Baptist University of Florida
Doctor of Ministry Handbook

Office of Doctor of Ministry Programs
School of Theology and Ministry
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Executive Director of Doctor of Ministry Programs

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Introduction

Rationale

In alignment with the educational goals of this institution and the desire to continue providing professional training for ministry leaders, Baptist University of Florida proposes the creation of a Doctor of Ministry degree program. As a faith-based institution whose mission statement focuses on "training Christian leaders," BUF already offers several ministry-related degrees, including the two-year Associate of Divinity, the four-year Bachelor of Arts in various ministry-related fields (Christian Studies, Ministry Studies, Missions), a research-oriented Master of Arts in Christian Studies (30 semester hours in length), and a 90-semester hour Master of Divinity degree. The addition of a Doctor of Ministry degree would represent a logical progression for this institution, with plans for Baptist University of Florida to begin offering it in the fall of 2025.

The Doctor of Ministry degree is a professional postgraduate program designed to equip ministry leaders for continued service in their specific fields. This program requires 32 credit hours and helps ministry leaders strive for excellence while operating in the unique context of Florida.

Distinctives

One of the primary features of this program is its contextual nature—by Florida Baptists and for Florida Baptists. It will be accessible and cohort-based. The cohorts will be organized by area of concentration and location.

The BUF DMIN will be exceptional, featuring distinguished leaders in their fields of ministry to lead seminars and mentor students throughout the program. The DMIN program is designed for students to complete it in three years, starting the process of writing the ministry project from the beginning, taking seminars concurrently with writing, and meeting in person for one week each year.

Requirements for Admission

Students wishing to apply for admission to the D.Min. program must have earned an institutionally accredited master's degree (M.Div., MACE., or M.A.) consisting of no fewer than 45 credit hours, including at least twelve hours in biblical or theological studies, with a minimum GPA of 2.5. Those holding an MTS degree are required to complete nine additional hours of selected graduate-level courses toward the D.Min. concentration in consultation with the program coordinator. The D.Min. in Expository Preaching requires a 72-hour Master of Divinity (M.Div.) degree. The M.Div. degree or its equivalent must be obtained from an accredited institution and include the completion of six hours of either Hebrew or Greek, maintaining a minimum GPA of 2.5.

Costs

The D.Min. program will cost $ 8,900 in total, including fees. Tuition is set at $296 per credit hour, amounting to $8900 for the entire degree. Students can expect to complete this degree in three years. Those who extend their studies beyond the three-year period will incur a continuation fee of $500 per semester.

Transfer of Credit

Students may transfer doctoral-level electives from other accredited institutions. Please note that transferring hours from another doctoral program will not reduce the cost of the program, as it is based on a "program fee" and not a per-credit fee.

Transfer requests must be submitted in writing to the Doctor of Ministry Office at the time of application. Each case of transfer students from other accredited institutions will be evaluated individually by the Executive Director of Doctor of Ministry Programs. To facilitate this evaluation, students need to submit transcripts from all institutions of higher education.

Course Design

Degree Progression

The writing for the ministry project and all core seminars will be completed concurrently throughout the Doctor of Ministry Program. This course of study is structured to allow students to complete the program in three years.

Write Ministry Project

Complete Core Seminars

Writing Seminars

All students will complete the required foundational and writing seminars concurrently with the completion of the core seminars.

DMF 7001. Thesis and Proposal Development. A seminar designed to introduce the student to the appropriate methods for the discovery of a valid ministry proposal. Attention will be given to research and assessment tools. Two semester hours credit.

DMF 7002. Ministry Project Prospectus. A seminar designed to provide interaction between the student and the advisor during the writing phase of the project and enable the student to complete the ministry project prospectus. Two semester hours credit.

DMWS 7001. Ministry Project Writing Seminar I. A seminar designed to provide interaction between the student and the advisor during the writing phase of the project and enable the student to complete the ministry project prospectus and chapter 1 of the ministry project. Three semester hours credit.

DMWS 7002. Ministry Project Writing Seminar II. A seminar designed to provide interaction between the student and the advisor during the writing phase of the project and enable the student to complete chapter 2 of the ministry project. Three semester hours credit.

DMWS 7003. Ministry Project Writing Seminar III. A seminar designed to provide interaction between the student and the advisor during the writing phase of the project and enable the student to complete chapter 3 of the ministry project. Three semester hours credit.

DMWS 7004. Ministry Project Writing Seminar IV. A seminar designed to provide interaction between the student and the advisor during the writing phase of the project and enable the student to complete chapter 4 of the ministry project. Three semester hours credit.

Areas of Concentration

| Leadership | Expository Preaching | Christian Counseling | Church Planting |

Pastoral Leadership

Foundational Courses (4 Hours)	
Thesis and Proposal Development	2 Hours
Ministry Project Prospectus	2 Hours
Leadership Concentration (16 Hours)	
Biblical Foundations for Pastoral Leadership	4 Hours
Ecclesiology and Pastoral Leadership	4 Hours
Expository Preaching and Pastoral Leadership	4 Hours
Developing Leaders and Pastoral Leadership	4 Hours
Thesis (12 Hours)	
Ministry Project Writing I	3 Hours
Ministry Project Writing II	3 Hours
Ministry Project Writing III	3 Hours
Ministry Project Writing IV	3 Hours
Total	32 Hours

Core Seminars

DMPL 7001. Biblical Foundations for Pastoral Leadership. A seminar to introduce the student to the biblical and theoretical foundations of Christian leadership. Topics examined include the current literature on this subject as well as a focus on critical issues facing the church. Four semester hours credit.

DMPL 7004. Ecclesiology and Pastoral Leadership. An advanced study of the various forms of church government that exist today. An emphasis will be placed on understanding how ecclesiology affects pastoral leadership. Four semester hours credit.

DMPL 7007. Expository Preaching and Pastoral Leadership. A seminar that explores the role that expository preaching has in facilitating leadership in a local church context. Emphasis will be given to the study of pastors who are currently utilizing their preaching role to lead their congregations. Four semester hours credit.

DMPL 7010. Developing Leaders and Pastoral Leadership. An advanced study of how to develop and lead leaders in a ministry context. Students will be given tools to help them select new leaders. They will also be introduced to a process for developing their leaders. The students will be introduced to various approaches to coaching and mentoring. Four semester hours credit.

Expository Preaching

Foundational Courses (4 Hours)	
Thesis and Proposal Development	2 Hour
Ministry Project Prospectus	2 Hours
Preaching Concentration (16 Hours)	
Introduction to Expository Preaching	4 Hours
Preaching from Different Genres	4 Hours
Historical and Theological Foundations for Expository Preaching	4 Hours
Leading Through Expository Preaching	4 Hours
Thesis (12 Hours)	
Ministry Project Writing I	3 Hours
Ministry Project Writing II	3 Hours
Ministry Project Writing III	3 Hours
Ministry Project Writing IV	3 Hours
Total	32 Hours

Core Seminars

DMEP 7001. Introduction to Expository Preaching. A seminar to introduce students to an advanced study of expository preaching. Students will learn the foundational issues related to expository preaching with a focus on their relevance to the practice of preaching in the local church. Four semester hours credit.

DMEP 7004. Leading Through Expository Preaching. A seminar intended as a practical course focused on helping local church leaders examine issues relevant to their respective ministries. Students will study how to lead their ministries in strategic ways by analyzing how their preaching impacts their various contexts. Four semester hours credit.

DMEP 7007. Preaching the Different Genres in the Bible. A seminar to introduce students to an advanced study of the genres of the Bible and how to affectively preach them in an expository capacity. Four semester hours credit.

DMEP 7010. Historical and Theological Foundations for Expository Preaching. A seminar to introduce the student to both the historical and theological foundations for expository preaching. Students will be introduced to key historical preachers and analyze their styles of preaching. Four semester hours credit.

Christian Counseling

Foundational Courses (4 Hours)	
Thesis and Proposal Development	2 Hour
Ministry Project Prospectus	2 Hours
Counseling Concentration (16 Hours)	
Introduction to Pastoral Counseling	4 Hours
Marriage and Family Counseling	4 Hours
Addiction and Substance Abuse Counseling	4 Hours
Trauma and Crisis Counseling	4 Hours
Thesis (12 Hours)	
Ministry Project Writing I	3 Hours
Ministry Project Writing II	3 Hours
Ministry Project Writing III	3 Hours
Ministry Project Writing IV	3 Hours
Total	32 Hours

Core Seminars

DMCC 7001. Introduction to Pastoral Counseling. An advanced study of the practical and relevant issues associated with counseling, particularly in a local ministry context. Students will learn various theories and methods of counseling so they can develop strategies for handling current issues. Four semester hours credit.

DMCC 7004. Marriage and Family Counseling. An advanced study of marriage and family issues. Attention will be given to biblical counseling models and their appropriate use in a local ministry context. Four semester hours credit.

DMCC 7007. Addiction and Substance Abuse Counseling. An in-depth investigation of two significant areas of counseling: addiction and substance abuse. Students will discover the causes of these types of addictions and various methods used to treat them. Four semester hours credit.

DMCC 7010. Trauma and Crisis Counseling. A practical study of trauma and crisis situations. The seminar will give special attention to equipping pastors, ministers, and other ministry leaders to help others who have been affected by difficult situations in their lives. Four semester hours credit.

Church Planting

Foundational Courses (4 Hours)	
Thesis and Proposal Development	2 Hours
Ministry Project Prospectus	2 Hours
Church Planting (16 Hours)	
Biblical and Theological Foundations for Church Planting	4 Hours
Critical Issues Church Planters Face	4 Hours
Contemporary Movements in Church Planting	4 Hours
Strategies for Church Planting in the 21st Century	4 Hours
Thesis (12 Hours)	
Ministry Project Writing I	3 Hours
Ministry Project Writing II	3 Hours
Ministry Project Writing III	3 Hours
Ministry Project Writing IV	3 Hours
Total	32 Hours

Core Seminars

DMCC 7001. Biblical and Theological Foundations for Church Planting

This seminar is a graduate level introduction to the biblical and theological foundations of church planting. Emphasis will be placed on the practices found in the New Testament. Students will analyze various models of church planting.

DMCC 7004. Critical Issues Church Planters Face

This seminar focuses on helping church planters understand the logistical issues they will face in the church planting process. Attention will be given to topics such as: facilities, establishing a budget, legal issues, and other factors that affect the church planter.

DMCC 7007. Contemporary Movements in Church Planting

This seminar introduces the student to the history of church planting. Emphasis will be placed on an evaluation of the various church planting movements. Students will gain an understanding of why some movements succeeded and why others failed.

DMCC 7010. Strategies for Church Planting in the 21st Century

This seminar will introduce students to various strategies used in the church planting process. Attention will be given to an analysis of the church planter's context to see what strategies best fit their situation.

Degree Sequence: July Intake

Year One

July 28- August 1	Thesis and Proposal Development Seminar 8:00-12:00	Online Live/Connect
Aug-Dec	Ministry Project Prospectus: Complete 20-25-page Prospectus Core 1 Seminar Assignments	Online
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus; each student takes 2 core seminars
Jan-May	Writing Seminar 1: Complete Prospectus and Chapter 1 Core Seminar 2 Assignments	Online

Year Two

Aug-Dec	Complete Chapter 2 Core 3 Seminar Assignments	Online
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus; each student takes 2 core seminars
Jan-May	Writing Seminar 2: Complete Chapter 3 Core Seminar 4 Assignments	Online

Year Three

Aug-Dec	Writing Seminar 3 Complete Chapter 4 Core 3 Seminar Assignments	Online
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus; each student takes 2 core seminars
Jan-May	Writing Seminar 4: Complete Dissertation, Defend, Graduate Core Seminar 4 Assignments	Online

Degree Sequence: January Intake

Year One

July 28- August 1	Thesis and Proposal Development Seminar 8:00-12:00	Online Live/Connect
Aug-Dec	Ministry Project Prospectus: Complete 20-25-page Prospectus	Online

	Core 1 Seminar Assignments	
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus
Jan-May	Writing Seminar 1: Complete Chapter 1 Core Seminar 2 Assignments	Online

Year Two

Aug-Dec	Complete Chapter 2 Core 3 Seminar Assignments	Online
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus
Jan-May	Writing Seminar 2: Complete Chapter 3 Core Seminar 4 Assignments	Online

Year Three

Aug-Dec	Writing Seminar 3 Complete Chapter 4 Core 3 Seminar Assignments	Online
January	Core Seminar 1 or 3; 2 or 4 M-W; TR to SAT	1 week on campus
Jan-May	Writing Seminar 4: Complete Dissertation, Defend, Graduate Core Seminar 4 Assignments	Online

<center>**The Ministry Project Prospectus**</center>

Purpose

The written project process begins with crafting a high-quality Project Prospectus, which serves as the blueprint for the entire Doctor of Ministry (D.Min.) research plan. After completing the Thesis and Proposal Development Seminar, a ministry project mentor is assigned to the student. The prospectus outlines the research topic and model the student will use to examine the selected subject and present the findings. Its purpose is to provide a clear and organized roadmap to support the student's research and writing throughout the project process. This formal document is submitted to the faculty D.Min. Committee for evaluation and approval in April of the first academic year.

Elements of a Project Prospectus

A Concise Title

A clear and concise title that accurately conveys the nature of the project is essential. The committee acknowledges that the title may change throughout the project; however, selecting a clear title at the outset demonstrates your preparedness to the committee, highlighting your research's primary focus and intended outcomes.

Ministry Context

A robust definition of *ministry context* for a Doctor of Ministry (D.Min.) project proposal should clearly articulate the environment in which the student's ministry occurs, providing the necessary background to understand the relevance and application of the project. The ministry context refers to the specific setting in which students practice their pastoral or leadership vocation. It encompasses the physical, cultural, theological, and organizational environments in which ministry takes place. This context may include a local congregation, a parachurch organization, a denominational structure, an educational institution, a mission field, or any other setting where Christian ministry is actively practiced.

A clear understanding of the ministry context is essential for identifying the challenges, opportunities, and needs that the Doctor of Ministry project aims to address. This includes considering:

- Demographics (age, ethnicity, socioeconomic status, etc.)

- Church or organizational structure (denomination, polity, leadership model)

- Theological orientation (doctrinal emphases or traditions)

- Community dynamics (urban/rural, social trends, local issues)

- Ministry roles and responsibilities of the student

Clarifying the ministry context anchors the project in real-life practice, ensuring the research and outcomes remain relevant and transferable to similar ministry settings.

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

The Ministry Research Project should focus on addressing a specific problem, fulfilling a need, or contributing to the solution of an issue. The proposal must include a clear statement outlining the situation or problem that necessitates and justifies the research. Typically, this purpose statement is expressed in a single sentence. This component is crucial for clearly defining the scope of your study. By being specific, you can sharpen your focus and set appropriate boundaries for the research. A well-defined problem statement helps the student stay aligned with the project's intended goals.

> The statement of the topic clearly and concisely identifies the specific ministry issue, challenge, or opportunity that the student will address in the project. It establishes the direction for the entire proposal by articulating the research focus and the context in which it occurs.

Key Components of a Doctor of Ministry Project Topic Statement

Component	Description
Clarity and Specificity	Focuses on a single, manageable issue instead of a broad or vague concern.
Ministry Context	Describes the setting (e.g., church, chaplaincy, nonprofit, school) in which the issue exists.
Practical Relevance	Illustrates the importance of the topic for ministry practice and spiritual formation.
Initial Direction	Suggests the type of intervention or project the student imagines, without revealing full details (which will be included in later sections).
Alignment	Ensures the topic is suitable for doctoral-level work and aligns with the purpose and goals of the Doctor of Ministry degree.

This section serves as the foundational anchor for the entire project. Everything that follows—literature review, theological rationale, methodology, and evaluation—must be directly connected to this clearly defined topic.

Purpose Statement

The purpose statement in a Doctor of Ministry project proposal is a clear and concise declaration that identifies the project's primary goal. It articulates what the student intends to accomplish, why the project matters, and how it relates to the student's specific ministry context. The purpose statement guides the overall direction of the project by focusing the research, theological reflection, and practical application on a defined ministry problem, challenge, or opportunity.
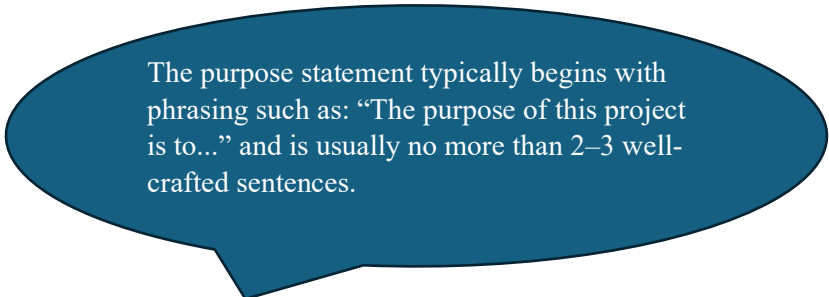
Key Elements of an Effective Purpose Statement

Component	Description
Intended Outcome	Clearly states the desired result of the project.
Ministry Issue	Identifies the specific issue or challenge being addressed in ministry.
Ministry Context	Connects the project directly to the student's current ministry setting.
Research Foundation	Establishes the basis for research questions, methodology, and project design.
Academic and Practical Value	Demonstrates scholarly integrity and real-world relevance for ministry.

Goals and Objectives

In a Doctor of Ministry project proposal, goals and objectives clarify and guide the overall purpose of the project, breaking it down into actionable and measurable components. Although the terms are often used interchangeably, they fulfill distinct functions in project planning.

Goals are broad, overarching statements that outline the desired results or outcomes of the project. They are usually general and aligned with the project's central purpose. Goals provide vision and direction for the work, detailing what the student hopes to achieve concerning the identified ministry issue. These are more abstract and may not be immediately measurable.

> The purpose statement typically begins with phrasing such as: "The purpose of this project is to..." and is usually no more than 2–3 well-crafted sentences.

Goals vs. Objectives in Ministry Projects

Goals

Characteristics of Goals:

- Broad and general in scope
- Provide a sense of purpose and vision
- Focus on long-term outcomes or transformations
- Less specific than objectives
- Example of a Goal:

To develop a more effective strategy for small group ministry within my congregation, enhancing community engagement and spiritual formation.

Objectives

Characteristics of Objectives:

- Specific and measurable
- Clearly outline the steps or tasks to be completed
- Time-bound, often with deadlines
- Directly contribute to achieving the broader goals
- Examples of Objectives:

Survey 100 members of the congregation to assess their experiences with small groups by the end of the first project quarter.

To establish a pilot small group model and collect feedback from participants within six months.

Summary

Goals	Objectives
Broad, long-term aspirations related to the project's purpose.	Specific, measurable actions designed to achieve the goals.

Biblical and Theological Rationale

The theological rationale serves as a biblically grounded and theologically informed justification for addressing the ministry challenge or opportunity identified in the project. It clarifies how the proposed intervention aligns with Scripture, theological doctrines, and the Church's mission, demonstrating that the project is not merely practical but is rooted in and contributes to faithful Christian ministry and reflection.

This section of the proposal assures academic readers and ministry practitioners that the project is theologically sound, rather than just a practical solution.

Key Components of Theological Rationale:

Component	Description
Biblical Foundation	Relevant Scripture passages that illuminate the issue.
Doctrinal Context	Connection to key theological themes (e.g., ecclesiology, soteriology, missiology).
Ministry Relevance	How theology shapes the rationale for engaging the problem or need.
Faithful Practice	Demonstrates how theology and practice are integrated in the life of the church.

Literature Review

The literature review provides a critical overview of scholarly, theological, and practical sources that deepen the project's understanding of the ministry problem and potential solutions. It situates the project within the context of existing research and ministry practices, emphasizing key themes, gaps in the literature, and the relevance of previous work to the student's specific context.

In summary, the literature review indicates that the student is building on strong scholarly and ministerial foundations while contributing something new and contextually significant.

Key Components of a Literature Review

Component	Description
Scope of Review	Includes biblical, theological, ministry, and social science sources, as applicable.
Thematic Organization	Organized around key concepts or issues related to the project (not merely book summaries).
Critical Interaction	Engages with sources analytically—highlighting agreements, disagreements, and insights.
Contextual Relevance	Shows how the reviewed literature applies (or does not apply) to the student's ministry setting.
Gap Identification	Points out what has not yet been adequately addressed, justifying the project's unique contribution.

Ministry Research Methodology

The methodology section outlines the specific plan and process the student will use to implement the project, collect data, and evaluate outcomes. It explains the research design, tools, participants, timeline, and procedures, ensuring that the project is feasible, ethical, and properly aligned with the stated ministry problem and theological rationale.

Key Components of Ministry Research Methodology

Component	Description
Research Design	Describes whether the project uses qualitative, quantitative, or mixed methods (e.g., surveys, interviews, focus groups, action research).
Project Implementation	Details how the ministry intervention will be carried out in the specific ministry context.
Participants	Identifies who will be involved (e.g., church members, leaders, community

	participants) and how they will be selected.
Data Collection	Explains how information will be gathered (e.g., pre/post surveys, journals, interviews).
Evaluation Plan	Specifies how success will be measured and how data will be analyzed to determine effectiveness.
Timeline	Provides a realistic schedule for each phase of the project.
Ethical Considerations	Addresses informed consent, confidentiality, and institutional review (if applicable).

The methodology section ensures that the project is academically rigorous and relevant to the ministry by outlining clear steps for implementation and assessment.
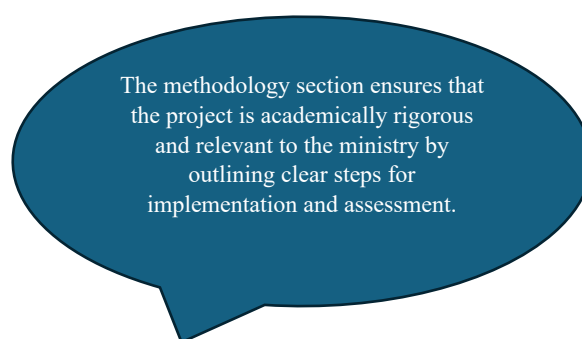
Contribution to Ministry

The Contribution to Ministry section outlines the expected meaningful and practical benefits of the project within the student's current ministry context and potentially the broader church or ministry landscape. It articulates the anticipated spiritual, organizational, and missional outcomes, demonstrating how the project will enhance the faithfulness, effectiveness, and reach of Christian ministry.

At this stage, the student should present a clear vision for the research direction, including specific expectations for its application in ministry settings. These anticipated outcomes should be concrete and detailed, providing a foundation for future implementation and evaluation. Practical results may include resources such as sermon series, leadership training guides, discipleship curricula, ministry manuals, or strategic plans tailored to the specific ministry context.

Key Components of Contribution to Ministry

Component	Description
Practical Impact	Highlights how the project will address a specific challenge or need within the ministry setting.
Spiritual and Theological Significance	Describes how the project contributes to essential aspects of Christian life and practice—such as mission, discipleship, worship, or pastoral care.

Sustainability	Explains how the project's outcomes can be sustained, adapted, or expanded beyond the initial implementation.
Transferability	Evaluates the potential for the project's concepts or tools to benefit other ministries or contexts.
Personal and Professional Growth	This section considers how the project will enhance the student's development as a ministry leader and practitioner. Ultimately, it demonstrates that the project is more than theoretical—it is designed to serve the church in tangible, lasting ways and to reflect the student's commitment to faithful and effective ministry.

Chapter Summaries

For each chapter, a summary paragraph outlining the main content is required for the project proposal. Again, specificity is essential. Include particular details; for instance, in the biblical chapter, list the texts that will be examined. The literature review chapter should mention key authors and ideas that will be discussed, among other things.

For each chapter, a summary paragraph outlining the core content is required in the Project Proposal. Specificity is essential here. For example, in the biblical chapter, include the specific texts that will be analyzed. The literature review chapter should identify the key authors and concepts to explore, along with other relevant details.

Bibliography

The bibliography should include books, periodicals, and unpublished materials that support and reference the work presented in the project. The student must demonstrate familiarity with the listed sources. Additionally, the variety of sources should reflect the student's expertise in the research area. A minimum of 50 to 75 bibliographic entries is required for the proposal, with the preliminary bibliography expected to include at least 75 sources. These sources should consist of a balanced mix of books, essays, and journal articles. For the Project Proposal, the bibliography should be organized by research categories—such as biblical, historical, and contemporary literature. This structure allows the D.Min. committee to evaluate the identified sources for each research component. Once the proposal is approved, you will need to combine the sections into a single, cohesive bibliography for the final project.

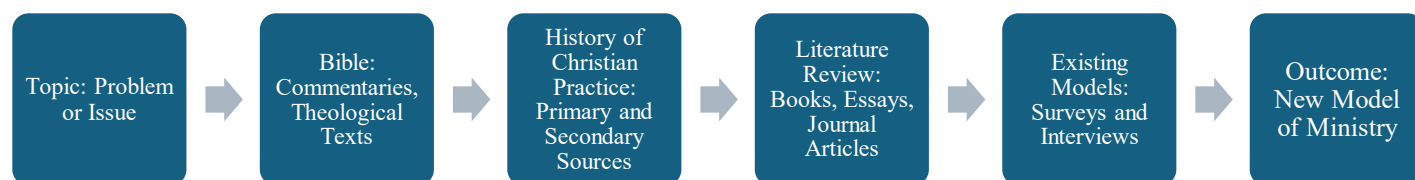D.Min. Committee Criteria for Evaluating a Proposal

- Clearly articulated
- Evidence of thorough preliminary research
- Adequate bibliography for each research component
- The research strategy is coherent
- The proposed outcome is significant (New Model)

- Chapter outlines include adequate detail.
- The timeline is reasonable.

Process of Approval

- Student presents a first draft of the proposal to the Project Mentor.
- The project mentor will review the proposal and give feedback.
- A rewrite of the initial draft incorporating revisions per the project mentor's instructions.
- The revised draft of Project Proposal is sent to the project mentor again.
- Once it passes the project mentor review it will go to the DMIN committee for final approval.
- The DMIN Committee may require additional revisions or approve the proposal.
- The proposal has been approved, and the project mentor moves the student to the ministry project writing phase.

The Ministry Project

| Topic: Problem or Issue | → | Bible: Commentaries, Theological Texts | → | History of Christian Practice: Primary and Secondary Sources | → | Literature Review: Books, Essays, Journal Articles | → | Existing Models: Surveys and Interviews | → | Outcome: New Model of Ministry |

Definition of Ministry Project

According to the Association of Theological Schools a ministry project is:

> "The program shall include the design and completion of a written doctoral-level project that addresses both the nature and practice of ministry. This final summative project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has potential for application in other contexts of ministry or presentation in professional forums. The project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate's depth of theological insight in relation to ministry."

The ministry project is a focused and structured initiative aimed at practicing ministry. It involves integrated learning designed to tackle a significant and contemporary professional or ministry challenge through a systematic, theoretical, theological, and practical approach. The project's outcomes should benefit not only the immediate ministry context but also the broader church communities. The process includes: 1) Identifying a critical issue within ministry, 2) Conducting theological and practical research, 3) Developing and implementing a ministry intervention, 4) Creating a project report (typically 100-150 pages), and 5) Defending the project before a faculty committee.

This project offers students the chance to showcase their ability to identify a specific ministry topic, design and organize a practical research framework, utilize relevant resources, evaluate outcomes, and demonstrate a profound theological understanding related to ministry. (Adapted from the Association of Theological Schools, Standards of Accreditation, Section F.3, 1996).

Research Project Design

The following questions will assist the student in developing an effective applied research project:

Problem Identification

Has the student identified a specific, narrowly defined problem within their current ministry context? In other words, is there a clear area where improvement is needed? The issue should focus on one aspect of ministry. While it may be tempting to address broader concerns, the student must narrow the topic to a clearly defined, manageable scope.

Literature Validation

Has the student confirmed if this issue has already been sufficiently addressed in the current research? A thorough review of the relevant literature is crucial for making this determination.

Proposed Intervention

Does the student have an initial idea on how to address the problem? What plan or strategy is envisioned to achieve improvement? Necessary resources should be taken into account, including:

Time – Availability, scheduling, and deadlines

- Finances and Materials – A basic budget (if expenses exceed normal operations)
- Facilities – Suitability, cost, availability, and post-use responsibilities
- Human Resources – Participation of staff, experts, volunteers, control groups, or consultants

Participant Engagement

Has the student pinpointed a specific group within the ministry context to collaborate with on implementing the improvement? Has consideration been given to a control group to enhance the credibility of the results?

Success Measurement

Has the student established clear criteria and methods for evaluating the effectiveness of the intervention?

Nature of the Ministry Project

- Enhances the student's ministry capabilities by deepening their understanding and development of these skills.
- Addresses an important issue relevant to the student's ministry context.
- Engages individuals from the ministry sector at different stages of research, planning, or implementation.
- Represents extensive research and ministry efforts that go beyond standard activities.

- Involves in-depth reflection and evaluation of the student's performance and growth, as well as the overall effectiveness of the project.
- Requires the student to demonstrate proficiency in need analysis, significant resource research, the articulation of theological foundations for Christian ministry, solution formulation, practical ministry skill development, self-understanding for identity formation, and clear, effective, and professional writing.

Selecting a Topic

See Appendices 2-3 for sample topics for Pastoral Ministry, Expository Preaching, Christian Counseling, and Church Planting concentrations. Several methods exist for selecting a project topic. One approach is to reflect on a specific problem, need, or challenge within your ministry context. Consider which aspects of ministry require immediate attention in your congregation. Alternatively, you might start with a more personal perspective: Is there a particular area of ministry practice where I need to deepen my knowledge? A student may also choose a topic based on individual interest, focusing on something they are passionate about learning. Regardless of the preferred method, a critical question to consider is: Will this topic keep me engaged throughout the process? Maintaining strong motivation to study a particular subject is often crucial for the discipline needed to complete the project. Engaging in discussions with the librarian, D.Min. Director, and your professors can help reveal potential topics. The librarian can assist in determining whether sufficient resources are available to support your chosen subject.

Types of Ministry Projects

The Doctor of Ministry (DMin) program typically accommodates various types of ministry projects that emphasize the practical and applied aspects of ministry. Here are some common types of DMin dissertations:

Ministry research project

This involves conducting original research that addresses a specific issue, challenge, or phenomenon within a ministry. The emphasis is on gathering and analyzing data to inform ministry practices.

Practical theology dissertation

This dissertation investigates theological concepts and their application in real-world ministry contexts. It combines theological reflection with practical implications for ministry.

Ministry program development

This type of dissertation focuses on designing and implementing a new ministry program or initiative, along with an evaluation of its effectiveness and impact on the targeted community.

Case study analysis

This involves a comprehensive analysis of a particular ministry situation or case, offering valuable insights and lessons learned that can inform future practice.

Community assessment project

This dissertation focuses on assessing the needs, dynamics, and challenges within a specific community, followed by developing strategies and recommendations to address those needs.

Discipleship/leadership development project

This approach emphasizes creating a framework for developing leadership or discipleship within a church or community, including implementation and evaluation.

Transformational change project

This type of dissertation emphasizes implementing significant change within a ministry setting while documenting the process, outcomes, and reflections on that transformation.

Theological research project

This includes a comprehensive analysis of a particular theological issue or question, providing original insights and perspectives that can improve ministry practice.

Integration of Faith and Christian Counseling

This dissertation examines the intersection of psychological principles and spiritual practice, focusing on how psychology can enhance the effectiveness of ministry.

Each of these types emphasizes both practical applications and theoretical reflections, allowing DMin candidates to explore subjects relevant to their specific ministry contexts and callings. Requirements may vary by institution, so students should refer to their program guidelines for details.

Criteria for Identifying and Planning a Ministry Project

Students should create an outline for their ministry project at the beginning of their program. By the end of the first semester, each student will write a project prospectus. Here are some key factors to consider when identifying a ministry project:

Steps to Develop a Ministry Project

Step	Task	Details
1.	Assess the Ministry Context	Identify needs and prioritize 2–3 primary ministry issues
2.	Evaluate Personal Practices	Identify professional weaknesses and highlight 2–3 main concerns
3.	Seek Project Ideas	Develop ideas that address primary ministry or professional concerns
4.	Research Resources	Determine access to substantial research and ministry resources
5.	Relevance	Ensure the project addresses a current and significant ministry issue
6.	Professional Development	Consider opportunities for personal and professional growth
7.	Involvement	Engage individuals from the ministry context in the project process
8.	Impact Assessment	Evaluate the project's potential impact beyond the current ministry setting
9.	Description	Write a detailed description of the ministry context
10.	Rationale Development	Develop a strong rationale to justify and support the project

11.	Ministry & Professional Objectives	Specify 2–4 ministry objectives and 2–4 professional objectives
12.	Strategy Formulation	Create a strategy that addresses the identified objectives
13.	Bibliography Compilation	Compile a bibliography of 40+ relevant books and periodicals
14.	Project Preparation	Prepare in accordance with workshop assignments and project guidelines

Elements of a Ministry Project

Research chapters in a D.Min. project typically range from a minimum of 20 to 30 pages. If a chapter becomes excessively long, the writer should consider splitting it into two separate chapters. While projects often assign one chapter to each research component (such as biblical, historical, literature review, etc.), including multiple chapters in a given area is also acceptable if necessary; for instance, there could be distinct chapters for the Old Testament and New Testament when relevant. There is no set minimum or maximum number of chapters in a D.Min. project; however, most projects generally consist of 5 to 7 chapters.

Common chapters in a Doctor of Ministry (D.Min.) dissertation

Chapter	Description
Introduction	Provides context and personal interest in the topic. May serve as part of Chapter 1 or a standalone section. Often written last. Outlines research process.
Biblical/Theological Chapter	Explores scriptural and theological foundations for the topic. Includes exegesis, doctrinal themes, and integration with ministry practice.
Historical Chapter	Examines how the Church has historically approached the topic. Includes perspectives from early church, Reformation, and modern periods.
Contemporary Literature Review	Synthesizes recent scholarship related to the topic. Highlights key themes and voices without summarizing each source individually.
Analysis of Ministry Models	Compares existing ministry models using consistent criteria. Includes author's evaluation to inform the proposed new model.
Surveys, Questionnaires, and Interviews	Reports field research methods and findings. Uses consistent tools and presentation formats. Includes careful interpretation.
New Model of Ministry	Presents a practical ministry model derived from research. May include visuals, guides, and appendices to support implementation.
Conclusion	Summarizes key findings, practical outcomes, and future research directions. May be a chapter or part of the outcomes section.

Objectives of the Ministry Project

Objective	Description
Innovation in Ministry	Engages the student in addressing issues that have not been previously tackled within the ministry setting.
Integration of Research and Practice	Demonstrates the student's ability to link professional insights and documented research with real-world applications related to a specific ministry situation, challenge, or need.
Holistic Development	Allows the student to meet spiritual, intellectual, and emotional needs that align with their professional goals.
Contextual Relevance	Addresses a critical need within the student's ministry environment.
Transferability and Broader Impact	Provides potential benefits to others in similar ministry roles or those facing comparable challenges.

Nature of the Ministry Project

Aspect	Description
Skill Development	Enhances the student's ministry skills by deepening their understanding and development of these abilities.
Contextual Relevance	Addresses a significant issue relevant to the student's ministry context.
Collaborative Involvement	Involves individuals from the ministry environment at different stages of research, planning, or implementation.
Depth of Research and Practice	Represents in-depth research and ministry efforts that go beyond conventional activities.
Reflection and Assessment	Involves thorough reflection and assessment of the student's performance and growth, along with the overall effectiveness of the project.

| Comprehensive Proficiency | Requires students to demonstrate proficiency in need analysis, conduct significant resource research, articulate theological foundations for Christian ministry, formulate solutions, develop practical ministry skills, cultivate self-understanding for identity formation, and produce clear, effective, and professional writing. |

Criteria for an Excellent Project

Criterion	Description
Ministry Relevance	Is it related to the ministry of the participant?
Theological and Theoretical Foundation	Is it grounded in sufficient understanding of the theories and theology that underpin the topic discussed?
Methodological Competence	Does it use a valid methodology that the participant has the competence to effectively achieve the desired results?
Focused Scope	Is it adequately focused to enable concentrated effort and optimize the use of resources (time, finances, abilities)?
Planning and Execution	How does it show careful planning and execution?
Evaluation	Does it include honest evaluations of the process and results based on clearly defined criteria and evaluation procedures?
Language Clarity	Is the report written in clear, correct language?
Formatting	Is it in the proper format according to the current Turabian style manual?
Source and Documentation	Is it written with careful attention to the proper use of source material and documentation? Is the report structured with a logical flow of ideas and a clear definition of key terms?

Research Style	Is the report written in formal research style and avoids polemics, exaggerated claims or tangential issues?
Program Development and Evaluation	Emphasizes the development of a program or project and evaluates its effectiveness. Shows a solid understanding of the ministry problem addressed.
Innovation	Stresses innovation in the sense of doing something in the participant's ministry that one has not done before, but not to the exclusion of simply upgrading expertise.
Theory-Practice Integration	It connects theory and practice, action and reflection by exploring new approaches to ministry. Then, as a theologian, it inquires about the implications of this, anticipating a blend of theory and practice. Tests and evaluates creative, new ways of doing ministry and solving ministry problems.
Professional Style and Audience	Written in a style and format that is acceptable to the academic community, it is primarily addressed to ministry professionals and practitioners of ministry.
Leadership and Evaluation Skills	Requires involvement in a leadership role for the project, along with basic skills for conducting credible evaluations. When appropriate, demonstrating research skills may be necessary.
Theory and Practice Mastery	Requires a solid understanding of theoretical concepts related to the project, along with a high level of skill in practical ministry in this field.
Perspective Mastery	Expects mastery of chosen perspectives regarding a specific issue.
Research Paradigm Integration	Tends to integrate the qualitative and applied research paradigms of the humanities.

DMIN Supervision

Each student will be assigned a DMIN project mentor at the start of their program of study, who will be responsible for the following:

1. Mentoring the student from the start of the program to its completion.
2. Mentoring the student during their first academic year while completing the Ministry Project Prospectus and Chapter 1.
3. Mentoring and assessing the student's written work on the Ministry Project and submitting a grade each semester.
4. Overseeing the project's implementation phase.
5. Overseeing the final draft of the Ministry Research Project.

Regular and thorough consultation with the project mentor is essential for obtaining the necessary support to conduct research and present it effectively in written form. The student will submit each chapter in typed format for evaluation by the project mentor. Each chapter submission must be professionally edited before being sent to the mentor. The student should expect that the project mentor may require at least four to six weeks to review a chapter before providing feedback.

Oral Defense

An oral defense examination is mandatory for each Ministry Research Project. This examination, along with any required revisions to the project, satisfies the criteria for the Doctor of Ministry degree. The project mentor will coordinate the oral defense in consultation with the Executive Director of the Doctor of Ministry Office.

Composition of the Committee for the Oral Examination

The oral examining committee is composed of two members: the Project Mentor, who acts as the Chairperson, and a faculty member designated by the Executive Director of the Doctor of Ministry Office as the external reader. Any deviations from this composition must be authorized by both the Project Mentor and the Executive Director of the Doctor of Ministry Office.

Nature of the Oral Examination

The oral examination involves a thorough and critical assessment of the research, contributions, conclusions, implications, assumptions, and methodology of the Ministry Research Project. However, the committee may also explore topics beyond the material presented in the student's project, examining the student's perspectives, commitment, and engagement in ministry as deemed appropriate. The examination typically lasts between one and two hours. Students should consider the following points while preparing for the oral examination:

- Become highly familiar with your project.
- Discuss the examination expectations with your project mentor.
- Bring a copy of your project along with you.
- Arrive punctually for the examination.

- Defend your project with confidence but avoid being defensive. Remember that this is also a teaching opportunity, so stay open to learning.

**Title: Equipping Lay Leaders for Discipleship Multiplication:
A Mentorship-Based Model for Grace Fellowship Baptist Church**

1. Introduction

Discipleship is the heartbeat of the Great Commission. In Southern Baptist churches, the emphasis on evangelism is often strong; however, the intentional follow-up through mentoring relationships can be underdeveloped. This project aims to address that gap by equipping lay leaders to disciple others through a structured mentorship model, fostering multiplication within a local church setting.

2. Ministry Context

Grace Fellowship Baptist Church is a Southern Baptist congregation located in suburban Georgia, with approximately 450 active members. The church adheres to the Baptist Faith and Message 2000 and participates in the Southern Baptist Convention, the Georgia Baptist Mission Board, and a local association. While the church provides Bible studies, worship services, and outreach events, it currently lacks a strategy to equip members for actively discipling others. This leads to a bottleneck in spiritual maturity and mission engagement.

3. Statement of the Problem

Although the church values discipleship, its efforts have mainly been programmatic rather than relational. There is a deficit in lay members' ability to mentor others spiritually. A structured pathway for members to become disciple-makers is lacking, resulting in stagnant growth and a failure of spiritual multiplication within the congregation.

4. Purpose Statement

The purpose of this project is to design, implement, and evaluate a 12-week mentorship-based discipleship initiative that equips lay leaders at Grace Fellowship Baptist Church to disciple others, thereby fostering a culture of multiplication in obedience to the Great Commission.

5. Goals and Objectives

1. Assess the current understanding and practice of discipleship among members.

2. Develop a theological and practical framework for mentorship-based discipleship.

3. Design and pilot a 12-week mentorship program for 10 mentor-mentee pairs.

4. Train lay leaders to implement the mentorship model effectively.

5. Evaluate the program's impact through surveys, interviews, and focus groups.

6. Theological and Biblical Rationale

The project is grounded in Jesus' relational model of discipleship (Mark 3:14; Matthew 28:19–20), Paul's guidance to Timothy (2 Timothy 2:2), and the church's mission to equip the saints for

ministry (Ephesians 4:11–13). Theologically, it relies on the Southern Baptist doctrine of the priesthood of all believers and the local church's duty to raise up disciple-makers.

7. Literature Review

Several key works will inform this project:

- Robby Gallaty's Growing Up emphasizes intentional, reproducible disciple-making grounded in biblical principles.

- Ed Stetzer and Eric Geiger's Transformational Discipleship focuses on culture-shaping discipleship within congregations.

- Steve Smith's T4T model, used in missionary contexts, reinforces rapid reproduction and lay-led multiplication.

- Resources from Lifeway and NAMB, such as the Discipleship Pathway and Send Network tools, provide practical guidance for SBC churches.

8. Methodology

This project follows a four-phase methodology:

- Phase 1: Pre-Implementation

Perform a discipleship audit by conducting surveys and interviews with 30 church members. Literature on mentorship, SBC discipleship strategies, and adult learning theory will be reviewed.

- Phase 2: Design

Develop a curriculum comprising 12 weekly sessions that incorporate prayer, Scripture, accountability, and a missional focus. Train mentors in three workshops.

- Phase 3: Implementation

Assign 10 mentors to mentees. Weekly meetings will take place using the guide. Pastoral oversight and encouragement will be offered throughout.

- Phase 4: Evaluation

Gather post-program data through surveys and interviews. Assess metrics like spiritual growth, mentor confidence, and future disciple-making plans.

9. Contribution To Ministry

The project will generate a scalable, biblically grounded mentorship model that can be replicated in other Southern Baptist churches. It empowers lay members to fulfill their calling in the church's disciple-making mission, aligns with denominational priorities, and enhances local church vitality.

10. Project Timeline

- Phases and Dates
- Literature Review
- Surveys and Interviews
- Curriculum Development
- Mentor Training
- Program Implementation
- Evaluation and Final Report

11. Bibliography

Baptist Faith and Message 2000. Nashville: SBC.net.

Gallaty, Robby. Growing Up: How to Be a Disciple Who Makes Disciples. Nashville: B&H Publishing, 2013.

Geiger, Eric, and Ed Stetzer. Transformational Discipleship: How People Really Grow. Nashville: B&H Publishing, 2012.

Ogden, Greg. Transforming Discipleship: Making Disciples a Few at a Time. Downers Grove, IL: IVP Books, 2007.

Title: A Theological and Practical Critique of the Preaching Ministry at First Baptist Church: Toward a Christ-Centered, Expository Renewal

1. Ministry Context

First Baptist Church is a traditional Southern Baptist congregation in rural Georgia, averaging 180 weekly attendees. The church has a long-standing preaching tradition rooted in biblical fidelity, but recent feedback indicates that sermons are perceived as less engaging, application-light, and overly academic. Younger families and newer believers report struggling to connect with the weekly messages.

2. Statement of the Problem

The preaching ministry at First Baptist Church has grown theologically sound but pastorally disconnected. Sermons lack consistent Christ-centered exposition and clear application. As a result, congregational spiritual formation and engagement with Scripture have declined. A critique and renewal of the preaching model is necessary to restore preaching as a transformational force in the life of the church.

3. Purpose Statement

The purpose of this Doctor of Ministry project is to critique the current preaching model at First Baptist Church in light of biblical and theological principles of expository, Christ-centered preaching, and to develop and implement a renewed preaching approach that enhances clarity, relevance, and spiritual formation.

4. Research Questions

1. What are the biblical and theological foundations for Christ-centered expository preaching?
2. How does the current preaching model at First Baptist Church compare with these foundations?
3. What are the best practices for renewing preaching effectiveness in a traditional Southern Baptist setting?
4. How can sermon delivery be reshaped to foster greater engagement, comprehension, and application?

5. Theological and Biblical Rationale

This project is grounded in a biblical theology of preaching, particularly drawing from: 2 Timothy 4:2 — "Preach the word…", Luke 24:27-Christ-centered interpretation, and 1 Corinthians 1:18–25-the power of gospel proclamation. The theological rationale draws from the Southern Baptist commitment to biblical inerrancy, gospel proclamation, and pastoral responsibility as seen in The Baptist Faith & Message 2000.

6. Literature Review Summary

Key sources will include: Bryan Chapell – *Christ-Centered Preaching*, Haddon Robinson – *Biblical Preaching*, Tim Keller – *Preaching: Communicating Faith in an Age of Skepticism*, and Southern Baptist resources such as the *Preaching Guide* from NAMB and texts by Albert

Mohler. The review will emphasize homiletics, biblical theology, listener engagement, and sermon application in conservative evangelical and Baptist traditions.

7. Project Methodology

This project will use a qualitative action-research model, including: A critical review of the pastor's sermon manuscripts and delivery (3-month period), feedback collection via sermon evaluation forms and small group listening sessions, development of a new 6-week preaching series using Christ-centered expository principles, and post-series surveys and focus groups to assess clarity, engagement, and application.

8. Anticipated Contribution to Ministry

A revitalized preaching model tailored to First Baptist Church; greater listener comprehension, retention, and spiritual response; a replicable preaching improvement process for other Southern Baptist pastors; and strengthened pastoral confidence in preaching as a discipleship tool.

9. Timeline

Phase	Timeline
Literature Review	Months 1–2
Sermon Evaluation	Months 3–4
Model Development	Month 5
Pilot Sermon Series	Month 6
Evaluation and Adjustments	Months 7–8
Final Writing	Months 9–10

10. Ethical Considerations

Participant consent will be obtained for all sermon feedback and interviews. Anonymity and confidentiality will be maintained. Approval will be sought from the church leadership and the seminary's IRB if required.

Appendix Three: Sample Prospectus 3

Equipping Lay Leaders for Biblical Soul Care:
A Counseling Ministry Model for First Baptist Church of Crestview

1. Introduction to the Ministry Context

First Baptist Church of Crestview is a Southern Baptist congregation located in a growing suburban area in northwest Florida. With approximately 450 active members, the church has a diverse demographic, including military families, young couples, and retirees. Although the church has a strong emphasis on biblical teaching and discipleship, pastoral counseling needs have increased beyond the capacity of ordained staff.

Currently, no structured counseling ministry or trained lay leaders exist to support the spiritual and emotional needs of members dealing with grief, anxiety, depression, marriage conflict, and addiction. This project aims to equip mature lay leaders to provide biblically grounded soul care consistent with the Baptist Faith and Message (2000) and informed by best practices in Christian counseling.

2. Statement of the Problem

Many Southern Baptist churches, including First Baptist of Crestview, lack sustainable structures for providing biblical counseling at scale. The overdependence on pastoral staff for counseling creates bottlenecks and neglects the priesthood of believers in caring for one another. Without training and structure, well-meaning lay leaders may offer advice that lacks biblical foundation or psychological insight, potentially doing more harm than good.

3. Purpose Statement

The purpose of this Doctor of Ministry project is to design, implement, and evaluate a biblical counseling training program for lay leaders at First Baptist Church of Crestview. The project seeks to equip selected church members with theological and practical tools to offer compassionate, scripturally sound, and contextually relevant counseling under pastoral oversight.

4. Ministry Goals

1. Identify and recruit 6–8 spiritually mature lay leaders with a heart for soul care.
2. Develop a 10-week training curriculum integrating biblical counseling principles, Southern Baptist theology, and practical skills.
3. Implement the training and supervise lay leaders in a practicum phase.
4. Evaluate the effectiveness of the program through feedback, observation, and participant surveys.

5. Theological and Biblical Rationale

This project is grounded in the biblical call to mutual care and discipleship within the church (Gal. 6:1–2; Rom. 15:14; Col. 3:16). The priesthood of believers affirms that all Christians are called to minister to one another, not just pastors or professionals (1 Pet. 2:9). Ephesians 4:11–16

highlights the role of church leadership in equipping the saints for the work of ministry, including pastoral care.

Consistent with the Baptist Faith and Message 2000, this project affirms the sufficiency of Scripture for addressing the spiritual and moral needs of individuals, while acknowledging the value of psychological insights when interpreted through a biblical lens. The model will integrate Scripture with the work of Christian counselors like Ed Welch, Elyse Fitzpatrick, and Garrett Higbee.

6. Literature Review Summary

The literature review will focus on the following themes:

- Biblical Foundations of Counseling: Works by Jay Adams, Wayne Mack, and Paul Tripp.
- Theological Framework: Doctrine of Scripture, sanctification, and ecclesiology.
- Pastoral Counseling Models: Garrett Higbee's soul care approach, ACBC training models.
- Lay Training: Adult learning theory, mentoring, and ministry-based equipping.
- Southern Baptist Resources: LifeWay counseling materials, SBTS and SEBTS counseling programs.

7. Project Methodology

Phase 1: Preparation
- Conduct needs assessment via surveys and interviews.
- Gain elder approval and select participants.

Phase 2: Curriculum Design
- Create a 10-week course with sessions on biblical worldview, active listening, ethics, handling Scripture, and boundaries.

Phase 3: Implementation
- Teach weekly classes (90-minute sessions).
- Assign case studies and role-playing exercises.

Phase 4: Practicum and Supervision
- Each participant counsels one individual for 3 sessions under supervision.
- Debrief sessions with instructor and cohort.

Phase 5: Evaluation
- Use participant feedback, supervisor evaluations, and pre/post self-assessments.
- Present findings to pastoral staff for long-term integration.

8. Project Contribution

This project contributes to the church by:

- Creating a sustainable model for member care.
- Equipping the laity to use their spiritual gifts in counseling.
- Strengthening the church's witness by addressing emotional and spiritual needs biblically.
- Providing a replicable framework for other Southern Baptist congregations.

9. Ethical Considerations

Participants will sign informed consent forms. Confidentiality will be maintained, and no counseling sessions will be recorded. The project will receive approval from the seminary's ethics committee prior to implementation.

10. Anticipated Outcomes

- Participants will demonstrate increased competence in biblical counseling principles.
- Church members receiving counseling will report higher satisfaction and spiritual encouragement.
- The church will adopt a long-term lay counseling team ministry.

11. Preliminary Bibliography

- Higbee, Garrett. *Scripture and Soul Care*.
- Welch, Ed. *Caring for One Another*.
- Fitzpatrick, Elyse. *Counsel from the Cross*.
- Tripp, Paul David. *Instruments in the Redeemer's Hands*.
- Baptist Faith and Message 2000.
- Turabian, Kate. *Manual for Writers of Research Papers, Theses, and Dissertations*.

Appendix Four: Sample Ministry Project Topics for Expository Preaching

Category	Topics
Foundations and Philosophy of Expository Preaching	• Developing a theology of expository preaching rooted in biblical authority • Recovering expository preaching in a narrative-driven church culture • Expository preaching as a tool for congregational spiritual formation • The role of the Holy Spirit in Spirit-empowered expository preaching • Bridging the gap between biblical exegesis and contemporary application
Expository Preaching in Specific Contexts	• Expository preaching in small, rural churches • Adapting expository preaching for multicultural or multiethnic congregations • Contextualizing expository preaching for Gen Z and young adults • Expository preaching in church revitalization settings • Teaching expository preaching to lay leaders or bivocational pastors
Sermon Series Development	• Preaching through entire books of the Bible: A practical model • A year-long expository preaching calendar for the Gospels • Developing thematic expository series from the Psalms or Proverbs • Sermon planning and preparation for multi-campus churches • Series on biblical theology through expository preaching
Training and Equipping Others	• Creating an expository preaching workshop for local pastors • Mentoring young preachers in expository preaching methods • A preaching lab model for seminary extension or local church use • Developing curriculum for expository preaching in a Bible institute • Equipping elders and laymen in faithful biblical exposition

Expository Preaching and Discipleship	• Using expository preaching to shape a disciple-making culture • Linking small group discussions to the weekly expository sermon • Preaching with the goal of biblical worldview formation • A discipleship model rooted in pulpit exposition • Preaching as spiritual direction: guiding the church with Scripture
Expository Preaching in Special Seasons or Needs	• Expository preaching during Advent and Lent seasons • Preaching hope through exposition in times of congregational crisis • Addressing grief, loss, and suffering through the Psalms • A Christ-centered expository series for Easter or Holy Week • Preaching apocalyptic literature expository without sensationalism
Evaluating and Enhancing Preaching Effectiveness	• Developing sermon feedback systems for expository preaching improvement • Measuring spiritual growth resulting from expository preaching • Preaching clarity: Avoiding jargon and maximizing retention • Using digital platforms to enhance the reach of expository sermons • Assessing biblical literacy levels in the congregation through preaching

Appendix Five: Sample Ministry Project Topics for Pastoral Leadership

Category	Topics
Vision Casting and Strategic Planning	• Developing a biblical vision and mission statement for a local church • Creating a long-range strategic plan for church revitalization • Aligning ministry programs with a clearly articulated vision • Leading a congregation through a vision renewal process • Strategic planning for a multisite church launch
Leading Through Change	• Shepherding a congregation through a major transition (e.g., relocation, merger) • Navigating church culture shifts in a post-pandemic world • Leading revitalization in a plateaued or declining church • Implementing change without losing congregational unity • Pastoral leadership in transitioning from traditional to contemporary worship
Team Building and Staff Development	• Developing a healthy church staff culture • Mentoring and multiplying associate pastoral leaders • Implementing a leadership pipeline for volunteers and staff • Conflict resolution among church staff and volunteers • Training lay leaders for effective ministry leadership
Biblical Servant Leadership	• Modeling pastoral leadership on the life of Christ • Developing a culture of humility and accountability among leaders • Equipping deacons and elders for servant leadership • The theology of pastoral authority and servanthood • Empowering women in servant leadership roles (context-dependent)

Emotional and Spiritual Health of Pastors	• Preventing burnout in pastoral ministry • Developing personal spiritual disciplines for leadership sustainability • Emotional intelligence in pastoral leadership • Creating a sabbatical plan for long-term pastoral health • Peer support and mentoring systems for pastors
Leadership in Crisis or Conflict	• Pastoral leadership during community tragedies • Leading through moral or financial crises in the church • Rebuilding trust after pastoral misconduct (not necessarily personal) • Training leaders to navigate theological or political divisions • Conflict resolution frameworks for congregational disputes
Intergenerational and Cross-Cultural Leadership	• Leading a multigenerational congregation with unity and vision • Developing next-generation leaders for succession planning • Cultural competency in pastoral leadership • Integrating older and younger leaders in decision-making • Creating a unified leadership structure in ethnically diverse churches
Pastoral Ethics and Accountability	• Developing a code of ethics for pastoral leadership • Establishing elder or accountability boards for moral oversight • Teaching ethical leadership to new pastors • Addressing financial integrity in church leadership • Managing dual relationships and boundaries in pastoral care
Church Governance and Organizational Structure	• Leading within a congregational, elder-led, or hybrid polity • Restructuring governance for mission alignment • Church bylaws revision and leadership

	empowerment • Delegating leadership responsibilities biblically and effectively • Training the church in understanding biblical governance
Pastoral Leadership in Community Engagement	• Leading the church to serve local community needs • Building partnerships between church and civic organizations • Missional leadership in underserved urban or rural settings • Leading justice ministries with biblical conviction • Developing outreach strategies led by pastoral teams

Appendix Six: Sample Ministry Project Topics for Pastoral Leadership

Category	Topics
Marriage and Family Counseling	• Developing a church-based marriage enrichment program • Premarital counseling grounded in biblical covenant theology • Helping couples navigate conflict through Christian counseling principles • Equipping parents to counsel their children through grief and trauma • A pastoral response to blended family dynamics in the local church
Trauma and Crisis Care	• Trauma-informed pastoral care in post-disaster situations • Counseling survivors of abuse from a biblical framework • Ministry to military families experiencing PTSD and reintegration challenges • Developing a support system for grieving families in the church • Creating a crisis response team within a local congregation
Mental and Emotional Health	• Addressing anxiety and depression from a Christian worldview • Integrating faith and clinical counseling in church partnerships • Destigmatizing mental illness in conservative Christian contexts • Counseling ministry leaders struggling with burnout or compassion fatigue • Establishing a biblical model of emotional resilience
Addiction and Recovery	• Biblical counseling strategies for pornography addiction • Supporting recovery from substance abuse in a church setting • Building accountability structures for men and women battling addiction • Creating a Christ-centered recovery group curriculum • Integrating Celebrate Recovery or similar programs in a local church

Pastoral Counseling and Care	• Developing a pastoral counseling ministry team in the church • Equipping lay leaders for effective pastoral care and counseling • Creating referral protocols between church and licensed counselors • A biblical model for spiritual direction in pastoral counseling • Counseling during major life transitions (divorce, job loss, retirement)
Counseling Specific Populations	• Pastoral counseling for elderly members facing isolation or grief • Supporting caregivers through faith-based counseling approaches • Counseling teens through identity, anxiety, and spiritual doubt • Christian counseling for single adults facing loneliness and calling • Culturally sensitive counseling in racially or ethnically diverse churches
Integrative and Theological Issues	• Developing a theology of suffering for Christian counselors • Biblical anthropology as a foundation for counseling practice • Comparing nouthetic and integrative counseling models in pastoral ministry • Using the Psalms as a therapeutic tool in Christian counseling • The role of the Holy Spirit in healing and transformation
Ethics and Professional Practice	• Ethical dilemmas in dual relationships in pastoral counseling • Confidentiality and mandatory reporting in church-based counseling • Establishing policies and procedures for counseling in the local church • Creating safe ministry environments for vulnerable populations • Legal considerations for unlicensed counselors in ministry settings

Appendix Seven: Sample Ministry Project Topics for Church Planting

Category	Project Title
Biblical and Theological Foundations	• Pauline Church Planting Principles and Their Application in SBC Churches • A Theology of Mission and Its Role in Southern Baptist Church Planting • Ecclesiological Challenges in Multisite SBC Church Plants • Baptistic Polity and Its Implications for Church Planting Governance • The Role of the Ordinances in New Church Plants: A Southern Baptist View
Church Health and Sustainability	• Measuring Health in New Church Plants: A Biblical and Practical Framework • Preventing Burnout in Church Planters: A Southern Baptist Perspective • Spiritual Formation in the Life of the Church Planter • From Launch to Maturity: Developing Systems for Sustainable Growth • Evaluating the Effectiveness of Core Team Models in SBC Church Plants
Contextual Engagement	• Contextualizing the Gospel for Church Planting in Hispanic Communities • Church Planting Among African-American Populations in the Southeast • Church Planting Strategies for Suburban Dechurched Families • Reaching College Towns: A Contextual Church Planting Approach • Engaging Secular Millennials Through Southern Baptist Church Plants
Leadership and Discipleship	• Equipping Lay Leaders for Multiplication in New Church Plants • Mentoring Future Church Planters through Local Church Residencies • A Discipleship-Driven Church Planting Strategy • Creating a Culture of Leadership Reproduction in Southern Baptist Church Plants • Training Ethnic Church Planters in SBC-Affiliated Seminaries
Models and Methods	• A Multiplication Model for Rural Church Planting in the SBC • Developing a Bi-Vocational Church Planting Strategy for Underserved Communities • A Missional Church Planting Model for Urban Contexts in the Bible Belt

	• Sustainable Church Planting in Military Communities: A Southern Baptist Approach • House Church Networks as a Church Planting Method in Post-Christian Contexts
Partnerships and Networks	• Mobilizing Established SBC Churches to Become Sending Churches • Creating Associational Support Networks for Church Planters • The Role of NAMB in Resourcing Church Plants in Nontraditional Areas • Developing Partnerships Between State Conventions and Church Plants • Church Planting through Replanting: Revitalizing Dying SBC Churches