

Andrews University
Seventh-day Adventist Theological Seminary

Doctor of Ministry Program

WRITING MANUAL

2011 Edition

Portions of this Manual were used with permission from the *Andrews University Standards for Written Work*, twelfth edition, and from the *AIAS Research Standards and Writing Manual*, first edition.

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CHAPTER 1

GENERAL INFORMATION

This manual is intended as a guide for writing Doctor of Ministry project dissertations. It sets forth **format** requirements that are unique to Andrews University. Additionally it sets forth the basic principles of APA, which is the required style for the DMin program. All project dissertations should be prepared in the style and format specified in this manual.

Style vs. Format

Many students ask, What is the difference between *style* and *format*?

Style dictates such matters as whether to use footnotes or in-text references, whether to write numbers as words or figures, capitalization rules, and whether a bibliography or reference list is produced. The DMin program requires the current edition of the APA style manual.

Andrews University requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the placement and layout of preliminary pages, (3) placement of page numbers, (4) subheads, and (5) how to display tables and figures.

Typeface and Paper

The Times New Roman typeface is acceptable. The size of the type should be 12 points. Do not use a compressed typeface or any settings on your system that would decrease the spacing between letters or words. The default settings are normally acceptable. The final paper must comply with *all* the rules regarding format (margins, spacing, and page number placement).

Final copies of the project dissertations must be made on high-quality, acid-free paper—20# with at least 25 percent cotton rag content—to assure a longer shelf life. This quality paper is neither demanded nor recommended until the very final copy.

Duplication

In general, theses and dissertations are to be photocopied. However, students with a short project dissertation may find that it is more economical to print the required number of copies rather than use a duplicating service. The final product must be clean, straight, and dark enough to be read and duplicated easily.

Dissertations

The Theological Seminary has their own handbook that spells out specific details concerning all aspects of preparing, writing, and completing dissertations for all doctoral degrees. Note that this DMin writing manual is specifically for the Doctor of Ministry program.

Please remember that:

1. The length restriction on doctoral abstracts has been removed.
2. You are expected to follow the format rules recommended by Andrews University and outlined in this manual.
3. The paper copies of your project dissertation must contain the *signed* approval page; however the digital file for uploading to the James White Library and ProQuest/UMI should contain the *unsigned* approval page.
4. **Doctor of Ministry** candidates: Submit a final (post-defense, revised) copy of the project dissertation to the DMin program office no later than four weeks, minus two days, before graduation. From this master copy, three copies will be made for the University. At this point, the DMin program office will notify the Academic Records Office that you have completed your project dissertation. This notification must take place *no later than Wednesday*, 10 days preceding graduation. Your master copy will be returned to you. You must make arrangements with the DMin program office for the duplicating, binding, and mailing of any additional copies made for personal use.

In addition, please provide the DMin program office with a digital file of your project dissertation—in PDF—for submission to the James White Library for posting in the Library catalog. The DMin program provides the necessary forms for submitting your project dissertation to ProQuest/UMI for publishing, where it will have wider exposure.

The Project Dissertation

Timothy Lincoln, in his 1999 article “Writing Practical Christian Wisdom: Genre and the Doctor of Ministry Dissertation,” published in *Theological Education*, describes the DMin project in ATS-approved schools: “Written for an audience of persons engaged in ministry, the project should address an issue arising out of ministerial practice, use an appropriate research model informed by the social sciences, and interpret itself from the point of view of a Christian minister” Further, he notes: “The project is an exercise in *phronesis*, practical Christian wisdom.”

Andrews University accepts three basic kinds of DMin projects:

In-Ministry Project: This is the preferred pathway for all DMin students. It blends the theoretical and the practical, theology and ministry. The objective is to provide materials for the benefit of the church and to help pastors grow. The emphasis blends research, academic writing, skill development, and personal reflection. After presenting personal spiritual and theological reflection, analysis of the context, a theoretical and theological basis for the project itself, evidence of

relevant literature, and description of appropriate research methods, the writer narrates and evaluates an intervention implemented over time, usually in a local church. The project report may be up to **120 pages**, excluding appendices and the reference list.

Ministry-Focus Project: This type of project is intended for on-campus students who are not in ministry while completing their DMin degree. While the emphasis is more theoretical, the project must have ministry in view and deal with a ministry problem or situation. The ministry-focus project may be up to **150 pages**.

Theoretical Dissertation: This option is available only in exceptional cases approved by the DMin committee. While this work is largely theoretical, it must have some application to professional ministry. Since the dissertation does not test the professional church ministry skills of the student, greater demands in research and academic writing are made. This dissertation could be up to **200 pages**.

Mapping Out Your Project Dissertation

The project map (see Appendix B) helps participants to chart their progress through the program. It specifically details by year in the program where the participant needs to be in the writing of their project dissertation. It offers a concise road map for completing the program in a five-year window. The key is setting aside time each week to work on your project.

CHAPTER 2

CONTENTS OF THE WRITTEN WORK

Arrangement of Contents

Every project report, thesis, and dissertation is composed of three parts: preliminary pages, text, and reference materials. In addition, each thesis and dissertation must have an abstract. All the pages of these parts are presented in a certain order and are counted and/or numbered according to specific rules. Listed below is the order in which the pages appear and pertinent remarks regarding them. Full descriptions of the various parts of the paper follow.

Abstract

The abstract does not have page numbers on any of its pages.

Blank page	Page is neither counted nor numbered.
Abstract title page	See Exhibit A in Chapter 7.
Abstract	See Exhibit B in Chapter 7. Word-limit restrictions have been removed.

Preliminary pages

Preliminary pages are numbered at the bottom of the page, in lower-case roman numerals, and centered under the text beginning with the dedication page (iii). If there is no dedication page then iii begins on the first page of the table of contents.

Title page	A title page must appear in all papers. This page is usually p. i, but the number does not appear on the page. See Exhibit D in Chapter 7.
Copyright page	This page is neither numbered nor counted. Upon creating your project dissertation, copyright privileges now vest immediately—without notice or registration formalities. However, you should include a copyright notice in your project dissertation. This signals to readers that you acknowledge your legal rights and that you are the copyright owner. <i>Registration</i> of this copyright with the U.S. Government is optional. However, for American publications, registration is required before you can file an infringement lawsuit. Notice should appear as follows:

The copyright notice is placed in the middle of the page or near the lower left corner (within the margins). The U.S. Copyright Office offers a wealth of information in its “circulars” and registration forms. Call the forms hotline day or night at 202-707-9100 to request copies. Also check the Copyright Office website at lcweb.loc.gov/copyright.

- Approval page See Exhibit E in Chapter 7. This is p. ii, but the number does not appear.
- Dedication (optional) If you make a dedication, keep it brief. It is p. iii.
- Table of Contents The table of contents *must* reflect the first three levels of subheadings used; it *may* (but does not need to) include the fourth level. See Exhibit F in Chapter 7. Ordinarily the first page of the contents is numbered iii; it is numbered iv when there is a dedication.
- List of Illustrations When two or more illustrations (or figures) are in your text, a list of illustrations (or figures) is required. See Exhibit F in Chapter 7.
- List of Tables When two or more tables appear in your text, include a list of tables. If both the list of tables and the list of illustrations can fit comfortably on one page, this is preferred. See Exhibit G in Chapter 7.
- List of Abbreviations A paper that uses abbreviations must have a list of abbreviations. See Exhibit H in Chapter 7.
- Preface/
Acknowledgments A preface and/or acknowledgments is optional. See Exhibit H in Chapter 7.

Text

All pages of the text and all reference materials that follow the text are numbered with consecutive Arabic numerals. All page numbers are placed 3/4 inch from the bottom center of the page (i.e., outside the margin). Normally, this is two lines below the bottom line of a full page of text.

- Body of paper The main body of the paper describes the study. See Rubrics in Appendices C and D.

Summary	The summary and/or conclusion is the last chapter and can be so titled; however, a summary may follow the final discussion of the problem, methods, and findings of the study.
Recommendations	When recommendations are made, they usually appear as a part of the final chapter or at the close of the summary and conclusions.

Appendix and Reference list

The appendix material follows the text and is numbered consecutively in arabic numerals. Photocopied material will need to be scanned into your project dissertation file so that when your document is uploaded to the James White Library, the appendix material is included.

Cover sheet(s) or half-title pages	Cover sheets are optional. They can be used to group and/or identify appendix materials. These pages, if used, are counted, but page numbers do <i>not</i> appear on them.
Appendix(ces)	Each appendix is listed separately by number (or letter) in the table of contents. Grouping like materials in one appendix is recommended, unless there are very few items. The appendix title and number appear either on a cover sheet or at the top of the first page of each appendix. If like items are grouped together, a cover sheet is recommended. For example, it is best to have all letters grouped in one appendix rather than have a separate appendix for each letter. If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.
List of Abbreviations	In Seminary papers; it is preferable to have the list of abbreviations at the beginning of the paper. Unknown terms needing explanation usually appear as definitions in the first chapter.
Cover sheet or half-title page for the Reference List	Optional. A cover sheet is not used unless the same device is used for appendixes.
Reference List	Use the most recent edition of the <i>APA Publication Manual</i> .
Vita	A brief résumé (one page) in list format of your educational and professional accomplishments is required for all DMin project dissertations.
Blank page	The last sheet that appears in your work is blank.

The Abstract

The abstract—a brief, comprehensive summary of the contents of the document—appears at the beginning of each project dissertation. It consists of a title page and the abstract. Exhibit A, in Chapter 7, shows a sample abstract title page. Note that the inch indicators shown in the margins of the sample page are measured from the top edge of the page.

Seminary students are to use the term *adviser* on the title page of project dissertations.

Abstracts for project dissertations are no longer restricted to a certain number of words. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database.

Abstracts written for formal research are frequently, though not necessarily, divided into four sections. See Exhibit B in Chapter 7.

Abstract Content

Abstracts that give a report of an in-ministry or ministry focus project describe:

- | | |
|-------------|---|
| The Problem | A clear statement of the purpose of the study—in one sentence if possible. |
| The Method | A clear but brief description of the subjects and pertinent characteristics (number, age, gender, etc.) and the experimental methods that are used (data-gathering procedures, apparatus, instruments, etc.). |
| The Results | A report on the findings. |
| Conclusions | A list of conclusions and recommendations. |

Abstracts that review a theoretical dissertation include:

- | | |
|-------------|---|
| The Topic | A clear statement, in one sentence if possible. |
| The Purpose | A statement that describes the organizing construct and scope of the paper. |
| The Sources | An indication of the basic published literature used and/or personal observations involved. |
| Conclusions | A statement of conclusions reached with implications or applications. |

Preliminary Pages

The preliminary pages follow a set format prescribed by the University.

Title Page

The title page gives the name of the University and of the particular department/program in which you are enrolled. Also included is the title of the study, the course or degree for which the paper is submitted, the author's name, and the date.

Approval Page

See Exhibit D in Chapter 7.

Table of Contents and Lists

The table of contents recommended by Andrews University includes at least three levels of subheadings. A fourth level is optional. Chapter titles in the table of contents should be written in all capitals; subheadings are written in *headline style* for the first three levels and in *sentence style* for the fourth.

For *APA* headline style, capitalize every word of *four or more* letters, regardless of the word's function.

The subheads in the table of contents should appear *precisely* as they appear in the text of the paper. Exhibit F in Chapter 7 has a sample table of contents.

Lists of tables and illustrations also follow the headline style of writing. The wording of the titles of tables in the list should correspond *precisely* with that used in the tables as they appear in the text. The wording in the list of illustrations should correspond *exactly* with the initial portion of the legend that appears beneath the illustrations in the text. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list. See Exhibit G in Chapter 7.

When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Publishing information is not included in the list of abbreviations; however, on rare occasions the name of the author(s) or editor(s) may be included. See Exhibit H in Chapter 7.

Preface, Acknowledgments, and Dedication

The preface gives a brief insight into the paper presented. See Exhibit I. The preface usually ends with the acknowledgments. If you write acknowledgments only, simply entitle the page "Acknowledgments." Some writers like to add a page of dedication. If you use one, make it brief. It follows the approval page.

Main Body of Text

Chapters

Chapter numbers may be written in roman numerals, words, or arabic numerals, but used consistently throughout.

Rules for Tables and Figures (Illustrations)

The preparation of tables and figures requires care regarding spacing, arrangement of headings, and placement with respect to the text; therefore, early consultation with the dissertation secretary is recommended.

1. Tables are numbered consecutively throughout the text and appendix with arabic numerals. Table titles should be presented in accordance with the most recent edition of the APA style manual.
2. Either double, line and a half, or single spacing may be used in creating visually appealing tables.
3. A table or figure that takes up a half page or more should be centered on a separate page. It can then be inserted into your paper immediately after its first introduction.
4. Do not place short bits of text—less than three lines—before, between, or after tables on a table page. Two short tables or figures that are in succession and are first mentioned on the same text page may share a page.
5. Open tables are preferred; boxed tables may be used if they are short enough to be contained on one page; tables that contain many numbers may use a grid format.
6. A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the continued page, Table X—*Continued*. appears at the top left corner of the continued table. A solid line at the end of the table shows that the table is complete.
7. Illustrations include graphs, charts, plans, photographs, diagrams, maps, etc. Sometimes it is advisable to group all illustrations in one section (usually near the end of the paper).
8. Titles of tables appear *above* the table; captions or figures appear *below* the figure.
9. A caption for a figure starts at the left-hand margin and is written in sentence style. If the illustration fills the page so completely that there is no room for the caption, the caption is centered on a facing page. In this case, the page number appears on the page with the figure—no page number appears on the facing page; however, the page is counted.

10. Tables or figures that appear on a page with text must be preceded and followed by a quadruple space (three single skipped lines).

APA Style

APA style recommends that the table number appear at the left margin above the title. The table title is written in headline style and is italicized. See sample below. Note that the APA manual shows table samples with double-spaced lines. Remember that the APA manual shows you how to prepare manuscripts for journal publication, whereas your project dissertation is a finished product for Andrews University. Therefore, double spacing in this case is not mandatory. Single and line-and-a-half spacing may be used as well.

Table 2

Worship Involvement of the Younger Generations before CGLTW: A Total of 41 Respondents

Generations' involvement	<i>N</i>	Strong	Average	Weak
Children's involvement?	41	13 (32%)	22 (54%)	6 (15%)
Teens'/Youth Involvement?	40	15 (37%)	22 (54%)	3 (7%)
Young Adults' involvement?	39	3 (7%)	31 (76%)	5 (12%)

Rules for Subheads

A paper is more readable when the chapters are divided into sections, which in turn may be divided into subsections. Readability is further enhanced by the titles customarily given to these sections and subsections. Such titles, called subheadings, must be used in the correct order. (See samples below.) Remember: These are Andrews University subheadings; not APA.

1. The most important subheadings, called first-level subheadings, are centered and placed in boldface.
2. Second-level subheadings are centered and in text type; they are not in boldface.
3. The third level subheadings begin at the left margin and are in boldface.
4. The first three levels of subheadings are written in *headline style*. APA capitalizes the initial letter of all words with four or more letters. The last two levels (levels 4 and 5) of subheadings appear in *sentence style* (only first word and proper nouns with initial capital).

5. Fourth-level subheadings begin at the left-hand margin and are in text type.
6. Fifth-level subheadings are *indented* and run into the paragraph; they are in bold type and end with a period.
7. Centered subheads (and titles) may not exceed 4¾ inches and are arranged in inverted-pyramid style.
8. Margin subheads may not extend beyond mid-page. The left side is flush with the left margin; the right is arranged in inverted-pyramid style.
9. Words in titles and subheads may not be hyphenated at the end of a line; neither does punctuation appear at the end of a line (except level 5, which ends with a period).
10. A triple space (skip 2 single lines) appears before subheads. See Exhibit J in Chapter 7.
11. A double space (skip 1 single line) appears after subheads. See Exhibit J in Chapter 7.
12. A subhead cannot be the last line on a page. At least one line of text, preferably two, must appear after the subhead.

Sample subheadings:

Experimental Programs in North American Seventh-day Adventist Education	<i>Level 1</i> (centered, bold)
Experimental Programs in Religion	<i>Level 2</i> (centered, not bold)
Student-Teacher Cooperation in Syllabus Development	<i>Level 3</i> (left margin, bold)
Importance of student input	<i>Level 4</i> (left margin, not bold)
Students feel responsible. When the students . . .	<i>Level 5</i> (indented, bold)

Summaries, Conclusions, and Recommendations

Ordinarily a study is summarized at the close, and the principal findings of the research are briefly stated. By studying the table of contents and reading the summary, another researcher should be able to determine whether or not further reading would contribute to his or her own research.

Recommendations, when made, usually appear at the close of the summary chapter.

In some papers, it may be advantageous to write a brief overview of what the chapter contains at the beginning of each chapter and a short summary of what the chapter has said at the close of each chapter. However, this is not essential or even practical in all papers. Consult with your committee adviser or chair on this point.

Student-Prepared Questionnaires

Some research papers require student-prepared questionnaires. If your paper requires such an instrument, be aware that your instrument must appear in the appendix *as it is presented* to the respondents. Parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:

1. Each question/statement must be in the same tense and in parallel grammatical construction.
2. Spelling, grammar, and punctuation must be corrected before the instrument is used.
3. Rules governing margins, spacing, etc., of the dissertation proper should be followed in the preparation of the questionnaire.

Appendix and Reference Pages

Appendix

The appendix contains materials that are not essential to the paper but that are useful to the reader. When the materials in the appendix fall into several categories, group similar materials in one appendix. For example, all letters should appear in one appendix, all maps in another, all tables in another, etc. Each category of the appendix is given a number or a letter (Appendix 1, Appendix 2; or Appendix A, Appendix B). Each category of the appendix is numbered/lettered and titled. For example (centered on half-title page or centered at the top of first page of the specific appendix):

APPENDIX 1
LETTERS

APPENDIX 2
QUESTIONNAIRES

APPENDIX A
RAW DATA

Glossary

A glossary may be included in a paper which uses many technical names or foreign words likely to be unfamiliar to the reader. A list of words and their definitions or translations would be very helpful. If all such words are listed under Definitions of Terms in the main text, it is unnecessary to include a glossary.

Reference List

List all references in one alphabetical list. It is much easier to find a specific entry in such a list and, therefore, is a courtesy to the reader.

Papers in APA include a reference list, which includes *only* those sources mentioned in the paper.

All sources quoted or mentioned in the text must appear in the reference list.

Vita

A vita, the last entry in a paper, is required for all DMin project dissertations. No set form exists for a vita, but it should be very brief—no more than one page.

See sample Vita (Appendix F).

Specific Variations for Works in Spanish

Differences in Spanish and English Editing—DMin

The following items need to be kept in mind when editing a DMin project dissertation written in the Spanish language. The following rules apply **ONLY** to Spanish project dissertations.

1. When a quotation ends the sentence, the quotation marks precede the period.
Example: Juan dijo, “Soy fuerte”.
2. For all subheadings, only the first word and proper nouns are capitalized.
3. For the abbreviation of biblical books, use those found in the 2000 Reina-Valera translation of the Bible. Note that there is a period after these abbreviations (Example: Gn.).
4. The names of days of the week, months, languages and nationalities are not capitalized.
5. When there are a series of items in a sentence, there is no comma after the item just before the last one. For example: Amo a mis abuelos, mis padres, mis hijos y mi hija.
6. When used to identify historical dates, the correct forms are d.C. (English-BC) and a.C (English-AD).

CHAPTER 3

THE MECHANICS OF PREPARATION

Margins

For project dissertations, the left-hand margin must be *at least 1½ inches* and all other margins must be *at least one full inch*. The initial page of a chapter or a major section (i.e., table of contents, reference list, etc.) has a full 2-inch margin at the top of the page.

Margins may be slightly larger than prescribed, but they may not be smaller.

Page Numbers

All pages are numbered at the bottom center of the page, approximately $\frac{3}{4}$ inch from the bottom edge of the paper, no matter where the text ends. At least one double space (skip one single line) must appear, however, between the last line of text and the page number. Placement of numbers must be consistent so that all page numbers appear in the same place on every page. Page numbers do not have any periods or other embellishments. Pages in the appendix that have photocopied or scanned pages of original sources, such as tests or other instruments that already carry numbers are numbered consecutively with your paper. The numbers may be placed just inside the margin in the bottom right-hand corner and within square brackets.

DMin Project Dissertation Page Numbering of Preliminary Pages

Page Name	Written Page #	Page #
Title Page	No	i
Copyright Page	No	Not Counted
Approval Page	No	ii
Dedication Page	Yes	iii
Table of Contents	Yes	iii, iv if Dedication Page used
List of Illustrations (or Figures)	Yes	Next Roman Numeral
List of Tables	Yes	Next Roman Numeral
List of Abbreviations	Yes	Next Roman Numeral
Acknowledgements	Yes	Next Roman Numeral

Spacing

General Rules

All text is double spaced. Block quotations are single spaced. Paragraphs are indented one-half inch and block quotations are indented one-quarter inch. (A block quotation is a direct quote of 40 or more words [APA].)

Run over lines of reference list entries are indented one-half inch (hanging indent).

Use a ragged right margin rather than a justified margin.

The last line of a paragraph should not appear at the top of a page (widow line) unless it reaches at least to the midpoint of the page.

Specific Spacing Rules

Four spaces (skip three single lines)

When a table or figure appears on a page with text, leave four spaces (skip three single lines) both above and beneath the table or figure.

Triple space (skip two single lines)

Triple spacing is used

1. between chapter number and chapter title
2. between chapter title and whatever follows
3. before subheads that are followed by text

Double space (skip one single line)

Double spacing is used

1. between lines of the text
2. between lines of a two-line title
3. between subheads and text that follows
4. between subsequent (or consecutive without intervening text) subheads
5. between footnotes (rarely used in APA style)
6. between reference list entries
7. between titles in a list of tables or captions in a list of illustrations
8. between footnote line (which is 20 spaces long) and the first footnote (Note this rule carefully, as it is here that many problems arise when material is entered into the computer, and footnotes are rarely used in APA style)
9. between main divisions of table of contents and subsections
10. between table number and table title when using the APA style

Single space

Single spacing is used

1. between lines of the title, a chapter title, and table titles when they are more than two lines in length
2. between lines of subheads that are more than one line long
3. between lines in a block quotation
4. between lines of a footnote (rarely used in APA style)
5. between lines of entries in the reference list
6. between lines of a source note below tables and figures
7. between lines of the subsections in the table of contents
8. between lines of a caption in a list of tables or illustrations
9. between some entries in a long table

Spacing of tables and illustrations (figures)

When tables are typed, the overall size of the table, the limitations of margins, and “eye appeal” should all be considered. Use double spacing, space and a half, or even single spacing to produce the best-appearing, most-readable, and practical table. In some cases it may be necessary to reduce the size of the table to show it to best advantage and still comply with the margin limitations. In that event, the page number must be added *after* the reduction process.

Spacing after punctuation

1. One space follows commas (including Bible texts and page numbers), semicolons, and colons used in the text and references. One space follows periods used with initials of personal names.
2. Either one or two spaces follow end-sentence punctuation (but consistently done). Use only one space after periods in references.
3. No spaces appear
 - a. after periods of abbreviations (except for personal names)
 - b. between chapter and verse in Scripture references
 - c. between hour and minutes in time
 - d. between book volume number and pages in references
 - e. between components of a ratio
 - f. before and after hyphens or dashes
4. Ellipsis points are used *only* in quoted material and have one space before and after each of three dots used to indicate omitted material. Four dots, with no space before the first dot, indicate material omitted at the end of a sentence—the first dot represents the period. Do not use ellipsis points at the beginning or end of any quotation unless it is necessary to avoid misinterpretation of the quotation.

Word Division

In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary. Never make a one-letter division; avoid two-letter divisions; divide hyphenated words only at the hyphen; and *never* divide the last word in a paragraph, the last word of the text, or the last word on the page. Avoid placing two hyphens in a row at the right margin. More than two are not permitted.

Hyphen vs. Dash

Hyphen: Use a single dash for a hyphenated word. However, follow very clearly the principles for word divisions given above.

Em Dash: Type as an em dash—two hyphens with no space before or after—to set off an element added to amplify or to digress from the main clause in a sentence.

Abbreviations

To maximize clarity, APA recommends that authors use abbreviations sparingly. However, APA does utilize abbreviations in the reference list for parts of books and other publications. For a list of these abbreviations, see Chapter 5 of this manual.

For the publisher's location in reference lists, include the name of the city and state for U.S. publications, and the country for publishers outside of the U.S. The names of U.S. states are abbreviated by using the official two-letter U.S. Postal Service Abbreviation (see Chapter 5). Note that the abbreviations are not followed by a period. When the publishing location or city is well known, it does not have to be followed by the country or the state abbreviation. The key is to be consistent with your entries.

Additionally, when giving a specific biblical book reference with chapter or chapter-and-verse, utilize the Biblical book abbreviations found in Chapter 5. Note that they are written with no periods.

Italics

Place in italics (never underlining) foreign words and titles of books, journals, and magazines. Italics for emphasis should be used very sparingly.

Miscellaneous

Enumerations (Seriation)

Short and simple lists can be incorporated into one grammatical sentence. Identify elements in a series by lowercase letters in parentheses that precede each item in the list. If the list includes more than two items, a comma should follow each, or if the item is a complex structure, a semi-colon.

The participant's three choices were (a) working with another participant, (b) working with a team, and (c) working alone.

Longer enumerations are arranged in a vertical list. The list must be introduced with a complete sentence followed by a colon. Each item in the list is preceded by a arabic number followed by a period and are indented like a paragraph.

Using the learned helplessness theory, we predicted that the depressed and non-depressed participants would make the following judgments of control:

1. Individuals who . . . [paragraph continues].
2. Non-depressed persons exposed to . . . [paragraph continues].
3. Depressed persons exposed to . . . [paragraph continues].

4. Depressed and non-depressed participants in the . . . [paragraph continues].

(*APA Publication Manual*, 6th ed. 2010, p. 63-64)

Use of Numbers

“Use figures to express numbers 10 and above and words to express numbers below 10” (APA, 2010, p. 111). Any numbers referring to *time, dates, ages, sample, and points on a scale* are written as figures. See pp. 111-114 for all the exceptions to this rule!

Examples:

1. 1 hr 34 min
2. At 12:30 a.m.
3. 2-year-olds
4. scored 4 on a 7-point scale

Percentage Symbol

The **percentage symbol** (%) is used for percentages, but “only when it is preceded by a numeral. Use the word *percentage* when a number is not given” (APA, 2010, p. 118).

Example:

The study found that 18% of the rats never left their cages.

However:

The researchers determined the percentage of rats to be insignificant for this particular study.

Statistical Symbols

All statistical symbols are set in italics: *N, M, df, p, SE, t, F, MS, r, SD*, etc. This is true for every place they occur, even tables. Pay particular attention to whether the symbol is uppercase or lowercase. A *t* test is lower case *even if it begins a sentence*. (See APA, 2010, pp. 119-123.)

CHAPTER 4

ADDITIONAL SUGGESTIONS FOR WRITING FORMAL PAPERS

Foreign Language in Text

Questions concerning the language to be used arise in many project dissertations. Ordinarily, only one language should be used in the main body of the text. A direct quote, therefore, in a foreign language should be translated or taken from a translation. If the wording in the original language is important, the translation should be given in the text and the original in the footnote. If there is to be systematic discussion of the meaning of the language of the original, the quotation may be given in the text. When the quote is taken from an edition other than the original text, the reference to that edition is given; when it is taken from a translation, the reference to the translation is given. The most authoritative edition of the text, if several editions are available, should be used. You should discuss this problem with your adviser so that you reach an agreement on how the foreign language is to be treated *before* you begin to write.

Who Are “We”?

Do not use the editorial “we.” “We” did not carry out the research, choose the topic, or make any conclusions. However, you may assume that your reader is following along with you (e.g., “We now turn to” or “Let us now look at”).

Writing in the third person (i.e., using “this writer,” “this researcher”) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person—“I instructed the students”—or recast the sentence to say “Students were instructed.”

Keep the Historical Perspective

When you are writing, keep in mind your reader who may be reading in the future. For example, if you write “Today’s educators promote [something],” consider how your statement may be understood in the year 2020. It is better to clarify such a statement with “Educators in the 1980s promote [something].”

Also consider carefully the historical perspective of your subject, especially in your literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown wrote in 1915. Also, because of disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown’s opinion, however.

Another historical problem that confuses many non-Adventist readers is the writings of Ellen G. White. If her writings are used in a historical setting, it is important

to include the date when the quoted statement was made as well as the date of a compilation, which was probably done years after her death.

Suggestions for Verb Tense

Some general principles concerning the use of verb tenses in written research reports should be kept in mind.

1. References made to the study itself are in the past tense. You are commenting on work you did before the report was written.
2. The discussion within the report that interprets the data presented may be in the present or past tense.
3. Principles that you identified, formulated, or created may be stated in the present tense.
4. A timeless principle that you use, but that has been identified by someone else, may be stated in the present tense.

Examples

<i>Tense</i>	<i>Occasion</i>
1. Past	References made to the study itself in explaining procedures, analyses, etc., during the course of the study. <i>Example:</i> The instrument was refined, the data analyzed, and the findings summarized.
2. Present or combination of present and past	Speaking directly to the reader in explanation or interpretation. <i>Example:</i> Table 5 shows that most people like oranges. <i>Example:</i> Table 5 shows that most people liked oranges.

The reference to the table is always present, but the interpretation of the data may be expressed either in the present or the past.

- | | |
|--------------------|--|
| 3. Present or past | Referring to other researchers.
<i>Example:</i> Freud differed with Skinner where personality development is concerned.
<i>Example:</i> Freud differed with Skinner where personality development was concerned. |
|--------------------|--|

When writing from the view of the historical past, use the past tense. If stating what carries weight now, use the present tense. It is usually easier to write in the active voice in the present tense, and the active voice is usually easier to read.

4. Present Referring to principles you or other researchers identified.
Example: Bodies that are heavier than air fall toward the earth.
Example: Husbands differ from wives when it comes to child-rearing practices.
5. Past, present, or a combination When reviewing other persons' research reports.
Example: Jones (1963) found that children did not like interacting with hostile parents.

Keep in mind when reporting on the research of others that there is the chance that the researcher has at some point changed opinions. You may write: "In his 1968 study, Brown states that this test revealed . . ." Or you can say: "Brown (1968) stated that this test revealed . . ." However, it may give a false impression to state unequivocally: "Brown states that this test reveals . . ."

Use Gender Inclusive Language

For decades now, the editors of many professional journals have been advocating the use of gender-inclusive language for the articles they print. This is especially true of those who prepare journals representing disciplines that include many women (i.e., education, library science, and nursing). The National Council of Teachers of English (NCTE), among others, makes several suggestions as to how to handle the general problems of sexist language.

Omission of Women

- I. *Man* in its original sense carried the dual meaning of adult human *and* adult male, but its meaning has come to be so closely identified with adult male that the generic use of *man* and other words with masculine connotation should be avoided whenever possible.

Example

mankind

man-made

the common man

Alternative

humanity

synthetic, manufactured, machine-made

the average person, ordinary people

- II. The use of *man* in occupational terms where persons holding the jobs could be either male or female should be avoided.

Example

chairman

steward, stewardess

policeman, policewoman

Alternative

coordinator (of a committee or a department) moderator (of a meeting), presiding officer, head, chair

flight attendant

police officer

III. Since there is no generic singular pronoun to denote gender, we have used *he*, *his*, and *him* in such expressions as "the student . . . he." Seek alternative approaches to avoid the exclusion of women.

1. Recast into plural.

Example

Give each student his paper as soon as he is finished.

Alternative

Give students their papers as soon as they are finished.

2. Reword to eliminate problem.

Example

The average student is worried about grades.

Alternative

The average student is worried about his grade.

3. Replace masculine pronoun with *one*, *you* (only in informal text), or (very sparingly) *he or she*.

Example

If the student was satisfied with his score, he took the test.

Alternative

The student who was satisfied with his or her score took the test.

If he passes the test, he has the option to go on to the next unit.

One who passes the test has the option to go on to more difficult problems.

4. Alternate male and female expressions.

Example

Let each student take an active role. Did he had a chance to talk? Does he feel left out?

Alternative

Let each student take an active role. Has she had a chance to talk? Does he feel left out?

5. Certain phrases assume that all readers are men.

Example

The delegates and their wives were invited to a dinner.

Alternative

The delegates and their spouses were invited to a dinner.

Demeaning Women

I. Men and women should be treated in parallel terms in descriptions, marital status, and titles.

Example

the lady doctor

Alternative

the doctor

Senator Percy and Shirley Chisholm

Charles Percy and Shirley Chisholm

Mr. Percy and Mrs. Chisholm

Senator Percy and Representative Chisholm

II. Terms that patronize or trivialize women should be eliminated.

Example

gal Friday

Alternative

assistant

ladies

women (unless ladies is paired with gentlemen)

poetess

poet

coed

student

Gender-Role Stereotyping

a. Women should be shown as participating on an equal basis. The statement “Charles is a male nurse” and “Louise is a woman doctor” are equally objectionable.

Example

Executives become so involved with business that they neglect their wives and children.

Alternative

Executives become so involved with business that they neglect their families.

Jane’s husband lets her have a part-time job. Jane works part time.

b. Jobs and roles should not be stereotyped.

Example

The elementary teacher . . . she . . .

The principal . . . he . . .

A nurse . . . she . . .

Have your mother send a lunch
with you.

Alternative

Elementary teachers . . . they . . .

Principals . . . they . . .

Nurses . . . they . . .

Ask your parents to send a lunch with you.

Research

Those involved in writing up the results of their research should keep in mind the following counsel from *Guidelines for Nonsexist Use of Language in NCTE Publications*.

1. Careful consideration should be given to the methodology and content of research to ensure that it carries no sexist implications. (This does not deny the legitimacy of research designed, for example, to study gender differences in the performance of certain skills.)
2. The sample population should be carefully defined. If both males and females are included, references to individual subjects in the report of the research should not assume that they are male only.
3. The examples used for case studies should be balanced in numbers of male and female subjects if both genders were involved in the study.

Use of EGW Writings

Guidelines for using the writings of Ellen G. White in formal research papers

- The writings of Ellen G. White are always an appropriate primary source. This implies that her writings are the focus of the analysis or argument; that the specific citations are situated in their historical context and identified by genre, purpose, reader, etc.; and that her insights and contributions are accurately represented as she intended. Based on this level of inquiry, her work can then be competently used to inform current issues and engage in current debates.
- The writings of Ellen G. White should rarely if ever be used as a secondary source. It is not appropriate research writing to create a research space on a contemporary issue, draw a conclusion based on contemporary sources, and then find a de-contextualized statement in the writings of Ellen G. White that appears to corroborate the claim. Nor should a collection of related but de-contextualized comments be strung together that appear to support the writer's point, then present it as her "theology."

- The writings of Ellen G. White should not be used as a tertiary source. She does not need to be quoted to support general knowledge facts. For example, in the *Desire of Ages* she retells the story of Jesus in a thoughtful and engaging style.
- Facts that should be obvious to any reader of the original Gospels do need not a citation from the works of Ellen G. White for support. However, the book is full of special insights and theological contributions to understanding the life of Jesus. These deserve the attention accorded to a primary text.
- When cited, the edition of the work published during her lifetime should be preferred. When there is a significant textual variant between that first edition and subsequent posthumous editions, it deserves notice and discussion. This suggestion is made because using the APA citation style could call for a White (1865) and a White (2007), and that kind of pattern contributes to both de-contextualization and potential misrepresentation.

CHAPTER 5

SPECIFIC CONCERNS FOR USING APA STYLE

In-Text Citations

References are given in text and not as footnotes. Complete information appears only in the reference list. In the text, only the essential portion of the reference is given (i.e., the surname of the author(s), date of publication, and—where necessary—the page(s) of the reference). *The Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association, [latest ed.]) provides excellent material on how to write in-text references and how to make up a reference list.

Since you are using APA style, consider the *APA Publication Manual* an essential tool. A brief review of APA in-text referencing is shown here; however, students using this style should purchase a manual of their own to be apprised of all the details.

Citing One Author

In 1985, Smith studied . . .

or

Smith (1985) studied . . .

or

A recent study (Smith, 1985) indicates that . . .

or

The results of the experiment (Smith, 1985, pp. 73-75) . . .

or

Smith (1985, chap. 5) gives a summary . . .

Citing Two Authors

Smith and Johnson (1986) found . . .

or

A recent study (Smith & Johnson, 1986) found . . .

Note that when Smith and Johnson appear in the text, the word *and* is written out. When the names appear in parenthesis, an ampersand (&) is used.

Citing More than Two Authors

First citation

Smith, Johnson, and Brown (1985) found . . .

or

One study (Smith, Johnson, & Brown, 1986) found . . .

Subsequent citations

Smith et al. (1985) found that . . .

or

One study (Smith and others, 1985) found . . .

or

Smith and others (1985) found that . . .

or

Another study (Smith et al., 1985) found that . . .

Several Works at the Same Point

Same author

Several studies (Smith, 1977, 1982, 1983) show . . .

Different authors

Recent studies (Brown, 1984; Johnson & Smith, 1987; Morrison, 1979; Smith, Abel, & Oglethorpe, 1982) indicate . . .

Note that the authors' names are listed in *alphabetical order*.

Several Studies by One Author in the Same Year

Smith (1984a) has pointed out that . . .

or

Several studies (Brown, 1980; Smith, 1985a, 1985b, in press) indicate that . . .

No Author Given

Current information (*Education Handbook*, 1987) shows . . .

Recent studies in this area ("Six Studies on Learning," 1975) seem to show . . .

Corporate Author

Statistics released (NIMH, 1986) seem to show . . .

In the reference list this would be spelled out as National Institutes of Mental Health.

Other examples would be: (GC, 1975, pp. 1-5) (NEA, 1979).

Authors With the Same Surname

If two or more authors have the same surname, use the initials or, if necessary, the complete name of each author in all citations to avoid confusion.

Personal Communication

L. R. Brown (personal communication, October 20, 1987) said . . .

This form is used for letters, memoirs, telephone conversations, etc., with the author; *such references do not appear in the reference list*. Give a complete date.

Electronic Media

As Rittenhouse (2001, para. 3) aptly phrased it, “There is no need . . .”

“It is clear from classroom conditions today that . . .” (Jacobson, 2003, Conclusion section, ¶ 1).

Oftentimes no page numbers are provided with electronic sources. Therefore, use either paragraph numbers (preceded by “para.” or “¶”), if visible, or document headings to direct the reader to quoted material. Note that the web address (URL) does not go in the in-text reference. It goes in the *reference list*.

Multivolume Works

Style 1: Smith (1983, 3:65) points out. . .

or

Style 2: Smith (1982, vol. 3, p. 65) points out. . .

Once a style has been chosen, it should be used throughout the paper.

Secondary Source

Brown (as cited in Smith, 1985) stated that. . .

or

A recent study (Johnson, 1984, as cited in Smith, 1987) points out. . .

Note: In the reference list, only the source *where you found the material* is listed.

Translated, Reprinted, or Republished Works

(Freud, 1933/1974)

Note that the first date is that of the original publication and the second is the date it was republished, reprinted, or published in the translated form. This information is especially useful if the study is following a historical sequence.

Second Use of the Source

A study or an author may be mentioned again without the year as long as it is very clear to the reader which study is indicated. APA suggests that the date should reappear with each new paragraph. This is true if several studies are being compared or introduced.

If one study is being discussed, the date should appear just often enough to reassure the reader that the same study is under consideration.

The term *ibid.* is not used in APA references. If the author and date are mentioned in the immediate text, the page number only, e.g., (p. 6) appears in-text. If the authorship of the quote may be in *any* doubt, the full reference, e.g., (Smith & Brown, 1986, p. 6), must be repeated.

Referencing Quotations in APA

Three types of quotations may be used in a paper: direct quotations, indirect quotations, and block quotations. Direct quotations, which include block quotations, *always* include a page-number reference. With indirect quotations, be sure to include a page number whenever a specific opinion or important piece of information is credited to a specific author, even though you phrase that opinion and/or information in your own words.

Direct Quotation

He stated, “The entry of the child into the strange environment causes the disturbed behavior” (Smith, 1985, p. 123), but he did not specify how the behavior was disturbed.

Smith (1985) did not specify how the child’s behavior was affected, but he did state that “entry of the child into the strange environment caused disturbed behavior” (p. 123).

Note here that the page reference appears after the quotation mark but before the period.

Indirect Quotation

In his study, Smith (1985) observed that when the child entered the strange environment, disturbed behavior resulted (p. 123).

Block Quotation

A direct quotation of *40 words or more* should be treated as a block quotation.

Note: The final punctuation follows the material quoted. The reference follows the final punctuation but is not followed by any punctuation.

Smith (1985) stated:

After the child made some friends and identified with the adult in charge, the disturbed behavior decreased. The time factor required for this “settling in” process varied from child to child, depending on the age of the child, the general atmosphere of the new environment, and the temperaments of both the child and the adult involved. (p. 124)

Reference List for APA Papers

The APA *Publication Manual* recommends a reference list, where each source *actually used* in the paper must be included in the list. No extra works are allowed (see APA, 2010, p. 180).

Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Run-over lines in references are indented by the regular default.
3. Entries are single spaced. (APA manual shows double spacing for those preparing journal copy for publication. Since you are preparing a document in final form, double spacing is not used here.) A double space is used between entries.
4. One entry should *not* be split between two pages.
5. When an author has several works, each entry must provide the author's name (an eight-space line is not permitted).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c, etc. (see APA, 2010, p. 182). For instance:

Smith, B. J. (2000a). *Specific concerns* . . .

Smith B. J. (2000b). *Trying to overcome* . . .

Note that italics—not underlining—is used for titles of books/journals. However, note that the title of each journal article is not italicized.

7. For the publisher's name, use a “shortened” form. For instance: Sage; Jossey-Bass; Macmillan.
Do not include “Publishing Company,” “Inc.,” or “Ltd.” However, the word “Press” is retained, such as, Pacific Press.
8. No quotation marks are used for the article titles in magazines/journals.
9. For books, brochures, and other non-periodical publications, provide the city and state of publication, followed by the publisher. Use the official two-letter U.S. Postal Service abbreviations for states, with no periods (see APA, 2010, p. 88).
For instance:

Reading, MA: Addison-Wesley.

Garden State, NY: Doubleday.

New York, NY: McGraw Hill.

Note that New York is spelled out when it is the *city*. (If the state is not provided on the title page, try to identify the state through an Internet search for that publisher.)

10. Titles of books are presented in *lower case*, except for proper nouns. The first word after a colon is also capitalized. For instance:

From program to practice: A guide to beginning your new career.

11. The titles of magazines and journals are presented in uppercase and lowercase letters. The title is placed in italics, and is followed by the volume number, also in italics. An issue number (if available) immediately follows the volume number and is placed within parentheses (but not in italics). This is followed by the page numbers where the article was found (not in italics). For instance:

Allen, W. H. (1984). Learning teams and low achievers. *Social Education*, 48, 60-64.

Astin, A. W. (1987). Change. *Competition or Cooperation*, 19(5), 12-19.

Electronic Media

The variety of material available via the Internet can present challenges for providing useful references. The best identifier is the DOI number. At a minimum, however, a reference for an Internet source should provide a document title or description, and an URL address. *Whenever possible, identify the authors of a document as well.* See pages 187-192 of the *APA Publication Manual 2010* for excellent guidelines for references to Internet sources. Observe the following two guidelines:

1. Direct your reader as closely as possible to the information being cited—rather than the home page or menu pages.
2. Provide URL addresses that work. Test the URLs in your reference list on a regular basis—especially for the final document submitted for publication. If the URL doesn't work, your reader will not be able to access the material you cited. Make sure the URL has been transcribed and typed correctly—even to the dots and spaces. Always retain copies of downloaded material until your paper or dissertation has been approved.

Examples of reference list entries are provided in Appendix A of this manual.

Abbreviations in APA Papers

When using APA style, follow the abbreviation rules in the *APA Publication Manual* (most recent edition). Abbreviations for states and territories (used by the USPS) are listed here. If your paper uses biblical references, follow the abbreviations recommended below in the section for Bible Book Abbreviations. Note that biblical abbreviations are not followed by a period (except in Spanish documents).

Biblical Book Abbreviations

It is suggested that all departments and schools within the University use the biblical book abbreviations recommended in the *Seminary Style Guide*. They are written with no periods.

Gen	1 Kgs	Prov	Amos	Matt	Phil	1 Pet
Exod	2 Kgs	Eccl	Obad	Mark	Col	2 Pet
Lev	1 Chr	Cant	Jonah	Luke	1 Thess	1 John
Num	2 Chr	Isa	Mic	John	2 Thess	2 John
Deut	Ezra	Jer	Nah	Acts	1 Tim	3 John
Josh	Neh	Lam	Hab	Rom	2 Tim	Jude
Judg	Esth	Ezek	Zeph	1 Cor	Titus	Rev
Ruth	Job	Dan	Hag	2 Cor	Phlm	
1 Sam	Ps	Hos	Zech	Gal	Heb	
2 Sam	(Pss)	Joel	Mal	Eph	Jas	

Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. *However, do not use these abbreviations to begin a sentence, or within a subhead or chapter title.*

Apocryphal References

1 Kgdms	Add Esth	2 Esdr	1 Macc	Pr Azar	Tob
2 Kgdms	Bar	4 Ezra	2 Macc	Pr Man	Wis
3 Kgdms	Bel	Jdt	3 Macc	Sir	
4 Kgdms	1 Esdr	Ep Jer	4 Macc	Sus	

Abbreviations for US States and USA Territories

AK	Alaska	CT	Connecticut	IA	Iowa	LA	Louisiana
AL	Alabama	DC	Dist of Col	ID	Idaho	MA	Massachusetts
AR	Arkansas	DE	Delaware	IL	Illinois	MD	Maryland
AZ	Arizona	FL	Florida	IN	Indiana	ME	Maine
CA	California	GA	Georgia	KS	Kansas	MI	Michigan
CO	Colorado	HI	Hawaii	KY	Kentucky	MN	Minnesota
MO	Missouri	NJ	New Jersey	PA	Pennsylvania	VA	Virginia
MS	Mississippi	NM	New Mexico	RI	Rhode Island	VT	Vermont
MT	Montana	NV	Nevada	SC	South Carolina	WA	Washington
NC	North Carolina	NY	New York	SD	South Dakota	WI	Wisconsin
ND	North Dakota	OH	Ohio	TN	Tennessee	WV	West Virginia
NE	Nebraska	OK	Oklahoma	TX	Texas	WY	Wyoming
NH	New Hampshire	OR	Oregon	UT	Utah		

You may also abbreviate the names of Canadian provinces and territories where state names would be abbreviated.

AB	Alberta	NT	Northwest Territories	QC	Quebec
BC	British Columbia	NU	Nunavut	SK	Saskatchewan
MB	Manitoba	ON	Ontario	YT	Yukon
NB	New Brunswick	PE	Prince Edward Island		
NL	Newfoundland and Labrador				
NS	Nova Scotia				

CHAPTER 6

THE PROJECT DISSERTATION PROPOSAL

The first official step in moving forward with your project dissertation is to write a project proposal that is recommended for acceptance by the DMin Project Proposal Subcommittee. The project proposal document contains numerous elements that will be discussed in this chapter. For an example of a project proposal see Appendix E.

Three Essential Questions

One goal of the DMin program is to help each participant develop the skill of reflective thinking. The process of reflective thinking:

1. Integrates or links thought and action with reflection, and involves thinking and critically analyzing one's actions with the goal of improving one's professional practice.
2. Involves disciplined inquiry into the motives, methods, materials and consequences of ministerial practice within a specific contextual setting.
3. Includes reflecting in action and on action.

The objective of the process is to help you to understand, question, investigate, and take seriously your own learning and practice. You need to be much more than merely an interpreter, translator and implementer of theory produced by academic thinkers and researchers. You must learn to think reflectively on your own ministerial context in order to recognize and generate your own contextually sensitive theories of practice, rather than importing them from outside.

Three reflective questions are essential in forming the basis of your project dissertation:

1. The Descriptive Question: What is happening here?
2. The Normative Question: What is the best we can pray and hope for here?
3. The Prescriptive Question: What shall we do here?

Reflective thought on these questions gives rise to the most crucial aspects of your project proposal. They help you to form the *statement of the problem* and the *statement of the task*.

Statement of the Problem

The statement of the problem arises out of reflective thought on both the descriptive and the normative question. There are numerous keys to forming a good statement of the problem:

1. Choose an appropriate topic or issue for your project: P one that you can get excited about and that can be addressed.
2. A specific concept or idea: if your ideas are vague your statement of the problem will be confusing.
3. The statement is restrictive, dealing with a bite-size issue; otherwise a lifetime of writing would be required.
4. It focuses on one main idea about a specific subject.
5. Chooses a question that is neither too broad nor too narrow.

When reflective thought is given to the statement of the problem, the next step is writing the statement. The aim is to develop a three to four sentence statement of the problem. The sentences should incorporate the following components:

- A. The Stable Context: This sets the scene for the problem you are going to address.
- B. The Destabilizing Condition: What is the real problem?
- C. The Consequences: What are the effects of the problem?
- D. The Resolution: This gives a hint at the solution.

The Statement of the Task

The statement of the task arises from reflective thought on the normative and the prescriptive questions. A good statement of the task includes the following:

1. It is specific.
2. It expresses the intention to develop, implement and evaluate the intended intervention.
3. It includes what you hope to accomplish.

Following reflective thought on the task, the next step is to develop a concise statement of the task. The objective is to create a two-sentence statement of the task. The sentences should encapsulate two elements: (1) what you are doing and (2) what you hope to accomplish.

Other Elements in the Project Proposal

Five other elements make up the core of the project proposal. Additionally, every project proposal should include a title page, a reference list and a vita. Each of these elements is briefly described below.

Title Page: See Exhibit C in Chapter 7. Note particularly the placement of each line on the title page.

Justification for the Project: This answers the basic question—why is this project important?

Description of the Project Process: This is the road map of the steps to be taken in the development of the intervention, its implementation and its evaluation.

Expectations for the Project: Listed here are the expected/hoped for outcomes of the project.

Proposed Title for the Project: This is a proposed title for your entire project dissertation and should be identical to that on the project proposal title page.

Proposed Project Dissertation Outline: This is a brief sketch of the anticipated chapters and contents of your project dissertation. The first three chapters are standard in all project dissertations. Chapter 1 is the introductory chapter that includes many of the elements in your project proposal. Chapter 2 is a theological foundations chapter. Chapter 3 serves as a literature review chapter.

Reference List: You need to include a minimum of 60 entries.

Vita: This is a brief description of who you are. It includes basic elements about yourself and family as well as your education and your work experience. This is limited to one page.

The Institutional Review Board

The Institutional Review Board (IRB) at Andrews University monitors all research involving human subjects conducted by the faculty, staff, and students for the purpose of:

- Safeguarding human subjects from any potential risk involved in research.
- Protecting the University and the researcher from any potential lawsuits.

Any research involving “human subjects” must be approved by the IRB. This includes: (a) individual interviews, (b) focus group meetings, (c) questionnaires, and (4) surveys.

Official approval from the IRB is required before any collection of data involving “human subjects” begins. The IRB has the authority to deny, suspend, or terminate research that does not meet its policies.

In order to receive approval from the IRB, participants must send six different forms, electronically, directly to the IRB. For detailed information, instruction and forms see http://www.andrews.edu/services/research/institutional_review/index.html

1. An application form
2. An abstract
3. A protocol
4. A letter of institutional consent from the local church board, conference, school, hospital, or prison where the research is taking place
5. Informed consent form
6. Your questionnaire/survey/interview questions

Submitting the Proposal to the Project Proposal Subcommittee

There are multiple steps to take in preparing a project proposal for submission to the Project Proposal Subcommittee:

1. When you feel you have perfected your project proposal, send it to the project coach for review.
2. The project coach will point out any problems related to AU/APA Standards and any issues that might be raised by the Project Proposal Subcommittee.

3. Incorporate the suggested changes and send the paper back to the project coach for further review.
4. Once you have taken care of any further corrections, submit your paper to your adviser. This sequence allows your adviser to focus specifically on content.
5. When you have incorporated needed changes suggested by your adviser, have the adviser email the DMin project coach, stating that the proposal is ready to go to the DMin Project Proposal Subcommittee.
6. If you have not done so already, select a second reader and procure his or her consent to serve.
7. Email the final version of the proposal to the project coach.
8. Your proposal will be presented at the next meeting of the project proposal subcommittee.
9. The response of the subcommittee will be communicated to you by the project coach.
10. If applicable, apply to the IRB for approval of your research after receiving approval from the Project Proposal Subcommittee

The DMin Project Proposal Subcommittee

The subcommittee convenes on a monthly basis during the fall and spring semesters. It is composed of the DMin project coach and four seminary professors from various departments. The role of the subcommittee is to assess the proposals based on the following criteria:

1. The proposal reflects an acceptable in-ministry challenge that constitutes the project.
2. The proposal describes field research that will contribute to this project and a better understanding of ministry.
3. Significant reporting of related literature is reflected in the proposal.
4. Intention to provide theological reflection is indicated in the proposal.

5. The chapter outline section reflects all of the organizational components of a DMin project dissertation.
6. The proposal demonstrates an acceptable level of academic writing.

An approved project proposal will receive a yes answer to each of the preceding questions. The subcommittee will give one of three responses:

1. A request for *major revisions*: This requires that further work be done on the proposal and resubmission to the subcommittee.
2. Approved with *minor revisions*: make requested changes and submit to project coach, who will verify that the needed changes are done. Then the subcommittee's recommendation for approval will be passed on to the DMin Committee.
3. Approved

Recommendations for approval by the Project Proposal Subcommittee will be sent to the DMin Committee. Following the affirmative vote of the DMin Committee on the recommendation, an official letter of approval will be sent to the participant from the DMin Office.

Title Page – DMin Project Proposal

Exhibit A

[2.5"]

Andrews University

Seventh-day Adventist Theological Seminary

[4.5"]

DEVELOPING A STRATEGY TO EVANGELIZE CHINESE
IMMIGRANTS IN ATLANTA, GEORGIA

[6"]

A Project Proposal
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Ministry

[8.5"]

by

Samuel Olsen

August 2010

Chapter 7

SAMPLE STYLE SHEETS FOR PRELIMINARY PAGES

The following sample style sheets indicate the format for the abstract and for preliminary pages required by the University and the DMin Program. Not every study necessitates the inclusion of all preliminary pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely.

Abstract Title Page

Exhibit B [Approximate inches are measured from the top edge of the paper.]

[3"] ABSTRACT

[4"] STUDY OF THE CRITERIA AND SELECTIVE PROCESSES
FOR ADMISSION OF UNDERGRADUATE STUDENTS
TO SEVENTH-DAY ADVENTIST COLLEGES
AND UNIVERSITIES

[6"] by

Mary Jane White

[7"] Adviser: Robert Williamson [7"]

Sample Abstract

Exhibit C

[2"] ABSTRACT OF GRADUATE STUDENT RESEARCH

[double space—skip 1 line]

Project Dissertation

[triple space—skip 2 lines]

Andrews University

[double space—skip 1 line]

Seventh-day Adventist Theological Seminary

[The word "Title" appears 4" from the top. If it is more than one line long, single space and line up subsequent lines with the first letter of the title.]

Title: A CURRICULUM TO EQUIP LAY PASTORAL CANDIDATES FOR
SERVICE IN THE PENNSYLVANIA CONFERENCE

Name of researcher: James Richard Wibberding

Name and degree of faculty adviser: Barry Tryon, DMin

Date completed: June 2010

[triple space—skip 2 lines]

Problem

During the first decade of the twenty-first century, Pennsylvania Conference leaders nurtured a desire for lay pastoral development. However, a cohesive training program did not emerge. Although lay training programs with other foci and the efforts of some local salaried pastors had produced a few lay pastors, a streamlined, accessible, principle-driven, and competency-based program was needed. With an increase in pastor to member responsibility of 64% from 1970 to 2005, and no growth in the number of churches in the same period, the creation of a training program was deemed to have missional import.

Method

An eleven-month curriculum was formed and delivered during 2008. Its purpose was missional. It included the learning components of linking theory to practice, fostering spiritual formation, and utilizing mentoring relationships. It taught the competencies of people skills, biblical preaching, spiritual vitality, spiritual leadership, and team building. Curriculum success was measured by ministry longevity and surveys of graduates, congregations, and mentors.

Results

Twenty-seven students enrolled in the course, eighteen of whom graduated. Graduates reported that their ministry activities increased an average of 60% and their overall ministry ability an average of 66%. In the competency areas, they estimated increases of 27% in people skills, 58% in biblical preaching, 39% in spiritual vitality, 49% in spiritual leadership, and 43% in team building. Lay pastoral mentors and congregations also positively assessed their abilities. The main curriculum weakness was an underdeveloped mentoring program. Five graduates were placed in pastoral positions and all graduates increased ministry involvement.

Conclusions

This study demonstrates that a streamlined, accessible, competency-based, and principle-driven curriculum for lay pastor development significantly increases lay involvement in ministry. This finding suggests that broad implementation of the proposed curriculum would have positive missional impact. It may also have implications for other forms of ministerial education.

Title Page – DMin Project Dissertations

Exhibit D

[2.5"]

Andrews University
Seventh-day Adventist Theological Seminary

[4.5"]

DEVELOPING A STRATEGY TO EVANGELIZE CHINESE
IMMIGRANTS IN ATLANTA, GEORGIA

[6"]

A Project Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Ministry

[8"]

by
Samuel Olsen
August 2011

Approval Page – DMin

Exhibit E

[2"]

AN EVALUATION OF FOUR TYPES OF EVANGELISTIC
ENDEAVORS USED BY THE MICHIGAN CONFERENCE
OF SEVENTH-DAY ADVENTISTS FROM
JANUARY 1975 TO DECEMBER 1985

[3.5"]

A project dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry

[5"]

by

Edward C. Johnston

APPROVAL BY THE COMMITTEE:

[6.5"]

Adviser,
Curtis Fox

Director, DMin Program
Skip Bell

Clifford Jones

Dean, SDA Theological Seminary
Denis Fortin

Kenley Hall

Date approved

Form for all Tables of Contents

Exhibit F [If arabic numbers are used to designate chapters, use arabic numbers in Table of Contents.]
[2"]

TABLE OF CONTENTS
[triple space—skip 2 single lines]

LIST OF ILLUSTRATIONS	vi
LIST OF TABLES	vii
LIST OF ABBREVIATIONS	viii
ACKNOWLEDGMENTS	ix
 [Each successive level of subheads is indented 3 spaces (type on the 4th); treat runover lines of subheads as the next level. Run-over chapter titles line up under the first letter.]	
Chapter	
1. INTRODUCTION	1
Scope and Purpose	1
Definitions.....	2
Methods Problems.....	5
2. COMMUNITY VERSUS INDIVIDUAL: FACTORS AND APOLOGISTS OF SOCIAL UNITY.....	8
Cultural Creeds and Greek Thinkers	8
The Cultural Unity of the Ancient Greeks	8
Plato’s Personal Moralism	10
Development of Moral Personality	10
Virtue as Foundation of Law and Government.....	12
Aristotle’s Social Moralism	15
Religion and the Hebrews	25
Moses’ Religious Legalism: It’s Origin and Later Development.....	25
Beginnings of Moralism: Prophets versus Priests	27
Christian Moralism versus Jewish Legalism.....	30
From Revolt to Reform.....	32
Moralism on Earth.....	34
 Appendix	
A. LETTERS	199
B. QUESTIONNAIRES	212
REFERENCE LIST	203
VITA	233

Note 1: The periods following chapter numbers must line up. This means I for Chapter I must be indented far enough so the longest number (usually III in most papers) starts flush left.

Note 2: Leader dot rules:

- a. Leader dots are spaced every other space or as above.
- b. They line up with dots above and below.
- c. Every entry must have at least one leader dot.
- d. A space of ¼-inch occurs between last dot and first digit of longest number.

e. Numbers line up flush right.

List of Illustrations/List of Tables

Exhibit G [APA capitalizes all words of four or more letters. Read each line below for further instructions.]

[2"]

LIST OF ILLUSTRATIONS

[triple space—skip 2 lines]

1. Captions Here Should Agree With Those Under Illustrations.....	27
2. When Captions Are Long Enough to Use Two or More Lines, the Second Line Is Indented	36
3. Exceptionally Long Captions May Be Shortened.....	51
4. Captions Here in the List Are Written in Headline Style	66
5. Captions Under Illustrations Are Written in Sentence Style	75
6. Explanatory Statements Under Illustrations Are Not Included in the List of Illustrations	80

LIST OF TABLES

[triple space—skip 2 lines]

1. Use Exact Titles as They Appear Above Tables	6
2. Titles Are Written Here in Headline Style.....	29
3. All the Titles Above the Tables Are Written in the Particular Style Chosen	39
4. Number All the Tables With Arabic Numbers	73
5. Tables That Are Approximately Half Page or More in Length Must Appear on a Separate Page	105

List of Abbreviations

Exhibit H [Publishing Information does not appear in this list]

LIST OF ABBREVIATIONS

[triple space—skip 2 lines]

AB	Anchor Bible
AH	<i>Advent Herald</i>
AJSL	<i>American Journal of Semitic Languages and Literature</i>
ANRW	<i>Aufstieg und Niedergang der römischen Welt: Geschichte und Kultur Roms im Spiegel der neueren Forschung.</i>
AUSS	<i>Andrews University Seminary Studies</i>
CNT	Commentaire du Nouveau Testament
ICC	International Critical Commentary
IDB	<i>The Interpreter's Dictionary of the Bible.</i>
JSOT	<i>Journal for the Study of the Old Testament</i>
LCL	Loeb Classical Library
NICNT	New International Commentary on the New Testament
RH	<i>Advent Review and Sabbath Herald, Advent Review, Second Advent Review, Adventist Herald, Adventist Review</i>
StudOr	Studia orientalia
TDNT	<i>Theological Dictionary of the New Testament</i>
UBS	United Bible Societies
ZWT	<i>Zeitschrift für wissenschaftliche Theologie</i>

Preface

Exhibit I

[If the written material is short, center it on the page; if longer, leave 2-inch margin at top of page. Read this Preface for further suggestions.]

PREFACE

In the preface the writer prepares the reader to approach the paper with understanding. The reasons for making the study may be given. The background, scope, and purpose of the study may also be included. If, however, the writer believes that all this will be covered in the study itself, there is no point in saying more about it in a preface. Sometimes a preface ends with a paragraph or two of acknowledgments.

If the writer wishes to acknowledge assistance received from individuals, institutions, foundations, etc., he or she can appropriately do so in the acknowledgments. If that is all that is included, this section is simply titled "Acknowledgments." Neither a preface nor an acknowledgment is mandatory.

Sample Page Showing Spacing, Margins, and use of Subheadings

Exhibit J

CHAPTER 1

INTRODUCTION

Church Leadership: My Personal Journey

My personal journey with church leadership began when I entered the ministry. I pastored for ten years, and was then elected to the position of executive secretary for a three-year term. Thereafter, I served in the same conference as a departmental director for six years. I felt somewhat overwhelmed by the strong personality of the conference president with whom I worked, but was willing and happy to be a follower, especially considering that there was so much for me to learn about church leadership.

The book *Christian Leadership*, a compilation of writings by Ellen G. White (1985), had a huge impact on my thinking. The author strongly emphasizes that leaders should not think themselves the only ones with wisdom, and should counsel widely. One quotation which deeply affected my thinking was this:

The spirit of domination is extending to the presidents of our conferences. If a man is sanguine of his own powers and seeks to exercise dominion over his brethren, feeling that he is invested with authority to make his will the ruling power, the best and only safe course is to remove him, lest great harm be done and he lose his own soul and imperil the souls of others. “All ye are brethren.” (p. 31)

White does not sanction dictatorial rule by church leaders, but rather advises to take counsel with one another. Beach and Beach (1985) summarize the principles of Ellen White’s counsel when they state:

She outlined again and again the principles that involve the sharing of administrative responsibilities with many. . . . She spoke against centralization, against taking upon

APPENDICES

APPENDIX A

APA IN-TEXT ENTRIES AND REFERENCE LIST INFORMATION AND SAMPLES

Some samples for reference-list entries are taken from the American Psychological Association's *Publication Manual*, 6th ed., pp. 198-224.

1. Unknown author

Working with hill-tribe peoples. (2005). *Missions for Today*, 67, 51-56.

2. Journal article, two authors, with volume and issue number

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

3. Magazine article

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

4. Newsletter article, no author

The new health-care lexicon. (1993), August/September). *Copy Editor*, 4, 1-2.

5. Book, three to five authors

Booth, W. ., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago, IL: University of Chicago Press.

6. Book, edition other than the first

Wilson, W., & Hartman, B. (Eds.). (2004). *Excellent writing* (2nd ed.). New York, NY: Random House.

7. Book, translated and reprint

Ebbinghaus, H. (1913). *Memory* (H. A. Rueger & C. E. Bussenius, Trans.). New York: Teachers College. (Original work published 1885)

8. Chapter or section in an edited book

Stephan, W. G. (1985). Intergroup relations. In G. Linzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., Vol. 2, pp. 599-658). New York, NY: Random House.

Intext citation: (as cited in Stephan, 1985)

9. Entry in an encyclopedia, dictionary, or commentary

Nichol, F. D. (Ed.). (1980). Matthew. In *Seventh-day Adventist Bible Commentary* (Vol. 5, p. 489). Washington, DC: Review and Herald.

10. Unpublished manuscript/dissertation with a university cited

Blackwell, E., & Conrod, P. J. (2003). *A five-dimensional measure of drinking motives*. (Unpublished doctoral dissertation). University of Missouri, Columbia.

11. Online magazine article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

12. Newspaper article

Kennedy, K. (2011, March 30). Senators decry religious violence. *USA Today*, p. 5A.

13. Meetings and symposiums

Bauer, B. L. (2009, October 18). Christian worship and cultural diversity: A missiological perspective. Paper presented at the meeting of the 2nd Adventist Mission in Africa Conference, Andrews University, Berrien Springs, MI.

14. Reports (online)

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf

APPENDIX B

DMIN PROJECT PROPOSAL RUBRIC

1. Title Page

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Required Components	Same as acceptable	All of the required components of the title page are included: (1) the name of the University and particular department, (2) title of the study, (3) the degree for which the paper is submitted, and (4) the author's name and date	One of the components is missing	More than one of the components is missing
Formatting	The page is formatted correctly according to <i>Andrews University Standards of Written Work</i> . The components are all in the correct order and spaced correctly	The page is mostly formatted correctly according to <i>Andrews University Standards of Written Work</i> . One of the components is not space correctly	There are 2-3 spacing or placement errors	There are more than 3 spacing or placement errors
Title of the Study	Same as acceptable	The title matches the proposed title given in the proposal	There is a slight difference between the title on the title page and the proposed title	The title on the title page is different from the proposed title
Language Conventions	There are no spelling errors	There is one spelling error	There are 2-3 spelling errors	There are more than 3 spelling errors

2. Statement of the Problem

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	The statement of the problem is limited to 4 to 5 sentences	The statement is 6 to 7 sentences	The statement is 8-10 sentences	Guidelines for statement length are not followed.
Nature of the Problem	A specific problem from your ministry context is clearly identified	A specific problem is identified that is somewhat connected to your ministry context	The problem is not connected to the context of your ministry	The problem is outside of the scope of your ministry
Evidence of the Problem	The reality of the problem is supported by clear objective evidence	The reality of the problem is supported by subjective evidence	The source of the evidence is unclear	There is no evidence given to support the reality of the problem
Restrictive Nature of the Problem	The problem is neither too broad or too narrow and deals with one specific issue—any other problems are seen in subordination to the major one	A specific problem is identified but is either too broad or too narrow in scope	Multiple problem are identified	Does not demonstrate a clear understanding of the problem to be addressed
Components of the Statement	The statement addresses the stable context, provides evidence of the problem, identifies the destabilizing condition, and the consequences of the problem	Same as Target	2 of the four components are missing from the statement	3 or more of the components are missing from the statement
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors
Clearly Written	The statement is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The statement is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentence in the statement lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The statement does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.

3. Statement of the Task

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Is limited to 1 to 2 sentences	Is limited to 3 to 4 sentences	The statements is 5 to 7 sentences	Guidelines for statement length are not followed.
Relationship to the Statement of the Problem	The statement of the task relates directly to the statement of the problem	The statement of the task is somewhat related to the statement of the problem	The statement of the task does not clearly relate to the statement of the problem	There is no correlation between the statement of the task and the statement of the problem
Restrictive Nature	The task is neither too broad or too narrow and deals with one specific problem—any other problems are seen in subordination to the major one	A specific problem is identified but is either too broad or too narrow in scope	Multiple problem are identified	Does not demonstrate a clear understanding of the problem to be addressed
Necessary Descriptors	Clearly states what you are going to do and why	Clearly states what you are going to do, but is less clear on why	The what and the why are vague	It is not clear what you intend to do or why
Imbedded Intentions	There is a clear intention stated to develop, implement, and evaluate the intervention	The statement is missing one of the three intentions	Two or more of the intentions are missing from the statement	There are no imbedded intentions in the statement
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

4. Justification for the Project

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Limited to ½ to ¾ of a page	No more than a page	More than a page or less than ½ page	Guidelines for length are not followed
Content	Articulates clearly and concisely why this project is necessary/important and why time should be devoted to it	Articulates somewhat clearly and concisely why this project is necessary/important and why time should be devoted to it	Statements lack clarity and conciseness and/or are related more to the outcomes than reasons of importance	Are not justification for the project
Format	Follows precisely the format in the project proposal example	Follows the format in the project proposal sample with minor variation	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Clearly Written	The justification is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The justification is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentences in the justification lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The justification does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation error	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

5. Description of the Project Process

Category	4.00 Target	3.33 Acceptance	3.00 Needs Improvement	2.67 Unacceptable
Length	The description is limited to one page	The description is 1 ½ pages	The description is less than ¾ of a page and greater than 1 ½ pages	Guidelines for statement length are not followed
Logic/Flow	The section is well organized. It outlines a clear and logical sequence of steps.	The section is pretty well organized. One idea may seem out of place.	The flow is a little hard to follow. The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Theological Reflection and Literature Review	Shows a clear and well defined intention to provide theological reflection and significant literature reporting	Shows an intention to provide theological reflection and literature reporting but is less clearly defined	Is missing one of the two components	Does not show an intention to provide either
Research Design	Clearly articulates the research method that will be used	Somewhat articulates the research method that will be used	The research method is unclear	The research method is not given
Implementation Process	The process of implementation is well defined	The process of implementation is somewhat defined	The process of implementation is unclear	No implementation process is given
Evaluation Process	The process of evaluation is well defined	The process of evaluation is somewhat defined	The process of evaluation is unclear	No evaluation process is given
Expected Completion Date	Same as Acceptable	Based on the nature of the problem, a realistic completion date is given (Month and Year)	Based on the nature of the problem, a unrealistic completion date is given (Month and Year)	No expected completion date is given
Format	Follows precisely the format in the project proposal example	Pretty much follows the format in the project proposal sample	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Clearly Written	The project process is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The project process is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentence in the project process lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The project process does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

6. Expectations From This Project

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Limited to ½ to ¾ of a page	No more than a page	More than a page	Guidelines for length are not followed
Content	Clearly articulates realistic goals/hopes for the project expressed in tentative language	Mostly articulates realistic goals/hopes for the project expressed in tentative language	Numerous goals seem unrealistic and the language is not tentative in nature	All of the goals and hopes are completely unrealistic to the nature of the project
Format	Follows precisely the format in the project proposal example	Pretty much follows the format in the project proposal sample	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Clearly Written	The expectations are written in a reader-friendly manner that models clarity of expression. Uses concise sentences.	The expectations are written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses concise sentences.	Several sentence in the expectations lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The expectations do not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

7. Proposed Title of the Project

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	The title is 12 words or less	The title is 13-15 words	The title is 16-18 words	Guidelines for tile length are not followed
Necessary Descriptors	The title contains the necessary descriptors of what you are doing and where you are doing it	The descriptor of where is missing from the title	Both descriptors are missing from the title, but it still give some sense of what the project is about	The title does not relate to the project
Purpose	Clearly points the reader to the focus of the proposal	Suggest the focus of the proposal	The reader has to read the proposal to understand the title	The title is misleading
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors
Clearly Written	The statement is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The statement is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentence in the statement lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The statement does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.

8. Proposed Project Dissertation Outline

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Outline is limited to 2 pages	No more than 2 ½ pages	Outline is more than 2 ½ pages but no more than 3	Guidelines for length are not followed
Evidence of Reflective Work	The chapter titles and subheads clearly show that reflective thought has been given to the content of each chapter	Chapter titles and subheads show that some thought has been given to the content of each chapter	Chapter titles and subheads suggest that little thought has been given to the content of each chapter	Chapter titles and subheads seem to be randomly selected
Logic/Flow	The chapters are well organized. One chapter follows another in a logical sequence.	The chapters are well organized. The flow of material in one of the chapters may seem out of sequence.	An entire chapter seems out of place.	Chapters seem to be randomly arranged
Foundational Chapters	Same as acceptable	Chapter 1 is designated as an Introductory chapter, Chapter 2 is set apart as a theological foundations chapter and Chapter 3 as a Literature review chapter	One of the foundational chapters is out of sequence	One or more of the foundational chapters is missing
Format	Follows precisely the format in the project proposal example	Follows the format in the project proposal sample with minor variation	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Clearly Written	The outline is written in a reader-friendly manner that models clarity of expression. Uses concise sentences.	The outline is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses concise sentences.	Several sentence in the outline lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The outline does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

9. Project Proposal Reference List

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Correct Style for The Type of Entry	All of the various types of entries are in correct APA style	2 of the entries are not in correct APA style	3-4 of the entries are not in correct APA style	5 or more of the entries are not in correct APA style
Number of References	A minimum of 60 references from varied sources	50 references from varied sources	40 references or regardless of the number of entries they are limited to one single source	Less than 40 references
Language Conventions	There are no spelling errors	There is one spelling error	There are 2-3 spelling errors	There are more than 3 spelling errors

10. Vita

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Should be very brief—no more than one page	Just over one page	Is more than 1 ½ pages	Guidelines for length are not followed
Components	Includes educational and employment history	Same as target	Does not include one of the components	Does not include either of the components
Language Conventions	There are no spelling or punctuation errors	There is one spelling or punctuation error	There are 2-3 spelling or punctuation errors	There are more than three spelling or punctuation errors

11. Overall Project Proposal

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	The main text of the proposal should be limited to 5-6 pages	The main text of the proposal is 7-8 pages	The main text of the proposal is 9-10 pages	The guidelines for length are not followed
Components	Same as acceptable	All of the components of a project proposal are included and in the right order	One of the components is missing or out of sequence	More than one of the components is missing or out of sequence
Format	The proposal is formatted correctly according to <i>Andrews University Standards of Written Work</i> .	The proposal is mostly formatted correctly according to <i>Andrews University Standards of Written Work</i> . There is one formatting errors	There are 2-3 formatting errors	There are more than 3 formatting errors
Style	The proposal follows correct APA style	The proposal mostly follows correct APA style. There is one APA style error.	There are 2-3 APA style errors	There are more than 3 APA style errors
Clearly Written	The overall proposal is written in a reader-friendly manner that models clarity of expression. Uses concise sentences.	The overall proposal is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses concise sentences.	Several sentence in the proposal lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The proposal does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There more than 3 spelling, grammar, or punctuation errors

Appendix C

DMIN PROJECT DISSERTATION CHAPTER RUBRIC

CHAPTER ONE: INTRODUCTION

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Contents	The chapter includes all of the following components: Personal History, Purpose (Statement of the Task), Statement of the Problem, Justification for the Project, Expectations for the Project, Delimitations, Limitations, Definition of Terms, and Methodology (description of the project process).	Same as Target	One of the elements is missing.	More than one of the elements is missing.
Personal History	A concise/precise (no more than 2 pages) personal history that sets the context for your interest in and passion for this project.	Sets a clear context for your interest in and passion for the project but is three to four pages in length.	What you share about yourself does not clearly connect to your project and/or is not concise (over 4 pages).	A retelling of your life story.
Purpose	Clearly states what you are going to do and why.	Clearly states what you are going to do, but is less clear on why.	The what and the why are vague.	It is not clear what you intend to do or why.
Statement of the Problem	The reality of the problem is supported by clear objective evidence.	The reality of the problem is supported by subjective evidence.	The source of the evidence is unclear.	There is no evidence given to support the reality of the problem.
Justification for the Project	Clearly states why this project is important/necessary.	States why this project is important/necessary.	Is only vaguely connected to the why question.	Does not answer the why question.
Expectations for the Project	Clearly articulates realistic goals/hopes for the project expressed in tentative language.	Mostly articulates realistic goals/hopes for the project expressed in tentative language.	Numerous goals seem unrealistic and/or the language is not tentative in nature.	All of the goals and hopes are completely unrealistic to the nature of the project.
Delimitations	Expresses a clear understanding of the self-imposed limitations of the research.	Expresses an understanding of the self-imposed limitations of the research.	Mixes in items that should be included under limitations.	Defines the limitations of the project instead of its delimitations.
Limitations	Expresses a clear understanding of the limitations imposed by the research methodology.	Expresses an understanding of the limitations imposed by the research methodology.	Mixes in items that should be included under delimitations.	Defines the delimitations of the project and not the limitations of the research methodology.
Definitions of Terms	Terms central to the study and used throughout the project dissertation are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project dissertation are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the dissertation are not defined.

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow	Steps seem to be randomly organized
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	Same as Target	There are 1 or 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

CHAPTER TWO: BIBLICAL/THEOLOGICAL FOUNDATIONS

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
A Constructive Theological Essay	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Spirit of Prophecy (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: <ol style="list-style-type: none"> 1. The chapter is not connected to the central task of the project. 2. There is no clear theological approach 3. There is no answering biblical theology constructed
Writing in the Academic Voice	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon <i>logos</i> and doesn't attempt to divert to the sermonic lures of pathos and ethos. It does it overstate its claims.	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Use of Quotations	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a "quotation sandwich" All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a "quotation sandwich."	The quotations that are used are not placed within a "quotation sandwich." and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a "cut and paste" job and/or the quotations are not formatted correctly.
Conclusion	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	Same as Target	There are 1 or 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CHAPTER THREE: LITERATURE REVIEW

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Introduction	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target	The context for reviewing the literature is unclear, or the scope of the review is not defined or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Relevance of the Literature to the problem/topic	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
Currency of the Literature	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
Primary Literature is Emphasized	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
Logical Organization of the Content	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Conclusion	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	Same as Target	There are 1 or 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CHAPTER FOUR: METHODOLOGY AND IMPLEMENTATION NARRATIVE

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Description of the Research Methodology Used to help Determine the intervention (If applicable)	A concise description is given of the research methodology employed, the interpretation of data, and the conclusions drawn from that data.	A description is given of the research methodology employed, the interpretation of data, and the conclusions drawn from that data.	The interpretation of the data and/or the conclusions drawn from the data is not in harmony with the selected research methodology.	There is no description of the research methodology employed.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation, the literature review, and the research methodology.	An intervention is developed that builds upon the theological foundation, the literature review, and the research methodology.	An intervention is developed, but no clear relationship is shown between it and the theological foundation, the literature review, and the research methodology.	
Implementation Narrative	A concise narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side-tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	Same as Target	There are 1 or 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CHAPTER FIVE: OUTCOMES AND EVALUATION

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Description of the Research Methodology Used to help Determine the Outcomes and Evaluate the Intervention	A concise description is given of the research methodology employed, the interpretation of data, and the conclusions drawn from that data.	A description is given of the research methodology employed, the interpretation of data, and the conclusions drawn from that data.	The interpretation of the data and/or the conclusions drawn from the data is not in harmony with the selected research methodology.	There is no description of the research methodology employed.
Outcomes	Outcomes of the intervention are examined that are clearly measurable by the research methodology employed.	Outcomes of the intervention are examined that are measurable by the research methodology employed.	Outcomes are addressed but there is no relationship between them and the research methodology that was used to measure the value of the intervention.	The outcomes of the intervention are not addressed.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Style	The chapter follows APA Style in-text referencing to cite sources.	Same as Target	There are 1 or 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CHAPTER SIX: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

(If applicable—can be incorporated into chapter 5)

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Summary	A concise summary is given of the project.	A summary is given of the project.	A summary of the project is given that only reflects a portion of the project but not the project in its entirety.	No summary of the project is given.
Conclusions	A concise recap is given of all of the conclusions that have been drawn through each of the chapters that culminate in final overarching conclusions.	A recap is given of all of the conclusions that have been drawn through each of the chapters that culminate in final overarching conclusions.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapters the conclusion presents new evidence or makes claims that are not substantiated in the body of the dissertation.	There is no conclusion or the conclusion does not capture the main points of the chapters.
Recommendations	A concise list of recommendations are given that detail further actions that need to be taken or research done in the area of this project.	A list of recommendations are given that detail further actions that need to be taken or research done in the area of this project.	The recommendations given are not clearly connected to the focus of this research project.	No recommendations for future actions or research is given.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	Same as Target	There are 1 or 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources	Same as Target	There are 1 or 2 stylistic mistakes	There are 3 or more stylistic mistakes
Language Conventions	There are no spelling, grammar, or punctuation errors.	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

APPENDIX(ES)

CATEGORY	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Grouping of Materials	Similar materials are grouped into one appendix.	Same as target	Some of the materials are not properly grouped.	Similar material is placed in separate sections of the appendix.
Appendix Letter and Title	The appendix letter and title either appear at the top of the first page of each appendix or on a separate cover sheet.	Same as target	There is no title included with the appendix letter.	No appendix letter or title is given.
Pagination	Pages are numbered on the bottom and continue sequentially from the last page number of chapter 6. If a page number already appear on the appendix material, the new page number should be placed in square brackets in the upper right-hand corner of the page.	Same as target	Page numbers are placed in the wrong place are do not flow sequentially from the end of chapter 6.	No page numbers are given.
Language Conventions	There are no spelling, grammar, or punctuation errors,	Same as Target	There are 1 or 2 spelling, grammar, or punctuation errors	There are 3 or more spelling, grammar, or punctuation errors

REFERENCE LIST

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Correct Style for The Type of Entry	All of the various types of entries are in correct APA style.	Same as target	1 of the entries is not in correct APA style.	2 or more of the entries are not in correct APA style.
Complete Reference List	All references cited in the text are included in the reference list.	Same as target	1 reference cited in the text is not included in the reference list.	2 or more references cited in the text are not in the reference list.
Alphabetized	All entries in the reference list are alphabetical order.	Same as target	1 entry is not in alphabetical order.	2 or more entries are not in alphabetical order.
Language Conventions	There are no spelling errors.	Same as target	There are 1 or 2 spelling errors.	There are 3 or more spelling errors.

VITA

Category	4.00 Target	3.33 Acceptable	3.00 Needs Improvement	2.67 Unacceptable
Length	Should be very brief—no more than one page	Just over one page	Is more than 1 ½ pages	Guidelines for length are not followed
Components	Includes educational and employment history.	Same as target	Does not include one of the components.	Does not include either of the components.
Language Conventions	There are no spelling or punctuation errors.	Same as target	There is one spelling or punctuation errors.	There are 2 or more spelling or punctuation errors.

APPENDIX D
SAMPLE VITA

VITA

Name: Will T. Smith
Date of Birth: June 3, 1957
Place of Birth: Nashville, TN
Married: February 7, 1979 to Sally L. Jones
Children: Fred T. (1982) and Jane L. (1984)

Education

2004–2011 D.Min. in Leadership, Andrews University, Berrien Springs, MI
1983–1985 M.Div., Andrews University, Berrien Springs, MI
1975–1979 Bachelor of Arts in Ministerial Studies/Pastoral Emphasis, Columbia Union College, Takoma Park, MD

Ordination:

August 2, 1986 Ordained to the SDA Gospel Ministry

Experience:

2000–Present Senior Pastor, Great Hope S.D.A. Church
1989–2000 Pastor, New Life S.D.A. Church
1985–1987 District Pastor, Wildwood and Smallville S.D.A. Churches
1980–1983 Youth Pastor, Praire Hills S.D.A. Church