AY2016-2017 FORMATTING GUIDE[1]
For
DMin Proposals

New York Theological Seminary
Doctor of Ministry Program
475 Riverside Drive, Suite 500
New York, New York 10115
(212) 870 1211 (ph)
(212) 870 1236 (fax)

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[1] Updated by Jerry Reisig, 2011, 2012, 2014, 2016.

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INTRODUCTION

This *The Demonstration Proposal Formatting Guide* sets forth the requirements established by the New York Theological Seminary's Doctor of Ministry Program, and Proposals should be prepared in accordance with it. It is the candidate's responsibility to become familiar with this guide and to learn what, if any, special requirements may apply in his or her particular case.

Any proposed deviation from the guidelines in this handbook must be referred to the Office of the Doctor of Ministry Program for approval before the demonstration proposal is completed in final form.

The rules in this AY 2016-2017 Proposal Guide take precedence over previous publications issued by the Office of the Doctor of Ministry Program.

All are prepared according to Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th Edition. Citation information can also be found in Jerry Reisig's *Access: Unlocking the Power of Research.*

Format questions not adequately answered in this *Formatting Guide* should be directed to the Director of the Doctor of Ministry Program and the Director of Library Services who will be pleased to give assistance.

All Doctor of Ministry Formatting Information, including this guide, is available on the NYTS website at www.nyts.edu under library/other resources.

INFORMATION IN THIS FORMATTING GUIDE TAKES PRECEDENCE OVER INFORMATION DERIVED FROM ANY OTHER SOURCE.

FORMAT REQUIREMENTS/GUIDELINES

For Digital and Printed Versions

Spacing
- Double space the abstract and the general text of the manuscript.
- Single-space within each bibliographical entry and double-space between entries.
- Single-space within long tables, long quotations, footnotes, appendices and multi-line captions.

Justification
- **Left** justification (not full) for all project text, including footnotes and bibliography, unless specified otherwise in the *Formatting Guide*.
- Appendixes are not bound by this requirement

Margins
- First Page of Introduction and the first page of each subsequent Chapter:
  - Top: 2" (50.8 mm)
  - Bottom and Right: 1" (25.4 mm)
  - Left: 1.5" (38.1 mm)
- All other pages:
  - Top, Bottom and Right: 1" (25.4 mm)
  - Left: 1.5" (38.1 mm)

Fonts
- Times New Roman (or equivalent), 12-point fonts for text and 10-point font for footnotes and subscripts.

Footnotes[2]
- Footnotes must conform to Kate Turabian's *Manual for Writers*, 8th edition.
- All footnotes must conform to the margin requirements above.
- All footnote text must be in 10 point Times New Roman, with the exception or the footnote number that can be no smaller than 8-point font size.
- Footnotes are single spaced within and have a 10 point space between them.
- Footnotes have a first line indent of .5" (12.7 mm.) from the left margin.
- The footnote number is not on line with the footnote text but is superscripted.

For Printed Version to Advisor and Available for Orals

Printing and Copying
- No cross-outs, lines from paste-ons, dots and shading in the background, smudges and smears, and white-out.
- No use staples, or tape.
- No use of Dot-matrix printers.
- Every page of the document must be printed single-sided.

Paper
- White paper, clean copy paper.

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[2] See Appendix A to change the formatting of Footnotes.

PAGE NUMBERING AND PLACEMENT

Preliminary Pages
- "Preliminary pages" refers to all pages that precede the text of the demonstration project
- Count, do not number, the title page
- Count and number with roman numerals (iii, iv, v, etc.) the table of contents.
- Page number placement begins at the Introduction or first page of text.
- Numbers are placed in the center of the page 0.5" (12.7 mm) from the bottom.
- Preliminary pages should not appear in the Table of Contents

Appendix
- Arabic numerals (1, 2, 3, etc.) are placed on all pages consecutively throughout the appendices.
- Page numbers are placed in the footer of each page, centered 0.5" (12.7 mm) from the bottom.
- There should be no return above or below the number.
- At the top 1" top margin of the bibliography page, type and center the word **Appendix** followed by the appropriate number(s)**.**

Text and Bibliography
- Count and number all pages.
- Page number 1 appears at the bottom center of the first page of the Introduction or the first page of Chapter 1 if an Introduction is not used.
- Arabic numerals (1, 2, 3, etc.) are placed on all pages consecutively throughout the text, Appendices, and bibliography.
- Page numbers are placed in the footer of each page, centered 0.5" (12.7 mm) from the bottom.
- There should be no return above or below the number.
- At the top 1" top margin of the bibliography page, type and center the word **Bibliography.**
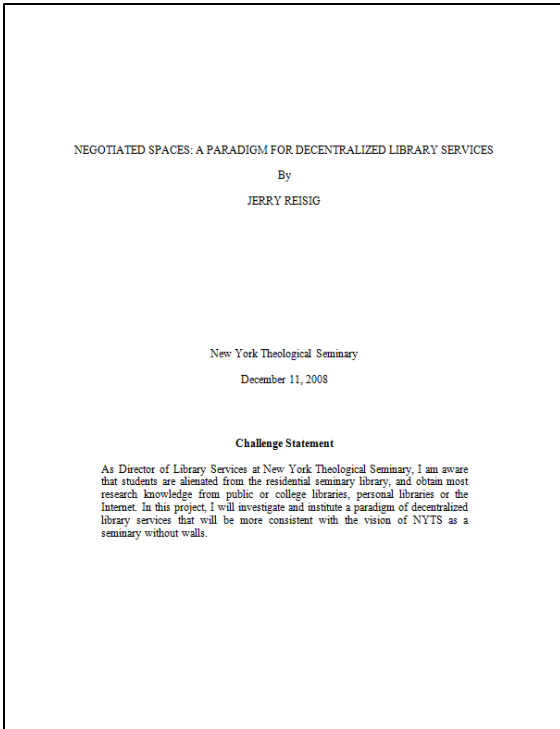
Table 1 - Pagination and Sequencing

SEQUENCE	PAGINATION	Page Number Placement
Preliminary Pages	**Lower Case Roman Numerals**	
Title Page with Challenge Statement	Count/Do Not Number	None
Table of Contents	Count/Number	Bottom/Center
Text	**Arabic Numbers Starting at 1**	
Introduction	Count/Number	Bottom/Center
Body of Proposal	Count/Number	Bottom/Center
Appendix	**Arabic Numbers**	
Appendices	Count/Number	Bottom/Center
Reference Pages		
Bibliography	Count/Number	Bottom/Center

Table 2 – Summary of Table of Contents

Preliminary Pages	Listed in Table of Contents
Title Page	No
Table of Contents	No
Text	
Introduction	Yes
Body of Thesis/Dissertation	Yes
Reference Pages	
Bibliography	Yes

Formatting Guidelines

Title Page

NEGOTIATED SPACES: A PARADIGM FOR DECENTRALIZED LIBRARY SERVICES

By

JERRY REISIG

New York Theological Seminary

December 11, 2008

Challenge Statement

As Director of Library Services at New York Theological Seminary, I am aware that students are alienated from the residential seminary library, and obtain most research knowledge from public or college libraries, personal libraries or the Internet. In this project, I will investigate and institute a paradigm of decentralized library services that will be more consistent with the vision of NYTS as a seminary without walls.

Title Page

- Type the title in CAPITAL LETTERS centered 2" (50.8 mm) from the top of the page.
- Double-space and type "By"
- Double-space and type in capitals the candidate's name
- Space down approximately 2.5" (63.5 mm)
- Type "A DEMONSTRATION PROJECT PROPOSAL"
- Double Space
- Type "New York Theological Seminary"
- Double-space and type the year in which the demonstration project is submitted.
- Go down approximately 2"
- Type centered "**Challenge Statement**"
- Double Space
- Type the text of the challenge statement, single spaced with full justification..
- Page counted but number is not displayed.

Table of Contents

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Table of Contents
- Type "Table of Contents" centered 1" (25.4 mm) from the top of the page.
- Double-space twice. Type the listings.
- Include titles of the chapters or sections, and at least the primary and secondary subdivisions be worded exactly as they appear in the body of the text.
- Single-space within each entry and double-space between.
- The text of each entry should be separated by a dot leader with its corresponding page number at the right margin.
  - Do not use spaces instead of a dot leader.
- No material that precedes the Table of Contents should be included.
- Page counted and displayed in lower-case Roman numeral.

CHAPTER 1
INTRODUCTION TO THE SETTING

St. Elmo Episcopal Church in Kankoska, New York

St. Elmo Episcopal Church was founded in 1896 as an Episcopalian Church. The change in the demographics of the neighborhood led to the desertion of the church in 1968 by the then white congregation. In 1961, the building was purchased by Rev. Amos Proper from the Episcopalian church for the minimal charge of $1. Although the church was re-commissioned as a Baptist Church, it was decided by the congregation to keep the original name of the church as it had become a recognizable name in the neighborhood. In 1992, Rev. Proper retired and was replaced by Rev. Dr. Sidney Lumpet, who is currently the pastor of the church.

The church currently has 47 members, although as many as 100 may attend Sunday services. The demographics of the community are 80% African American, 10% Hispanic, 4% Iranian Muslim and 1% white. In 1998, the congregation determined that the large social space in the basement of the church was more than sufficient for the needs of the church and it was decided to open that space as a community center for the entire community. It soon became clear that the community needed a youth center where youth could gather and take part in positive activities. The youth center was opened in May 1999 and soon proved to be a great success. Ironically, the success of the center caused members of the church to become anxious, as the Youth Center included all youth, Christian and non-Christian and it was clear that no attempt would be made to

First Page of Text
- Top margin should be set at 2".
- Type "INTRODUCTION" if you are beginning with an introduction or "CHAPTER X" where X is the chapter number in Arabic Numbers if you are beginning with a Chapter.
- Double-space twice. Begin typing the double-spaced text, indented at the beginning of each paragraph.
- **There should be no additional spacing between chapters.**
- Begin re-counting pages at 1 and display the pages as Arabic numerals (1, 2, 3, etc.) at the bottom of the page.
- The first page of all chapters will take this format and begin with a top margin = 2".
- Pages subsequent to the first chapter page will have a top margin=1".

BIBLIOGRAPHY

Barth, Karl. *Church Dogmatics*, vol. IV, i, *The Doctrine of Reconciliation*. Trans. G.W. Bromiley. Ed. G.W. Bromiley and T.E. Torrance. Edinburgh, Scotland: T & T Clark, 1956.

Irvin, Dale T. "The Terror of History and the Memory of Redemption: Engaging the Ambiguities of the Christian Past." In *Surviving Terror: Hope and Justice in a World of Violence*. Ed. Victoria L. Erikson and Michelle Lim Jones. Grand Rapids, Michigan: Brazos Press, 2002.

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Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. Grand Rapids, Michigan: William B. Erdmann Publishing Company, 1991.

Moltmann, Jürgen. *The Crucified God*. Minneapolis, Minnesota: Fortress Press, 1993.

_____. *Theology of Hope*. Trans. James W. Leitch. Minneapolis, Minnesota: Fortress Press, 1993.

New York Theological Seminary. "Resources on the Web." http://www.nyts.edu/resources-on-the-web (accessed November 12, 2003).

Ruiz, Lester Edwin J. "Culture, Politics, and the Sense of the Ethical: Challenges for Normative International Relations." In *Principled World Politics: The Challenge of Normative International Relations*. Ed. Lester Edwin J. Ruiz and Paul Wapner. Lanham, Maryland: Rowman & Littlefield Publishers

Bibliography Entries
- Type the heading "Bibliography" centered 1" (25.4 mm) from the top of the page.
- Double-space twice. Type the list of sources.
- Entries are single-spaced within, and double-spaced between. (Or have 12 point after if you are using styles).
- Entries should be formatted with a hanging indent. (The first line is flush left and subsequent lines are

2"

NEGOTIATED SPACES: A PARADIGM FOR DECENTRALIZED LIBRARY
SERVICES

Center

By

JERRY REISIG

2.5"

New York Theological Seminary

December 11, 2008

Challenge Statement

As Director of Library Services at New York Theological Seminary, I am
aware that students are alienated from the residential seminary library, and
obtain most research knowledge from public or college libraries, personal
libraries or the Internet. In this project, I will investigate and institute a
paradigm of decentralized library services that will be more consistent
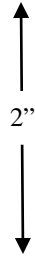with the vision of NYTS as a seminary without walls.

1"

Table of Contents

CHAPTER 1
INTRODUCTION TO THE SETTING

New York Theological Seminary is the only institution whose campus is designated as the city by the Association of Theological Schools (ATS). Unlike classical seminaries that own and maintain offices, dorms, classrooms and libraries, NYTS owns no property and rents its library, classroom and administrative spaces. Library services are located in the person of the Director of Library Services rather than within a dedicated library space. Rather than maintain a personal library, NYTS has entered into agreements with other institutions to utilize their library resources. At this time, NYTS utilizes the Columbia University system as its research library in order to provide resources for NYTS students and to be in compliance with ATS guidelines that emphasize the need for a classical research seminary.

The history of the seminary has been a journey from a classical residential seminary to the present seminary "without walls." It is probable that the founders of the seminary would not recognize the seminary in its present form, and certainly would not have understood the possiblity of an academic institution without a resident library and staff of librarians.

CHAPTER 2 ANALYSIS OF THE CHALLENGE

As Director of Library Services at New York Theological Seminary, I am aware that students are alienated from the residential seminary library, and obtain most research knowledge from public or college libraries, personal libraries or the Internet. In this project, I will investigate and institute a paradigm of decentralized library services that will be more consistent with the vision of NYTS as a seminary without walls.

Since Alexandria, the universal library has been the dominant ideal of libraries in the Western world. According to the concept, a universal library would contain all human knowledge. The idea of the universal library continues in the Columbia Library system, "with 9.5 million volumes, 117,264 current serials, and an extensive collection of electronic resources, manuscripts, rare books, microforms, and other nonprint formats."[3] In our time, the universal library has spilled over into the Internet, so that the original idea of a growing, evolving network is quickly changing into a centralized depository of all information. The Google project continues the idea of the universal library as it seeks to digitize major international research libraries in the United States, such as Harvard, Stanford, Princeton, and the New York Public Library, as well as European libraries such as Oxford and the University Library of Lausanne.[4] If the model continues to expand at the present rate, the Google Internet Library will become vaster than any previous universal library.

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[3] James Coburn, *The Life and Times of the Modern Library* (New York: Penguin: 2012), 13.

[4] Stephen Linder, *At Hand: The Harvard-Google Project* (New York: IE Press, 2010), 147-150.

1"

CHAPTER 3
PLAN OF IMPLEMENTATION

Goals and Strategies

Goal 1 - Develop awareness of how often NYTS MDiv students use library services.

    Strategy 1: Develop and administer a complete site survey of the library via email to

        all first year MDiv students. (February 2009, Reisig)

    Strategy 2: Analyze the results of the survey. (March 2009, Reisig)

        Evaluation of Goal 1*:* By making it a requirement of TTU100 a 70% rate of

        return can be anticipated.

Goal 2: Recruit 15 MDiv for the project and provide seminars in the mapping of local

        library resources to 10 MDiv students.

    Strategy 1: Determine Criteria for selection. (March 2009, Reisig)

    Strategy 2: Recruit 15 students who agree to be part of the project on the MDiv

        survey. (March 2009, Reisig)

    Strategy 3: Provide three, one-hour seminars on mapping for 10 students.

        (April 2009, Reisig)

        Evaluation of Goal 2:

Goal 3: Create a user-friendly and comprehensive Library Resource Manual that can be

        maintained on the Internet, and which will provide students with necessary

        library procedures, resources, and NYTS documentation.

Strategy 1: Consolidate and organize previously researched on-line resources.

(February-April 2009, Reisig)

Strategy 2: Research and develop new resources.

(April **-** May 2009, Reisig)

Strategy 3: Create an E-manual containing library information and procedures for the

NYTS. Library web site (May-July 2009, Reisig)

Evaluation of Goal 3: Completion of physical and online manuals by August 2009.

Goal 4: Use the manual as the basis of library training.

Strategy 1: Administer survey to students about their past experiences with libraries.

(September 2009, Reisig)

Strategy 2: Provide library training to all first semester students as part of TTU100 –

The Introduction to Theological Education.

(Second week of September 2009, Reisig)

Strategy 3: Survey all students to determine their usage and comfort with the use of

the library. (Second week of October 2009, Reisig)

Evaluation of Goal 4: The results of the survey as well as interviews with students.

CHAPTER 4
RESEARCH QUESTIONS

Historical

What is the historical relationship between libraries and knowledge?

Since the reign of the Medici, there has been a growing understanding of the library as

the central depository of all knowledge. According to the model, the universal library is

to contain all of human knowledge in one place, and under one system of access.

Biblical/Theological

What are biblical and theological ideas about pieces and networks?

Paul utilized local resources (homes, synagogues), in a network composed of Hellenic

metropolitan sites. The network was bound together with centralized Roman roads and a

single language of Koine Greek.

Justice

What socio-economic forces that reinforce exclusion from access to information?

What are the relationships between marginalization from power and exclusion from

access to information? What are the elements that encourage inclusion and

simultaneously enforce exclusion? Who is welcomed within the library and onto the

Internet and who is excluded? What are the social forces that validate this exclusion and

for whose benefit?

CHAPTER 5
EVALUATION PROCESS

Method of evaluation 1

In February (Strategy 1:1) and October 2009 (Strategy 4:3), candidates will be interviewed through online surveys which will be administered via email. Data will be stored online and can be downloaded into an Excel spreadsheet for analysis.

Method of evaluation 2

Students will also be evaluated according to how well they perform the mapping task after the seminars in Goal 2. In all cases, I will be writing and administering the surveys and test and will be analyzing the data.

CHAPTER 6
MINISTERIAL COMPETENCIES

The Process

The members of the Site Team dedicated substantial time and energy in joining me in the process of competency assessment. A summary of the Site Team's and my assessments of ministerial competencies is as follows:

Theologian

Candidate understands the doctrine of the church, scripture and sociology, and relates all to the members of the congregation. Candidate wishes to focus on a theological foundation that highlights the multi-cultural context in a more intentional way.

Preacher

Strong delivery, good organization of thought, and biblically based interpretation, challenging the congregation to spiritual growth. Candidate's preaching is spirit-centered; delivery is effective and addresses contemporary concerns with well-prepared, Christ-centered material.

Worship Leader

Candidate is able to make worship come alive for the congregation. Candidate needs to continue to develop sacred music and other art.

Change Agent

Candidate involves others in the process of change, and builds coalitions for participation. Candidate needs to be more aggressive in areas where multi-cultural and spiritual growths are concerns.

Ecumenist

Candidate reaches out to other faith traditions and seeks opportunities for interdenominational worship and educational experiences Candidate feels the need to be more intentional about other denominations and faiths.

Leader

Candidate motivates others, respects talent, delegates responsibilities and is appreciative of jobs well done.

Religious Educator

Candidate is open to dialogue, has good preparation and grasp of the subject matter as an educator. Candidate wants to develop and extensive collection of audio, books, video, etc. resources that emphasize the role of inclusivity and spiritual development

Counselor

Candidate is approachable and skilled in counseling, and has the ability to aid in spiritual healing even in difficult circumstances. As a counselor, Candidate is self-accepting, open and ideally suited to establishing creative relationships with various groups.

Pastor/Shepherd

Candidate encourages and involves newcomers to the church. Candidate will develop the gift of hospitality in a more intentional way.

Spiritual Leader

Candidate is attentive to the journeys of others, and is an effective spiritual guide and leader. Candidate feels the need to develop her skills and knowledge of spiritual development.

Administrator

Candidate is able to identify resources and involve others in the decision-making process. Candidate feels the need to develop administrative skills in a more intentional manner

Professional Skills

Candidate is a good listener, has a positive attitude and is extremely enthusiastic. Candidate will focus more attention to time management and follow-through.

Competencies Chosen for Development

I)   **THEOLOGIAN**: Engage in biblical and theological reflection that focuses on a

    multi-cultural society.

  Strategies:

    A) I will engage in a study of relevant literature

  Evaluation:

    A) Create a set of questions for use in a critique of western theologies.

II) **PREACHER** - Prepare spiritually transformative sermons based on an inclusive

    theology that is reflective of a multi-cultural and multi-racial society.

  Strategies:

    A) Prepare a three sermon series.

    B) Record the sermon series.

   Evaluation:

    A) Request a written evaluation from the project team.

III) **WORSHIP LEADER:** Conduct rituals and liturgies with the input of persons from

    the congregation.

  Strategies:

    A) Design three inclusive worship services.

    B) Incorporate at least two different cultural worship practices in each.

Evaluation:

   Participants will complete an evaluation form at the end of each service

IV) **SPIRITUAL LEADER:** Develop my spiritual identity and its impact on a so that I

    may lead others more effectively.

Strategies:

    A) I will engage in a study of relevant literature.

    B) I will interview clergypersons committed to a multi-cultural context.

Evaluation:

    A) Survey to congregants showing the effectiveness of my presentation

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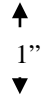
Appendix A: TIMELINE SAMPLE**

Date	Task/Activity	Tools/Necessary to complete task	Person Responsible
2/2011	Proposal Approval by Director	2 copies of proposal	Me
2/2011	1 Day Workshop	Flyers, Brochures, Advertisement/Speakers	Me
2/2011	Meet with Site Team	Location Rental	Me
2/2011	Meet with Advisor	Copy of Approved Proposal	Me

**This is a sample of how might organize the activities you will engage in over the next 2 years. The more specific and inclusive you are, the more helpful this tool will be for you.

Appendix B: BUDGET SAMPLE**

Date	Task/Activity	Tools/Necessary to complete task	Person Responsible	Budgetary consideration/ Cost	Source of Funding
2/2011	Proposal Approval by Director				
2/2011	Goal 1 – Strategy 1 1 Day Workshop	Flyers, Brochures, Advertisement/Speakers / Location Rental	Mr. XYZ	$2,000	Site Team*
2/2011	Meet with Site Team	Location Rental	Me	$25	In kind contribution by local church
2/2011	Meet with Advisor	Copy of Approved Proposal	Me	Gas/Tolls	Personal
3/2011	Goal 1 – Strategy 2 Movie Festival	Rental of Movies Audio Technician	Ms. Jones	$150	Site Team*
3/2011	Library Time for Writing and Research	All of the paperwork and information gathered during the implementation of Strategy 1 & 2	Me	Gas/Tolls/ Copying, etc.	Site Team and Me

*The Site Team agreed to raise funds for the various activities of the demonstration project.
**This is a sample of how you might organize the activities you will engage in over the next 2 years. The more specific and inclusive you are, the more helpful this tool will be for you.

Bibliography

Barth, Karl. *Church Dogmatics,* vol. 4, *The Doctrine of Reconciliation.* Translated by
   G.W. Bromiley. Edited by G.W. Bromiley and T.E. Torrance. Edinburgh,
   Scotland: T & T Clark, 1956.

⸻. *Homiletic.* Translated by Geoffrey W. Bromiley and Donald E. Daniels.
   Louisville, KY: Westminster/John Knox Press, 1991.

Bhaba

  Un│ When a bibliography cites more than one book by the same author, the author's
   name appears only in the first entry. In subsequent entries by the same author, the
   author's name is replaced by 3 em dashes.

Irvin, Dale T. "The Terror of History and the Memory of Redemption: Engaging the
   Ambiguities of the Christian Past." In *Surviving Terror: Hope and Justice in a*
   World of Violence, edited Victoria L. Erikson and Michelle Lim Jones, 10-63.
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