

Southwestern Christian University
Graduate School of Ministry
Revised 3-11-10; 9-1-10; 7-5-11

GRADUATE CAPSTONE:
Format & Process Guide for the
Ministry Application Project (MAP)
GRE 6913

This guide has been prepared to help graduate students prepare their research project for acceptance by Southwestern Christian University. The regulations contained within have been updated and, in some cases, clarified for the benefit of students, faculty advisors, departments, the MAP Director, the Graduate Council, and the SCU Graduate School.

Additional resources on form and style requirements are available on the website as the "[SCU Graduate Form and Style Guide.](#)" More technical help and tutorial links on the computer skills required can be found on the help sheet, "[SCU Graduate School Technical Guide.](#)"

Any questions about the contents of this guide should be directed to the MAP Director, Dr. Marvin J. Hudson, marvin.hudson@swcu.edu.

My Faculty advisor is: _____

Phone: _____

Email: _____

It is the Student and the Advisor's responsibility to make certain that any Capstone Project (MAP) submitted in partial fulfillment of a graduate degree at Southwestern Christian University conforms to the regulations outlined in the graduate manual. Responsibility for the content of any manuscript remains with the student and the faculty advisor(s).

EFFECTIVE 1-1-10

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PREFACE

A. MINISTRY APPLICATION PROJECT OVERVIEW

What is the Ministry Application Project and what does it include?

Prerequisite to the Ministry Application Capstone project is the course **Research Methods (GRE 5603)**. This course introduces the student to the basics of formulating a question, locating information on a topic, methods for conducting field work to test a possible solution to the identified problem, and then providing a formal written report of the entire process. The skills and experiences of this course provide the groundwork necessary for the successful completion of all later work.

The **MAP (GRE 6913)** is the capstone research activity for the Master of Ministry program. The candidate will integrate the totality of their course work, experiences, and research into a field project designed to address the needs or opportunities of their particular ministry setting.

The acceptable MAP Field report will demonstrate broad integration of the proposal content into a well designed and well executed field project. It is presupposed that the field report will be excellent in content, composition, style, form, and presentation.

The proposal will need to be approved by the SCU Institutional Review Board (IRB), the Faculty Advisor, and the MAP Director.

The final project report will be submitted in paper format using the stated requirements as to paperweight and formatting. No CD-Rom submissions accepted.

The student will have a binding **fee for a minimum of five (5) copies of their final approved MAP**. One copy will be library binding and four will be spiral bound. (1) One copy for the student, (1) one for the MAP Director, (1) one for the Graduate School files, (1) one for the Faculty Advisor, and (1) one for the University Library.

The **MAP** involves **four** main elements:

- **The Proposal**
- **The Field Work**
- **The Writing of the Project**
- **The Oral Presentation of their Research**

B. Steps to the Project

Step One:

After taking the pre-requisite *Research Methods* course, the student will Consult (meet personally) with their assigned Faculty Advisor to discuss and formulate the MAP proposal. If Faculty Advisor is unavailable, the MAP Director will assist. Student develops a timeline for their project. (See the **MAP Process Checklist**)

Step Two:

Finalize the proposal/topic with the Advisor, have proposal approved by the IRB, and get Map Director's signed approval (See **Proposal Approval Form**)

Step Three:

Write Project Proposal paper, include the annotated bibliography, and signed Proposal Approval Form and submit to Map Director, c/o the Graduate Office.

Step Four:

Receive approval of the Project Proposal and make necessary corrections or additions in consultation with Faculty Advisor.

Step Five:

Establish a timeline for fieldwork, conduct necessary research, and collect additional resources as needed.

Step Six:

Keeping in touch with the Advisor or their assignee, begin writing the first few drafts of the project report.

Step Seven:

Make improvements, corrections, additions and prepare final copy for submission to SCU Graduate School Office by deadline.

C. THE MAPS PROJECT TIMELINE

MAP Process Outline	Fall Yr 1	Spring Yr1	Summer	Fall Yr2	Spring Yr 2	DONE
1. Enroll & complete GRES Research Methods (3 hrs.)	X					
2. Enroll in GRES MAPS (3 hrs.)	X					
3. <i>Enroll in other classes as required for degree</i>	X					
4. MAP proposal approved by		X				
Advisor:						
IRB:						
MAP Director:						
5. MAP Proposal Form Filed in Graduate School Office		X				
6. Implement Research Plan as outlined in Proposal		X	X			
7. <i>Enroll in other classes as required for degree</i>	X	X	X	X	X	
8. Do Field Report (compose)			X	X		
9. 1 st Draft due to Advisor				X		
10. Revisions (as directed by Advisor)				X	X	
11. Final version due to MAP Director					X	
12. Field Research Report presented at Graduate Research Paper Event					X	
13. Final approved copies of MAP due to the Graduate Office for binding					X	
14. Final MAP contains ALL elements (see page 25):					X	
Proposal						
Research						
Supporting materials						

MAP Time Line (Presumed Ideal) (Per Revision 3/3/10)

Fall Year One	Spring Year One	Summer Year One
<p style="text-align: center; border: 1px solid black; padding: 2px;">Proposal Approved at close of semester</p> <p>Research Methods Six Seminar Hours w/in emphasis</p>	<p>Research Commences <i>(Research to be completed by 5/15)</i> Additional Seminar hours as needed per curriculum</p>	<p>Research & Composition of Field Report Begins</p>
Fall Year Two	Spring Year Two	
<p>First Draft of the Field Report due to Adviser September 15</p> <p>MAP Field Report revised and polished per Adviser.</p> <p>Additional Seminar hours as needed per curriculum</p>	<p>MAP Field Report revision continues</p> <p>Final Draft of Field Report due to Adviser March 1.</p> <p>Final Adviser approved version due to MAP Director April 1</p> <p>Additional Seminar hours as needed per curriculum</p> <p>Final MAP Field Report approved by MAP Director</p> <p>Binding Copies printed and deposited with the Graduate Office</p> <p>Paper presented during Graduate Paper Day</p> <p>Commencement</p>	

D. REQUIRED & RECOMMENDED TOOLS

Required Books

Turabian, Kate L. *A Manual for Writers of Term Papers, Thesis, and Dissertations* (7th edition). Chicago: University of Chicago, 2007.

Recommended Software

StyleEase Software, Turabian/Chicago Manual of Style.
<http://www.styleease.com/ChicagoProduct.html>

Recommended Texts

Vyhmeister, Nancy J. *Quality Research Papers*. Grand Rapids: MI. Zondervan , 2008.

Recommended Formatting Helps Online

Turabian Quick Guide. University of Chicago Press.
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Turabian Style for Citing Sources. Guide. Bethany Seminary.
http://www.swbts.edu/resources/swbts/resources/swstyle/format_word2003.pdf

Turabian Style, Sample footnotes and bibliographic entries (6th ed.). Bridgewater State College. <http://www.bridgew.edu/library/turabian.cfm>

Other Special Online Sources for Research

The American Church research project.
<http://www.theamericanchurch.org/> (fee based but useful)

Clergy Leadership Resources. Inventory tools. Hartford Research Institute.
<http://hrr.hartsem.edu/leadership/clergyresources.html>

Barna Group. <http://www.barna.org/>

Southwestern Christian University Library.
www.swcu.edu/library

PART 1 - THE PROPOSAL

A. Project Proposal

The proposal paper is a 4-5 five page paper, typed, double spaced, with 1-inch margins.¹ The student should avoid melding these areas together because this creates a loss of clarity and cohesive logic in the project. The proposal will consist of the following:

Title Page. This is subject to revision and should not be over twenty (20) words long. Use key words that describe the subject of your paper.

An Introduction. Share briefly the context of the proposed project. Is it a church setting, ministry setting, future project, or present one, etc.?

Statement of the Problem or Area of Inquiry. The student should be able to clearly identify the specific problem or challenge and address the answer. This section should be well articulated, researched, and communicated, and be a central focus of the entire project. This should be a clear statement of the project, its purpose, and its goal.

The Purpose of the Study. What is to be achieved? Why does this need to be addressed? What is the objective of your research and writing?

The Significance of the project. A clear statement of what this project is important enough to do: will it improve a present situation, address an identified problem or need? Should reflect the students informed theological understanding of their ministry and mission.

The Project Methodology. This is a tentative outline of the research design method being used (survey, sample group, etc.). It should be a clear statement of method to be used (per the instruction in the required Research Methods 5603).

The Anticipated Results. This is a projection of the student's understanding of the results that could be the outcome of the project's field work component.

Annotated Bibliography. This will be a list of a minimum of 20 sources drawn from current research and writings found in books, journals, periodicals, speeches, addresses, documentaries, or internet sources. Internet sources should not exceed 20% of the total resources listed. An annotated bibliography contains bibliographic citation but one to three sentences describing why you are using that particular resource.

Please see the sample pages for examples.

Submit two (2) copies of the proposal to the MAP office; keep one for your files.

This proposal will be due by October 20 of the first semester of the projected final year of Graduate School.

¹ For help on technical aspects of the writing process, see the SCU Technical Guide on the SCU Library webpage (<http://www.swcu.edu/map-capstone>)

B. Guidelines for Completing the Proposal

The following requirements aid in the selection, accomplishment and evaluation of projects:

Projects should be chosen to align with the student's "passion" or "vision" of ministry, usually within a church or organization. Some field settings or topics may require broadening and diversifying while others may need a more focused or narrow attention to a special area.

Projects should address problems and issues in the real world of ministry situations.

Projects should reflect skill development in written communications, research techniques, theology, and application of the totality of their educational experiences.

Projects should reveal the spiritual dimensions and challenges of pastoral and/or spiritual leadership (i.e., prayer, family life, God's leading and direction in your life and ministry, and spiritual warfare).

Projects should attempt to add to the knowledge in their field of study and not merely revisit or repeat well-worn solutions.

C. Specific Components of the Proposal

For this phase of the project, the student will need to prepare a paper containing an overview of what you want to do, how you want to do it, and what you expect to learn.

The proposal is a 4-5 page paper, double-spaced, typed that reflects careful planning of your project/topic and which will ultimately become a means of controlling the project to its completion. The paper must have a title page similar to the model in this manual, with the addition of the words "A PROPOSAL" added to the title.

- **Introduction**
- **Statement of Problem or Area of Inquiry**
- **Purpose of the Study**
- **Importance of the Project**
- **Proposed Project Procedures (Methods)**
- **Expected Results**
- **Annotated Bibliography**

D. Project Methodologies

Project Research and Field Work

The student will draw heavily from the skills developed in the Research Methods Course to complete this section.

Methods are normally qualitative in these studies and include descriptive research, program research, case studies, and Biblical exegesis (see Vyhmeister's *Quality Research Papers* for further details).

Using the planned procedures and methods outlined in the proposal, the student will then conduct the fieldwork aspect of the project.

The methods may include

- Planning an innovating training program to achieve an identified need (increasing giving, volunteerism, attendance, etc.). See Vyhmeister for information on "programming or curriculum" research.
- Establishing a model pilot program to provide ministry for an identified need (after school youth program, half-way house, food ministry, job training and career development ministry for out of work or homeless persons, youth at risk literacy help, etc.)
- Conducting a survey of attitudes to overcome a ministry programming obstacle (see Vyhmeister's descriptive research section).
- Testing a proposed answer to your research problem (how do you develop worship to reach post-moderns, can an old church change, etc.).
- Developing and implementing a successful growth or revitalization work (using guerilla marketing tactics for God, creating church out of the box, ministry on Facebook, etc.).
- Conducting an in-depth exegesis of a scripture section in order to derive its meaning for possible application to a real world problem (see Vyhmeister's section on Biblical exegesis).

At the conclusion of the field research phase, the student then writes a summary of the research process, its results, and the conclusions drawn based on the questions going into the research and the answers provided by the research.

A copy of any testing or survey instrument will be included in the final form of the project report (in the Appendix).

E. Guidelines for Acceptable Resources

LOCATING RESOURCES FOR RESEARCH

To accomplish this project the student will be required to locate and use various data, ideas, and opinions. The major project requires a minimum of twenty (20) resources. Sources of these can include (but may not be limited to);

Libraries and Archives. Locate public and academic libraries near you by visiting

“Locate Public Libraries “(<http://www.publiclibraries.com/>)

Books & Periodicals & Documentaries

Statistical data

Government data

Denominational resources (Your own and other groups)

Interviews, Speeches, Lectures

Canvasses/Surveys (See “How to Construct A Survey” at

<http://www.socialresearchmethods.net/kb/survey.php>)

Internet sources (apply this criteria from Purdue University to identify a quality internet site, “Five Criteria for Evaluating a Website” at

<http://www.library.cornell.edu/olinuris/ref/webcrit.html>

Note:

Review a copy of Turabian’s Manual (chapters 3 and 4 in the 7th edition) for more details on finding and using sources. Also, contact your campus librarian or a reference librarian at a public library for additional assistance locating or using resources.

F. CREATING AN ANNOTATED BIBLIOGRAPHY

Resources found are to be placed in an annotated bibliography. An annotation is a note about something. An annotated bibliography will provide information about the source (author, title, publisher, date, URL, etc.) plus two or three sentences explaining why it will be useful to the student in their work. This serves as a justification of the source to the advisor and also as a reminder to the student as to why a certain source was useful. This is important because the focus of a work may change during the course of the first proposal and final one, requiring some adjustment of sources to be used. This allows a writer, especially if using large amounts of necessary sources, to clearly see if the source still fits the thesis of the work.

Sample annotation:

Barna, George. *Growing True Disciples: New strategies for producing genuine followers of Christ. Colorado Springs, Co.: Waterbrook Press, 2001.* *The theme of this book will be central to my project looking at developing effective new member disciples in the local church. To be especially noted are chapters 7 ('Five Models of Discipleship') and 5 ('How we got here'). I will use some of the ideas in the appendix on research methods to construct a survey for my own project.*

In writing the annotated bibliography follow these style and formatting rules:

- Alphabetize works by the author's last name.
- If no author listed, alphabetize using the first real word of the title (ignoring 'the' and other articles).
- Divide annotated bibliography into sections labeled "Books", "Periodicals", "Online Resources" and "Non-print" (DVD's, interviews, etc.). These are the common divisions when creating your bibliography. Note: a database such as "EbscoHost" is not considered an "online resource."

The annotated bibliography may be adjusted in consultation with your Faculty Advisor. In the final written field report, the annotated bibliography should reflect all sources used to influence your thinking, develop your thesis, advise your interpretation, and communicate your conclusions.

G. MAP PROPOSAL STUDENT CHECKLIST

Your name: _____

MAP Title: _____

Make sure you have included all parts before submitting your project. Keep a copy for your files.

Check	Page #	Form /Content	Notes
		MAP application form	<ol style="list-style-type: none"> 1. Filed with Advisor (Date)_____ 2. Filed with Map Director on (Date)_____ 3. Approved on(Date)_____
		Text: <ul style="list-style-type: none"> • Introduction • Statement of Problem or Area of Inquiry • Purpose of the Study • Importance of the Project • Proposed Project Procedures (Methods) • Expected Results 	
		Supporting Materials	Annotated Bibliography, Appendix and/or Glossary, ...all numbered appropriately

H. MAP Application Form

Southwestern Christian University
Graduate School of Ministry

MAP APPLICATION FORM

DATE: _____

NAME _____

ADDRESS _____

PHONE _____ EMAIL _____

CURRENT MINISTRY: _____

DENOMINATIONAL AFFILIATION (For statistical purposes):

MY PROPOSED MAP:

TITLE _____

THESIS _____

SIGNIFICANCE _____

METHODOLOGY _____

EXPECTED RESULTS _____

Attach this form to the "Project Proposal". Keep a copy for your files.

For Graduate School Purposes only:

Date: _____

NOTES:

Approval of Faculty Advisor _____

Approval of Institutional Review Board Chair _____

Approval MAP Director _____

Copy form to MAP Director _____ Copy to GRAD Office _____ Copy to Advisor _____ Copy IRB _____

PART 2 - FIELD WORK & WRITTEN REPORT

A. Review the Research Process

The student should review the research process before beginning the work in this phase (see Vyhmeister, chap. 13-17; Turabian chap. 1-2).

B. Field Work and Written Report Components

The following provide the student with organizational guidelines and should be strictly followed.

Title page = the title, placed on a title page and in the format outlined by Turabian (see Turabian, pg. 386) and in this guide. The title should contain key words that describe your work and identify what the study is about.

Abstract = a one page overview of the purpose, methods, and conclusions of your major work. It allows someone to scan your work and determine if it is something they wish to continue to read. It is never more than one page.

Academic History = one page that includes previous academic work and degrees and the signatures of the Faculty Advisor and Map Director.

Dedication and/or Acknowledgements (one is optional) = one page, a dedication may be used to thank significant people who contributed to your learning, your successful completion of the project, etc. Acknowledgements express gratitude for advice (Faculty Advisor, Instructor, Administration, Church Leader, etc), typing help, editorial or research assistance, and emotional or monetary support (such as grant or scholarship for the work; See Turabian pg. 386, 389).

Table of Contents = A listing of the parts of the project and their page numbers within the finished document (see Turabian pg 387).

List of illustrations or List of Figures = A listing of the illustrations, charts, maps, tables, lists of figures used in your finished document (see Turabian pg 388).

Text (Main Body) = The largest portion of the written project will be: the Text (Introduction, Problem or Area of Inquiry); The Purpose of the Study: The Importance of the Project: The Methods being used to acquire new information (surveys, field tests, training materials, etc.); The Expected Results; and the Conclusion based on the results of your work (see Turabian pgs. 391-399). Note with a paper of this length chapters are not required.

Reference Material = All extra material such as the bibliography, samples, text instruments, surveys, etc. (See Turabian pg. 399-404.)

C. SAMPLES

TEMPLATES FOR MAPS

PRELIMINARY PAGES

[Model pages]

See the following:

Turabian (7th ed.) pg. 379 (Figure A.2)

Sample are in bold

Introductions and guidelines in italic

SOUTHWESTERN CHRISTIAN UNIVERSITY

*Top margin is set to 2"; left margin at 1.5" and right at 1"
School is placed on line 1 – space down once from top margin
Use all caps*

[TITLE HERE]

line 12, centered, all caps, not to exceed 20 words

line 16 **[AUTHOR'S NAME]**

Place official and legal name on line

MAY 2009

Place the expected date of degree award

The Ministry Application Project (MAP) *line 26*

Submitted to the faculty of

Southwestern Christian University,

Bethany, Oklahoma,

in partial fulfillment of the requirements for

THE MASTER OF MINISTRY DEGREE

Graduate School of Ministry

Start this section on line 33

And accepted on the recommendation of

Place this on line 36

Leave space for signature

Marvin J. Hudson, D.Min

Map Director

Place this on line 40

ACADEMIC HISTORY

Name (in Full):

Date: May 2009

Place of Birth:

Date:

Baccalaureate Degree:

Source:

Date:

Other degrees, with dates and sources:

Include any other training, certifications, etc. that complement and add to your professional profile.

Occupation and Academic Connection since date of baccalaureate degree:

Any work or educational experiences that add to your professional profile.

DEDICATION (IF ANY)

[You may wish to use a dedication to thank your spouse, family, friends, etc. for their support of your efforts...]

Your dedication is double-spaced and is usually centered.

If you have a dedication page, this page will be page iii.]

ACKNOWLEDGEMENTS

[The author wishes to thank Professor ABC, for her/his support of this research and for her/his patience and guidance. Here is where you might mention the help of your church, denominational leaders, researchers, librarians, faculty, or any others who have made your final project possible. Common people named in acknowledgements have included faculty, typists, editors, librarians, office support, and supportive communities, inspirational or motivational individuals who provided help or encouragement....]

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[section subtitle]	35
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D. FINAL MAP FIELD PROJECT REPORT CHECKLIST

Your name: _____

MAP Title: _____

Make sure you have included all parts before submitting your project.

Check Here	Page Number	Form	Notes
		MAP application form with thesis and overview	Filed with Advisor and Map Director on _____(Date)
	i	Title page	Assumed page i only; do not print number on page
	ii	Abstract	Assumed page ii; do not print number on page
	iii	Academic History	Assumed page iii; do not print number on page
	iv	Dedication	Optional
	v	Acknowledgements	Page iv if no dedication - optional
	vi	Table of contents	Page vi if no dedication or acknowledgements
	vii	List of illustrations, maps, tables, figures	May be on a separate page
	1	Text: Introduction Statement of Problem or Area of Inquiry Purpose of the Study Importance of the Project Proposed Project Procedures (Methods) Results Conclusions	Page 1, Chapter or Section 1
		Reference materials Be sure to include copy of all survey tools used in the project	*Bibliography, Appendix, Glossary, ...numbered appropriately

PART 3—ORAL PRESENTATION

For assistance on preparing an oral presentation of your research, please see Turabian (7th ed.) ppgs.122-128, “Presenting Research in Alternate Forums.” Time for presentations will be generally around ten minutes.

A. Hints and Tips

“How to prepare an oral presentation” at <http://www.cosmoedu.net/oralpresentation.html>

B. Presentation Rubric

Review the common rubric for assessment of oral presentations/speeches:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

PART 4—GENERAL PROGRAM GUIDELINES

A. Working with a Faculty Advisor

- 1) When the MAP Advisor has been assigned, the student should make an appointment to explore their tentative project with the Advisor. The Advisor will work with the student in various ways throughout the total MAP process.
- 2) The Advisor will work (within reason) with the student to sharpen the project concept in terms of focus, scope, clarity, and other factors crucial to a successful outcome.
- 3) The student must take responsibility to maintain contact with the Advisor throughout the proposal phase. This includes visiting with the Advisor about not only the concept or question, but also seeking their input concerning resources utilized in the research that are reflected in the annotated bibliography.
- 4) When in the judgment of the student, and with the approval of the Advisor, the project proposal is ready to be carried forward; **two copies are submitted** to the MAP Director for review and approval. Keep one copy.
- 5) Once approved by the MAP Director, the student may begin the project in the field setting. Be reminded that the project cannot begin until approval has been received.
- 6) The field project is the responsibility of the student to implement. However, the faculty Advisor will be available to aid the student in processing questions or issues as they arise during the project phase.
- 7) Once the Field Project is completed and the final report is being written, the student is required to submit an early draft of the report to the Field Advisor (writing is process and multiple drafts are to be expected before the final revision is prepared).
- 8) The Advisor will review for style, form, content, and other matters crucial to the production of a quality field report. The student is required to make all corrections as noted by the Advisor.
- 9) As with the earlier proposal, when the student and the Advisor agree that the report is ready for submission to the Graduate School, the document is submitted to the MAP Director for reading. **Submit two copies** of the completed field report to the Map Director. Be sure to retain your original.
- 10) The Advisor will also serve to support and advise the student through the process of writing the field report. This support will take the form of being available to answer questions concerning the substance of the report, review drafts of movements as submitted by the student, and reading the final form of the paper to see that it is of acceptable quality for submission to the Map Director for final reading and approval.

B.MAP Evaluation and Grading Rubric

Neither the Project Proposal nor the MAP Final Field Report receives a statistical grade. They all cumulatively move the student towards satisfying the total capstone requirements of the curriculum. When the student has submitted the MAP Final Field Project Report and made any corrections or changes required by either the Advisor or the MAP Director, those two individuals will counter sign the **five final documents** submitted to the graduate office by the author.

C. Academic Integrity

From the SCU general catalog:

“Personal integrity is presumed to be sufficient assurance that a student completes his/her own work without unauthorized help from any other source. Students who are involved in forms of academic dishonesty are subject to the jurisdiction of the Dean of Academic Affairs. A student who violates the Academic Honor Code may forfeit the privilege of continuing his/her studies at SCU.

The honor principle of the campus depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each student accepts the responsibility of not only being honorable in his/her own academic affairs but also supporting the principle of honesty as it applies to others.

Students are responsible for obtaining from their instructors an explanation of the freedom they may exercise in collaborating with other students or using outside sources, including the student's own work prepared and submitted for another course. If a student does not obtain a clear definition of the application of the Honor Code, the student must assume that the Dean of Academic Affairs and appellate bodies will follow the strictest interpretation of the Honor Code with respect to that class.

Honesty and integrity in the performance of academic assignments is expected of every student.”

Review also this helpful page “Avoiding Plagiarism” from Purdue University (<http://owl.english.purdue.edu/owl/resource/589/01/>)

PART 5—RESOURCES

A. FORMATTING & STYLE GUIDELINES

How Do I Format My Graduate School Ministry Application Project?

See also the [Technical guide](#).

Paper For Proposal and Reading Copies

Good quality, white, unlined, non-punched, 8 1/2 "x 11" paper must be used for the final reading copy.

Paper for Final Binding Submission Copies

For the Final Copies submitted for binding, use 25 percent rag content paper. Minimum weight is 20 lb. This paper is standard regulation Capstone Project paper for Graduate Studies at SCU. This paper is available at office supply stores (see Turabian pg. 408 for more specific information).

Margins (SCU specific)

For copying and binding purposes, every page of your Capstone Project (MAP) must be kept within the following format scheme (based on MS Word):

Top: 1.25"	Right: 1"
Bottom: 1"	Left: 1.25"

To insure that margins are correct:

In Microsoft Word the student can go to "File" and then select "Page Setup." Once there, the following settings can be used to insure that margins are correct:

Top = 1.4"	Right = 1.1"	Header = 1.3"
Bottom = 1.1"	Left = 1.3"	Footer = 1.1"

Margins must be left justified. All manuscript materials must fit within these margin requirements (including tables, headers, footers, graphs, and page numbers). When using full-prints of images or photographs, the image area of the print must conform to the same margins as the text.

Line Spacing

The main elements of the project, including the abstract, dedication, acknowledgements, introduction and body must be double-spaced. Footnotes, bibliographies, long quoted passages, appendices, and in tables may be single-spaced, with the approval of your Faculty Advisor (See Turabian pg. 375).

Punctuation

After a period, there should be one space.

Fonts (SCU Specific)

The standard font size for text is 12 point. The approved font types are either Ariel or Times New Roman. No ornamental fonts (scripts, etc.) should be used throughout. Italics may be used for quotations, words in another language, or as directed by the Turabian Style Manual.

Pagination

Each page in the entire manuscript must be numbered, except where stated below. All page numbers are to be centered at the bottom of the page with a 1" margin. Do not use headings, part of the title, last name, etc. beside the number. Pages should be numbered sequentially throughout the manuscript. (See Turabian pg.375f; the student needs to save the document in two parts with one being the Roman numeral pagination and the other being the Arabic numerals.)

Title Page = No number (assumed as Roman numeral i)

Abstract Page = Page ii (All pages to the first page of the main document are to be numbered as Roman Numerals (I, ii, iii, iv, v, etc.)

Academic History page = Page iii

Other preliminary pages (dedication, acknowledgements), if used

Contents Page = Page

The first page of the main body of the document is page #1 and continues through the document, including bibliography, appendices, etc.

Footnotes

There are two types of footnotes: "reference" and "content." The Reference footnote refers to the source from which the information has been taken. Content footnotes make the occasional comment that amplifies, adds a note about opposing or alternate views, or acknowledges some special assistance in arriving at your statement or directing to a specific resource. (See Turabian pgs. 115-215).

You must place content footnotes at the bottom of the page to which they refer.

Number the content and reference footnotes consecutively as they occur.

Consult the Turabian Style Manual for specific details.

Sometimes there can be difficulty in footnotes moving from one page to the next. If using MS Word click on the “Help” menu and search for “footnote moved to next page.” Several solutions are presented for solving this issue.

The format of the footnotes is as follows:

Footnotes appear in the traditional manner at the bottom of the page. Most word processing programs allow easy insertion of footnotes and automatically correct the numbering in the process. For shorter works, such as this project, consecutive numbering will be used with no need to start over with #1 each component of the project.

Justification

Left justification is the standard for these projects.

Page Length

The MAP project is to be a minimum of 50 pages for the main field report.

Binders

The pages of the reading copy must be bound together securely. The use of a spring binder clip of sufficient size is acceptable. The reading copy may be printed on general copy paper. The Final Copies to be bound are describe above (p.27).

Tabs

The default tab setting should be set at 0.5 inch.

Due Date

The draft copy of the approved work is due by the middle of the fall semester of the student’s projected last year. This will allow enough time for the draft to be reviewed by the Faculty Advisor, for the student to make the recommended additions or changes, and then begin the final copy, which will be due by April 1.

Final Copy for Grading

The final form of your work will be expected to be free of typographical errors, use correct language and style, reflect a synthesis of personal experiences and knowledge gained through the coursework.

Style and grammar

The work should reflect standard English, proper style, and good grammar. The work should be as perfect as possible. “Proof” read the work and have someone else read it as well for all points of grammar, spelling, style, and clarity of meaning. (See Turabian pgs. 98-121)

Inclusive Language

Avoid gender-specific language as much as possible.

Final MAP report format

The quality of this final report is quite important as it reflects both on your work and on the University.

Late Charges

If the student does not meet the final due date, an automatic late fee of \$300 is assessed to the student's account. Student must apply for an extension

B. Bibliography Samples

An excellent online resource for samples of citations can be found at "Turabian Citation Guide" at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

Citations, regardless of the style or features, are all looking for the same basic information elements: *Author or Responsible Party* (such as an organization), *Title of the work*, *Publication place*, *Publisher*, *copyright date*. The purpose is so someone else can retrace your research steps to verify your source, to read the rest of the citation context, or to simply help them learn more.

Here are some quick examples for your reference.

One Author

Owens, Ron. *Oklahoma justice: the Oklahoma City Police*. Paducah, Kentucky: Turner Publishing Company, 1995.

Two or more Authors

Morgan, Anne Hodges and Renna Strickland. *Oklahoma memories*. Norman, Oklahoma: University of Oklahoma, 1981.

Multivolume Sets (Encyclopedias and Commentaries)

Campbell, Edward R. *Ruth*. Anchor Bible, vol. 7. Garden City, New York: Doubleday, 1975.

Published Dissertation

Hudson, Marvin J. "Facilitating participatory team leadership in a local church with an Episcopal tradition". D.Min. proj., Asbury Theological Seminary, 2002.

Bible

The New Interpreter's Study Bible. New Revised Standard Version. Nashville: Abingdon, 2003.

Article in Periodicals (Journals and Magazines)

Estrada, Delia P. "When God calls." *The Circuit Rider*, Nov.-Dec., 2007, 23.

Electronic Databases (i.e., EBSCOhost)

Phillips, Charles. "A DAY TO REMEMBER April 22, 1889," *American History*, Vol. 39, Issue 18, April 2004, 16-18. Available from Academic Search Premier [database online]; <http://search.epnet.com> (Boston, MA: EBSCO Publishing, accessed 24 May 2004).

Website

The same information plus a little more is required of an Internet source. The author, title, title or owner of the site, URL, and the access date (See Turabian pg. 198-199).

Campus Crusade for Christ. "Facts and Statistics", Campus Crusade for Christ, <http://campuscrusadeforchrist.com/about-us/facts-and-statistics> [accessed October 12, 2009].

C. People to Contact for Help

Dr. Reggies Wenyika, Provost and Vice President of Academic Affairs, SCU. 405-789-7661x 3426

reggies.wenyika@swcu.edu

Dr. Terry Tramel, Dean of the Adult and Graduate School, SCU. 405-789-7661 x3448 terry.tramel@swcu.edu

Ms. Linda Riddle, SCU Graduate School Administrative Assistant. 405-789-7661 x 3447

Dr. Marvin J. Hudson, MAP, Director and faculty. marvin.hudson@swcu.edu 405-789-7661 x3454

Ms. Jean Perdue, SCU Registrar, 405-789-7661 x 3458 <http://www.swcu.edu/registrar>

Ms. Marilyn A. Hudson, MLIS, Director of Library Services, 405.789-7661x3451 scu.library@swcu.edu.

D. Special Resources

See also the [library webpage](#) for special links added for graduate students and the [MAP webpage resources](#).

STATISTICS ONLINE

General Resources

Census Bureau <http://www.census.gov> The Census Bureau gives statistical information on a broad range of topics, including population and business. Their A-Z list <http://www.census.gov/main/www/subjects.html> The site gives an alphabetical list of numerous topics.

FedStats <http://www.fedstats.gov> FedStats director to statistics from over 100 U.S. Federal Agencies dealing with a wide range of topical areas (crime, health, etc.).

UNdata at <http://data.un.org/> International stats on a variety of subjects.

Statistics - Penn State <http://www.libraries.psu.edu/socialsciences/stats/Intl/subject.htm> Penn State's large site offers statistical information on social science subjects such as agriculture, economics, health, and women.

Statistical Abstracts of the U.S. <http://www.census.gov/statab/www> This site is the free online version of Statistical Abstracts of the United States, and it covers all areas of information. There are also links to state and county information.

Statistical Resources on the Web <http://www.fedstats.gov/>

Targeted Resources

Adherents.com <http://www.adherents.com/index.html> "Adherents.com is a growing collection of over 43,870 adherent statistics and religious geography citations: references to published membership/adherent statistics and congregation statistics for **over** 4,200 religions, churches, denominations, etc."

American Religion Data Archive <http://www.thearda.com> ARDA gives detailed maps and reports from each state in the U.S.

Business Statistics <http://www.bizstats.com> This site provides "instant access to useful financial ratios, business statistics & benchmarks, effective and understandable online analysis of businesses & industries."

Business Statistics - Penn St. <http://www.libraries.psu.edu/business/statistics/default.htm> "This guide is designed to offer starting points for those seeking information such as company or industry data; marketing or demographic data; data related to finance or investments; economic data; and international data."

Business Statistics (Additional Resources)

<http://www.libraries.psu.edu/business/statistics/additionalresources.htm> The site gives additional information for economic resources, international business data and commercial data.

City and County Data Book <http://www.census.gov/statab/www/ccdb.html> Gives statistical county and city information from the U.S.

Digest of Education Statistics <http://nces.ed.gov/programs/digest> The Digest of Education Statistics contains detailed tables providing national statistics on various aspects of education from elementary through higher education. Dates of coverage are from 1995 to 2004.

Historical Census Browser <http://fisher.lib.virginia.edu/collections/stats/histcensus> The site gives information from 1790 to 1960. Population, education and agriculture are a few of the topics included.

Library Statistics <http://www.lrs.org> "The Library Research Service generates library statistics and research for library and education professionals, public officials, and the media. LRS reports and analyzes statistics on school, public, and **academic** libraries..."

National Center for Education Statistics <http://nces.ed.gov> NCES gives a broad range of statistical information on schools all across the U.S., as well as on standardized tests and other related topics.

Occupational Employment Statistics <http://stats.bls.gov/oes> The site gives information on occupations throughout the United States.

SBA Small Business Statistics <http://www.sba.gov/advo/research> The SBA site has a wealth of information on various aspects of small businesses as well as economics on this site.

Statistics of U.S. Businesses <http://www.census.gov/csd/susb/susb.htm> The Census Bureau provides a good deal of helpful information on businesses over a range of years at this site.

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