

LIBERTY UNIVERSITY  
SCHOOL OF MUSIC

**DOCTORAL THESIS HANDBOOK**

**Doctor of Worship Studies  
Doctor of Music Education**

WRSP 880 Introduction to Thesis Writing Project

WRSP 889 Thesis Project Proposal & Research

WRSP 890 Thesis Project Defense

MUSC 880 Introduction to Thesis Writing Project

MUSC 889 Thesis Project Proposal & Research

MUSC 890 Thesis Project Defense

2019-2020

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## SOM DOCTORAL THESIS HANDBOOK

### **MUSC/WRSP 890 Thesis**

In this course, students complete the Thesis project begun in MUSC/WRSP 880. The thesis is a comprehensive paper written in a specific Music/Worship discipline and selected in consultation between the student and approved faculty. It should illustrate a thorough understanding and mastery of research techniques and demonstrate a level of original discovery suitable for graduate work on the doctoral level. Students may not enroll in this class until the last semester of graduate work or until all other course requirements for the degree have been successfully completed.

**Prerequisites:** MUSC/WRSP 880,  
MUSC/WRSP 889

### **Note:**

A student will typically be asked to repeat MUSC/WRSP 889 – Thesis Proposal and Research each semester until deemed ready for enrollment in MUSC/WRSP 890.

## **1. Introduction**

The purpose of this section of the handbook is to provide assistance for those students pursuing the **Doctor of Music Education** or **Doctor of Worship Studies** at Liberty University who are working on the Thesis Project, MUSC/WRSP 890. This manual includes details and requirements concerning the Thesis project and an orientation to the Jerry Falwell Library. Practical suggestions will be included for each of the components of the project.

The production of an acceptable thesis represents the culminating experience of the Doctor of Music Education and Doctor of Worship Studies degree programs. A thesis is an extended discourse on a research topic of significance in the student's field of study.

As this demonstrates the comprehensive nature of your DME/DWS studies and incorporates the scope of your educational and professional experience, the student is encouraged to be thinking about a topic early in the program, formulating possible thesis topics and conducting research related to those topics.

Work on a thesis requires the ability to think constructively and to carry out a program of research that must be demonstrated in the final product. The thesis should be at least 95-120 pages, exclusive of front matter and bibliography. In order to make a worthy contribution to the greater repository of knowledge, the student should choose a thesis subject that will add to and is based in the current discussion of scholars in your field. This necessitates exhaustive search for what others have written on the proposed topic. The student should not merely repeat what others have written about a given topic, but

requires an original contribution to the subject. The final thesis must embody a well-researched position demonstrating critical judgment and independence of thought.

Essential guidelines for thesis form are found in *A Manual For Writers of Term Papers, Theses, and Dissertations* (current edition) by Kate L. Turabian. Additional instructions as to the form and mechanics of the thesis will be given in MUSC/WRSP 880 after all other coursework is complete. Accuracy in form, correct grammar, good organization, and a clear and concise English style will be important to a successful thesis. Students are expected to know and follow the policy on academic honesty stated in the Graduate Catalog.

A thesis is primarily an academic document demonstrating a high level of proficiency in research and analytical skills. To accomplish this purpose, it may be necessary for the thesis writer to draw conclusions with which the faculty are not in full agreement. For this reason it is understood that the views expressed in students' theses are not necessarily those of the university, the faculty, or the specific mentor or readers who may approve the thesis. The student should recognize, on the other hand, that the thesis is being written at Liberty University and for a mentor and reader who agree with the doctrinal statement of the institution.

## **2. Thesis Purposes**

The Thesis Project represents the final element of formal training. As such, it should make a significant contribution to the individual student, the existing body of literature, and to the student's personal current or desired field of Christian ministry. The project must lend research support to a practical application of an applied approach by:

- a. Showing that the Thesis Project is supported by appropriate theoretical basis (biblical, ethical, philosophical, psychological, educational, sociological, or theological).
- b. Describing and defending the project's design and practical implementation.
- c. Evaluating the significance of the project for worship ministry or music education.
- d. Communicating fresh and original understandings of worship ministry or music education to peers.

## **3. General Description**

The specific research design of the project is dependent upon the nature of the individual project. This design shall be determined through consultation with the project's Advisor/Mentor and Readers. For the DME/DWS degrees, each thesis will be supervised by the project Advisor/Mentor and supported by a reader.

The minimum acceptable length is 95-120 pages. These standards apply only to the main body of the paper, and do not include the front matter, the appendices, or the

bibliography. Any exceptions to these guidelines must be approved by the Online Dean of the School of Music.

Pre-Requisites for MUSC/WRSP 890 Registration:

- Successful completion of MUSC/WRSP 880
- Successful completion of MUSC/WRSP 889
- Approval and signature of Advisor/Mentor for the Thesis Topic Form and the Thesis Proposal Form (begun in MUSC/WRSP 880 and continued in MUSC/WRSP 889)

#### **4. MUSC/WRSP 880 – Items required prior to MUSC/WRSP 880 Registration**

**Proposal:** Students submit to their Advisor/Mentor the initial draft of chapter 1, developed in MUSC/WRSP 880, containing the topic, hypothesis, methodology, and literature review for the thesis. This paper is presented as the thesis proposal and submitted to the Advisor/Mentor. Ideally, this should take place near the end of MUSC/WRSP 880 in preparation for research and writing in MUSC/WRSP 889. The paper must be presented in presentation format and must be written in the prescribed Turabian writing style. The paper should be submitted as a Word document, and must contain a title page, abstract, and bibliography of scholarly sources. Accompanying the paper should be a PowerPoint presentation providing an overview of the project, its scope, methodology, basis of research, and the anticipated results. This paper, along with a PowerPoint presentation, will be submitted to the Advisor/Mentor and readers for feedback and approval.

As part of the preparation of the proposal document in MUSC/WRSP 880, students create a relevant literature review on a topic that is centered on one of the following types of project: a Case Study, Program Evaluation, or Critical Issue in worship ministry or music education (practical in nature). This assignment, as well as other assignments for pre-coursework for MUSC/WRSP 880, will guide the student to delve deeply into the selected topic of interest to gather the academic resources necessary to conduct preliminary research. This preliminary research should help the student examine the current literature to determine the available research on the topic, and the relevancy of the project from a practical standpoint.

#### **5. Thesis Topic (must be approved in MUSC/WRSP 880)**

When writing your Thesis Project title, consider the following:

- a. What is the subject you wish to research?
- b. Your subtitle should answer the “so what” question; in other words, what do you intend to accomplish with this subject’s research that will assist you and your peers in worship ministry or music education? What significant improvements in ministry or music education could be suggested and implemented based on your Thesis Project? The title should not exceed fifteen (15) words.

- c. The project must demonstrate an exhaustive knowledge of the existing research, have practical implications for applied ministry, report research findings, make a contribution to the discipline, incorporate self-evaluation, and include pedagogical implications.

## **6. Abstract** – to be written in MUSC 880 or WRSP 880

The Thesis Abstract should be limited to 250 words and should answer the following questions:

- a. What is the topic's description?
- b. What is the rationale for topic choice?
- c. What is the research approach?
- d. What is the potential value of the topic in personal worship ministry or music education?

## **7. MUSC/WRSP 889** – continuous registration

Once all coursework is completed, including MUSC/WRSP 880, the student is registered in MUSC/WRSP 889 continuously while working on the Thesis. Upon registration for MUSC/WRSP 889, the student is considered to be in the project phase of their degree. The student is required to be continuously enrolled in MUSC/WRSP 889 until deemed ready to defend the thesis. This means that the student must register for MUSC/WRSP 889 class every semester until ready to defend with the approval of the Project Advisor. If a student does not stay continuously enrolled in MUSC/WRSP 889 until approved to defend the Thesis Project, enrollment is broken, and the student must apply for re-admission into the Doctor of Worship or Doctor of Music Education program. If reaccepted, the student will be required to complete the degree requirements that are in effect at the time of re-admittance.

## **8. Securing Project Advisor/Mentor**

During MUSC/WRSP 880, students will prepare the Thesis Proposal and be assigned an Advisor/Mentor to help guide the writing of the Thesis. The student will send the Thesis Proposal document to the Advisor/Mentor for review and approval. The student will also secure a Reader for the Thesis and send the Proposal to the reader for review. Upon completion of WRSP 880, the student will register for WRSP 889 (see articulation above in point 7), begin writing the final document (once the thesis proposal has been approved by the Advisor/Mentor and Reader) under the guidance of the Advisor/Mentor. Once the Thesis document is approved by the Thesis Advisor/Mentor, the student sends the Thesis document to the Reader who reviews the final document and provide feedback for revision.

# BUILDING A SCHOLARLY WORK

## STEP 1: APPLY FOR TOPIC PROPOSAL – MUSC/WRSP 880

This form must be completed before beginning work on the actual document and conducting any research. Upon final revision, secure the signature of the thesis advisor/mentor. This form must be revised until the expectations of the advisor/mentor are met. **All revisions are at the discretion of the advisor/mentor.**

### DOCTOR IN WORSHIP STUDIES / DOCTOR OF MUSIC EDUCATION TOPIC REQUEST

Submit this completed form to the Thesis Advisor/Mentor as determined in consultation with the MUSC/WRSP 880 Instructor. After consultation with the assigned advisor/mentor, and approval received, have the advisor/mentor sign the completed form.

#### STUDENT INFORMATION

Name:

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Address:

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Telephone:

(     )

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Voice Mail:

(     )

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Email:

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ID Number:

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Program:

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Thesis Advisor/ Mentor:

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**Thesis Topic:**

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**Preliminary Research Questions: (these may change as you develop your work)**

1. Primary Question:

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2. Secondary Question:

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3. Secondary Question:

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You and your Thesis/Project Advisor must sign this completed form. The completed and signed form indicates approval of the final topic and research question and provides **approval for you to move ahead to the Thesis Proposal submission to your Advisor/Mentor**. Submit a copy of the completed and signed form to the Program Director within one week.



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Student Signature

Date

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Thesis Advisor/Mentor Signature

Date

## **STEP 2: THESIS PROPOSAL APPROVAL – MUSC/WRSP 880**

As arranged with the Thesis Advisor/Mentor, the student must submit the Thesis Proposal to the Advisor/Mentor for review and approval during the last phase (last two weeks) of MUSC/WRSP 880. Once approval of the Thesis Proposal is received, the student can proceed to make application for IRB Approval.

For the Proposal submission, the student must create two documents for this step:

1. **Write a proposal paper. This paper must be submitted** to the student's **Advisor/Mentor for review and approval.** Students submit to their Advisor/Mentor the initial draft of chapters 1, developed in MUSC/WRSP 880 containing the topic, hypothesis, methodology, and literature review for the thesis. This paper is submitted to the Advisor/Mentor and readers as the thesis proposal and presented to the committee for approval. The proposal paper also has the same information required for the PowerPoint presentation (see below). However, the paper should “unpack” the bullet points that are presented in the PowerPoint. The paper should go into further detail so that the thesis proposal committee is well informed of the intent. The Thesis Committee will use this paper to prepare specific questions they may have concerning your research project. The paper should be submitted as a Word document, and must contain a title page, abstract, and bibliography of scholarly sources. The proposal should be between 15-20 pages in length, and must adhere to the prescribed Turabian writing style.
2. **A PowerPoint presentation** with 1 slide per item. (Presented on the day of the Thesis Proposal Presentation)
  - a. **Title slide** with a working title of your project, your name, semester, year
  - b. **Statement of the primary research question.** State a clearly worded primary research question. Follow the main question with at least two secondary research questions. On this slide you must indicate clearly and concisely the topic about which the reader will be reading.
  - c. **Significance of the question.** Indicate why we should care about this question. Indicate which theoretical, empirical, policy or practical contributions will your project offer? You must demonstrate the relevance of

your study to practical ministry and you must also describe how the study will contribute to the discipline. You should also address any pedagogical implications that could be identified through your research.

- d. **Core Concepts.** What is the core outcome or interest? How do you define the main concepts of the study, and how will you measure the main concept?
- e. **Working Hypothesis.** Provide possible answers to the main research and secondary research questions. What do you think you might find?
- f. **Methods.** How will you collect the data or information for your study? How will you evaluate your research hypotheses? Identify possible strengths and weaknesses of your plan to evaluate/ measure your data/ information?
- g. **Research Plan.** Give the precise steps you will use in your research plan. Include an outline for the project, and a proposed timeline for completion of the project. Share any constraints you may foresee in terms of time, budget, and access to data sources. How do you plan to approach any of these constraints?
- h. **Bibliography.** Include the bibliography of sources that you have used in your PowerPoint. Do not include your entire bibliography for study; only the sources used in the paper and PowerPoint.

### STEP 3: THESIS PROPOSAL DECISION

The committee renders a decision regarding the proposal, and the Advisor/Mentor communicates one of the three following outcomes:

- a. **Full Approval** to proceed with no proposal revisions. When this decision is rendered, the student will fully engage the research and writing process according to the established timeline. Upon full approval, the student may apply for IRB approval (see STEP 4 concerning IRB approval process).
- b. **Provisional Approval** to proceed with proposal pending cited revisions. (This is the most common decision). All revisions must be resubmitted to the Advisor according to the established timeline, and the Advisor will indicate the committee's status on your response to the required revisions. The student may NOT apply for IRB approval until full approval is granted.
- c. **Redirection of Proposal.** This decision is rendered in cases that minor revisions will not meet the committee's expectations for the thesis project. Examples of reasons this decision might be rendered can include issues such as:  
The presence of a poorly constructed research plan, a scope of study that is too large or too small, a study focus that does not contribute a meaningful extension of the existing research, a presentation that contains a lack of research demonstration of a practical application. Further instructions will be

communicated via the student's Advisor. The student may NOT apply for IRB approval.

**DOCTORAL**

**THESIS PROPOSAL DECISION**

The thesis advisor has rendered the following decision concerning the proposal status for \_\_\_\_\_ (Student's Name) on the research topic title of \_\_\_\_\_ (Title of Paper) as submitted on \_\_\_\_\_ (Date):

- a. \_\_\_\_\_ **Full Approval** to proceed with no proposal revisions. The student may fully engage the research and writing process according to the established the timeline. Upon full approval, the student may apply for IRB approval (see STEP 4 concerning IRB approval process).
  
- b. \_\_\_\_\_ **Provisional Approval** to proceed with proposal pending cited revisions. (This is the most common decision). The student must resubmit the proposal with cited revisions according to the established timeline. The Advisor will indicate the committee's status on your response to the required revisions. The student may NOT apply for IRB approval until full approval is granted.
  
- c. \_\_\_\_\_ **Redirection of Proposal**. The student is being redirected to take MUSC/WRSP 889 again, as minor revisions will not meet the expectations for the research project. The student may NOT apply for IRB approval.

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**Print Name of Advisor/Mentor (MUSC/WRSP 889)      Signature                      Date**

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**Print Name of Reader    Signature                      Date**

#### **STEP 4: APPLY FOR IRB APPROVAL**

The Institutional Review Board (IRB) at Liberty University exists to protect the rights and welfare of participants in research studies being conducted by or with Liberty faculty, staff, and students. One of the ways the IRB protects participants' rights and welfare is to require students conducting research **involving people or information about people** to submit an application to the IRB prior to enrolling participants in or collecting data for their research project. The IRB will then review, request revisions of, and approve the application once it meets the standards for approval as set forth by the Office for Human Research Protections (a branch of the U.S. Department of Health & Human Services). There may be cases in which IRB review and approval is not applicable for the research project, but **only** the IRB may determine this.

It is important to take in to consideration the approval timeline for the Institutional Review Board as you construct your Thesis Project Timeline, knowing that anonymous, minimal risk studies are often approved within 4 weeks and more complicated studies often approved take six to eight weeks. These approval timelines depend on the quality of the application, the IRB's current application load, and the length of time it takes the student to submit revisions to the IRB. For more information about the IRB, the application process, and to access the application, please visit [www.liberty.edu/academics/graduate/irb/](http://www.liberty.edu/academics/graduate/irb/). **Remember your IRB Application must be approved by the IRB prior to conducting your survey, interview, etc. and moving on to writing the rest of your Thesis, and that an Introduction will not be reviewed in place of the IRB Application.**

#### Submit draft copies of research instruments and IRB application

The IRB homepage on Liberty University's website includes samples of these materials with a copy of any cover letters. Your mentor will approve all research methods and instruments before they are used. If these documents are flawed, then the research may be meaningless. Submission of these drafts and an Institutional Review Board (IRB) application are done through the Cayuse system.

Once you have submitted your IRB application to the Institutional Review Board, you must work directly with them to modify your application until your application is approved. Save the approval letter because it is one of the required appendices for your Thesis Project.

#### **STEP 5: USE SCHOLARLY SOURCES**

Research your topic thoroughly and **MAKE NOTES WITH CITATIONS**. You will save yourself much time and frustration if you keep a running list of quotes, statistics, and studies that are similar to yours in the format provided below.

Make sure that you are using scholarly sources. While other theses and dissertation may be a part of you literature review, the bulk of your citations **MUST** be from scholarly sources. Read the following paragraphs carefully **BEFORE** you begin your research so that you can make sure that **SCHOLARLY** sources (as defined below) make up the majority of your sources.

### **Definition of "Scholarly"**

In general, a **"scholarly" source is one that is written or edited by a "scholar"** -- that is, a someone who has earned a graduate degree in the field they are writing about. Having such a degree (usually a Ph.D.; synonym: a doctorate) means the author has had to prove mastery in the field enough to be considered an expert in it. This doesn't mean that the person's interpretation of their field is beyond question or debate; rather, it means that they at least know enough about the field to have an **INFORMED** interpretation (in other words, one that others ought at least to consider).

"What is scholarly information; and how do you find it," you ask?

Most scholarly – or "peer-reviewed," or "juried" sources of information have the following elements:

1. Lengthy articles (i.e., **more than seven pages**) or **texts written by experts or scholars for an expert, academic audience** (faculty, graduate students, researchers) in a particular field.
2. **Employ a formal, scholarly or technical writing style utilizing a vocabulary that requires some degree of subject knowledge.**
3. The author's expertise is usually given near the beginning or at the end of the article or book and **an abstract is included with journal articles.**
4. Sources are cited in footnotes and **bibliography.**
5. Often reviewed by an author's peers (hence the term **"peer-reviewed"**) before publication. It is important to note that the peers referred to here are other scholars or academic experts studying the same academic subject as the author.
6. Purpose of the publication is to share information within the subject field. Articles and books are based on original research and experimentation in science or social science or are the writings, criticism and reviews of scholars in the humanities.
7. **Published by academic presses, professional associations, or universities.** Any advertisements are usually for books, journals, or conferences.

### **STEP 6: WRITE YOUR THESIS**

The following components should appear in the final document. The Thesis Advisor/Mentor retains the final authority on the nature, scope and organization of the nature, scope and organization of the thesis. (See sample/ template thesis paper below)

**Title Page**

**Signature Pages**

**Acknowledgements (optional) Abstract**

(240 words or less).

### **Chapter I: Introduction**

In chapter one you will identify the topic, scope and research question of the study, establishing the context for the entire document. The following sections must be included:

Background

Statement of the Problem

Statement of the Purpose

Significance of the Study

Research Question and Sub-Questions

Hypotheses

Definition of Terms

Chapter I should give your reader an introductory foundation of your subject and what you will accomplish through your academic and applied research process. You should describe your ministry setting and what led you to initiate this ministry project. Make sure that you have a smooth transition to introduce your next chapter. This is an opportunity to use and cite your bibliography sources.

### **Chapter II: Literature Review (suggested min. 25 pages)**

In chapter two you will summarize and evaluate relevant sources of information related to your topic. The vast majority of your references should be from scholarly sources. This places your topic in context with other research in the area. As you begin your research sub-topics will begin to emerge. Discuss these with your advisor and then group information together in a logical flow that helps further define your topic. You must include headings that indicate sections of your literature review (see example page).

### **Chapter III: Methods**

In chapter three you will describe how you researched the research questions. You must describe your methods here in such a manner as to allow someone to duplicate your exact study.

You should identify the kind of research approach used in your project, such as:

**Case Study-** a research design in which detailed consideration is given to the development of a particular situation in real life that can be studied to learn about practices or concepts.

**Correlational Research** - a research design in which relationships among two or more variables, without necessarily determining cause and effect.

**Historical Research-** a research design that presents a systematic examination of past events to give an account of what has happened in the past, and must include implications practical in nature. This research design must focus on the interpretation of the historical events to predict future ones. This type of research is NOT merely a recounting of historical events.

**Ethnographic Research-** a research design in which systematic investigation of a culture's situation or problem generates new knowledge or validation of existing knowledge. This research design requires an in-depth study of members of the particular culture for the systematic collection, description, and analysis of data with the chief end of the development of theories of cultural behavior.

**Quantitative research** - a research design in which focus is geared toward measurable data. This type of research is scientific in nature, and deals a great deal with numerical data and statistics.

**Qualitative research** must identify and describe research tools, fieldwork procedures, usually non-numerical data is involved. This research design utilizes subjective information that is difficult to quantify mathematically such as beliefs, meanings, or attributes.

**Descriptive research** - is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. The three main ways to collect this information are: Observational, defined as a method of viewing and recording the participants; Case study, defined as an in-depth study of an individual or group of individuals; Survey methods.

**All research methods** must include information about the participants in the study, how data was collected, and focus on the description of emerging themes from research.

## **Chapter IV: Research Findings**

Chapter IV reports the results of the applied research, citing current experts in the field of worship ministry or music education. The student will supply an overview of the findings through graphs, charts, and tables. Please keep in mind you cannot use your entire survey in this chapter, but you can highlight the main focus of your survey and place your entire

survey, questionnaires, etc. in the appendices. For example, if you survey a group with twenty questions, you may highlight a minimum of ten most appropriate findings. The title of this chapter should be similar to the sub-title of your Thesis Project. Make sure that you have a smooth transition to introduce your next chapter.

## **Chapter V: Conclusions and Recommendations**

Summary: Interpret the findings. What does the data mean?

Conclusions: What are the most important results of your study? How do they relate to other researchers in the field?

Recommendations: What recommendations, applications or actions should be taken as a result of your research and others (literature review) in the field?

## **Back Matter**

Bibliography: A listing of all source material quoted, summarized, or footnoted in the Thesis Project. Consult the latest edition of *Turabian* for further instructions.

Appendices: This section can include supportive documentation as required by the Advisor.

IRB Approval (1 page): An official email/memo or documentation from the IRB.

## **STEP 7: SUBMIT COMPLETE DRAFT OF THESIS**

Upon your Advisor's permission, you will submit a completed draft of your Thesis Project as the last assignment in MUSC/WRSP 889. Please remember to utilize a proofreading/Turabian editing service of your choosing before you submit your Thesis Project on Blackboard. You can then request registration for MUSC/WRSP 890 (oral defense) and your Advisor and reader will approve or deny your request.

**\*If your goal is to participate in the graduation ceremony, usually held in May, you must have completed your Doctor of Worship Studies or Doctor of Music Education DCP, with grades posted, and your thesis project accepted by the LU Library Digital Commons by the first week of April.**



## **STEP 8: THESIS DEFENSE**

The student should request registration for MUSC/WRSP 890 once the final Thesis Project has been submitted on Blackboard and approved by your mentor and readers. The defense will occur before the Thesis Advisor/Mentor, Reader, and other faculty that desire to attend. The candidate should be able to answer these sample questions:

- Why did you chose the topic?
- What did you learn in research?
- How did the findings impacted you personally and in ministry?
- How do you plan to utilize the information?

The student will prepare and use a PowerPoint presentation (twenty-five to thirty-five slides) that overviews the Thesis.

Upon completion of the defense, the Thesis Project will be approved, returned for modification, or rejected. If the faculty approves the Thesis, the Advisor/Mentor, and Reader will submit final comments and a completed rubric to Grade Center. The final grade will be posted to Blackboard after the defense and the student will submit the project to the Jerry Falwell Library *Digital Commons*.

## **STEP 9: SUBMIT TO THE JERRY FALWELL LIBRARY DIGITAL COMMONS**

Once you have successfully defended and completed all revisions, you will submit your Thesis Project to *Digital Commons*. Students should review the appropriate Library webpage to get complete updated policies for submitting their Thesis Project. As a graduation requirement, all graduate theses and dissertations must be electronically submitted to the Library. The Library no longer requires a bound copy.

### **A. Deposit/Publish Process--Step by Step:**

- 1) Student writes and successfully defends graduate thesis or dissertation.
- 2) After all revisions have been completed, the student must complete the digital ETD deposit form.
- 3) Student creates a PDF version of the approved thesis/dissertation and opens an account at the [Liberty University Dissertation/Thesis Submission Site](#). A PDF conversion utility is available at the site.
- 4) Student follows the step-by-step process on the submission/publishing site and uploads a PDF-formatted version of the thesis or dissertation.  
Select "Traditional Publishing," and not "Open Access." The Library will make the work open access through our [Digital Commons](#). NOTE: Do not use the binding option within

the *ProQuest*/UMI site. Also, it is not necessary to pay the additional fee to register copyright with the Library of Congress. As the author, the student automatically holds the copyright.

- 5) The Library reviews the PDF submission for legibility and formatting, and verifies that the submission correlates with the deposit form. The student will be notified of any changes that are necessary and/or the successful completion of the submission process via email.
- 6) The student forwards the email confirming that they have successfully completed the submission process to the Director of the Doctor of Worship or Doctor of Music Education program.
- 7) The School of Music does not require a bound printed copy of your Thesis. However, if you would like one or more personal copies for your own use, you may submit an electronic PDF-formatted version of the thesis or dissertation to the [bindery](#). The bindery will complete the binding and return the bound copies to the student. [NOTE: It is important that the student does not submit their Thesis to ProQuest or the bindery until they have received an email confirmation from the Library.]

In accordance with University standards for policy, this document and subordinate policies, standards, and processes are subject to annual review and possible revision. The University reserves the right to revise this policy without prior notification. The student will be notified of the successful submission via email.

#### **B. Contact the Registrar**

Contact the Registrar's Office, in person, by e-mail, or by phone, and settle your account with Liberty University. You will receive verbal/written confirmation that your Doctor of Worship or Doctor of Music Education DCP and other related items are complete. You will then be given instructions on receiving your diploma.

**DOCTOR OF WORSHIP STUDIES or DOCTOR OF MUSIC EDUCATION  
THESIS DEFENSE**

The committee has rendered the following decision concerning the defense for,

(Name of Student) \_\_\_\_\_,

on the Thesis, (Title) \_\_\_\_\_

\_\_\_\_\_

—

\_\_\_\_\_

— as submitted on (Date) \_\_\_\_\_:

- a. \_\_\_\_\_ Full approval to proceed with no revisions. The document should be prepared for submission to the Jerry Falwell Library.
  
- b. \_\_\_\_\_ Provisional approval pending cited revisions. The student must resubmit the project with cited revisions according to the established timeline.
  
- c. \_\_\_\_\_ Redirection of project. The student is being redirected to take MUSC/WRSP 889 again, as minor revisions will not meet the expectations for the research project.

---

**Print Name of Advisor/Mentor (MUSC 889)**

**Signature**

**Date**

---

**Print Name of Reader**

**Signature**

**Date**

## RECOMMENDED READING

Badke, William. *Research Strategies: Finding Your Way through the Information Fog*. Bloomington, IN: Universe, 2011.

Creswell, John W. *Qualitative Inquiry and Research Design*. Thousand Oaks, CA: Sage Publications, 2007.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, OR: Wipf & Stock, 2011.

Tucker, Dennis C. *Research Techniques for Scholars and Students in Religion and Theology*. Medford, NJ: Information Today, 2000.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth edition. Chicago: University of Chicago Press, 2013.

Vyhmeister, Nancy J. *Quality Research Papers for Students of Religion and Theology*. Grand Rapids, MI: Zondervan, 2008.

## APPENDIX A

### Introduction to the University Library

#### INTRODUCTION TO THE UNIVERSITY LIBRARY

Liberty University's Jerry Falwell Library collections are available for use by all Doctor of Worship and Doctor of Music Education students. The Library is centrally located on the main campus.

The Jerry Falwell Library provides a wide range of materials and services, employs a group of well-qualified personnel consisting of professional librarians and trained support staff, and maintains membership in local, state, regional, and national library cooperative ventures. The Library [www.liberty.edu/library](http://www.liberty.edu/library) provides a wide range of materials and services, including over 317,000 physical items (books, journals, audio-visual items, microforms), more than 176,000 e-items (eBooks, musical scores, plays, e-audio-visual recordings), and 400-plus electronic databases. Through these resources, students have print or electronic access to over 67,000 unique periodicals, over 1.2 million dissertations and theses, and thousands of other historical documents.

Access to the electronic materials is available worldwide to Liberty students and faculty via the Internet. Students can also obtain journal articles from libraries across the United States through interlibrary loan services. The library will ship books from our collection upon request although students are responsible for return postage charges. As Liberty University Online (LUO) students, graduate students have direct toll-free telephone and email access to library personnel. LUO library services include assistance with computer research, document delivery, and book delivery.

Although most doctoral candidates are only on campus during intensive weeks, they still have use of the Library collections online as long as they remain enrolled in courses. Access is authenticated using your student username and password. The LU Online Librarian is available at (434) 582-2821 for questions.

Students may search the Jerry Falwell Library Catalog <https://lucas.liberty.edu> for books. In the Jerry Falwell Library, the most frequently used and most recent books are on the shelves. Older materials are stored in a robotic retrieval system. Requesting that a book be retrieved from the robotic storage system just means that it will come to the Customer Service desk in the Jerry Falwell Library. It does not mean that the title will be shipped to you. In order to request that Liberty-owned books be shipped to your home, you must create an account and request a title through the ILLiad interlibrary loan and document delivery system. Note that many of our titles are available electronically and the full-text may be accessed off campus. Books owned by Liberty may be checked out by doctoral students under the current circulation policies in place for graduate online students. See the Library Research Portal for these details. Protect yourself by using a traceable carrier to return materials.

Because of time constraints, the library will not borrow books from other libraries for doctoral candidates who live outside the Lynchburg area. Students can use WorldCat ([www.worldcat.org](http://www.worldcat.org)) to find books in libraries near them. Many academic and seminary libraries allow non-students to use materials on their campus, or pay a small fee for a community borrower's card to allow them to check out materials.

While students are on campus at Liberty, the library offers computers with application software such as Microsoft® Word, copiers, and research assistance librarians to assist with specific research questions. The campus computer lab will also be available for computing needs. If you bring your own laptop to campus during intensive weeks, you may have to download a security program to be allowed full access to campus networks. The Library has a number of multi-disciplinary and subject specific journal databases that are available from the library research portal. These include the ATLA Religion Database with ATLASerials, Christian Periodical Index, ProQuest Religion, Old Testament Thesis Project Topics, New Testament Thesis Project Topics, Theological Journal Library, etc.

## **APPENDIX B**

### **Thesis Committee Requirements**

## THESIS COMMITTEE REQUIREMENTS

**1. Thesis Advisor Qualifications and Responsibilities:** The Thesis Advisor/Mentor will work closely with the student to assist him or her in completing an acceptable MUSC/WRSP 889 Thesis Project. The Project Advisor reports to the Online Chair of the School of Music.

### DUTIES:

- Approve each Thesis Project assignment and provide detailed feedback in Blackboard
- Approve all research (i.e. surveys, questionnaires, etc.) and provides signature for IRB application within 7 days of submission
- Respond to emails within 4-5 business days
- Uphold all submission dates
- Review SafeAssign report of the final Thesis Project submission
- Provide approval for enrollment in MUSC/WRSP 890 *before* scheduling a defense
- Lead the student's oral defense and complete the Thesis Project Rubric with comments
- Receive Thesis Project submission JFL documentation *before* posting final grade
- Provide this checklist on Blackboard
- Post attendance in Blackboard
- Approve MUSC/WRSP 889 and 890 registration requests.

### QUALIFICATIONS:

- An earned Doctoral degree from an accredited institution and approved by the Online Dean
- Extensive knowledge in the subject area of the thesis project
- A thorough knowledge of Kate Turabian, *A Manual for Writers*

**2. Reader Qualifications and Responsibilities:** The Readers will work with the doctoral candidate to assist in completing an acceptable MUSC/WRSP 889 Thesis Project. The Reader reports to the Project Advisor.

### DUTIES:

- Review and read each step of the Thesis Project for readability only
- Provide comments regarding content and Turabian formatting
- Participate in the student's oral defense and provide noted revisions

### QUALIFICATIONS:

- An earned Doctoral degree from an accredited institution or a recognized specialist in the related field and approved by the Online Dean.
- Extensive knowledge in the subject area of the thesis project
- A thorough knowledge of Kate Turabian, *A Manual for Writers*
- Faculty member at Liberty University School of Music, unless approved by the Online Dean of the School of Music



## APPENDIX C

### Thesis Project Completion Checklist

#### DOCTOR OF WORSHIP STUDIES AND DOCTOR OF MUSIC EDUCATION THESIS PROJECT COMPLETION CHECKLIST

**Project Advisor:** \_\_\_\_\_

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

**Student Name and ID#:** \_\_\_\_\_

**Thesis Project Title:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please initial the appropriate column, in certification of  
the completion of following for this thesis project:**

THESIS PROJECT COMPONENTS	ADVISOR	READERS
Student has been registered for MUSC/WRSP 889		
IRB Approval secured by student		
<b>Thesis Project Introduction (CH 1) contains:</b>	-----	-----
Front matter with a title of 15 words or less		
1. Background		
2. Statement of the problem		
3. Statement of the Purpose		
4. Significance of the Study		
5. Research Question and Sub Questions		
6. Definition of Terms		
<b>The final version of the Thesis Project contains the following elements in the order listed below:</b>	-----	-----
Title page		
Copyright page		
Signature Page		
Abstract		
Acknowledgements (optional)		
Table of Contents		
List of Tables (optional)		

List of Figures (optional)		
List of Abbreviations		
<b>The Main Body of the Project Contains:</b>	-----	-----
Chapter I Introduction		
Chapter II Literature Review (25 pages)		
Chapter III Methods		
Chapter IV Research Findings		
Chapter V Conclusion		
<b>The back matter of the thesis contains:</b>	-----	-----
Appendices		
Bibliography (min. 30 sources cited)		
IRB Approval/ Waiver Page		
<b>The Thesis has been checked for spelling, grammar, punctuation, sentence structure, and formal academic style.</b>	-----	-----
The student has posted all assignments on Blackboard		
The student has submitted the project through SafeAssign for plagiarism		
The Oral exam was completed and passed		
The student has made all changes required by Advisor		
The student has submitted the Thesis to the Digital Commons		
The student's grade has been posted to the Registrar		

**Project Advisor's Signature/ Date:** \_\_\_\_\_

**Reader's Signature/ Date:** \_\_\_\_\_

**APPENDIX D**

**Topic Selection for Thesis**

**TOPIC SELECTION FOR THESIS  
DOCTOR OF WORSHIP STUDIES or DOCTOR OF MUSIC EDUCATION**

**TOPIC RATING CHART**

**RATING AREA            PTS    TOPIC 1                    TOPIC 2                    TOPIC 3**

---

**Practical Application (22)** \_\_\_\_\_  
*How likely is the topic of interest to make implications for practical ministry or music education?*

**Institutional Interest (12)** \_\_\_\_\_  
*How likely is the topic to be of interest to the mission of the institution?*

**Pedagogical  
Considerations (10)** \_\_\_\_\_  
*How likely is the research to hold pedagogical implications?*

**Availability of  
Research Sources (18)** \_\_\_\_\_  
*How accessible are the primary resources?*

**Realistic Proposed  
Timeline (10)** \_\_\_\_\_  
*How realistic is the overall undertaking of the topic/ plan within the desired timeframe?*

**Contribution of Research  
to Applied Ministry or Music Education  
(13)** \_\_\_\_\_  
*How likely is the research to contribute extended research support to an application of applied ministry or music education?*

**Enhancement of Personal  
Ministry or Music Education Skills/  
Self-Evaluation (15)** \_\_\_\_\_  
*How likely is it that this topic's research will lead to enhancement of personal ministry or music education skills and self-evaluation?*

SCORE \_\_\_\_\_

**APPENDIX E**

**Sample Thesis**

THIS IS AN EXAMPLE OF THE TITLE PAGE OF YOUR THESIS: THE TITLE OF  
YOUR THESIS IS IN ALL CAPS

By

Student's Full Legal Name

Liberty University

A THESIS PRESENTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OR WORSHIP STUDIES or DOCTOR OF MUSIC EDUCATION

*This is an example of your approval page.*

The full title of your manuscript goes here

(ALL CAPS)

by Student's Full Legal Name

A Thesis Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Worship Studies or Doctor of Music Education

Liberty University, Lynchburg, VA

Month, Year

APPROVED BY:

NAME and degree, Committee Chair

NAME and degree, Committee Member

## ABSTRACT

Begin the abstract here, and justify left with no indentation. Double-space throughout. The abstract should be one paragraph (250 words maximum), and must not exceed one page.

The heading should be in ALL CAPS, and centered. Example except of an abstract:

This study examined the impact of both high school setting (e.g. public, private, Christian, or homeschool) and formal musical training experience on academic achievement in first-semester college freshmen worship majors as measured by music theory placement test scores. Sixty-six (N = 66) college freshmen at a large mid-Atlantic university took a music theory placement test and a short demographic survey which included information about the student's gender, high school GPA, SAT and ACT scores, type of high school attended, and length of formal music training. Mean test scores fell within the 50<sup>th</sup> percentile. No significant correlations were found between variables such as high school GPA, SAT and ACT scores, or type of high school attended. However, significant correlations were found between the variables of gender and length of formal music training and music theory placement scores. Results show that female students with at least two years of formal music training scored highest on the music theory placement test. These results indicate that high school academic performance and the type of high school attended are not influential in the performance on music theory placement tests.

*Keywords:* Formal music training, music theory placement test

(Note: See examples in theses in Liberty University Digital Commons.)

### **Dedication/ Acknowledgments Pages (Optional)**

The dedication page is optional, but if the candidate wishes to acknowledge anyone who has been particularly supportive through the thesis composition process, as well as the entire graduate journey, this is the page to acknowledge those individuals. The acknowledgments page provides the opportunity for the candidate to acknowledge individuals who influenced the writing and completion of the thesis. The dedication page may contain several paragraphs, but must not exceed one page in length.



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## **LIST OF TABLES**

The list of tables is also easily created automatically with REFERENCE tools within WORD. Click on the following sequence: “insert, reference, index and tables, table of figures, (find “caption label” box set as – tables), okay.” This can be updated as you revise your thesis by using right mouse button and clicking on “update field.” With this approach, there is no need to copy and paste or retype your chapter and section titles. You need to also use the table captions within the body of your thesis (see examples below). The insertion of table captions in this manner also helps because word automatically renumbers the tables within the text when you insert another table in the middle. There is no need for you to renumber the tables manually

## **LIST OF FIGURES**

The List of Figures is most easily created automatically with REFERENCE tools within WORD. Click on the following sequence: insert, reference, index and tables, table of figures, (find “caption label” box set as – Figures), okay. This can be updated as you revise your thesis by using right mouse button and clicking on “update field.” With this approach, there is no need to copy and paste or retype your chapter and section titles. You need to also use the figure captions within the body of your thesis (see examples below). The insertion of figure captions in this manner also helps because word automatically rennumbers the tables within the text when you insert another table in the middle. There is no need for you to renumber the figures manually

## CHAPTER ONE: INTRODUCTION

The following is a great way to organize the beginning of Chapter One:

This chapter will define the overall importance of the level of musicianship in 56 (N=56) first-year worship leaders. Through the use of an online music theory test and surveys completed by each worship leader's worship team, the worship leader's musicianship will be examined in terms of the worship leader's qualities in the following areas: authentic spiritual leadership, music reading ability, pleasing vocal quality, proficiency on a secondary instrument, and many others.

Most churches hiring a professional worship leader expect certain qualities to be present in the worship leader's musicianship.

The main goal of your introduction is to identify a problem that is worthy of investigation. It must also provide some idea of your research goals and approach to research. Specific objectives can be introduced in the introduction chapter or they can be saved for later after you've provided additional background on the topic and state of the current research and its gaps. The Introductory chapter often concludes with a summary of the organization of the thesis, including identification of the general content of specific chapters and appendices.

**Ideally, chapter one defines the overall importance of the problem areas and provides an introduction into what you did, chapter two is why you did it in the context of what was previously known, three is how you did it, four is what you found**

**and five is what it all means – putting the pieces together,** (what’s your contribution to the research field).

It should be noted that the objectives of your research define the OUTCOME, i.e. what will be learned. They are not a statement of the approach or tasks that are required to meet these objectives. Some examples of reasonable research objectives:

- Determine the effect of solfeggio music reading instruction in eighth-grade, nonmusically literate students
- Predict the extent of harmonic part retention in second grade students

These both define the resulting outcome (prediction, effect on...) so they are objectives.

The related tasks or research approach could be:

- Perform experiments on eighth-grade non-musically literate students

These define the required steps; they do not define the outcome so they are NOT objectives.

This template uses the MS WORD STYLES extensively to help keep your work in the proper format. These paragraphs use the “thesis-body text” style that is set for Times New Roman, 12-point font with double spaced lines. There are also styles for headers, equations, captions and bulleted lists that you can choose to use. See examples throughout this template. Margins should be set at 1” left, right, top, and bottom of the page.

## **CHAPTER II: Literature Review**

The literature review needs to provide sufficient fundamental background information about the subject to support your objectives, hypothesis (or research questions) and

methods, and review the pertinent literature related to the specific problem and hypothesis you are addressing. Your literature review should answer the following questions:

- What are the fundamental worship or music education and global concepts related to your research (scope);
- What part of your research work has ever been investigated before and what has not, (some of this may have been included in the introduction);
- How does your research work relate to that done by others;
- How have others defined/measured/identified the key concepts of your research;
- What data sources have you used or have other researchers used in developing general explanations for observed variations in a behavior or phenomenon in a concept in your thesis etc.

The literature review should be at least twenty-five (25) pages in length, and is not limited to the above questions only. Bullets can be single-spaced. The above bullets are in the style “thesis-bullets.” Revisit Step Three in the “Building a Scholarly Work” to make sure that the vast majority of your courses are identifiable as primary scholarly sources.

### **Headings**

There are three levels of headings you may use. Example of three levels of heading/

Subheading:

**Level 1:** centered, boldface (example below, used for chapter titles)

#### **Turabian Style Subhead**

**Level 2:** centered, regular type (example below)

Turabian Style Subhead

**Level 3:** flush left, italic type (example below)

*Turabian Style Subhead*

## Equations

Equations can be created in MS WORD equation editor or they can be created with other software. Equations should be numbered. They can be numbered within each chapter (e.g., 2.1, 2.2) or they can be numbered sequentially throughout the entire thesis. Equations should be indented or centered with the equation number to the right. The example below and associated “thesis-eqn” style can be used for all your equations.

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad [1]$$

This equation was written with the equation editor. Found through “insert, object, equation editor 3.0. The equation editor can also be found through “tools, customize, commands”, and in categories, look for insert and in the commands section, look for equation editor, drag and drop the icon onto the toolbar. This editor is fine for relatively simple equations, other options are available for more complex equations.

## Tables

Tables should have meaningful information with descriptive headers. You can use the “thesis-table caption” style to define your captions and refer to the table in the text with a “cross reference”. Microsoft Word re-numbers table captions automatically when new tables inserted. But you need to right click on any cross-references and “update field” if there are changes.

Table 1: Steps in creating a table

Step #	Instruction
Create table caption	Insert, reference, caption, table
Format the caption	Format, style, “thesis-table-caption”
Create table	Table, insert...



Format the table	The formatting of the table can vary, including use of single space as appropriate. Most journals require that tables are formatted using table style “Table Simple 1” format.
Reference the table from the text	With the cursor at the location you want to cite the table: insert, reference, cross reference, table, label and number only.

## **Figures**

Figures and illustrations are a necessary means of communicating technical information.

Often times, figures included in the background/lit review section are copied from existing copyrighted information. In all cases, this is technically inappropriate without also receiving permission from the copyright owner. Citing the source of the figure is not sufficient. This rule is enforced for theses because they are submitted to ProQuest and to the Liberty University Digital Commons for electronic access by others. The enforcement of this rule for MS theses is dependent on the specific committee members. Resolution of figures is often a problem in theses. Resolution should be greater than 300 dpi, preferably 600 dpi. If you use a lower resolution, you will run into issues when you try to have your manuscript printed professionally for binding. You should note that saving images as jpeg files is a sure way to lower the resolution to an unacceptable extent. You should copy your graphic (for example from PowerPoint or Excel) and when pasting it into Word, use the “paste special” “as an “enhanced metafile”. This also substantially reduces the resulting file size in comparison with pasting graphs in as excel graphics.



Figure 1: Example photo with high resolution. Caption created with “insert, reference, caption, figure” and the style changed to “thesis-figure caption.”

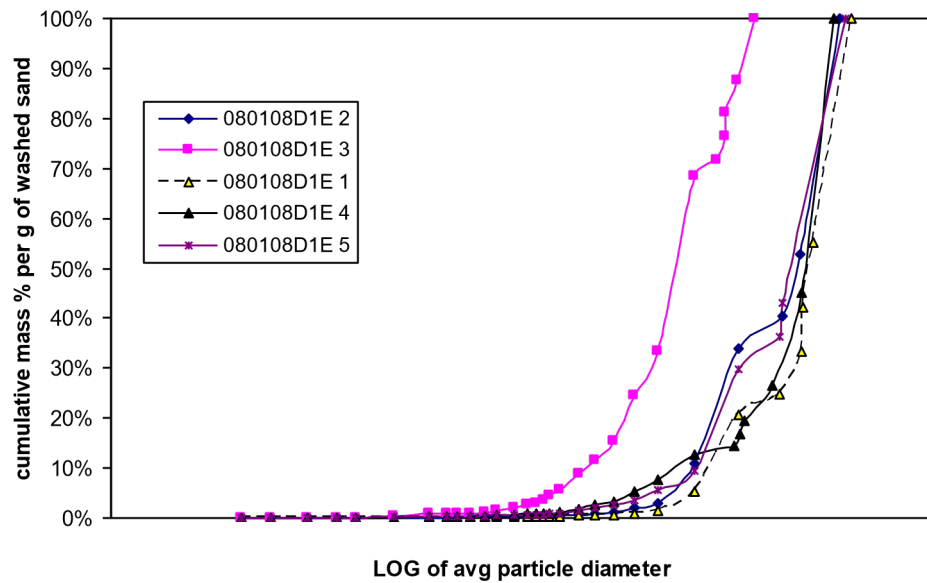


Figure 2: Example of high resolution graphic inserted with “paste special, as enhanced metafile”

**Keep in Mind as You Insert Figures and Tables:**

- Place table number and title **above** the table; place figure number and title **under** the figure.

- For musical examples only, place number and title **above** it.
- One blank line between the figure / table and any text above or below.
- If the illustration is too big to place within the body of your thesis, place it in the back matter (the back of your thesis) as an appendix.

## CHAPTER III: METHODS

In addition to the detailed methods you need to describe in this section, you need to provide specific objectives and an overview of your approach. The best place to put those items can vary among theses. Sometimes the background and lit review is really necessary to justify and substantiate the specific objectives and approach and, therefore, it is best to save those details for the beginning of this chapter.

These paragraphs are in “thesis-body text.” Other styles including captions, headers etc. can be used as presented in the previous chapter. Table 2 summarizes all of the styles that can be used with this template.

Table 2: Styles used in this template

Style name	When used
Heading 1	Chapter titles
Heading 2	Primary headers
Heading 3	Sub headers
Heading4	Sub-sub headers
Thesis-body text	All paragraphs
Thesis-bullets	Bullets
Thesis Figure caption	All figure captions.
Thesis table caption	All table captions
Thesis-eqn	Equations
Thesis-reference	Reference list at end of thesis

## CHAPTER IV: RESEARCH FINDINGS

This chapter reveals your results and findings. It is best to also reiterate information in your literature review to help substantiate the findings of your research. Do not express any of your opinions in this chapter. No opinions concerning the results are acceptable in this chapter; instead express these thoughts in chapter 5.

## **CHAPTER V: CONCLUSIONS**

This chapter should include no new information. Instead, this chapter presents a synthesis of information that has already been discussed in previous chapters. In this chapter you should begin with a summary of the study, then proceed to the following sections: summary of purpose, summary of procedure, summary of findings and prior research, limitations, recommendations for future study, implications for practice, and finally, a thesis summary.

## BIBLIOGRAPHY

Includes all references: articles, media facts, books, reports, regulations, internet articles, and papers that you referenced from the text. In the text, citations can be (Smith and Jones, 2007) or (Smith et al., 2007) (if more than two authors). The computer software “End Notes” or the MS WORD tools – “insert, reference, footnote, endnote” (or “cross reference” if you refer to the same reference more than once) should be used to help you organize and manage your references.

References can be written in single space with extra space between references as in the format below. There are many different ways to arrange the information and punctuation in a reference listing. The most important thing is to make sure all references are complete and that the format of your references is consistent throughout.

### Citation/ Bibliography Examples and Guidelines

Kate L. Turabian’s Manual for Writers of Research Papers, Theses, and Dissertations utilizes two basic documentation systems:

1. Bibliography style
2. Author-date style (USE THIS STYLE IN YOUR THESIS)

The more concise **author-date style** has long been used in the humanities, physical, natural, and social sciences. In this system, **sources are briefly cited in parentheses in the text by author’s last name and date of publication. For example: (Damon, 2014).** If you are quoting a source, however, you must also include the page number. For example: **(Damon, 2014, 48).**

The parenthetical citations are **amplified in a list of references, where full bibliographic information is provided.**

The following are examples of various sources and how they are to be cited:

**One author**

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

**Two or more authors**

1. Peter Morey and Amina Yaqin, *Framing Muslims: Stereotyping and Representation after 9/11* (Cambridge, MA: Harvard University Press, 2011), 52.
2. Morey and Yaqin, *Framing Muslims*, 60–61.

Morey, Peter, and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Cambridge, MA: Harvard University Press, 2011.

**For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by “et al.” (“and others”):**

1. Jay M. Bernstein et al., *Art and Aesthetics after Adorno* (Berkeley: University of California Press, 2010), 276.
2. Bernstein et al., *Art and Aesthetics*, 18.

Bernstein, Jay M., Claudia Brodsky, Anthony J. Cascardi, Thierry de Duve, Aleš Erjavec, Robert Kaufman, and Fred Rush. *Art and Aesthetics after Adorno*. Berkeley: University of California Press, 2010.

**Editor or translator instead of author**

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

**Editor or translator in addition to author**

1. Jane Austen, *Persuasion: An Annotated Edition*, ed. Robert Morrison (Cambridge, MA: Belknap Press of Harvard University Press, 2011), 311–12.
2. Austen, *Persuasion*, 315.

Austen, Jane. *Persuasion: An Annotated Edition*. Edited by Robert Morrison. Cambridge,

MA: Belknap Press of Harvard University Press, 2011.

**Chapter or other part of a book**

1. Ángeles Ramírez, “Muslim Women in the Spanish Press: The Persistence of Subaltern Images,” in **Muslim Women in War and Crisis: Representation and Reality**, ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.
2. Ramírez, “Muslim Women,” 239–40.

Ramírez, Ángeles. “Muslim Women in the Spanish Press: The Persistence of Subaltern Images.” In **Muslim Women in War and Crisis: Representation and Reality**, edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.

**Preface, foreword, introduction, or similar part of a book**

1. William Cronon, foreword to *The Republic of Nature*, by Mark Fiege (Seattle: University of Washington Press, 2012), ix.
2. Cronon, foreword, x–xi.

Cronon, William. Foreword to *The Republic of Nature*, by Mark Fiege, ix–xii. Seattle: University of Washington Press, 2012.

**Book published electronically**

**If a book is available in more than one format, cite the version you consulted. For books consulted online, include an access date and a URL. If you consulted the book in a library or commercial database, you may give the name of the database instead of a URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.**

1. Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America’s Great Migration* (New York: Vintage, 2010), 183–84, Kindle.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, accessed October 15, 2011, <http://press-pubs.uchicago.edu/founders/>.
3. Joseph P. Quinlan, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It* (New York: McGraw-Hill, 2010), 211, accessed December 8, 2012, ProQuest Ebrary.
4. Wilkerson, *Warmth of Other Suns*, 401.
5. Kurland and Lerner, *Founders’ Constitution*.
6. Quinlan, *Last Economic Superpower*, 88.



- Wilkerson, Isabel.** *The Warmth of Other Suns: The Epic Story of America's Great Migration.* New York: Vintage, 2010. Kindle.
- Kurland, Philip B., and Ralph Lerner, eds.** *The Founders' Constitution.* Chicago: University of Chicago Press, 1987. Accessed October 15, 2011. <http://press-pubs.uchicago.edu/founders/>.
- Quinlan, Joseph P.** *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It.* New York: McGraw-Hill, 2010. Accessed December 8, 2012. ProQuest Ebrary.

### **Journal article**

**In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.**

### **Article in a print journal**

1. Alexandra Bogren, "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 156.
2. Bogren, "Gender and Alcohol," 157.

Bogren, Alexandra. "Gender and Alcohol: The Swedish Press Debate." *Journal of Gender Studies* 20, no. 2 (June 2011): 155–69.

### **Article in an online journal**

**For a journal article consulted online, include an access date and a URL. For articles that include a DOI, form the URL by appending the DOI to <http://dx.doi.org/> rather than using the URL in your address bar. The DOI for the article in the Brown example below is 10.1086/660696. If you consulted the article in a library or commercial database, you may give the name of the database instead.**

1. Campbell Brown, "Consequentialize This," *Ethics* 121, no. 4 (July 2011): 752, accessed December 1, 2012, <http://dx.doi.org/10.1086/660696>.
2. Anastacia Kurylo, "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum," *China Media Research* 8, no. 4 (October 2012): 16, accessed March 9, 2013, Academic OneFile.
3. Brown, "Consequentialize This," 761.
4. Kurylo, "Linsanity," 18–19.

Brown, Campbell. "Consequentialize This." *Ethics* 121, no. 4 (July 2011): 749–71. Accessed December 1, 2012. <http://dx.doi.org/10.1086/660696>.

Kurylo, Anastacia. "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum." **China Media Research** 8, no. 4 (October 2012): 15–28. Accessed March 9, 2013. Academic OneFile.

### **Magazine article**

1. Jill Lepore, "Dickens in Eden," **New Yorker**, August 29, 2011, 52.
2. Lepore, "Dickens in Eden," 54–55.

Lepore, Jill. "Dickens in Eden." **New Yorker**, August 29, 2011.

### **Newspaper article**

Newspaper articles may be cited in running text ("As Elisabeth Bumiller and Thom Shanker noted in a **New York Times** article on January 23, 2013, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations.

1. Elisabeth Bumiller and Thom Shanker, "Pentagon Lifts Ban on Women in Combat," **New York Times**, January 23, 2013, accessed January 24, 2013, <http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-incombat.html>.
2. Bumiller and Shanker, "Pentagon Lifts Ban."

**Bumiller, Elisabeth,** and Thom Shanker. "Pentagon Lifts Ban on Women in Combat."

**New York Times**, January 23, 2013. Accessed January 24, 2013.  
<http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-onwomen-in-combat.html>.

### **Book review**

1. Joel Mokyr, review of **Natural Experiments of History**, ed. Jared Diamond and James A. Robinson, **American Historical Review** 116, no. 3 (June 2011): 754, accessed December 9, 2011, <http://dx.doi.org/10.1086/ahr.116.3.752>.
2. Mokyr, review of **Natural Experiments of History**, 752.

**Mokyr, Joel.** Review of **Natural Experiments of History**, edited by Jared Diamond and James A. Robinson. **American Historical Review** 116, no. 3 (June 2011): 752–55. Accessed December 9, 2011. <http://dx.doi.org/10.1086/ahr.116.3.752>.

### **Thesis or dissertation**

1. Dana S. Levin, “Let’s Talk about Youth . . . **Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Education in Schools**” (PhD diss., University of Michigan, 2010), 101–2.
2. Levin, “Let’s Talk about Youth,” 98.

Levin, Dana S. “Let’s Talk about You . . . **Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Education in Schools.**” PhD diss., University of Michigan, 2010.

### **Paper presented at a meeting or conference**

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the **annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009**).
2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the **annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009**.

### **Website**

**A citation to website content can often be limited to a mention in the text or in a note (“As of July 27, 2012, Google’s privacy policy had been updated to include . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date and, if available, a date that the site was last modified.**

1. “Privacy Policy,” Google Policies & Principles, last modified July 27, 2012, **accessed January 3, 2013, <http://www.google.com/policies/privacy/>**.
2. Google, “Privacy Policy.”

Google. "Privacy Policy." Google Policies & Principles. Last modified July 27, 2012. Accessed January 3, 2013. <http://www.google.com/policies/privacy/>.

**NOTE: DO NOT reference Google as a scholarly source for your thesis.**

#### **Blog entry or comment**

Blog entries or comments may be cited in running text ("In a comment posted to **The Becker-Posner Blog on February 16, 2012, . . .**") instead of in a note, and they are **commonly omitted from a bibliography. The following examples show the more formal versions of the citations.**

1. Gary Becker, "Is Capitalism in Crisis?," **The Becker-Posner Blog, February 12, 2012, accessed February 16, 2012, <http://www.becker-posnerblog.com/2012/02/is-capitalism-in-crisis-becker.html>.**
2. Becker, "Is Capitalism in Crisis?"

Becker, Gary. "Is Capitalism in Crisis?" **The Becker-Posner Blog, February 12, 2012. Accessed February 16, 2012. <http://www.becker-posnerblog.com/2012/02/is-capitalism-in-crisis-becker.html>.**

**NOTE: DO NOT reference a blog as a scholarly source for your thesis.**

#### **E-mail or text message**

E-mail and text messages may be cited in running text ("In a text message to the **author on July 21, 2012, John Doe revealed . . .**") instead of in a note, and they are **rarely listed in a bibliography. The following example shows the more formal version of a note.**

1. John Doe, e-mail message to author, July 21, 2012.

**NOTE: DO NOT reference emails as scholarly sources for your thesis.**

#### **On a social networking service**

**Like e-mail and text messages, comments posted on a social networking service may be cited in running text ("In a message posted to her Twitter account on August 25, 2011, . . .") instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.**

1. Sarah Palin, Twitter post, August 25, 2011 (10:23 p.m.), accessed September 4, 2011, <http://twitter.com/sarahpalinusa>.

**NOTE: DO NOT reference social networking sources as scholarly sources.**

## **Appendix A**

Type or paste your appendices here. Appendices are a place to organize and include all of the “extra” material that is important to your research work but that is too detailed for the main text. Examples can include: specific analytical methods, computer code, spreadsheets of data, details of statistical analyses, etc. But, these materials do not speak for themselves. There should be a reference to these materials from the main chapters (complete details included in Appendix A) and there should be some text at the beginning of each appendix to briefly explain what the information is and means that is included in that appendix.

**IRB Approval (1 page)**

Your official email/memo or documentation from the IRB should be inserted here.

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Doctor of Worship Studies or Doctor of Music Education at Liberty University, Lynchburg, VA  
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