



***Doctor of Ministry  
Project Handbook***

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# Section One: *Project Guidelines*

The D.Min. Project is designed to be a rewarding culmination of professional doctoral studies. Although the project requires much time and effort, it does not have to be a daunting undertaking. The **CEDS** staff designed this manual to ease the process and to help the student succeed.

## Some Definitions

At the outset, the student needs to understand the basics about the D.Min. Applied Research Project. Here are a few definitions and descriptions the student must understand clearly before starting the project.

**Professional Doctoral Project Course Description** – A summative project in which the student identifies an issue related to pastoral leadership, formulates desired outcomes, devises a strategy to achieve the outcomes, executes the plan, and evaluates the results. The Professional Doctoral Project will require approximately two hundred fifty (250) clock hours to complete, resulting in a report of one hundred twenty-five (125) pages.

**Applied** – the project takes place in a context of real-life ministry.

**Research** – within the context of the specific topic the student will know how to minister better as a result of professional-doctoral level investigation according to recognized standards of inquiry.

**Project** – a research undertaking that conducts and/or evaluates ministry.

**Dissertation** – a written report that describes the applied research project from its biblical-theological and theoretical roots to its results and implications for further study. Most D.Min. dissertations follow the following paradigm:

### Chapter 1 = Introduction

Introduce the project so that this chapter briefly (a) explains what and why (a rationale) the project investigated (researched), (b) identifies the research design and what results were anticipated, and (c) previews the remaining chapters. Chapter one probably will look much like the proposal, but will be written in past tense instead of future tense (estimate: 15 pages).

### Chapter 2 = Previous Research and Literature Review

Provide a biblical-theological and theoretical basis for the project by explaining why the project was designed as it was, according to previous research on this and related topics (estimate: 30 pages).

### Chapter 3 = Procedure and Research Method

Specify the problem statement (rationale for the project), research question, the research method chosen to answer the question and why it is an appropriate method, hypothesis(es), and instruments of evaluation or assessment, including a detailed report of how, when, and with whom the project was actually conducted (estimate: 30 pages).

#### Chapter 4 = Results

Provide the answer(s) to the research question with supporting data (estimate: 20-30 pages).

#### Chapter 5 = Conclusions And Implications For Further Study

Make a case for what a reader may be able to generalize from this particular study and what other research questions this study raises for further investigation (estimate: 20 pages).

#### Appendixes

Include any research instrument, such as a survey or curriculum that the student may have used.

#### Bibliography

Include any resources consulted and/or used for writing the project. Do not include resources that were not used in some manner just to fill space (3-5 pages). The reader will assume all listed resources were at least consulted.

**NOTE:** The written D.Min. project should be approximately 125 pages in length, but more is not necessarily better. The page length is determined by what is required to present the study with high quality. There is no page minimum or maximum.

### **The Applied Research Project**

Doctor of Ministry studies at Carolina Evangelical Divinity School culminate in the completion of an applied research project submitted as a dissertation. Note that the term “applied research project” refers to the entire project as described in the five models below. The term “dissertation” refers to the actual written document.

Three (3) people will evaluate the student’s applied research project and dissertation: (1) the advisor, (2) the reader, and (3) the Director of D.Min. Studies. The Director of D.Min. Studies assigns an advisor and reader based on the student’s topic and input. The advisor assumes responsibility to direct the entire project and serves as the “point person” with whom the student will have regular contact during the course of the project.

#### **Purpose of the Project**

The purposes of the Applied Research Project are:

1. to further develop the student’s professional skills for ministry.
2. to contribute to the mission of the church through reflective praxis and actualized ministry in the student’s current context.
3. to improve the student’s self-directed learning skills and understanding of how ministry is accomplished.

4. to make available to other professional Christian leaders knowledge and understanding in regard to a certain area of ministry.
5. to develop further the student's ability to do field research on the level of a professional doctorate.
6. to contribute knowledge about ministry to the larger ministerial community.

### **Criteria for an Acceptable Applied Research Project**

The project:

1. when completed, will inform a reader's understanding of ministry and how to minister better.
2. clearly relates to the student's current ministry (a "front burner" issue or need) or ministry interests.
3. develops from an adequate knowledge of biblical theology, ministry theory, and praxis.
4. employs an acceptable research method(s) in which the guided student has sufficient competence to attain validity.
5. is sufficiently focused to allow a concentration of effort and to avoid trying to cover so much ground that the results are superficial.
6. gives evidence of careful planning and execution.
7. incorporates an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.
8. is submitted in the form of a dissertation, written in clear, correct English, and is in correct format as defined by this handbook, avoiding polemic or exaggerated claims.
9. is written with careful attention to the correct use of source material, documentation, and research standards.
10. makes a contribution to the existing body of literature on the subject.

### **Five Common Models**

Students often have employed one of the five following models for an applied research project. These are not the only models for applied research, however. Other options should be discussed with the Director of D.Min. Studies.

1. **Descriptive Surveys of a Ministry Situation.** The survey is designed to report current ministry conditions or strategies in quantifiable variables. Going beyond the description (1) to critique the survey's findings and (2) to suggest ways to improve the ministry situation are expected.
2. **Program Development and Evaluation.** The student will develop some ministry program or activity and evaluate its effectiveness. The ideal program is one that the student's ministry seeks so that the program is not implemented solely for the sake of completing the research project.
3. **Program Evaluation and Response.** An *existing* program will be evaluated and modified.
4. **Case Studies of Ongoing Ministry Situations.** The student selects churches, denominations, leaders, etc., to study as cases to answer a descriptive research question. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation are expected.

5. **Exegetical Research Methodology.** There are some who may desire to select a topic for research that falls more in line with the traditional Ph.D. model concerning biblical and theological studies. In this case, the research method involves more of an exegetical/expositional model with a theological orientation. However, the dissertation must still relate the research to a practical ministry situation.

### **Procedure and Deadlines**

Students should consider and explore potential topics for the project early in their D.Min. program. Students will receive instruction concerning how to conduct the project and to prepare the dissertation.

Students must complete the final project within three (3) years of finishing all coursework and within five (5) years of starting the D.Min. program. If the student does not successfully complete the dissertation within three years, s/he will be removed from the Doctor of Ministry program. If a student registers for his/her final project and then abandons it, failing to complete it within the three (3) years, s/he will be removed from the program, and s/he will be assigned a failing grade for the project. If the student wishes to resume the dissertation project at a later date, s/he will need to reapply to the program, re-register for the final project, and pay any applicable registration and reinstatement fees. To reapply to the program, the student will need to fill out a D.Min. application form, provide an up-to-date ministry history, as well as a ministry supervisor recommendation.

**The Project Topic** – To have the project topic approved, the student should submit a “D.Min. Applied Research Project Topic Approval” form. If the Director of D.Min. Studies approves it, the form will be sent to the D.Min. Studies Committee for approval. If approved, the D.Min. Studies Director will appoint an advisor and a reader to the project. ***Submission of the applied research project topic approval form must be by March 15 of the year preceding graduation.*** For example, the student who wishes to graduate in May 2015, should submit the form no later than March 15, 2014. Failure to secure approval may result in the postponement of graduation.

**Registration** – When the topic approval form is approved, the divinity school will mail the materials necessary for the student to register for the final project. These materials will need to be returned to the divinity school, along with 50% of the tuition plus registration fee(s) ***no later than April 15th.*** The remaining 50% of the tuition will be due six (6) months after registration. Students will have until April 15 of the following year to complete their project. If the project is not complete by April 15, a six-month extension will be processed and the student will be responsible for the extension fee.

**The Project Proposal** – ***By June 1, the student must submit a proposal that defines the project and outlines the dissertation to the D.Min. Office.*** The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are: (1) Definition of the problem or issue, (2) Research questions or hypotheses, (3) Data sources and methods for collection, (4) Analytical procedures, (5) Probable conclusions and recommendations for further study, and (6) Preliminary bibliography. The proposal should be sent to the D.Min. Office, which will forward it to the student’s advisor and reader for approval. Typically, the proposal should not exceed twenty (20) double-spaced pages. The student must obtain approval of the

project proposal before proceeding to write the first two chapters of the first draft of the dissertation. Please see the Applied Research Project Timeline for other important dates and deadlines.

### Applied Research Project Timeline and Deadlines

Date	Item
March 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Topic Approval Form due to the D.Min Office.</li> <li>• Literature review should be in process.</li> </ul>
April 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Registration materials due to the D.Min. Office with half of tuition plus registration fees.</li> </ul>
June 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Proposal due to the D.Min. Office.</li> <li>• Literature review completed.</li> </ul>
October 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• First draft of the first two chapters due to the project advisor.</li> </ul>
February 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• First draft of all chapters due to the D.Min. Office, project advisor, and reader.</li> </ul>
March 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• A final draft that includes any changes required by the advisor or reader due to the D.Min. Office.</li> </ul>
April 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Two originals of final dissertation with all corrections due to the D.Min. Office. <i>It is the student's responsibility to obtain advisor and reader signatures on both copies of the approval page.</i></li> <li>• If the dissertation is not complete at this time, the D.Min. Office will file an extension.</li> </ul>
May	<ul style="list-style-type: none"> <li>• Graduation, Receive Doctor of Ministry Diploma.</li> </ul>

### Getting Started

**The Research Problem** – The D.Min. “Applied Research Project” begins with a clearly defined **research problem**. The word “problem” does not necessarily mean something wrong that needs to be fixed. A research problem provides the **rationale** for the applied research project. (Some research literature refers to the research problem as a “problem statement” or “purpose statement”). A research problem may be:

- a ministry that needs to develop (why it needs to develop is actually the problem).
- a descriptive study of what and why various ministries have succeeded or failed in selected contexts.
- a particular ministry skill, philosophy, or issue that needs improvement, development, or resolution.
- a reason for a descriptive-evaluative study (how the reader will know better how to minister).

**NOTE:** Four (4) sample research problem statements appear in the following pages.

**The Research Question** – The research question gives in its most abstract form what will direct the study or what the researcher wishes to know, learn, explain, or clarify as a result of the project. Typically, the research question will use wording that point to the research method that will be employed or at least to its *quantitative or qualitative* nature.

e.g., **qualitative:** What influence do interracial leadership, relevant expository preaching and blended music have on the racial integration of Caucasians into Peoria Community Church?

e.g., **quantitative:** Will teaching selected doctrines of systematic theology to CBS students improve their ability to understand and evaluate the false doctrine of the WOF Movement?

**The Hypothesis** – The Hypothesis is the student’s general belief as to the answer/outcome to the research question. Although this statement may be thought to be true, the student should be open to the possibility that his/her research may prove otherwise. Therefore, the student should not consider the hypothesis as an absolute truth before doing the research.

**The Method/Project** – The method describes how the student plans to approach the project and prove/disprove the hypothesis and answer the research question. The method may include surveys, case studies, academic research, fieldwork, program development, etc., or a combination of different methods.

### Sample Research Problems

Problem Statement	Research Question	Hypothesis	Method/Project
Evaluating the Zaporozhye Bible College as a model for providing Bible College education in modern-day Ukraine	Does Zaporozhye Bible College provide an acceptable educational model for Bible college education in modern-day Ukraine?	Given the religious and political history, language, and churches of modern-day Ukraine, Zaporozhye does provide an acceptable educational model for Bible college education in modern-day Ukraine.	Case study on Zaporozhye Bible College that includes needs of the Ukrainian church, educational options, evaluation of ZBC curriculum and ZBC graduates, etc.

Problem Statement	Research Question	Hypothesis	Method/Project
The influence of the father-child relationship in Evangelical ministers’ families on the child’s church involvement as an adult	What influence does growing up in the home of an evangelical minister have on one’s adult church involvement?	1) The minister’s child who reports a positive relationship to his/her minister/father as a child will also report high-church involvement as an adult. 2) The minister’s child	Two surveys that compare (1) factors of the paternal childhood relationship and (2) factors of adult church involvement

		who reports a negative relationship to his or her minister/father as a child will also report little or no church involvement as an adult.	
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<b>Problem Statement</b>	<b>Research Question</b>	<b>Hypothesis</b>	<b>Method/Project</b>
The apparent shift from expository preaching to “current topic” preaching of pastors who were trained in expository preaching	Have a significant percentage of seminary alumni who serve as preaching pastors changed their philosophy of preaching from expository preaching to “current topic” preaching?	Less than 25% of seminary alumni who serve as preaching pastors have changed their philosophy of preaching from expository preaching to “current topic” preaching.	Descriptive survey that seeks information about current and former preaching philosophy (and whether there has been a change in philosophy)

<b>Problem Statement</b>	<b>Research Question</b>	<b>Hypothesis</b>	<b>Method/Project</b>
Measuring the value of Murray Bowen’s family systems theory to increase the effectiveness of Christian & Missionary Alliance Women Counselors in Taiwan	Will teaching Murray Bowen’s family system theory and therapy to Taiwan Christian & Missionary Alliance Women counselors enable them to become more effective family counselors?	Post-test scores on a counseling questionnaire to measure participants’ understanding of Murray Bowen’s family system theory and therapy will be significantly higher than pre-test scores.	Program development and evaluation: Develop 12 sessions for teaching Bowen’s family system theory and therapy. Pre- and post-test participants

## Planning Your Research Project

Problem Statement	Research Question	Hypothesis	Method/Project

## How to Write the D.Min. Applied Research Project

**Topic Approval Form** – The Topic Approval Form communicates to the D.Min. Studies Committee the student’s initial conceptual intent for the applied research project. The Topic Approval Form is essentially a “learning contract” that specifies a brief summary of the project and its significance, a very early and foundational bibliography and the fit of this project for the student and his or her ministry context. If the student and the D.Min. Director have chosen a potential advisor, the advisor should guide the student in the completion of the Topic Approval Form. Officially, the D.Min. Studies Committee assigns an advisor and reader only when the topic is approved, but often a faculty member has discussed the project with the student and therefore can (and should) be involved as early in the process as possible. The questions on the form are self-explanatory and should be answered with as much detail as possible. The form should be typed or computer-generated. The following three pages provide a sample Topic Approval Form. Be sure to include the Approval Page with the form.

**Purpose of Proposal** – The purpose of the Project proposal is to provide a “blueprint” for your applied research project and dissertation. The blueprint needs to be precise enough that another researcher could follow and work your plan, but not so precise that it becomes redundant or verbose.

**Description and Procedure of The Project Proposal** – The proposal should follow the chapter divisions of the dissertation and summarize the key elements. These elements are: definition of the problem or issue, research questions or hypotheses, data sources and methods for collection, analytical procedures, probable conclusions and recommendations for further study, and preliminary bibliography. The proposal should be sent to the D.Min. Office, which will forward it to the student’s advisor and reader for approval. Typically, the proposal should not exceed twenty (20) double-spaced pages. The student must obtain approval of the project proposal before proceeding to write the first two chapters of the first draft of the dissertation. More specifically, the proposal previews the project and will look very much like the **first chapter** of the dissertation, by delineating the following sections (subheadings for the proposal):

**NOTE:** The overall proposal will be approximately 15-20 double-spaced pages. The suggested length of each section below is only a suggestion, not a requirement.

**Introduction** (1<sup>st</sup> chapter) – Provide the rationale for the project (what got you interested in this project, how it fits your ministry, a precisely worded problem statement and research question, the “big picture” of the project). How will this project help others to do ministry better? Who can benefit from this besides you? This is the most general section of the proposal (2-3 pages). TEST: Do the readers of this proposal have “the big picture” of why you want to do this project and what you are going to do?

**Previous Research and Literature Review** (2<sup>nd</sup> chapter) – Preview the literature review in broad categories. By the time you write the proposal, you will have done much of the work on the literature review, so you should be able at least to talk about the broad categories of your literature review and why this literature is relevant for your project. Provide at least one

paragraph describing how your project will build on or extend this line of research (2-3 pages).  
TEST: Is it clear what line of study or research will serve as a foundation for your study?

**Procedure and Research Method** (3<sup>rd</sup> chapter) – Explain how you are going to conduct this project, with whom, when, etc., and how you are going to evaluate it. Be specific with the research design, including hypotheses and specific method (descriptive survey, program implementation and evaluation, program evaluation, case study, etc.). If you have developed an instrument for evaluation such as a questionnaire, survey or interview, note that the instrument appears in the appendix of the proposal. Also describe the feasibility of this study. That is, can you do it in the allotted time? Are the subjects for study available to you?, etc. This section of the proposal is probably the most specific and requires precise thinking and wording (2-4 pages).  
TEST: Could another researcher, who has read the literature, conduct this study according to your research design?

**Anticipated Results** (4<sup>th</sup> chapter) – Based on the hypothesis(es) of the previous section, what do you expect to find as answers to your research question. Granted, you can make only an educated guess at this point, but be sure that it is educated (2-3 pages)! TEST: Can the readers of this proposal easily discern what you expect to find?

**Conclusions and Implications for Further Study** (5<sup>th</sup> chapter) – This is probably the most difficult section of the proposal to write because you have not yet conducted the research and therefore you do not yet know what conclusions, questions or further studies the project will generate. So, you simply preview the fact that the dissertation's final chapter will draw conclusions from the results, make generalizations for broader ministry and discuss implications for further inquiry (2-3 pages). TEST: Can the readers of this proposal easily discern how the study will add to the body of literature for ministry and improve how we do ministry?

### **Important Guidelines for Writing the Proposal**

1. The D.Min. Project Proposal is a piece of academic writing, not a sermon manuscript, not an undergraduate essay. Therefore:
  - a. Write in academic style, demonstrating the ability to write a formal dissertation.
  - b. Employ the Turabian Style Manual (latest edition).
  - c. Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature.
  - d. Anticipate some revision. Most proposals are approved on the second or third submission.
  - e. Be succinct and to the point. If it can be said in a paragraph, do not use a full page. If it can be said in a sentence, do not use a full paragraph.
  - f. Do not be subtle; lay it out there explicitly so that the readers can discern exactly what the student plans to do.
  - g. Realize that a large percentage of the work on the project will be completed when the student submit his/her proposal. Most of the literature review and the crafting of the research design (the grunt work), including development and testing of an instrument, will be complete when the student writes the proposal. So, do not get in too much of a hurry to

submit the proposal. When the proposal is approved, the student must work on the project according to the way that the student proposed it. An approved proposal is like a contract. This is why the student must give sufficient evidence that the student has done sufficient work to submit the proposal.

2. If the student becomes stuck, contact the D.Min. Director. Do not let time get away while wondering, “What do I do now?”
3. Pray. This too can be a spiritual exercise.

### **How to do a Literature Review**

Review of the literature is a meaningless phrase until the student has some general idea about the proposed topic. The student must determine which specific area s/he plans to review, and then focus the literature review on that area. For instance, if the student planned on writing the project on the leadership style of Jesus, the student would not review the entire vast amount of literature on leadership. Instead, the student would review the literature that specifically discusses the leadership style of Jesus.

The literature review should be a map that allows the student to see where a specific study is located in relation to what has been done before.

A good review of the prior writings or studies that bear on a topic will make clear to the reader what part of the vast field of knowledge is being investigated.

The student might think about the prior literature as medieval maps that had many details of land and seas, and also think of the blank spaces as “unknown” regions. The student wants to locate an area at the edge of an unknown section, a jumping off point, which will provide a foundation for the study from which the student will launch into the unknown. Then a study can push knowledge a little way into the blank (unknown) area and fill in a bit of the map.

The literature review should identify the principal work and authors, spell out the main ideas dealing with a specific topic, indicate generally accepted concepts and explanations, and identify any uncertainties or controversies.

The review should be organized by themes, systematic propositions about the studies covered, historical sequences, or other important ideas. It is not a file of books or articles reviewed, but a coherent, intellectual analysis of an area of study.

The student should make the organizing ideas explicit, and show the development and enhancement of those ideas as the review proceeds.

There are likely to be partial summaries as the student completes aspects of the total review. There must be a thorough summary at the end, which reminds the reader of principle points that are relevant to a specific study and leads into formal procedural statement of the problem of research question.

A literature review is never a collection of articles or book reviews, or a catalog of prior writing. It is an exposition of the state of knowledge, theory, and ideas in the appropriate segment of the field the student is investigating.

## **Applied Research Project Dissertation**

**General Protocol** – This is designed to be a quick reference to guide you in completing the written project. This form will not provide the student with all the necessary formatting requirements. The student will need to use the Turabian’s 7<sup>th</sup> edition writing manual (Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7<sup>th</sup> edition. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2007) and Section Two of this manual. A few important formatting issues required by the divinity school are listed below:

### **Order of Pages**

1. Blank page.
2. Title page. See the sample provided.
3. Copyright page. See the sample provided.
4. Acceptance page. See the sample provided.
5. Dedication page. This page is optional.
6. Table of Contents.
7. Table of Abbreviations. This page is included only if the student used abbreviations in the written project, especially for publications listed in the footnotes.
8. Other Tables. This page(s) is optional. The student may include a Table of Lists or a Table of Illustrations. Any specialized table, other than the ones mentioned above, will go here.
9. Acknowledgments. This page is optional. The student uses the Acknowledgements page to recognize persons who significantly influenced the student’s work on the project.
10. Abstract page. The divinity school requires a one- to two-page summary of the project.
11. Chapters. This is the main body of the written project and should include at least five (5) chapters. For the layout and content of the chapters, see the description above under the heading **How to Write the D.Min. Applied Research Project**.
12. Appendices.
13. Bibliography.

The first page of every major section should have the page number centered at the bottom of the page. Page numbering for subsequent pages goes at the top-right.

### **Other Formatting Issues**

1. The divinity school requires footnotes at the bottom of the page. Endnotes, parenthetical references, author-date system, or reference list styles should not be used.
2. Final copy: Should be printed on a laser printer or carbon ribbon if done on a typewriter. It should be carefully proofread so that it is grammatically accurate and free of noticeable corrections. The two (2) final library copies should be of professional printing quality on 8½ x 11” white 25% cotton fiber fine business paper, 20 lb. weight.

3. The two (2) final copies need to be individually boxed in loose-leaf form. Do not bind them in any way. Make sure the two (2) approval forms are on top and have been signed by the student's advisor and reader. The Director of D.Min. Studies' signature is the only one that will be done after **CEDS** receives the student's final copies. Make sure that the boxed dissertation is in the proper order for binding, with the exception of the approval page that should be placed on top.

There are several other format items, all of which are discussed clearly and thoroughly by Turabian. Some of these are: abbreviations, numbers, spelling, punctuation, hyphenation, capitalization, underlining, quotations, ellipses, margins, statistical tables, graphic illustrations, outlining, etc. **Pay close attention to Chapter 1 of Turabian**, which addresses items such as order of preliminary matter, blank pages, etc.

Consult the Table of Contents and the Index for specific items. If the student has a question that Turabian does not address, s/he should first consult the Section Two of this manual and then the project advisor.

**Binding** – The binding cost for each of the originals is part of the graduation fee. One (1) of the originals will be kept in the Carolina Evangelical Divinity School Library. The binding process takes approximately 3-4 months. The student will be contacted when the finished product is ready for pick up at the divinity school.

(Two lines down from top margin)

TITLE

(4 lines down from title)

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(5 lines down from line)

An Applied Research Project

(2 lines down)

Submitted to the Faculty of

(2 lines down)

Carolina Evangelical Divinity School

(2 lines down)

High Point, North Carolina

(4 lines down)

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(5 lines down)

In Partial Fulfillment

(2 lines down)

of the Requirements for the Degree

(2 lines down)

Doctor of Ministry

(4 lines down)

---

(5 lines down)

by

(2 lines down)

John Q. Student

(2 lines down)

Month Day, Year

**Title Page Instructions:**

1. Create 1" margins on the top, bottom, and right, 1½" on the left.
2. Center all items on the page.
3. Instructions for title page assume single line spacing.

**Please Note:** It is important to follow the instructions. Different fonts and printers may create slightly different vertical spacing; therefore, it may not print *exactly* like this sample page.

**Sample Copyright Page**

- 1 ½ ” margin on the left, 1” on the other sides.
- Text centered between margins on all sides, thus in the center of the page.

© Copyright by

John Q. Student

2006



**DOCTOR OF MINISTRY PROJECT  
TOPIC APPROVAL FORM**

**Instructions:** Fill out one (1) copy of this form (single-spaced, typed) and send it to the D.Min. Office. The D.Min. Committee will assign an advisor and a reader and the D.Min. Office will inform the student.

Name of Student \_\_\_\_\_

Anticipated Graduation Date \_\_\_\_\_

Applied Research Project Title \_\_\_\_\_

Briefly give a summary description of your applied research project, including its rationale (why you want to do this project):

Briefly state the significance of this topic for your personal ministry context (church, mission field, etc.) and its significance for others in similar ministries:

Briefly state the relationship of the topic to your D.Min. goals and post-graduation goals:

List at least 10 major books and 10 major journal articles and/or other sources with which you can start (use a separate sheet if necessary):

**TOPIC APPROVAL FORM  
(Continued)**

Describe the compatibility of this topic with your capabilities, the availability of information, your limits of time, and limits of money (Is this project “doable?”):

Provide one sentence for each of the following Items, as you currently understand them.

Problem to be addressed:

Research question:

Research method (program, survey, case study, etc.):

Hypothesis(es):

**For Committee Use Only**

Subject Approved: \_\_\_\_\_ Date \_\_\_\_\_

D.Min. Committee Appointments:

Advisor: \_\_\_\_\_

Reader: \_\_\_\_\_

## Section Two: *Writing Style*

Doctor of Ministry Projects for Carolina Evangelical Divinity School should be written using the following guidelines. The divinity school has chosen to use Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.<sup>1</sup> To simplify the task of writing, the divinity school has condensed the attached guidelines from that book. These guidelines are not exhaustive, but should cover the majority of issues a student may face when writing the project. If a specific issue is not addressed, the student should consult Turabian. The divinity school library has copies of this book (7<sup>th</sup> edition).

### Page Layout

Written D.Min. Projects must be typed according to the following format.

#### Margins

1. Leave a margin of 1 inch on each of the top, bottom, and right sides of the document. Leave a 1½ inch margin on the left side in order to leave space for binding.
2. Use left justification. The right margin should be ragged, not justified.

#### Type Face

**CEDS** requires that a 12-point character size be used. Suggested fonts include Times New Roman, Arial, and Garamond.

#### Indentions

Indent paragraphs are one-half inch, unless other specific regulations are made. Block quotations are indented one-quarter inch or ½ tab.

#### Spacing

The text should be double-spaced, except for block quotation, notes, captions, legends, and long headings, which should be single-spaced. Place two spaces between sentences. Within text, a centered or left margin heading or subheading should be preceded by a triple space and followed by a double space.

#### Pagination

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<sup>1</sup>Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> ed., revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2007).



## Compounds Words

1. Compounds made up of a word of relationship plus a noun should be spelled as separate words:

*mother church*

*father figure*

2. Compounds made up of two like nouns of equal importance should be hyphenated:

*city-state*

*scholar-poet*

3. Compounds spelled as one word may be found in most unabridged dictionaries:

*bookkeeper*

*bathtub*

4. Word combinations that include a prepositional phrase and describe an aspect of personal character should be hyphenated:

*stay-at-home*

*stick-in-the-mud*

5. Compounds with *better*, *best*, *ill*, *lesser*, *little*, *well*, and related comparative forms, should be hyphenated when they precede the noun:

*best-liked teacher*

*lesser-known evil*

6. Compounds with “all” should be hyphenated whether they precede or follow the noun:

*all-powerful God*

*the team went all-out*

## Transliteration

Transliteration of Greek or Hebrew words is acceptable. If the original languages are used, then Greek or Hebrew words must be spelled in the paper either by special font on the computer or written by hand.

## Division of Words

1. Divide words at the ends of lines according to their syllables as shown in a reliable dictionary.
2. Avoid placing two or more hyphens in a row at the right margin.
3. Word-processing programs that produce justified lines hyphenate automatically, sometimes responding to cues set in the copy to indicate preferred breaking points. Do not assume that automatic hyphenation programs always produce correct results.

### *Exceptions and special rules*

1. Never make a one-letter division.
2. Avoid two-letter divisions, especially when the division would give a misleading appearance:

Wrong:        *wo-man*                      *pray-er*                      *mon-ey*

3. Avoid division of a proper name unless it is one in which the correct division is obvious.
4. Never divide initials used in place of given names. It is best to write given names or initials on the same line as the family name, but it is allowable to place all the initials on one line and the family name on the next:

Wrong: *J. / I. Packer*

Right: *C. S. / Lewis*

## **Punctuation**

### **Period**

1. A period is used at the end of a complete declarative sentence, a moderately imperative sentence, and a sentence containing an indirect question.
2. A period denoting an abbreviation and coming at the end of a sentence may serve also as the closing period of the sentence. If the sentence ends with a question mark or an exclamation point, the abbreviation period is retained:

*The meeting adjourned at 5:30 p.m.*

*Was the committee meeting called for 8:00 p.m.?*

3. Periods are omitted at the ends of items in a vertical list or enumeration, unless the items are whole sentences or paragraphs.

### **Question Mark**

A question mark is used at the end of a whole sentence containing a query or at the end of a query making up part of a sentence.

### **Exclamation Point**

An exclamation point is used to mark an outcry or an emphatic or ironical comment (avoid overuse of this device). Do not use multiple exclamation points as terminal punctuation (such as !!!).

### **Comma**

1. In sentences containing two or more independent clauses joined by a coordinating conjunction (*and, but, or, nor, for*), a comma is placed before the conjunction. This is not a hard-and-fast rule, however; where the sentence is short and clarity not an issue, no comma is needed.
2. A comma is omitted before a conjunction joining the parts of a compound predicate (i.e., two or more verbs having the same subject).

3. No commas should be used when the elements in a series are all joined by the same conjunction (and, or, etc.).
4. When commas occur within one or more of the elements of a series, semicolons instead of commas should be used to separate the elements.
5. Interjections, conjunctive adverbs, and the like, are set off with commas when they cause a distinct break in the flow of thought:  
*Nevertheless, it is a matter of great importance.*  
*It is, perhaps, the best that could be expected.*

But note that when such elements do not cause a break in continuity and do not require a pause in reading, the commas should be omitted:

*It is therefore clear that no deposits were made.*

6. In using commas to set off a parenthetical element in the middle of a sentence, the writer must remember to include both commas:  
*The bill, you will be pleased to hear, passed at the last session.*
7. A comma follows *namely, that is, for example, i.e.,* and *e.g.*
8. When a dependent clause or a long participial or prepositional phrase begins a sentence, it is followed by a comma:  
*After spending a week in conferences, the commission was able to write a report.*

But a comma is usually unnecessary after a short prepositional phrase:

*For recreation the major fishes or sails.*

9. When each of several adjectives preceding a noun modifies the noun individually, the adjectives should be separated with commas:  
*It was a large, well-placed, beautiful house.*

However, if the last adjective identifies the noun rather than merely modifying it, no commas should precede it.

*His is the large brick house on the corner.*

10. Use a comma to separate two identical or closely similar words:  
*They marched in, in twos.*  
*Whatever is, had best be accepted.*

## **Semicolon**

1. A semicolon marks a greater break in the continuity of a sentence than that indicated by a comma. A semicolon should be used between the parts of compound sentence (two or more independent clauses) when they are not connected by a conjunction.

2. If the clauses of a compound sentence are very long and there are commas within them, they should be separated with semi-colons even though they are connected by a conjunction.
3. When used transitionally between the clauses of compound sentences, the words *hence*, *however*, *indeed*, *so*, *then*, *thus*, and *yet* should be preceded by a semicolon and followed by a comma.

## **Colon**

Whereas the semicolon is used to separate parts of a sentence that are of equal significance, the colon is used to introduce a clause or phrase that expands, clarifies, or exemplifies the meaning of what precedes it.

## **Dash**

1. The dash, which in printing is an elongated hyphen called an em-dash, in typescript consists of two hyphens without space between or on either side of them.
2. A dash or a pair of dashes enclosing a phrase may indicate a sudden break in thought that disrupts the sentence structure.
3. Breaks in faltering speech or interruptions may be indicated by dashes.

## **Parentheses**

The principal uses of parentheses in the text of a paper are (1) to set off parenthetical elements, (2) to enclose the source of a quotation or other matter when a footnote is not used for the purpose, and (3) to set off the numbers or letters in an enumeration (like that in this sentence). The first use is a matter of choice, since both commas and dashes are also used to set off parenthetical material. In general, commas are used for material most closely related to the main clause, dashes and parentheses for material more remotely connected.

## **Quotation Marks**

Direct quotations other than block quotations require double quotation marks at beginning and end. If the quoted passage itself contains a quotation that is set off with double quotation marks, those marks must be changed to single quotation marks. In a block quotation, however, the double quotation marks that appear within the original matter are retained.

## **Punctuation with Quotation Marks**

Periods and commas should be placed inside quotation marks (even when the quotation marks enclose only one letter or figure); semicolons and colons, outside. Question marks and exclamation marks should be placed outside quotation marks unless the questions or exclamation occurs within the quotation itself.

## Ellipses

1. An omission within a sentence is shown by three spaced dots:  
*In conclusion he stated, "What we require . . . is a new method."*
2. If other punctuation comes immediately before the ellipsis, it is placed next to the word:  
*"We are fighting for the holy cause of Slavdom, . . . for freedom, . . . for the Orthodox cross."*
3. If other punctuation occurs immediately before a word that is preceded by ellipsis points, that punctuation mark is placed before the word, with the usual intervening space:  
*"All this is not exactly in S's tradition . . . ; and it was not, as I recall, your style."*
4. An omission following a sentence is indicated by four dots. The first, placed immediately after the last word, is the period.  
*"When a nation is clearly in the wrong, it ought to say so. . . . I am only enunciating principles that we apply in our own case."*

## Capitalization, Quotations, and Underlining

### Capitalization

1. In all languages written in the Latin alphabet, proper nouns—the names of persons and places—are capitalized.
2. In English, proper adjectives—adjectives derived from proper nouns—are also capitalized.
3. In giving titles of published works in text, notes, reference list, or bibliography, the spelling of the original should be retained, but capitalization and punctuation may be altered to conform to the style used in the paper.
4. Capitalize *Bible* and *Scripture* but not *biblical*, *scriptural*, *godly*, or *godliness*.

### Quotations

1. Short, direct quotations should be incorporated into the text of the paper and enclosed in double quotation marks. But a quotation of two or more sentences which at the same time runs to four or more lines of text in a paper should be set off from the text in single-spacing and indented in its entirety one-quarter inch (½ tab) from the left marginal line, with no quotation marks at beginning or end. This is a block quotation.
2. Quotations of poetry two or more lines in length should normally be set off from the text, line for line as in the original and centered on the page without quotation marks. Quotations of poetry may be double- or single-spaced, following the original as closely as possible:

*O taste and see that the LORD is good;  
 How blessed is the man who takes refuge in Him!  
 O fear the LORD, you His saints;  
 For to those who fear Him, there is no want.*

### **Underlining and Quotation Marks**

1. Underline or italicize the titles of books, pamphlets, bulletins, periodicals (magazines, journals, newspapers), and long poems (such as *Paradise Lost*). Please be consistent in whichever method you choose (underlining or italicizing).
2. Titles of chapters or other divisions of a book, and titles of short stories, short poems, essays, and articles in periodicals are set in quotation marks.
3. Titles of unpublished theses, dissertations, and other papers are set in quotation marks.
4. Titles of long poems are underlined; titles of short poems are in quotation marks.

### **Abbreviations and Numbers**

#### **Abbreviations** (Turabian chapter 24)

1. When referring to whole books or to whole chapters of the Bible, spell out their names:  
*Jeremiah, chapters 42-44, records the flight of the Jews to Egypt when Jerusalem fell in 586 B.C.*
2. Whenever scriptural passages are cited by verse in a paper, whether in text, parenthetical references, or notes, abbreviate the names of the books. (See lists below.)

#### **Old Testament**

Gen	1-2 Kgs	Song	Obad
Exod	1-2 Chr	Isa	Jonah
Lev	Ezra	Jer	Mic
Num	Neh	Lam	Nah
Deut	Esth	Ezek	Hab
Josh	Job	Dan	Zeph
Judg	Ps (Pss)	Hos	Hag
Ruth	Prov	Joel	Zech
1-2 Sam	Eccl	Amos	Mal

#### **Apocrypha**

1-2 Esd	Wisd	Ep Jer	Pr
Tob	Sir or Sirach	Three	1-2 Macc
Jth	Ecclus	Sus	
Ad Est	Bar	Bel	

### New Testament

Matt	1-2 Cor	1-2 Tim	1-3 John
Mark	Gal	Titus	Jude
Luke	Eph	Phlm	Rev
John	Phil	Heb	
Acts	Col	Jas	
Rom	1-2 Thess	1-2 Pet	

3. Reference to the Septuagint may be abbreviated LXX.
4. For eras, either B.C., A.D. or B.C.E., C.E. may be used. Era designations must be consistent throughout the paper and must be used with only its corresponding pair. Note that B.C., B.C.E., and C.E. follow the date while A.D. (Anno Domini) precedes the date. See Turabian p. 339.

### Numbers

1. Spell out all numbers through twelve and then twenty, thirty, etc., through one hundred. All other numbers are written as figures.
2. A sentence should never begin with a figure, even when there are figures in the rest of the sentence. Either spell out the first number or, better, recast the sentence.

### Footnotes

#### General Guidelines (Turabian chapters 16 and 17)

1. Student must use footnotes. Footnotes are placed at the bottom of each page.
2. Notes may contain either content (material which is relevant to the discussion, but would interrupt the flow of thought if introduced in the main body of the text) or reference.
3. Notes are arranged numerically. Numbering begins at one (1) at the start of each chapter.
4. In the body of the paper, the note number should be superscripted. It follows the punctuation mark, if any, except the dash, which it precedes. If the passage is an exact quotation, the note number comes at the end of the quotation, not after the author's name.
5. In the note itself, the note number is indented one-half ( $\frac{1}{2}$ ) inch from the left margin. (*If you are using Microsoft Word, you will need to change the automatic format to an indent of one-half inch.*) In footnotes, the number must be superscripted.
6. Notes are single spaced, with one blank line between successive notes. Each note ends with a period.

7. Titles of journals, dictionaries, and other sources used frequently may be abbreviated by the initials of their names, without spaces or periods between the letters. These abbreviations are permissible in notes, but not in bibliographical entries. The first use of the reference must be a full entry, with the abbreviation in parenthesis at the end of the reference. Additional notes would use the abbreviation as a shortened reference to the work.

*Theological Dictionary of the New Testament TDNT*

*Theological Wordbook of the Old Testament TWOT*

8. The first time a work is mentioned in a note, the entry must contain the author's full name, the title, the specific reference (volume number, page number, etc.), and facts of publication. Once a reference has been cited in full, subsequent references to it should be in shortened form.

## Books

For a book, the first full reference should contain the following information (as needed) in the order shown:

Name of author(s)

Title and subtitle, if any

Name of editor, compiler, or translator, if any

Name of author of preface, introduction, or forward (only if listed on the title page)

Number or name of edition, if other than the first

Name of series in which the book appears, if any, with volume or number in the series

Facts of publication, consisting of

Place of publication

Name of publishing agency

Date of publication

Page number(s) of specific citation

*At times, examples in the following paragraphs show only the part of the note being emphasized in the instruction (i.e. title, author).*

### **Author or Editor**

1. For notes, give the name of the author in normal order, followed by a comma. The name should appear as it does on the title page or byline. For a work by two or three authors, give the full name in normal order, separating the names of two authors with "and"; and of three authors with commas, the last comma followed by "and." If a work has more than three authors, cite only the first name on the title page and follow it with "et al." No comma separates the name and "et al." A period always follows "al."

<sup>1</sup>Alfred Martin and John A. Martin, *Isaiah: The Glory of the Messiah* (Chicago: Moody, 1983), 99.

2. Some works are produced by compilers or editors. List the names of the compiler(s) or editor(s), followed by "ed.," "eds.," "comp.," or "comps."

<sup>1</sup>R. Laird Harris, Gleason L. Archer, Jr., and Bruce K. Harris, eds.

<sup>2</sup>Patrick D. Miller, Jr., and Paul D. Hanson, eds.

3. Many commentaries, dictionaries, lexicons, etc., are edited by one person(s), but another person writes individual articles within the book. The name may occur as a full name at the beginning or end of the article or it may be identified by abbreviation at the end of the article. The note must reference both the editor(s) of the volume(s) and the author(s) of the individual articles.

<sup>1</sup>Edwin A. Blum, "John," in *The Bible Knowledge Commentary*, New Testament Edition, ed. John F. Walvoord and Roy B. Zuck (Wheaton, IL: SP Publications, Victor Books, 1983), 325.

4. Even if the title page includes a title for the author or editor (e.g., doctor), do not include it in the note except in the rare case in which it has significance for the subject of the paper.

### **Title**

1. Enter the full title (and subtitle, if any) of a book as it appears on the title page. No punctuation is used between the title and the facts of publication. For an article in a periodical, enter the name of the article; follow with a comma and the name of the periodical. In the case of a chapter (or article in a book), follow the comma with the word "in" followed by the title of the book.
2. Underline or italicize the title of the book or the name of the periodical. Do not underline individual words, but rather underline the entire title including spaces. Be consistent with whatever you choose to use (italics or underlining). The titles of articles or chapters should be enclosed in quotes.

<sup>1</sup>Abraham Malamat, "The Mari Documents," in *Ancient Israelite Religion*

<sup>2</sup>Frank Moore Cross, "Lachish Letter IV," *Bulletin of the American Schools of Oriental Research*

3. Use any punctuation on the title page of the book. Often, however, the title page may show no punctuation at the end of a line when a subtitle is included. In this instance, include a colon between the title and the subtitle. For example, the following shows the layout on the title page of one book with title and subtitle:

Men & Women

Enjoying the Difference

The note should be formatted by including the "&" (i.e., the word "and" is not substituted) and adding a colon following "Women":

<sup>1</sup>Larry Crabb, *Men & Women: Enjoying the Difference*

4. If the title page contains in addition to the name of the author that of an editor, translator, or compiler, that name follows the title, being preceded by a comma and the appropriate abbreviation ("ed.", "trans.", or "comp."). The abbreviated stands for "edited by", etc., and thus is never in plural form:

<sup>1</sup>U. Cassuto, *A Commentary on the Book of Genesis*, part 1, trans. Israel Abrahams (Jerusalem: Magnes, 1961), 35.

5. Information concerning the edition is required if the work cited is other than the first edition. This new edition may be a reprint edition, paperback edition, numbered edition, or named edition. Abbreviations are used to note the edition (e.g., “rev.” for revised, “ed.” for edition, etc.). If an original publishing date or original publisher is given, it must be included in the note. New printings by the same publisher are not listed. In the following example, the second edition was printed by the same publisher as the first edition:

<sup>1</sup>Zane C. Hodges, *The Gospel Under Siege: Faith and Works in Tension*, 2<sup>nd</sup> ed. (Dallas: Rendencion Viva, 1992), 92.

In the following example, the first edition was published by Zondervan Publishing House (the title page did not list the place of the first printing), and the fourth edition, a reprint, was published by Schoettle Publishing Company:

<sup>1</sup>Gerald B. Stanton, *Kept From the Hour: Biblical Evidence for the Pretribulational Return of Christ*, 4<sup>th</sup> ed. (n.p., Zondervan, 1956; Miami Springs, FL: Schoettle, 1991), 124.

### ***General Facts of Publication***

1. The facts of publication include the place (city), publisher, and date. A colon follows the name of the place, then one space, then the name of the publisher, followed by a comma, a single space, and the copyright date. If the name of more than two cities appears under the publisher’s imprint, the first name is the only one given in the note. For example, if the title page lists the following cities under the name of the publisher, “Nashville - Atlanta - Camden - New York,” the note would list only Nashville as the place of publication.
2. If the city is well known, the state need not be listed. If the city is not well known, however, the name of the state should be included, with the name of the state abbreviated using US postal codes:  
(Minneapolis: Bethany House, 1985)  
(Downers Grove, IL: InterVarsity, 1990)
3. Sometimes, some of the facts of publication are not given. If neither the title page nor the copyright page gives a place of publication, write “n.p.” (for “no place”). The same abbreviation (“n.p.”) is used if no publisher is given. Use a single “n.p.” if neither the place nor the publisher is listed. If no date of publication is listed, write “n.d.”  
<sup>1</sup>Susan T. Foh, *Women and the Word of God: A Response to Biblical Feminism* (n.p.: Presbyterian and Reformed Publishing, 1980), 23.
4. Words such as “Company,” “Publishers,” “Inc.,” and “Ltd” may be omitted when used with the publisher’s name. The word “Press” may be omitted unless it is used in reference to a university press, then the word “Press” must be included.  
(Downers Grove, IL: InterVarsity, 1998)  
(Chicago: University of Chicago Press, 2002)

5. If the title page of a book issued by a subsidiary of a publisher lists both names, the note should list both as well:
  - <sup>1</sup>Harold H. Hoehner, *Chronological Aspects of the Life of Christ* (Grand Rapids, MI: Zondervan, Academic Books, 1977), 54.
6. Page numbers should list the precise pages to which the note refers. Do not use abbreviations such as “83f.” or “172ff.” Do not precede the page numbers with “p.” or “pp.”

### **Lexicons, Dictionaries, and Encyclopedias** (Turabian 17.5.3)

1. In citing alphabetically arranged reference works such as encyclopedias, dictionaries, and lexicons, it is best to give the title of the article preceded by “s.v.” (*sub verbo*, “under the word”) rather than volume and page numbers. Usually, notes for dictionaries and encyclopedias omit the place of publication and publisher’s name. However, for biblical reference material, **CEDS** requires that the data be included. For Greek, Hebrew, or other foreign language articles, do not translate or transliterate the article title. Contrast the following examples:

<sup>1</sup>*Webster’s Ninth New Collegiate Dictionary* (1989), s.v. “believe.”

<sup>2</sup>F. Wilbur Gingrich, *Shorter Lexicon of the Greek New Testament* (Chicago: University of Chicago Press, 1965), s.v. “πιστευω”

2. Articles may be signed (or initialed) by the author of the article or they may be unsigned. If the article is signed or initialed, cite the author of the article. In note one below, his initials at the end of the article identified the author. In note two, located in the same text, no author was listed:

<sup>1</sup>R. K. Harrison, ed., *Encyclopedia of Biblical and Christian Ethics*, rev. ed. (Nashville: Thomas Nelson, 1992), s.v. “Divorce,” by S. J. Mikolaski.

<sup>2</sup>R. K. Harrison, ed., *Encyclopedia of Biblical and Christian Ethics*, rev. ed. (Nashville: Thomas Nelson, 1992), s.v. “Honesty.”

### **Multi-volume Works** (Turabian 17.1.4; 17.1.5)

Multi-volume works are common in biblical studies. Typically, works may be of one author and bear the same title (note one below); or they may be by one author having different titles (note two below); or they may be by different authors bearing different titles, with the entire work carrying an overall title and having a general editor (note three below):

<sup>1</sup>Johannes P. Louw and Eugene A. Nida, eds., *Greek-English Lexicon of the New Testament Based on Semantic Domains* (New York: United Bible Societies, 1988), 2:57.

<sup>2</sup>Lewis Sperry Chafer, *Systematic Theology*, vol. 3, *Soteriology* (Dallas: Dallas Seminary Press, 1948), 139.

<sup>3</sup>Simon J. DeVries, *1 Kings*, Word Biblical Commentary, vol. 12, ed. David A. Hubbard and Glenn W. Barker (Waco, TX: Word Books, 1985), 121.

Note that multi-volume works may be published over a period of time. If the works are complete, give the range of years published in the footnote (e.g., “1956–1968”). If the works are not complete, give the date the publication began and follow with a hyphen (e.g., “1985–”).

### **Journals and Periodicals** (Turabian 17.2-4)

1. The first full reference of a journal or periodical includes the following, in the order shown:

Name of author(s)  
Title of article  
Name of periodical  
Volume number or issue  
Publication date, if any, in parentheses  
Page number(s)

The place and publisher are normally omitted.

2. The title of the article is enclosed in quotation marks. The volume number is listed immediately following the title of the publication, with no punctuation. The date is enclosed in parentheses immediately after the volume number, followed by a colon, and the page number(s). If the issue is numbered, the issue number is given after the volume number:

<sup>1</sup>James Dobson, “Why I Use Fighting Words,” *Christianity Today* 39, no. 7 (June 19, 1995): 27-30.

<sup>2</sup>Fred Smith, “The Care and Feeding of Critics,” *Leadership* 16, no. 1 (Winter 1995): 28.

### **Dissertations and Theses** (Turabian 17.6.1)

Dissertations and theses should list the author’s name, followed by the title in quotes. In parentheses, give the description of the document, including the type of document, the institution, and the date. Page numbers are listed after the parentheses:

<sup>1</sup>Dennis O. Wretlind, “An Exegetical Investigation of Financial Stewardship in the New Testament Church” (Th.M. thesis, Western Conservative Baptist Seminary, 1975), 81.

<sup>2</sup>Thomas Kem Oberholtzer, “An Analysis and Exposition of the Eschatology of the Warning Passages in the Book of Hebrews” (Th.D. diss., Dallas Theological Seminary, 1984), 23.

### **Electronic Documents** (Turabian 17.5.7-9; 17.7)

Citations of electronic documents follow the same general form as citations of printed materials. The same basic information is needed: author and title of the particular item; name and description of the source cited; city of publication, if any; publisher or vendor (or both); date of publication or access (or both); and identifying numbers or pathway needed for access to the

material. Electronic documents are not as stable as print documents. Therefore, information is often needed to locate electronic documents.

Please follow the guidelines below. Because of the wide variety of online resources, it is impossible to include samples for each kind of resource. Please use these guidelines keeping in mind the purpose of the footnote: to enable someone to locate the document from the information provided.

### **Book Online**

<sup>1</sup>Jonathan Edwards, *A Treatise Concerning Religious Affections*; n.p.; available from <http://www.jonathanedwards.com/text/RA/RAOutline.htm>; Internet; accessed 8 July 2003.

### **Electronic Book**

<sup>1</sup>J. K. Rowling, *Harry Potter and the Chamber of Secrets*, E-book (New York: Arthur A. Levine Books, 1999), 37.

### **Logos or Another CD-ROM**

<sup>1</sup>Charles Hodge, *Systematic Theology* (Oak Harbor, WA: Logos Research Systems, 1997), [CD-ROM] Logos Bible Software, Series X.

<sup>2</sup>Walter C. Kaiser, *Hard Sayings of the Bible* (Downers Grove, IL: InterVarsity, 1996), [CD-ROM] Logos Bible Software, Series X.

### **An Entire Internet Site**

<sup>1</sup>Mark Trigsted, ed., *JonathanEdwards.com* (Flower Mound, TX), available from <http://www.jonathanedwards.com>; Internet; accessed 8 July 2003.

### **Journal Article from Online Source** (an internet publication with a print counterpart)

<sup>1</sup>Charles Truehart, "Welcome to the Next Church," *Atlantic Monthly* 278:37-58, August 1996; available from <http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm>; Internet; accessed 5 May 1997.

### **Web Site Page or Article** (without a print counterpart)

<sup>1</sup>Matthew Thomas Farrell, "History of the Discovery of Thomas and Comments on the Text," n.p.; available from <http://www.miseri.edu/davies/thomas/farrell.htm>; Internet; accessed 5 May 1997.

### **Other Unpublished Materials**

Because of the wide variety of unpublished materials available, it is impossible to list all the possibilities for notes. For more examples, see Turabian 17.6.

### **Scriptural References**

Whenever scriptural passages are cited, whether in a note or in the text, use the abbreviations for the book(s) listed above (see “Abbreviations and Numbers,” and Turabian chapter 24). Follow the chapter and verse numbers with the abbreviation for the version of the Bible from which the passage is taken. The King James Version is assumed and does not require notation. If the version is widely used, only the abbreviation is needed (e.g., NASB for New American Standard, NIV for New International Version, and NKJV for New King James Version). If the version cited is less widely used, the first reference to it should include both the abbreviation and the name of the version spelled out. Subsequent citations require only the abbreviation. In note 1 below, a verse from the King James Version is cited. In note 2, a verse from the New American Standard Version is cited. In notes 3 and 4, verses from a less widely used translation are cited:

<sup>1</sup>Gen 3:16.

<sup>2</sup>Eph 5:21-22 NASB.

<sup>3</sup>Gen 4:7 NEB (New English Bible).

<sup>4</sup>Gen 3:16 NEB.

### **Secondary Quotations** (Turabian 17.10)

**CEDS** prefers the use of primary quotes, rather than secondary quotations. However, secondary quotations are sometimes unavoidable. In that case, both the original source and the secondary source must be noted:

<sup>1</sup>Henry A. Ironside, *Lectures on Daniel the Prophet* (New York: Loizeaux Brothers, n.d.), 215-216, quoted in J. Dwight Pentecost, *Things to Come: A Study in Biblical Eschatology* (Findlay, OH: Dunham, 1958), 343.

### **Subsequent References** (Turabian 16.4)

1. When a work has been cited in full form, later references should use a shortened form. This involves the use of shortened titles or the Latin abbreviation “*ibid.*” when appropriate. The abbreviations “*op. cit.*” and “*loc. cit.*,” formerly used in references, should no longer be used.
2. When references to the same work follow one another without any intervening reference, even if the references are separated by several pages, the abbreviation “*ibid.*” (for the Latin *ibidem*, “in the same place”) is used:

<sup>1</sup>Alec Motyer, *The Prophecy of Isaiah: An Introduction and Commentary* (Downer Groves, IL: InterVarsity, 1993), 128.

<sup>2</sup>*Ibid.*, 145.

3. If only one work is used by an author, a subsequent reference separated from the original reference by one (or more) notes from other sources, only the author’s name and page number are needed, as in note three below. If a work has been identified in previous notes by an abbreviation, use the abbreviation in place of the author’s name (note four below).

<sup>1</sup>Alec Motyer, *The Prophecy of Isaiah: An Introduction and Commentary* (Downer Groves, IL: InterVarsity, 1993), 128.

<sup>2</sup>Alfred Martin and John A. Martin, *Isaiah: The Glory of the Messiah* (Chicago: Moody, 1983), 99.

<sup>3</sup>Motyer, 167.

<sup>4</sup>*TDNT*, s.v., “πιστευω.”

4. If more than one work by an author is cited, subsequent references should contain the author’s name and an abbreviated title of the work cited (compare notes one and three below). The abbreviated title generally drops any subtitles and, if the original title is more than five words long, may not contain the entire title of the work. The shortened title must be the same each time it is used:

<sup>1</sup>Erwin W. Lutzer, *Exploding the Myths That Could Destroy America* (Chicago: Moody, 1986), 107.

<sup>2</sup>Erwin W. Lutzer, *Pastor to Pastor* (Chicago: Moody, 1987), 105.

<sup>3</sup>Lutzer, *Exploding the Myths*, 109.

## Bibliography

### General Guidelines (Turabian, chapters 16 and 17)

1. The bibliography lists those sources used in writing the thesis and sources consulted for the thesis but not cited. The heading for this section of the thesis is “BIBLIOGRAPHY.”
2. Bibliographies differ from notes in the following ways:
  - a. The author’s name is listed last-name first, and the references are listed alphabetically.
  - b. The first line is flush left, with all subsequent lines, if any, indented one-half inch.
  - c. If a work has more than one author (or editor), only the first name listed is reversed.
  - d. In a note, commas and parentheses are used, but in a bibliographical entry, periods are used at the end of each main part (author’s name, title of work, and facts of publication). Bibliographical references to periodicals, however, retain the parentheses around the dates of publication when these follow the volume number.
  - e. Bibliographical entries are single spaced, with a single blank line between entries.
  - f. The title of the book or journal may either be underlined or italicized in the bibliography. Whichever format is used must be used throughout the bibliography.
3. In a succession of works by the same author, the name is given in the first bibliographic entry, and an eight-space underline ending with a period takes its place in subsequent entries:

Lutzer, Erwin W. *Exploding the Myths That Could Destroy America*. Chicago: Moody, 1986.

\_\_\_\_\_. *Pastor to Pastor*. Chicago: Moody, 1987.

**Single Author** (Turabian pp. 162-3)

Lutzer, Erwin W. *Exploding the Myths That Could Destroy America*. Chicago: Moody, 1986.

**Multiple Authors** (Turabian p. 163)

Martin, Alfred, and John A. Martin. *Isaiah: The Glory of the Messiah*. Chicago: Moody, 1983.

**Author's Work Translated by Another** (Turabian p. 164)

Cassuto U. *A Commentary on the Book of Genesis*. Part 1. Translated by Israel Abrahams. Jerusalem: Magnes, 1961.

**Edition Other Than First, Published by the Original Publisher** (Turabian pp. 170-1)

Hodges, Zane C. *The Gospel Under Siege: Faith and Works in Tension*. 2<sup>nd</sup> ed. Dallas: Rendicion Viva, 1992.

**Edition Other Than First, Published by a Different Publisher** (Turabian p. 171)

Stanton, Gerald B. *Kept From the Hour: Biblical Evidence for the Pretribulational Return of Christ*. 4<sup>th</sup> ed. N.p.: Zondervan, 1956; Miami Springs, FL: Schoettle, 1991.

**Component Part by One Author in a Work by Another Author (or Editor)** (Turabian 17.1.8)

Edwin A. Blum. "John." In *The Bible Knowledge Commentary*. New Testament Edition. Ed. John F. Walvoord and Roy B. Zuck. Wheaton, IL: SP Publications, Victor Books, 1983.

**Separately Titled Volume in Multivolume Work with a General Title and One Author (or Editor)**

Chafer, Lewis Sperry. *Systematic Theology*. Vol. 3. *Soteriology*. Dallas: Dallas Seminary Press, 1948.

Simon J. DeVries. *1 Kings*. Word Biblical Commentary. Vol. 12. Ed. David A. Hubbard and Glenn W. Barker. Waco, TX: Word Books, 1985.

**Secondary Source of Quotation** (Turabian p. 215)

Ironside, Henry A. *Lectures on Daniel the Prophet*. New York: Loizeaux Brothers, n.d. Quoted in J. Dwight Pentecost. *Things to Come: A Study in Biblical Eschatology*. Findlay, OH: Dunham, 1958.

**Thesis or Dissertation** (Turabian p. 194)

Oberholtzer, Thomas Kem. "An Analysis and Exposition of the Eschatology of the Warning Passages in the Book of Hebrews." Th.D. diss., Dallas Theological Seminary, 1984.

### **Lexical Entry**

Gingrich, F. Wilbur. *Shorter Lexicon of the Greek New Testament*. Chicago: University of Chicago Press, 1965. S.v. “πιστευω.”

### **Article in a Journal** (Turabian 17.2)

Smith, Fred. “The Care and Feeding of Critics.” *Leadership* 16, no. 1 (Winter 1995): 175-84.

### **Article in an Encyclopedia (Unsigned)** (Turabian 17.5.3)

Harrison, R. K., ed. *Encyclopedia of Biblical and Christian Ethics*. Rev. ed. Nashville: Thomas Nelson, 1992. S.v. “Honesty.”

### **Article in an Encyclopedia (Signed or Initialed)** (Turabian 17.5.3)

Harrison, R. K., ed. *Encyclopedia of Biblical and Christian Ethics*. Rev. ed. Nashville: Thomas Nelson, 1992. S.v. “Divorce,” by S. J. Mikolaski.

### **Book Online**

Edwards, Jonathan. *A Treatise Concerning Religious Affections*. Available from <http://www.jonathanedwards.com/text/RA/RAOutline.htm>. Internet. Accessed 8 July 2003.

### **An Entire Internet Site** (Turabian 17.7.1)

Trigsted, Mark, ed. *JonathanEdwards.com*. Flower Mound, TX. Available from <http://www.jonathanedwards.com.htm>. Internet. Accessed 8 July 2003.

### **Journal Article from Online Source** (an internet publication with a print counterpart)

Truehart, Charles. “Welcome to the Next Church.” *Atlantic Monthly* 278 (August 1996). Available from <http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm>. Internet. Accessed 5 May 1997.

### **Web Site Page or Article** (without a print counterpart, Turabian 17.7.1)

Farrell, Matthew Thomas. “History of the Discovery of Thomas and Comments on the Text.” Available from <http://www.miseri.edu/davies/Thomas/Farrell.htm>. Internet. Accessed 5 May 1997.

### **Electronic Book**

Rowling, J. K. *Harry Potter and the Chamber of Secrets*. E-book. New York: Arthur A. Levine Books, 1999.

### **Logos Research Systems or Other CD-ROM** (Turabian 17.5.8)

If you are using Logos, you may allow Logos to format your Bibliography according to Turabian rules but you will need to add Logos Research Systems, Inc., with the version date of the system:

Archer, Gleason Leonard. *A Survey of Old Testament Introduction*. 3<sup>rd</sup> ed. Chicago: Moody, 1994. CD-ROM. Logos Bible Software, Series X.

Hodge, Charles. *Systematic Theology*. Oak Harbor, WA: Logos Research Systems, 1997.  
CD-ROM. Logos Bible Software, Series X.

### **Other Unpublished Materials**

Because of the wide variety of unpublished materials available, it is impossible to list all the possibilities for notes. For more examples, see Turabian, 17.6.

# Appendix

## *Alternative Projects for Preaching Track*

### Options

Students in the Preaching Track have three options for completing the Professional Doctoral Project...

**Development of a Personal Program** – Having studied preaching for four years, students have become aware of personal pulpit weaknesses. This option will allow a student to target a weakness, develop a corrective program, implement the program over an extended period of time, analyze improvement through personal, peer, and congregational assessment instruments. The final document will incorporate a plan for continued improvement throughout the student's preaching ministry.

**Teaching of a Preaching Course** – Opportunities are currently available in colleges, denominational settings, and local churches for students to teach preaching skills to the next generation of preachers as well as to those already in preaching ministries. This option will require the development of a teaching syllabus (course lectures), engagement with a group of learners, and thorough evaluation by peers and participants. The final document will demonstrate student assessment of the experience and recommended improvements in content and exercises in preparation for the next teaching opportunity.

**Production of an Expository Commentary** – Having been taught how to preach through a book of the Bible, this option encourages students to produce an expository commentary of publishable quality. Should this option be chosen, the standard by which the work will be judged will be series such as *Preaching the Word*, *The Reformed Expository Commentary*, and *The Bible Speaks Today*. While excellent in their niches, popular level commentaries (such as the *Be Series*) and devotional commentaries (such as F. B. Meyer's) are not to be used as models for this option. Students are to bring all they learned during their program to the writing of the commentary.

### Proposal Guidelines for the Expository Commentary

**Topic Approval Form** – The Topic Approval Form (TAF) communicates to the DMin Committee the student's intent for the Professional Doctoral Project (PDP). The TAF is a learning contract that summarizes the project and provides a preliminary bibliography of published works in the area of focus. If the student and the DMin Director have chosen a potential advisor, that person should guide the student in the completion of the TAF. An Approval Page must be submitted with the TAF.

**The PDP Proposal** – Because Option 3 is the production of a commentary, the twenty-five page proposal itself is viewed as a stand-alone document and is not to be bound with the book. It will, however, become part of the student's permanent file. A copy of the proposal will be available

for future candidates to view as they prepare their proposals. The DMin faculty expects the proposal to show the same high level of thought and preparation reflected in the commentary. Approval of the proposal will be determined by its professionalism and adherence to the latest edition of the style manual.

The PDP Proposal for Option 3 will be structured around the following major sections:

**Choice of biblical passage** – Students have two choices for their expository sermons: extended passages or biblical books.

1. Self-contained passages like the Sermon on the Mount, The Upper Room Discourse, and the Olivet Discourse are examples of extended passages. A character study, such as David, is acceptable as long as the boundaries of the passage are clearly defined. The Director of the DMin program can assist with the identifying of extended passages.
2. Biblical books make excellent material for expository commentaries. It is suggested for the PDP that students look at the more manageable books. Because the commentary should not exceed one hundred fifty (150) pages, books such as Isaiah and Acts should not be considered. It is recommended that students consider only one book rather than attempting to preach through the epistles of Peter or the Pastoral Epistles.

In the first section of the proposal, students should explain their choice of text. What motivated the choice? What personal experience has the student had with the text? How does this passage address needs within the student's current congregation? What impact has the text has on the church through the ages? What great expositors have dealt with the passage? How? Students should realize that the field has been plowed before and must discover ways to present the material to the 21<sup>st</sup> century while standing on the shoulders of those who preached to early generations. (5 pages)

**Research Methodology** – Having completed the required courses, the student is now ready to demonstrate the exegetical and expositional skills he/she has learned and enhanced. The second section of the proposal is an opportunity for the student to bring into focus what will be required to complete the project. The DMin faculty expects to see the research and developmental methodologies the student will employ in the completion of the commentary. Specific procedures should be spelled out in detail so that the faculty can spot weaknesses, if any, that can be addressed before the commentary is begun. (6 – 8 pages)

**Texts to be preached** – A listing of the texts should be provided in this section of the proposal. Again, “manageable” is the key word in the selection process. Students should focus on self-contained units within the larger unit. Each of the smaller units should be summarized: main idea, key people, contribution to context, doctrinal value, and applications. (5 – 7 pages)

**Timeline for completion** – It is important to establish a timeline or the project will easily be derailed by other pastoral duties. If the commentary is to be completed by divinity school

deadlines, the student must have a workable plan. The proposal is an opportunity to assess the overall demands of ministry and the ability to complete the project in stages. The faculty will assist with the timeline if needed. (2 pages)

**Preliminary bibliography** – The PDP Proposal will conclude with a preliminary bibliography of the works the students will use in the preparation of the commentary. The bibliography should include language tools, theological works, commentaries and journal articles. While not the final bibliography, students should make every effort to be as thorough as possible so as to be as prepared as possible when starting the project itself. Professors can assist with the bibliography as needed. (7 – 8 pages)

## **Writing the Proposal**

The PDP Proposal is a piece of academic writing, not a sermon manuscript. Therefore:

1. Write in academic style. Demonstrate that you are a doctoral student.
2. Follow all of the stylistic requirements spelled out in Turabian.
3. Anticipate some revision. Most proposals are approved on the second or third submission.
4. Be succinct and to the point. If it can be said in a paragraph, do not use a full page. If it can be said in a sentence, do not use a full paragraph.
5. Say it clearly so that the readers can discern exactly what you plan to do.
6. Realize that a large percentage of the work will be completed when you submit your proposal.
7. If you become stuck, contact the DMin Director. Do not let time get away while wondering, “What do I do now?”
8. Pray. This too can be a spiritual exercise.

## Plagiarism Statement

### What Is “Plagiarism”?

Plagiarism is the theft or unattributed use of the intellectual property of another. Webster’s *Ninth New Collegiate Dictionary* provides the following definition of the word “plagiarize”: to steal and pass off (the ideas or words of another) as one’s own—to use (a created production) without crediting the source—to commit literary theft—to present as new and original an idea or product derived from an existing source.

### Why Is Plagiarism an Issue for Seminary Students?

Educators have a traditional concern that material be credited properly as a part of the learning process. To this view the Christian minister adds a commitment to the worth of persons, to the importance of the search for truth, and to the integrity of belief and behavior. The prohibition of theft, at least as old as the Ten Commandments, extends to the misrepresentation of an individual’s most personal property: words and ideas.

The divinity school community considers plagiarism to be inappropriate. It also identifies plagiarism as an offense against the community and, as such, cause for disciplinary action, as noted in the *CEDS Student Handbook*.

### In What Situations Should a Seminary Student Be Concerned about Plagiarism?

The opportunity for plagiarism exists in any presentation or exchange of ideas. It may occur in speech or writing. The context may extend from conversational and informal writing to public addresses and documented research. This range includes essays, reviews, class presentations, term papers, sermons, program notes, lectures, analyses, translations, take-home examinations, research projects, theses, and dissertations.

### What Types of Borrowing Must Be Identified to Avoid Plagiarism?

Any borrowing of ideas or their expression that the creator might identify as personal intellectual property must be acknowledged. This is true no matter what type of source is used, whether it is authoritative or published, or of a less formal nature. This includes borrowing from another student, previous or current, with or without that person’s permission. Examples of borrowing include: direct quotations, indirect quotations, paraphrases, summaries, ideas or concepts, interpretations of facts or materials, views of disputed information, and results of field research.

### How Should These Borrowings Be Identified in Order to Avoid Plagiarism?

Whatever the type of borrowing or the context of its use, the appropriated material should be attributed to its source. At the least, the name of the individual or source should be given with the material. In less formal situations, it may be sufficient to say or write: As \_\_\_\_\_ said “....” In formal writing, there are standard formats for documenting sources. The guide to this type of documentation at CEDES is *A Manual for Writers*, by Kate L. Turabian, 7<sup>th</sup> edition and the

*Doctor of Ministry Project Handbook.* The type of attribution necessary for a particular assignment or presentation is at the discretion of the professor.