



Doctoral
RESEARCH PROJECT
MANUAL

WEST COAST BIBLE COLLEGE & SEMINARY DOCTORAL RESEARCH PROJECT MANUAL

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THE DOCTORAL RESEARCH PROJECT (DRP)

MANUAL Section One: The Doctoral Research Manual

What is a Doctoral Research Project?

The final stage of your Doctor of Ministry coursework involves the completion of the Doctoral Research Project (DRP) in the form of a written thesis. This project is intended to provide a practical application of ministry experience and knowledge and is expected to have a sound theological framework. It should contribute to the life of the church and be the result of your theological training and reflection. Ultimately, you will grow as a minister and researcher, and those in your ministry context should also benefit from the project.

The Doctoral Research Project is like a master's thesis or doctoral dissertation in several ways. However, there are numerous distinctions from a traditional academic paper that discuss church ministry and religion. The similarities would relate to the types of research – biblical, theological, historical, etc. The key distinction would be the scope of research. While a Ph.D. dissertation, for example, is an exhaustive study on a given topic, a professional doctoral project is expected to be “thorough” but not exhaustive. Another unique factor is the focus of a Doctoral Research Project which must ultimately be “practical,” not purely theoretical. The Doctoral Research Project purposefully asks the “so what?” question and offers specific suggestions on how the project research relates to the practice of ministry.

Expectations for a Doctoral Research Project

The expectation of the Doctoral Research Project is that you will do more than just “check a box” so you can receive a “piece of paper.” The goal of the DRP is to help you discover and develop your ministry skills and gifts in a particular area. The goal of this exercise is that you will become an “expert” in this field of study as you focus your studies to answer a specific research question. At the end of the process, you will have a published book to show for your work. Through the research process, reflection, and writing of the project, a student will gain competence as a researcher and written communicator. The Doctoral Research Project should demonstrate a competent level of theoretical knowledge in the field studied and a thorough knowledge of ministry practice in this area. The finished DRP should demonstrate the clear integration of theory and practice. While the written project should be acceptable within the academic community, the DRP is being written for the Church. The ultimate outcome of a Doctoral Research Project will be a book that helps develop a program or project for implementation in ministry that is innovative or will provide an upgrade to an existing need within the Church.

The Distance Education Accrediting Commission (DEAC) stipulates the following requirements for Doctoral Research Projects as a Core Component:

The professional doctoral degree program requires students to work with a supervisory dissertation/research project committee that is knowledgeable in graduate-level study and research methods in the discipline. Doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles.

To meet these required standards, students utilize appropriate Doctoral Research Project methodologies which provide acceptable parameters. When a topic is selected, students are asked to carry out research in several categories in order to design a “new model” of ministry which is the final outcome of the project.

Selecting a Topic

There are several ways to approach selection of a project topic. An appropriate place to start is to reflect on a problem, need, or challenge in your ministry setting. Is there an area of ministry that needs urgent attention in my church or ministry context? Secondly, the topic may derive from a personal need or competency to develop. Is there an area of ministry practice where you urgently need more expertise to help you minister more effectively? Thirdly, you may approach the topic from personal interest, considering a topic that appeals to you and of which you are interested in learning more. Whatever approach you take, the project must be able to maintain your interest throughout your research. Having a compelling motivation to study a given topic is often a key

factor in the discipline to finish a project! We would encourage you to discuss your interest with the Doctoral Project Coordinator to determine your level of interest and to determine if your project will meet the necessary guidelines.

Preliminary Research and Research Bibliography

After you have determined a general area of interest, the next question is whether the topic is researchable. Are the necessary resource materials to research this topic readily accessible to you? The best way to make this determination is to conduct significant library research and build a research bibliography (*see the example research bibliography on the course page*). You should have a minimum of 100 sources to ensure there is adequate research in your field to consider. Also, you should have several different types of sources including books, dissertations and theses, journal articles, and even websites.

We would suggest utilizing the WCBCS Library to begin your research, perhaps using Google Scholar as a good tool to determine the amount of research for your project. In addition to exploring the available research materials, you must consider how you will focus the topic. Your area of interest must be focused to set reasonable parameters of the study. For example, if you are interested in worship, the question then becomes: what aspect of worship will my project concentrate upon? What will help clarify this question is consideration of the practical outcome you desire because of the research. **BEGIN WITH THE END IN MIND.** Beginning with the end in mind, the student can then back up and consider what research components will be necessary for your anticipated outcome.

Research Components

The final piece to consider in deciding whether a particular topic will fit the purposes of your Doctoral Research Project is the consideration of the major components required. There are multiple areas of research that are necessary for each project. To have a viable topic, the student there must be adequate research materials for all the required fields that relate to the topic. Projects do not all research the same areas, however, the following are typical fields of research for an acceptable project:

1. Biblical/Theological Research

Each project must have at least one chapter devoted to consideration of what the Bible has to say about your topic or related subject area. Are there adequate Bible commentaries, theological texts, essays, articles that address my topic?

2. Historical Research

Each project must address the issue of what the Christian Tradition (church history) has to say about the chosen topic. This chapter may concentrate on a particular theme, era, or personality that sheds insight on the area of interest. Are there both primary and secondary historical sources to which you have access?

3. Contemporary Literature Review

Each project must review current literature (*within the past 10-20 years*) that relates to the 4 topics. This does not have to be exhaustive, however, you must have access to materials from the known and respected contemporary authors who have written on the subject.

4. Field Research

All projects will include this component when it contributes to the goals of a particular project. The method field research for the Doctoral Research Project is:

Examination of Existing Models – Reviewing contemporary models of ministry may provide ideas for the student’s own projected ministry outcome. For example, if the study is hoping to develop a leadership training manual for worship, the student may need to examine current worship training materials to evaluate them for where they are weak and strong.

When determining the viability of a particular topic it is advisable that the student consult with the Doctoral Research Project Director, professors, and other members of the WCBCS staff for assistance in identifying and accessing adequate resources. When a student has determined through preliminary research that there is a viable topic, then it is time to begin writing the Project Proposal.

Doctoral Research Project Steps

Students in the Doctor of Ministry program are required to work the Doctoral Project as follows:

Step #1: Take Doctoral Project course

Step #2: Submit a written one-page Doctoral Project thesis proposal Step #3: Submit a 12-15-page Doctoral Project Prospectus

Step #4: Submit Phase #1: The Academic Paper (60-75 pages)

Step #5: Prepare a written outline of Phase #2: The Book

Step #6: Submit Phase #2: The Application Book (minimum 100 pages) Step #7: Present a doctoral defense

Step #8: Receive your results

Section Two: The Project

Purpose and Initial Project Proposal

The beginning of the written project process is to produce an “initial project proposal.” The Project Proposal is a one-page presentation of the research question to be studied that is presented to the Doctoral Project Coordinator for preliminary approval.

Elements of a Doctoral Research Project Prospectus Proposal

The prospectus proposal outlines the anticipated research model that the student will utilize to study the chosen topic and report on findings. This 12 to 15-page proposal is intended to provide a roadmap for the student’s research and writing for the duration of the project process. Once the initial project proposal is approved by the Doctoral Research Project Committee, you will begin writing your Doctoral Research Project Prospectus Proposal.

1. A Concise Title

While a final title for the completed project may modify the proposed title, it is important to think carefully about the initial proposed title. The title communicates to the Doctoral Research Committee the focus of your research and desired outcome.

2. Statement of the Topic (Problem, Need, Research Interest)

Present a clear statement of the main idea. Explain the rationale for the project. This element is important for carefully defining the parameters of your study. Specificity will delineate the focus and provide reasonable boundaries for the research. When the problem statement is clear, the student will be less inclined to stray from the project’s stated purpose and follow “rabbit trails” that while interesting do not contribute significantly to the topic.

Make a clear presentation showing the need for the project from a practical perspective. Describe the nature of your project and how you will execute it. Explain how the Church will benefit from your project.

3. Research Questions

Specific research questions assist the student to make selections of resources that directly contribute to the topic. When a research subject is too general, the Doctoral Research Project Committee has only a vague idea of what the student hopes to discover through researching a particular field. What are you seeking to find out in each component of the research?

4. Research Strategy

The research strategy element of the proposal is intended to offer a view of the whole project. At this point, the student will need to demonstrate how each research component contributes to the whole. There should be a coherent research plan that is logical with all parts connecting to one another. Here the student is justifying components of the research strategy and arguing for their necessity to successfully complete this project.

5. Proposed Outcome of the Study (New Model of Ministry)

At this point, the student delineates his ideas about where the research will likely lead. What do you expect to accomplish with this project? State the objectives of the project explaining how the body of Christ will be benefited. A projected outcome will include a specific application to the practice of ministry. This element should include as much detail as possible in this early stage of research. Clarity here will have an impact on all parts of the research which will flow into this part of the project. The practical outcome may be a set of outlines, a study guide, training manual, series of sermons, etc.

6. Chapter Summaries

For each chapter, a short summary paragraph describing the basic content of that chapter is required for a Project Proposal. BE SPECIFIC! Provide details in your summaries. For example, in the biblical chapter, list the texts that will be examined. Show the biblical and

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theological relevance of the topic. The literature review chapter should mention the key authors and ideas to be surveyed, etc.

7. Timeline

The timeline should be inclusive of every part of the project process from approval of the project proposal to the oral exam. The proposed timeline should include a realistic timeframe for research/writing of each chapter. The full written draft of the whole Doctoral Research Project must be submitted to the Doctoral Research Committee three months in advance of the time of when the student intends to graduate.

8. Research Bibliography

It is expected that the preliminary bibliography in the proposal will list a minimum of 75 sources. These sources should include books, essays, journal articles, and established and respected

websites. No blogs or personal are allowed. For the purposes of the Doctoral Research Project Proposal, the bibliography should be organized by categories of research – biblical, historical, contemporary literature, etc. This allows the Doctoral Research Project Committee to see what the student has identified for each research component. Once your proposal is approved, you will need to collapse the sections into one unified bibliography for the actual project.

IMPORTANT NOTE ON HUMAN RESEARCH: West Coast Bible College & Seminary DOES NOT allow students to conduct any element of human research. Please see the WCBCS Human Research Policy on the REAS 801 course page for a full explanation. If you still have questions after having read the policy, please contact the Doctoral Project Coordinator for clarification.

Doctoral Research Committee Criteria for Proposal Evaluation

1. Clearly written
2. Evidence of solid preliminary research
3. Adequate bibliography for each research component
4. Research strategy is coherent
5. Proposed outcome is significant (New Model)
6. Chapter outlines have sufficient detail
7. Timeline is reasonable

Process of Approval

- 1) Students initially contact the advisor to request a phone conversation regarding their project and the meeting gets scheduled. *(Use the form on the REAS 801 page.)*
- 2) The student contacts the advisor at the scheduled time and verbally submits ideas for the project for its efficacy to be assessed.
- 3) When verbal approval is given, the student must submit a formal, written explanation of their project and receive written approval before proceeding. The written proposal must be one page

in length, and it must give the overall sense behind the need for and the projected execution of the project. (The student should include a projected timeline for the project).

4) After the proposal is approved, the student will write a 12 to 15-page Doctoral Research Project Prospectus. In this document, the student will provide in greater detail the intentions of the APR.

5) Once the prospectus is approved, the student is required to check in every two months with their advisor to give them an update of their process. It is encouraged that this contact be made via form submission on the course page.

6) The student will submit the Phase #1 Academic Paper and wait for approval.

7) Upon approval, the student the Doctoral Research Project Committee before proceeding to Phase #2 to write their application book.

8) Once the book is completed, the student must email the project to admin@westcoastbiblecollege.org Each member of the Project Committee will read and assess your project.

9) A verbal defense is required after the submission. The possible results of the defense include pass, pass with revisions, or fail. Also, please use the form on the course page for any questions you may have throughout the course of your project.

10) A student has a maximum of two years to complete their project or to request a one- year extension. Only one extension may be granted per student per degree.

Two Phases of the Doctoral Research Project

Students completing the Doctoral Research Project will be submitted in two phases: 1) The Academic Treatment; and 2) The Practical Application (Book).

Phase #1: Academic

In Phase #1, students will write an academic paper between 60-75 pages based on their research. The paper should have no fewer than one source per written page. This means that a 60-page document will have a minimum of 60 entries in the bibliography. Superior projects will have 100 referenced sources.

Phase #2: Application

In Phase #2, students will make practical application of their research and write a book that will be published upon completion and approval. The book must demonstrably meet a need or improve upon an existing program or process in the Church. All books must be a minimum of 100 pages. Superior books will have 125 pages.

Section Three: Research and Writing Thesis (Phase #1)

General Notes About Research

The key to good research is access to excellent resources. Familiarize yourself with the WCBCS library and ask for assistance if you need it. Learn how to use Google Scholar which allows you to digitally search for essays and journal articles. While you are doing project research, investigate libraries in your geographic area or online libraries with credible resources. If there is a Bible college, seminary or university near your residence, chances are they may have a number of the sources you are looking for. You may be surprised what the public library has to offer too; take advantage of their inter-library loan services to borrow books as needed.

When you begin collecting material, keep meticulous notes on the bibliographic data which you'll need later for documenting your sources. If you don't correctly record information for footnotes and bibliography the first time, it can be very time consuming to repeat the process later. Several tools are available online which can help you track and organize your bibliographic data. Zotero is a free resource to aid you in footnotes and the bibliography. The most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian, et. al.) is the required style guide.

As a doctoral student you have academic freedom to interpret and apply your research according to your theological convictions.

Research Chapters

Most chapters in Phase #1 of the Doctoral Research Project are in the 10-15-page range. If a chapter gets too long, we suggest the writer consider breaking it down into two chapters. While it is typical for projects to have one chapter devoted to each research component (biblical, historical, literature review, etc.), it is possible to have more than one chapter in each field if it is essential to the project; for example, a project could have an OT and a NT chapter if it is appropriate. Phase #1 of the Doctoral Research Project must have seven chapters, as outlined below.

Introduction

Introductions may be significantly different according to the purposes of individual projects. There are a variety of ways that an introduction may be written. In some projects, the introduction is a few pages at the beginning of chapter one. Other authors prefer to have a separate introduction due to the amount of background material which must be reported as the context for the whole study. The introduction is the place for the writer to share the story of his personal interest in the topic and why it is deemed to be important. Introductions are also a good

place to describe the research process for the reader. Typically, the introduction is written last, after one has completed the research and writing of the whole project. The length of the introduction is at the discretion of the writer.

Biblical/Theological Chapter

After an introduction, one of the initial chapters in a Doctoral Research Project is a study of the Bible and the topic. In this section, students explore the biblical/theological foundations that undergird the approach to the topic. Students should be conversant with the multiple disciplines related to biblical studies – hermeneutics, exegesis, biblical theology, redemptive history, systematic theology and be able to utilize them in the research process. In addition to Bible commentaries, texts on biblical and/or systematic theology may be useful in writing this chapter. It is expected that a student can do graduate-level exegetical work, including the use of biblical languages where appropriate.

This research component is more than merely collecting a series of proof texts from the Old and New Testaments. Students are asked to concentrate on fewer passages but to dig deeper into specific texts which directly relate to or have inferences for the project topic. As one identifies significant pericopes for study, remember that while the Scripture may not explicitly address your topic, there may be broad categories of biblical material that are applicable to your

project. These broader implications should be applied with care utilizing the biblical disciplines listed above.

Exegetical papers are a specialized genre of Christian scholarship. As you read journal articles, essays, commentaries, etc., that discuss your selected biblical texts, note the style of writing and documentation which is distinctive of this category of research.

Historical Chapter

The Doctoral Research Project requires that students ask the question: What has the Christian Tradition said about these things? There are several ways to approach answering this question. There may be a particular era in church history that uniquely dealt with an issue that relates to your topic. Perhaps there is an historical individual who has made a significant contribution to the discussion surrounding your topic. Or there may be utility to tracing a theme down through the history of the church to grasp the big picture. Any of these approaches may be legitimate; the key is sticking to the parameters you have set in the approved proposal and not getting sidetracked.

Use historical illustrations to make your point. Sometimes it may be useful to compare two historic individuals' writings on a particular topic. You could also choose to concentrate on a specific historic theologian and his writings on a particular doctrine. Whatever one chooses, it will be important to explain your choices in the written project. It is important that the history chapter contain both secondary and primary sources. Secondary sources will provide background material as well as summaries of data. Primary sources (actual writings from each period) will make you dig deeper and become a practicing historian who deciphers an ancient text, seeking to

interpret and apply it to contemporary contexts. Journal articles are often a good source for identifying resources; let other scholars help you identify key primary texts to consider.

Reading good history greatly aids one in writing good history. Note how historians use and quote sources; carefully observe documentation. Keep good records of your research; inaccurate citation and footnotes are a nuisance when one must redo them. Use hard copy texts for citation of historical sources not online sources or electronic collections.

Contemporary Literature Review Chapter

As you read broadly in your topic, you will soon discover that there are a handful of key players in current discussions. These key persons are where you should concentrate the research. The expectation is that you can rehearse the standard account of thinking in this field within the chapter. Journal articles will assist you in identifying these major contributors to the body of knowledge.

It is important to remember that a literature review is not an annotated bibliography nor a book review. You should not sequentially rehearse the data in one book or journal article and then move to the next book. The expectation is that you will synthesize the materials from multiple books/journals around themes and then write the review based on these themes. In this way you make the material yours rather than simply rehearsing the contents of one book after another. Journal articles in the field may help you come up with a good outline for the chapter. It is not plagiarism to borrow structure, but it is to steal words (see Turabian 7.9-7.10)! Observe how other writers review literature for some hints on how to write a good review.

When writing the literature review, it is appropriate to reserve your comments on the material to footnotes and/or a summary section at the end of the chapter. Your purpose in the chapter is to report what experts are saying about your topic. Your perspective as an experienced ministry professional is important and your evaluation of the surveyed material is necessary; however, to write well in an academic paper, one should be careful to “share one’s opinion” sparingly except in appropriate portions of the paper.

Analysis of Ministry Models (Separate Chapter)

When a student chooses to incorporate a study of existing models of ministry, it will be important to structure the analysis carefully. For example, if you plan to review several models for small groups, the writer will need to create a consistent pattern of analysis, so the review is even-handed and coherent. Select several sub-topics – small group leaders, group dynamics, timeframe, materials, etc. and evaluate each small group model using these same categories. It may be necessary to digress from this pattern at some points, but consistency makes for smooth writing and reading. In this section, it is expected that the writer will interject more of his personal perspective as he is evaluating these models for the purposes of contributing to his own “new model” of ministry.

To compare existing models, it may be necessary to quote from significant portions of material in the written body of the project. In this instance, it will be important for the student to get

permission from the authors to quote their materials in the Doctoral Research Project. This is certainly true for any copyrighted materials. One option for lengthy materials may be to put this data in an appendix to which the author could refer in the text. Ultimately, this is a judgment call that the writer must make. The key is to ensure clear communication through good writing; always, keep the reader in mind.

New Model of Ministry Chapter

The outcomes chapter marks the culmination of the Doctoral Research Project as a whole. Each research chapter has been structured to contribute to this practical section of the project. Here the student answers the “so what” question, applying the research to the contemporary practice of ministry. This “hands on” section must show clear connections to the writer’s own ministry context or be applicable to the larger church.

Creativity is encouraged in this chapter; students may use charts, graphs, outlines, power point slides, pictures, electronic media, etc. For example, the “new model” of ministry might be a set of sermon outlines, church school lessons, a training manual, weekend retreat schedule, handbook, etc.

Appendices that relate to this chapter may also be appropriate. The presentation of material in this chapter may take a variety of forms, but there must also be a written narrative section which explains the materials presented. The reader should be clearly guided through the practical section so that these ministry materials could potentially be used by others and transferable to other contexts.

Conclusion

This part of the written project may be a separate chapter or the last section of the final chapter. Here the student should summarize the work of the project and underscore the final outcomes of the totality of the research. A good conclusion will also suggest future areas of research that relate to the topic. What important issues were raised in the study that the writer was not able to pursue due to the parameters of the study? Are there lingering questions you have about the subject which you were not able to adequately explore? A good researcher acknowledges that the last word on the topic has not yet been written!

General Notes About Writing

As an academic research project, it is most appropriate to write in the third person. An exception to this general rule is the use of first person in the introduction, conclusion and sometimes in explanatory footnotes – in these instances the writer is bringing his personal perspective to bear on the subject and not reporting research data.

Do not use online sources unless they are the only way to access certain content material. In an academic work, citation should be from credible published sources one can find in a library.

Even though historical texts, for example, are available in electronic versions or online, students should locate “hard copies” of these materials in standard editions for purposes of direct quotations in a Doctoral Research Project. In the rare instance that an online source is utilized, footnotes and bibliographic entries must be created according to the standards found in Turabian, 17.1.10, 17.2.7, 17.5.8 and 17.7 (See also the appendix on formatting citations)

Use quotations sparingly and rarely recite long passages. A proper quotation is used only for a poignant statement from an author that is crucial to the discussion. It is always preferable to summarize an author’s arguments and then use a footnote at the end of the section to indicate the source. Plagiarism is serious business; a footnote at the end of a paragraph covers a multitude of sins! Quotes should never be used to rehearse facts that are common knowledge in a field.

At the end of each chapter, it is helpful to have a summary section which rehearses the primary conclusions of the research. In addition, a few comments about the ways this chapter will contribute to the “new model” can be useful. The last paragraph of a chapter should contain a transition which bridges the current chapter into the next chapter. This segues paragraph helps tie the whole project together for the reader.

Before you turn in a full draft of the project, it is recommended that the student hire or recruit someone with writing expertise to review the whole project (an English teacher for example). This person may review the written work for grammar, vocabulary, and style. Another set of eyes looking for typo’s is also required. Faculty advisors expect a “clean” copy of the project draft. A solid project gives attention to presentation as well as content. Consult Turabian and the appendix on formatting as you research so that you get the formatting correct from the beginning; sloppy or inconsistent work will be returned for revision.

At a minimum, students should use Grammarly.com to help check grammar and spelling. Grammarly is an excellent tool for checking errors.

Working with the Doctoral Research Project Committee

1. Due to the smaller size of the Doctoral program, the student advisor will be the Doctoral Project Committee; with the Doctoral Project Coordinator being the point of contact. You may contact them at any point regarding the need for assistance.
2. Submit each chapter electronically (one at a time) unless otherwise instructed.
3. When you receive feedback from the Advisor, do not send the revised chapter (per Advisor’s corrections) back to the Advisor. Incorporate these revisions into the full draft that will be submitted when you have received feedback on every chapter. If the Advisor desires to see a revised chapter before the full draft, they may request this.
4. When the student has revised each chapter per directions from the Advisor, these should be collated into a full draft along with title page, contents, bibliography, etc. This full draft must be submitted three months prior to a student’s expected graduation date.
5. An electronic copy in PDF format must be submitted on the course page.

The Oral Exam

The Oral Exam is the formal evaluation of the Doctoral Research Project. Although the student has received Advisor comments on specific chapters along the way, the Oral Exam will be a more comprehensive look at the whole project, including additional feedback from the Faculty Reader. The Project Committee (Advisor and Reader) may ask the student to incorporate additional revisions (major or minor) into the final copy of the Project before it is officially approved.

1. The student, Advisor/Reader will negotiate a suitable time for the Oral Exam and the Oral Exam will take place on via Zoom.
2. Students are asked to have a copy of their project to the Oral Exam.
3. The student will be asked to make a very brief presentation on the project to the Advisor/Reader.
4. The Advisor/Reader will go through the whole Project with the student to ask clarifying questions, consider implications and encourage further discussion on the topic.
5. At the conclusion of the oral exam, the Advisor/Reader will vote to:

a) sustain the oral exam, b) sustain the exam with required minor revisions or c) delay sustaining the exam until major revision is completed and reviewed.

Criteria for Evaluating the Written Project

1. Thoroughness of research
2. Clear communication
3. Integration of theory and practice
4. Application to the Practice of Ministry
5. Good grammar, spelling, and use of vocabulary
6. Footnotes and Bibliography in correct style
7. Heading and sub-headings appropriate and in proper format

Section Four: Writing Your Book (Phase #2)

Writing Your Book

Once you have completed your academic research and thesis submission, and received your approval to proceed, you may begin writing your book. Your book should:

1. Be INTERESTING! Write your book with the reader in mind, not only to complete your project. You're going to put A LOT of time into your book, so MAKE IT GREAT! What are the characteristics of the best books that you have read on a subject? Research what you need to do to make a book interesting.
2. Maintain academic elements but present your book in layman's terms. If you write as an academician, you will lose the target audience.
3. You may use first-person throughout – in the book only.
4. Present biblical solutions to the problem.
5. Make use of stories and real-life illustrations to engage the reader.
6. Make use of a minimum of five outside references per chapter.

Book Requirements

1. Book Cover
2. 100-125 page in length, double-spaced – (.pdf format)
3. Use of references and footnotes throughout, with a bibliography broken down by chapter at the end of the book (*you will start each reference number as "1" with the start of each chapter*)
4. Integration of theory and practice (*address other models and distinguish how what you are presenting differs from or adds to*)
5. Application to the Practice of Ministry
6. Good grammar, spelling, and use of vocabulary
7. Footnotes and Bibliography in correct style
8. Heading and sub-headings appropriate and in proper format

Criteria for Evaluating the Book

1. Thoroughness presentation of the problem
2. Clear, creative communication
3. Integration of theory and practice

4. Accurate application to the Practice of Ministry
5. Good grammar, spelling, and use of vocabulary
6. Footnotes and Bibliography in correct style
7. Heading and sub-headings appropriate and in proper format
8. No plagiarism! Be sure to credit people for their thoughts and ideas and don't try to pass them off as your own.
9. Engagement of the reader. Would you want to read your book if it wasn't *your* book?
10. Your work contributes something new to the conversation surrounding ministry.

Proofreading Recommendations BEFORE Submitting Your Book

1. We HIGHLY suggest you hire someone to proofread your book in advance for grammatical errors and formatting issues.
2. We HIGHLY recommend you allow other friends to read the book before you submit it who will give you honest feedback.
3. We HIGHLY suggest you present your book to people you do not know who may benefit from the content and illicit their honest feedback.

It is important to listen to all feedback and discern what can and should be changed. Remember: Every person reading it comes from a different perspective, so they can provide you with insights you may have potentially missed.

Section Five: Guide for Formatting, and Style

PHASE #1: Thesis Format

- Title Page
- Approval Sheet
- Abstract
- Table of Contents
- Chapter One: Introduction
- Chapter Two: Biblical/Theological Chapter
- Chapter Three: Historical Chapter
- Chapter Four: Contemporary Literary Research
- Chapter Five: Analysis of Ministry Models
- Chapter Six: New Ministry Model
- Chapter Seven: Conclusion

NOTE: ALL chapters should have subheadings to help the reader more easily understand the outline.

PHASE #2: Book Format

Book Cover with the Book Title (*subtitle*) and author name Acknowledgements
Table of Contents (*all chapter titles and page numbers*) Preface

Chapters (*the number of chapters is up to the student*) Bibliography (*divided by chapters*)

Style

Turabian Style - <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

Formatting

All chapters should be double-spaced and written in Times New Roman 12-pt. font. Footnotes should use a 10-pt. font.

All pages should be numbered except the first page of a chapter.

Block quotes, footnotes, and the bibliography should be single-spaced.

Be consistent in formatting headings and subheadings for all chapters.