Beau, Iowa	demographics survey	Dr. Farmer
2. To interpret the demographic data of single-parent families in Beau, Iowa	survey interpretation	Dr. Farmer

Student	Project Model
Edward Lane	Research
Project Mentor	Field Mentor
Dr. Rousseau	Nick Sloan

Project Title
Developing a Mentoring Handbook to Support New Orleans City Police Chaplains in the Certification Process

Project Goal One		
To research the fields of mentoring, leadership, and interpersonal relationships to identify essential skills needed to mentor a chaplain through the certification process.		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the fields of . . .	annotated bibliography	Dr. Fanning
2. To identify essential skills . . .	Report: "Essential Mentoring Skills"	Dr. Fanning

Project Goal Two		
To develop a tool by which professional chaplains can measure their availability to mentor . . . chaplains . . .		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To develop the tool . . .	Mentoring Self-Assessment Tool	Dr. Brooks
2. To administer the tool . . .	Summary of Mentoring Self-Assessment Results	Dr. Brooks

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

Professional Goal One		
To increase my knowledge of essential skills needed to mentor a chaplain through the certification process		
Goal Steps	Resulting Products	Evaluators/Evaluation
1. To research the fields of . . .	annotated bibliography	Dr. Fanning
2. To identify essential skills . . .	Report: "Essential Mentoring Skills"	Dr. Fanning

Professional Goal Two		
To increase my 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 (2)

Component Samples

**Single-Space the Title
and Follow the Title-Page's Line-Division Format**

by

Student Name

This project report was prepared under the direction of the candidate's project mentor and was approved by the guidance committee on Month ##, ####. The faculty of the New Orleans Baptist Theological Seminary accepted this document in partial fulfillment of the Doctor of Ministry degree, with a specialization in Specialization Name.

Guidance Committee

Project Mentor: Dr. First Last

Reader: Dr. First Last

Reader: Dr. First Last

Academic Administrators

Dr. Jake Roudkovski

Associate Dean of Professional Doctoral Programs

Dr. Cory Barnes

Dean of Graduate Studies

Most of the document's text appears in 12-point, Times New Roman (T9, A.1.2).

New Orleans Baptist Theological Seminary

The ¶s, seen here for instructional purposes allow the writer to see important nonprinting document characters like paragraph returns, spaces, and section breaks. Go to the Home tab to activate or deactivate this feature.

Format the title in bold, 14-point, headline style. See *Turabian*, 9th ed. (T9), Fig. A.2.



Equipping Writers
with Turabian 9 Writing Skills

Note the 1.5" left margin, needed to accommodate binding in the final, hard-bound project report copy. Set all other margins to 1". Only 1" margins are needed for seminar papers.

Or Final Project Proposal.
Or Seminar Paper.



A Project Report Submitted to
the Faculty of NOBTS
in Candidacy for the Degree of
Doctor of Ministry

Go to Home/Paragraph and make sure the Before/After spacing is set to 0 point.

Or Doctor of Educational Ministry.



by

Your Name Here in 12-Point Bold



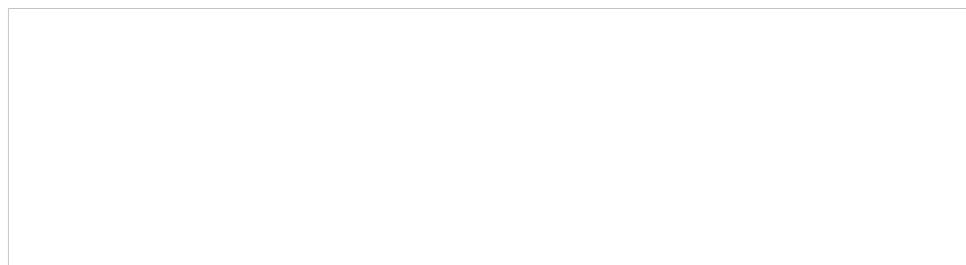
Proposal date: committee approval month and year, no comma.

New Orleans, Louisiana

Report date: graduation month and year, no comma.

Month ####

Seminar paper: due date month ##, ####.



Copyright © 20XX by Your Name
All rights reserved

See *Turabian* 9 – A.2.1.3.
Flush left, bottom of the page.

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

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

Abstract
¶
Equipping Students
with Turabian 9 Writing Skills¶

Your name here, DMin
New Orleans Baptist Theological Seminary, 2024
Project Mentor: Dr. Jake Roudkovski

¶
¶

Abstract text begins here. 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. For actions unique to you, use appropriate first-person pronouns (*I/me/my*) rather than the outdated terminology, "project director." See Turabian, 9th ed., (T9), 11.1.7, for more.

Paragraph symbols (¶) are shown here for spacing demonstration purposes. Go to ribbon's *Home/Paragraph* to activate or deactivate the ¶ symbol. Note the two lines of space between the title and the names associated with the project and between the names associated with the project and the text. Academic degrees are abbreviated without periods or spaces (see T9, 24.2.3).

The abstract no longer appears at the end of the front matter, immediately preceding the text (see T9, A.2.1.4). Henceforth, place the abstract after the title page in the proposal and after the copyright page in the report. Front matter pages that precede the table of contents are counted in preliminary page numbering but page numbers do not appear on these types of pages. Because the abstract now precedes the table of contents, the abstract no longer appears on the contents page.

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

Note the title is *Contents*, not *Table of Contents*. To emphasize the title, format in bold and use 14-point size. The title appears on the first line below the top margin. See Turabian, 9th ed. (T9), A. 2.1.7 for more.

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

Contents

¶ ← Two single line spaces.

Abbreviations iv

¶ ← 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. Project and Field Mentor Vitae 36

Appendix B. Evaluator Agreements 40

Appendix C. Evaluator Vitae 43

Appendix D. Sample Lesson Plans 46

¶ ← Two, single-line spaces.

Bibliography 52

Note that chapter and appendix titles are aligned on the left and page numbers are aligned on the right. Manually placed leader dots will not align on the right. Instead, format leader dots using tabs. See the resource entitled *How to Properly Align Page Numbers* for tab/leader dot formatting instructions.

Only preliminary pages that follow the table of contents appear on this page. Delete "Abbreviations" if not needed in your proposal.

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 activate or deactivate this feature.

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

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

Note the title is *Contents*, not *Table of Contents*. To emphasize the title, format in bold and use 14-point size. The title appears on the first line below the top margin. See Turabian, 9th ed. (T9), A.2.1.7 for more.

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

Contents

¶
¶ Two, single-line spaces.

¶

List of Figures..... vi

¶

Acknowledgments..... vii

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¶ Two, single-line spaces.

Chapter 1 Introduction..... 1

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Chapter 2 Project Description..... 5

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Chapter 3 Project Evaluation..... 35

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Project Goals..... 36

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Professional Goals 41

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

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Project Reflection..... 56

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Theological Reflection..... 61

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Chapter 5 Suggestions for Further Implementation 67

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¶ Two, single-line spaces.

Appendix A Annotated Bibliography..... 73

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Appendix C Essential Discipleship Skills Report..... 157

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

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Appendix E Lesson Plans..... 165

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Appendix F Lesson Plans Evaluation 168

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Appendix G Workshop PowerPoint Slides 178

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Appendix H Student Handouts..... 183

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Note that chapter and appendix titles are aligned on the left and page numbers are aligned on the right. Manually placed leader dots will not align on the right. Instead, format leader dots using tabs. See the resource entitled *How to Properly Align Page Numbers* for tab/leader dot formatting instructions.

The paragraph symbols (¶) are shown here to demonstrate spacing. Go to Home/Paragraph to activate or deactivate this feature.

See *Merriam-Webster* for matters of spelling and capitalization, like pretest and posttest. Also see T9, 20.3.3 for words formed with prefixes.

Appendix I Pre- and Posttest 198
¶
Appendix J Pre- and Posttest Results 203

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

No page number appears on your personal vita, and the final project proposal maintains its original pagination. Therefore, no page numbers appear for these elements here.

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.

Appendix A

Annotated Bibliography

Absalom, Alex, and Greg Nettle. *Disciples Who Make Disciples*. Massillon, OH: Exponential Resources, 2014.

Alex Absalom and Greg Nettle focus on the concept of discipleship in a concise manner, emphasizing the importance of actively engaging new disciples, not just being a disciple. The authors, staff members of RiverTree Christian Church, have adopted home groups and small, closed group models known as *huddles* as two of their primary disciple-making vehicles. They offer practical strategies for fostering a culture of discipleship within a community or church, using a relationship-based approach. The authors discuss the characteristics of a disciple-maker and provide insights into how individuals and communities can effectively conduct the Great Commission of making disciples in groups of six to twelve people. Their book informs any group model's relational aspect and reinforces the necessity of relationships.

Anders, Max E. *Brave New Discipleship: Cultivating Scripture-Driven Christians in a Culture-Driven World*. Nashville, TN: Thomas Nelson, 2015.

Dr. Max Anders, a long-term professor at Dallas Theological Seminary, presents seven foundational marks of a complete Christian and church. He explores the challenges of Christian living in a culture-driven world and provides insights into cultivating discipleship deeply rooted in Scripture. By addressing the impact of contemporary culture on Christian values and practices, Anders emphasizes the importance of aligning Christian discipleship with the teachings of the Bible. He gives practical guidance on how individuals and communities can navigate the complexities of the modern world while remaining true to their faith. Anders offers strategies and principles for actively fostering a discipleship culture that withstands and transforms in the face of cultural influences.*

* Shared with permission from Dillon Moyd, "Developing a Disciple-Making Strategy for Promise Land Baptist Church, Jacksonville, Florida" (DMin proj. rpt., New Orleans Baptist Theological Seminary, 2024), App. A. This footnote is included for informational purposes only. Annotated bibliographies begin with a citation. Therefore, a footnote citation is unnecessary. If you need to cite a specific part of the source, provide a parenthetical notation of the related page number(s).

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.

Chapter 1
¶
**Using Microsoft Word Features
to Achieve Turabian 9 Writing Success**
¶
¶
Introduction

This chapter begins with good news: you now may download a variety of preformatted templates in Microsoft Word (Word) to simplify the academic writing task. The following contents reflect the requirements of Turabian's *Manual for Writer's*, 9th ed. (T9).¹ Learn how to (1) format your text, citations, and page numbers, (2) understand important T9 changes, (3) manage your Word document files, and (4) use Word's review features to expedite the revision process.²

To begin, activate the paragraph symbol (¶), found under the ribbon's *Home* tab.³ This feature allows you to view nonprinting characters like paragraph returns, spaces, page breaks, and section breaks throughout the document. Deactivate this feature in the same way. Next, click on the ribbon's *Review* tab, activate *Track Changes*, and choose *Simple Markup*. To deactivate

¹ Kate L. Turabian, *A Manual for Writers of Research, Theses, and Dissertations: Chicago Style for Students and Researchers*, ed. Wayne C. Booth et al., 9th ed. (Chicago, IL: University of Chicago Press, 2018).

² See T9, 23.4.2.1 to learn more about how to use an enumerated list like this one in your writing.

³ Word's software-related *menu bar* is located at the top of the screen; its options are referred to as *buttons*. Press the menu bar's *View* button and select *Ribbon* to activate this important feature in your document. The *menu bar* contains *buttons*, and the *ribbon* contains *tabs*.

this feature, choose *No Markup*. Word's review features offer an efficient way for both the writer and the reader to manage the revision process, especially when working with longer documents.

Turabian 9 Formatting

The Beginning of a Chapter

Begin the chapter heading in single (1.0) line spacing, emphasizing this element in bold, 14-point font size. Format the chapter title in headline-style, capitalizing only the beginnings of most words.⁴ Use Times New Roman (TNR) font style consistently throughout the document, including page numbers and footnotes. Use a numeral to identify the chapter; do not spell out the chapter number. If the chapter title exceeds half the line, subdivide as needed. Add two, single-spaced returns below the title, and you are ready to begin the chapter text. Paragraph symbols (¶) are shown below this chapter's title for demonstration purposes. These symbols should not appear in your actual document.

Change your line spacing to double (2.0) and format the remaining text in 12-point font size. This chapter sample is subdivided into sections. And this section began with a bold, centered, first-level subheading followed by a plain, centered, second-level subheading. More complex papers occasionally contain additional levels of subheadings. See T9, A.2.2.4, for more information regarding subheading requirements and formatting.⁵

⁴ Go to T9, Fig. A. 9, to see a chapter, first-page sample.

⁵ An extra, single line of space is required before beginning a new section. The easiest way to achieve this is to leave your cursor where it is after placing the final, paragraph punctuation mark--typically a period. Then go to the ribbon's *Home* tab, *Line and Paragraph Spacing*, and choose to *Add Space After Paragraph*. Be careful not to *Add Space After Paragraph* at the end of each section's paragraphs. Only add space at the end of each section.

Page Numbers

Place the first page number in the bottom-center footer and subsequent page numbers in the top-center header. The available templates are preformatted to assist you with this somewhat complicated pagination task. And this automated task is made possible by the consistent placement of a next-page section break at the ends of pages preceding chapters, appendices, and the bibliography.

Only provide page numbers for preliminary pages that follow the table of contents. Format a preliminary page number in the bottom center of the page's footer: lower-case, Roman numerals—i, ii, iii, and so on. Pages that precede the table of contents count toward pagination, but a page number is not included on these pages. For example, the title page is technically page *i*, an abstract that follows may be page *ii*, but preliminary page numbers only appear on the contents page(s) and any preliminary pages that may follow.

The remaining pages of the document are formatted in Arabic numerals—1, 2, 3, and so on. The first page of the main body of text begins with the numeral "1" in the footer's center, one inch from the bottom of the page. One way to establish the main document page numbers is to initially place all page numbers in the center-*header* location. Click on Chapter 1's first-page header to activate the ribbon's *Header & Footer* tab, then click on the *Page Number* pull-down menu and choose *Page Number*. Choose *Center* from the *Alignment* pull-down menu and click *OK*. Page numbers now should appear in the top-center header of this and each page that follows. Be aware that Word may automatically format page numbers in a different font than TNR. Page numbers also should appear in TNR in 12-point size to match the document text.

To designate a different first-page, page-number location, click on Chapter 1's first-page footer again to activate the ribbon's *Header & Footer* tab, then click on the *Different First Page* checkbox. Word now is ready for you to designate a different first-page, page-number location applicable for first-page footers throughout the remainder of the document. Go back to the *Page Number* pull-down menu, choose *Page Number*, *Center* alignment, check the box to *Show page number on first page*, then click *OK*. You now have established the location of this different-first-page, page-number location. Make sure your cursor still appears in the first-page footer, then return to the ribbon's *Header & Footer* tab and click on the *Different First Page* box. The bottom-centered page number now should appear in the center of the footer. Repeat this action sequence for each first-page footer in subsequent chapters, including any appendices and the bibliography. Consider waiting until the end of the revision process to address page numbers.

Chapter Citations

Credit a source in your text using a note-style citation. Place a superscript number at the end of the sentence you wish to cite (T9, 15.3.1). You may reference the source in your own words or signal the author's words in your text using quotation marks. Quotations may *not* stand alone in the text; instead, use run-in style (T9, 25.2.1).⁶ Use a block quotation to present five lines of text or more.

⁶ This sentence contains the second parenthetical reference in this chapter sample. Writers will primarily use note-style citations unless a particular work is cited frequently—as Turabian 9 is in this case. For frequent Scripture references in the text, use parenthetical notes instead of footnotes. See T9, *Manual for Writers*, 16.4.3 for more on parenthetical citations and 24.6 for more on traditional Scripture citations.

Format a block quote in single space and indent all lines of text a half inch, the same as paragraph indentation (T9, 25.2.2.1). Separate the block quotation with a single line of space above and below the text, as seen in the block quote that follows. Opening and closing quotation marks are needed to differentiate an in-text reference from the rest of the text. The indented, block form signals the use of a longer quotation. Therefore, *do not* place quotations marks at the beginning and end of a block quotation, a common writing error. Like the in-text quotation, introduce a block quotation using run-in style:⁷

If you introduce the quotation with a complete sentence, end the sentence with a colon. If you use only an attribution phrase such as *notes*, *claims*, *argues*, or *according to* along with the author's name, end the phrase with a comma. If you weave the quotation into the syntax of your sentence, do not use any punctuation before the quotation if no punctuation would ordinarily appear there . . . (T9, 361)⁸

Both in-text and block quotations require a footnote reference. Place your cursor in the text where you wish to insert a superscripted, footnote reference number. Click on the ribbon's *References* tab and *Insert Footnote*. Word will automatically place a superscript number in the text and a corresponding number in the footer—the footnote. You may maintain this superscript, footnote number or reformat the number to full-sized, followed by a period and a space. Again, consistency is key. If you relocate a footnote in the revision process, Word will automatically renumber your footnotes *if* you preserve the automatically generated footnote number. If you

⁷ Note the use of ellipsis dots at the end of this block quote. Since this quotation omits the final words in the original text, three dots separated by spaces follow plus the terminal period. See T9, 25.3.2 for more on how to signal omissions in quoted material.

⁸ Place a period *after* a parenthetical note in the text. Place a period *before* a parenthetical note at the end of a block quote, as shown here; see T9, Fig. A.11 for an example.

delete a footnote, Word will automatically renumber your footnotes *if* you accept the change using Word's review features.

If you have ever deleted a footnote in the middle of your text, you may have panicked thinking that the chapter's footnote numbering now is out of sequence. Word's programming tracks deletions like a deleted footnote in the document if the *Track Changes* feature is activated under the ribbon's review tab. But you can only see changes like this in the document if you go to the ribbon's *Review* tab and choose *All Markup*. When you *Accept* this footnote-number deletion under this review tab, the footnotes will renumber correctly. Return to the *Simple Markup* view to keep writing. See the document entitled "[Using Word's Review Features](#)" for more information.

The available templates locate footnotes under the text, not at the bottom of the page. If the last page of a chapter contains only two lines of text, and this page's text includes a footnote, that footnote would appear immediately below the second line of text, not at the bottom of the page. Footnotes resemble paragraph spacing: the first line is indented with subsequent lines aligned on the left margin. Use the helpful formatting shapes on the top-left side of the top ruler if you need to adjust footnote (or other) indentation. Ghost over each formatting shape to understand its function. Then slide the formatting shapes along the ruler to achieve the desired result. If your ruler is not visible in the document, click on the tool bar's *View* button and activate *Ruler*. If more than one footnote appears at the bottom of a page, separate the subsequent entries with a line of space. A line space above the first footnote is not necessary in T9 as it was in earlier Turabian editions.

Word may automatically format footnotes in 10-point size, slightly smaller than the 12-point text size used in the body of the paper. You may format your footnotes in 10-point or in 12-point size; consistency throughout the document is essential. Be aware that Word may default to a font other than TNR for footnotes, same as page numbers. You can adjust these formatting requirements manually in the footnote section as needed. You also can view and edit all footnotes at once as part of your personal review process before document submission. Go to Word's menu bar and click on the *View* button. Select the *Draft* view then *Footnotes*. Go back to *View* on the menu bar and select *Print* to return to the normal page view.

Writers expect that footnotes begin with the number "1" in the first chapter. Many writers are surprised to learn that Turabian-style footnotes renumber to "1" in all chapters. The available templates accomplish this automatically—if the next-page section break is preserved at the end of the preceding preliminary page or chapter. To check the footnote formatting settings, click on the menu bar's *Insert* button and click on *Footnote*, making sure that the numbering is set to *Restart each section*. Again, footnote numbers are not continuous from one chapter to the next. If you include footnotes in appendix elements, those footnotes should restart with the number "1" as well. Important: include next-page section breaks at the ends of appendices as well.

Why is a footnote separator line continuous across the width of the page? An extra paragraph return at the end of the previous page's footnote(s) may be to blame. Make sure the ¶ feature is activated under the *Home* ribbon. If an extra ¶ exists at the end of or below the last footnote on the previous page, delete it. If you are one line short of keeping a footnote on the same page as its in-text reference, you can insert a page break manually—careful, not a section break—at the end of the page's second to the last line of text to free up an extra line of available

space. Do not place any type of break on a separate line of text to avoid added space between the text and footnotes that may follow. Use a page breaks in the middle of a chapter and next-page section breaks at the end of a chapter—the only two types of breaks typically needed in these documents.

Important Turabian 9 Changes

The Abstract Now Precedes the Table of Contents

If your writing assignment requires an abstract, T9 has changed the location of the abstract in the document's front matter. Previously, T8 placed the abstract at the end of the front matter, immediately preceding the main body of text. As a rule, any element that follows the table of contents must appear on the contents page. Therefore, in T8, the abstract appeared on the contents page. Now, T9 places the abstract *before* the table of contents. Because the abstract now precedes the contents page in T9, the abstract no longer appears in the document's table of contents. See T9, A.2.1 for more on front matter ordering and formatting.

The Use of *Ibid.* is Discouraged

Turabian 8 still allowed the use of *ibid.* for subsequent footnote citations *if* *ibid.* appeared on the same page as the footnote to which it referred. Invariably, page contents would shift during the revision process, and an acceptably placed *ibid.* would end up on the next page of footnotes.

An ounce of prevention is worth a pound of cure. T9 now recommends the usage of the short-form note *instead* of *ibid.* As before, you should provide a complete footnote citation the first time a source is mentioned in the text. Thereafter, use short-form notes *instead of ibid.* in

author-title style. See T9, Fig. 16.1, for a helpful-notes-and-bibliography-entries template and Fig. 16.2 for a shortened-notes template.

E-Book Locations are Discouraged

Per T9, 17.1.10, "Avoid citing app- or device-specific screen or location numbers, which may not be the same for others even if they consult the same format. Instead, cite by chapter or section number (see 17.1.7.1) or, if these are unnumbered, by the name of the chapter or section (see 17.1.8)."

New Rules for Online-Source Access Dates

Website, blog, and social media citations no longer require access dates if the source includes a publication or revision date. Only include an access date if a source does not identify a publication or revision date. See T9, 17.5 for more. For more general information about electronic source citation, see T9, 15.4. These types of online citations more involved than you might expect.

Managing Your Document Files

You may transmit your document multiple times to designated readers as part of the grading and/or revision process. Originating with the writer, the .docx-file name should reflect your last name and first name, the writing assignment name, and—most importantly—the submission date: *Taylor, Kim – Proposal – 9.2.24*, for example. The recipient downloads your document and renames it, adding the reader's name and the return date: *Taylor, Kim – Proposal – PGarrett – 9.7.24*. Each time, the newly created file becomes the new working copy moving forward. Each time, you must download the newly transmitted document and apply revisions to

this new file—do not work with a previous copy. Each time, you will review changes made directly into the document and address the reader's comments, again saving the document in a way that identifies a new file name: *Taylor, Kim – Proposal – 9.10.24*.

Using Word's Review Features

Even the most proficient writers must revise and edit their writing before producing a final copy. Word offers several categories of review features to assist with this revision process: changes and comments. Writers can track their own or another reader's changes and comments in the new file by going to the ribbon's *Review* tab and pressing the *All-Markup* button to reveal the full document markup. Any *changes* will appear directly in the document's text, footnotes, headers, and footers. Any *comments* will appear on the right side of the page. The *Simple Markup* view is recommended as you draft your document. If you wish to return to an unmarked copy, go back to the ribbon's *Review* tab and choose *No Markup*.

First, work through any changes you or a reader may have applied directly into your document: a missing comma, an added page break, or a spelling correction, for example. You may choose to *Accept* a change into the document or *Reject* the change if it does not align with your intent. After you *Accept* or *Reject* a change, Word will delete the related markup and automatically advance to the next *Change* until the final change is addressed.

Finally, address your or a reader's comments in the related thread, revising the document as needed. You may choose to add your own comments or questions to this thread as well. The writer should avoid deleting another reader's comments. The commentor will clear out resolved comments in the new file, possibly leaving unresolved comments or adding more comments for

another round of edits. Always save the revised document in the manner previously described before retransmitting.

Conclusion

You now are equipped with some of the best practices in Word to begin this new chapter of Turabian 9 writing:

1. Take advantage of the available **writing templates**, designed to simplify many of these formatting tasks.
2. Activate the ¶ feature to identify important nonprinting characters throughout your document.
3. Use a **page break** in the middle of a chapter to avoid a widow-orphan line or to keep a footnote on the same page of reference. Page break usage is common; this chapter sample contains seven.
4. Use the important, **next-page section break** to enable many of Word's automated functions, like page and footnote numbering.
5. Understand the **key changes** in Turabian 9 from Turabian 8.
6. Expedite the revision process by understanding and using **Word's review features**.
7. Manage your document files to identify and **work with the most recent file copy**.
8. Download an **electronic copy** of Turabian 9 on Amazon for easy, on-the-go access.

Remember what you have learned. Experiment with and master Word features previously unfamiliar to you. Then rest assured that you have what you need to achieve Turabian 9 writing success.

Appendix (3)

Evaluation Methods and Tools

Explain how you will validate project and professional goals. Avoid the two extremes of pure subjectivity/no objective evaluation and overemphasis on empirical research using only statistical analysis. Develop the necessary instruments for all procedures and provide samples in your proposal appendices.

Here are some evaluation methods from which you may choose:

- ministerial reflection
- pretest/posttest (standardized or created)
- 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),
- and case studies.

Research the best practices for each of your chosen evaluation methods.

- Those using a pretest/posttest with experimental and control groups must be aware of the peculiar issues related to this methodology:
 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 tools used to evaluate the results 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, or skill development;
 2. A copy of the test questions and a plan for the validation of the results; 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.

Appendix (4)
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's name formatted in 12-point and bold?
- Are this page's and all margins set to 1.0 inches, with the left margin set to 1.5 inches? These margins accommodate binding in the end.
- Did you place a *Section Break (Next Page)* at the bottom of the title 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? For course papers, add the due date.
- Is this page and all that follow set to *Align Left* rather than *Justify* text horizontally? You can check this setting under the Home tab.
- Is this page and all that follow set to *Top* rather than *Justify* text vertically? You can check this setting by going to Word's menu bar at the top of your screen, then choose Format/Document/Layout. Verify that the vertical alignment is set to *Top* alignment, not *Justify*.
- 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.

Abstract:

- Does your abstract page reflect the sample abstract page's formatting?
- Is your text concise, clear, and limited to one page?
- Is the abstract's description, word-count total greater than one-hundred words?

- Avoid references to yourself as the project director. **Appropriate use of first-person pronouns is permissible.** See Turabian 9 (T9), 11.1.7 for more.
- Do the goal terms reflected on this page match the wording of goals referred to in the main text?
- For proposals and project reports, use your original planning grid as an outline.
- Did you place a *Section Break (Next Page)* at the end of this page?

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 bottom-center footer as well.)
- Are these page numbers formatted in Times New Roman – 12-point, to match your text? (Be advised that Word often formats page numbers in a different font.)
- Did you place a *Section Break (Next Page)* at the end of this section?

Chapters/Appendices:

- Is the chapter number/appendix letter and title formatted in bold and 14-point? See *Chapter Sample*. Most of this information applies to the appendices 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 T9, A.2.2.4, for more.
- Did you place an extra line of 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 in the next chapter/appendix.
- Did you use a block quote when referencing five or more lines of text? Block quotes are equal with the indentation that establishes the first line of a paragraph. Make sure your block quote is single spaced. Precede and follow the block quote with a line of space. **Do not place quotation marks in a block quote unless these appear in the original text.**
- 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 center? Avoid placing a section break at the bottom of the first page to accomplish this page number placement; section breaks only occur at the end of a chapter/appendix. See *Chapter Sample* for more on formatting page numbers. If your first page number is incorrect, check to ensure you placed a *Section Break (Next Page)* at the end of the preceding section/chapter/appendix.
- Avoid references to yourself as the project director. **Appropriate use of first-person pronouns is permissible.** See T9, 11.1.7, for more.

Footnotes:

- Did 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. Choose one footnote text 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 1 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?
- Turabian 9 discourages the use of *ibid.* Instead, use an author-title, short-form note. See T9, 16.2, for more.
- Do you include the two-letter state postal code—TX, LA, MI, for example—after all US publication cities?

Bibliography:

- Are the first lines of bibliography entries aligned to the left margin, with subsequent lines indented over a half inch?
- Did you include the two-letter state postal code—TX, LA, MI, for example—after all publication cities?

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?