The Bachelor of Theology degree (B.Th.) is granted for demonstration of basic competencies related to building biblical theology and doing theology in culture, particularly by those in ministry with responsibility extending beyond the local church level.

The general objectives of all Antioch School programs are:
- Comprehensive development in character, skills, and knowledge for effective ministry.
- Life development and lifelong learning orientation.
- Recognition of and participation in the centrality of the local church in the plan of God.
- Ability to master biblical content, benefit from significant contributions of scholars, and build strategic models of ministry accordingly.

The general objective of Theology degrees is to help train those who desire to understand thoroughly the unfolding message of Scripture itself as a guidebook for life and ministry, paying special attention to the implications of that message in one's personal life, ministry, and culture.

Specific program objectives of the B.Th. include:
- Mastery of Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflection on the contributions of leading scholars regarding biblical theology and theology in culture.
- Address the pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.

The following is a list of competencies to be demonstrated in order to earn the degree:

Semester Hours of Credit

1.   Life and Ministry Development   6

SIMA® Motivated Abilities Pattern (MAP) and 10 Step Program demonstrate your ability to use insights from the MAP about how you are "hard-wired" to understand yourself and develop for life and ministry.

MAP100	SIMA MAP First Response	1
MAP200	SIMA MAP Second Response	1

Life^n processes demonstrate your ability to plan according to your unique purpose, story, abilities, roles and responsibilities, resources, disciplines and determinations, and lifelong wisdom.

LN100	Life^n Initial Plan	1
LN200	Life^n First Revision	1

Personal Development Assessments demonstrate that you are receiving benefit of in-service mentoring by those whom God has put into your life with a primary responsibility for your development. Each is to be used as a point of reference by a mentor at least quarterly while in the program.

PDA100-1,2,3,4	Life and Ministry Assessment Becoming Established Assessment Giftedness Self-Assessment Ministry Team Profile Current Ministry Assessment	1
PDA200-1,2,3,4	Life and Ministry Assessment Becoming Established Assessment Giftedness Self-Assessment Ministry Team Profile Current Ministry Assessment	1

2.   General Education "Integrated Core"   30

GE101 *Language: The Crucial Connection*   3
This course is foundational to all courses. It deals both with the nature of language and the "globalization" language – English. It lays the foundation for learning a second language which we believe is very important for each individual as they complete their masters level work. All future languages are built around the "natural" Rosetta Stone system used by the US State Department. In this course we will focus on linguistics, orality/literacy, how children learn languages, global language history/expansion and laying a lifelong learning strategy for language development.

____   1. To understand the history of languages globally.
____   2. To understand the power of language in everyday life.
____   3. To motivate future interest in and development of language skills.
____   4. To spark interest in learning a second language
____   5. To sketch a future course for personal language development

GE102 *Art: The Esthetic Experience*   3
This course is designed to introduce the student to the issue of the relationship of the sciences and the arts in a way that brings balance (Gadamer) to the ability to find truth through both. We will then survey music, dance and the visual arts (especially painting and architecture, identifying the common elements of all 9 civilizations, examining how the arts shaped and continue to shape each civilization. This course will also include a minimum of a one day visit to a significant cultural museum of the arts. The course will conclude with a personal strategy for growing in appreciation for the arts in one's own culture.

____   1. To understand the history of the arts and its power in culture.
____   2. To understand the power of the art in everyday life and on the mind.
____   3. To motivate future personal interest in the arts.
____   4. To spark interest in learning to use the arts in your lifework.
____   5. To sketch a future course for appreciation of the arts

GE203 *Heritage: The Living Past* 3

History can best be grasped by understanding the big picture – the great conversations, the great civilizations and the philosophical paradigms that drove major eras or world history. In this course we will survey these civilizations, providing a basic knowledge of the various and colorful civilizations that make up the 21st century. We will attempt to identify by the end of the current global questions facing these 9 civilizations as they enter the globalization realities of the 21st century.

____ 1. To gain a general understanding of the history and development of civilizations.
____ 2. To understand the power of our heritage in shaping everyday life.
____ 3. To motivate future interest in our cultural heritage as a tool in shaping our world.
____ 4. To spark interest in continued lifelong education in our heritage.
____ 5. To sketch a future course use of our heritage in our lifework.

GE204 *Institutions: The Social Web* 3

Use the reality of the reemergence of 9 key civilizations as a context for understanding how social institutions (family, religious communities, governmental infrastructures, and large and small NGOs) provide the cultural glue to any and every society. Special attention will be given to the emergence of global cities and global tribes as central the new emerging world of the 21st century. This course will also include the touring of at least one major social institution. Each student will complete the course with a brief treatise on provisional ideas for his or her future service in society's good institutions.

____ 1. To understand the history of our cultural heritage.
____ 2. To understand the power of culture in shaping our everyday lives.
____ 3. To motivate future interest in and development in culture and its institutions.
____ 4. To spark interest in understanding the global cities movement.
____ 5. To sketch a future course for personal lifelong development in cultures global social web.

GE305 *Nature: Ecology of the Planet* 3

This course will focus on the fundamental ideas of the nature of the universe, with special attention to the fundamentals of science. We will focus on the rise of modern science, the great enduring ideas, and the merging of science and technology, thus reshaping the world of the 21st century. The great ideas of science will be integrated with the Great Books reading, and some attention given to the future mathematics, and the "green revolution" and global warming issues. Again the student will be asked to identify those areas of future interest, as well as a basic "reading continuum" plan for keeping up with the cultural conversation of the scientific community.

____ 1. To understand the history of the development of the sciences.
____ 2. To understand the power of the sciences in everyday life.
____ 3. To motivate future interest the growth and development of key issues in the sciences.
____ 4. To spark interest in specific scientific debates in the arena of the sciences.
____ 5. To sketch a future course for lifelong learning in the sciences.

GE306 *Work: The Value of Vocation* 3
This course attempts to pull together all the work of the above course by helping the student begin to identify his or her lifework – a concept far bigger the one's career. A good general, liberal education should give a person a broad understanding of the world and all the choices that lay out there for a lifetime of good works. In addition Howard Gardner's work, *Good Work*, will be a platform for beginning to identify the good work the student would like to major on in his lifetime.

____   1. To understand the value of good work.
____   2. To understand the power of good occupations in seeking the welfare of the city.
____   3. To motivate future interest in and development of becoming a skilled craftsman.
____   4. To spark interest in learning a skill or trade.
____   5. To sketch a future course for lifelong learning in the area of good work and
             becoming a skilled craftsman.

GE407 *Identity: The Search for Meaning* 3
This course will lead the student through a process of beginning to identify the core elements of his or her world view – and in a way that will lead to a shaping of the "first draft" of one's life purpose. Time will be spent on Art Miller's works on helping us identify our motivated abilities pattern (SIMA), a pattern that is unique to each individual. The debate of intelligent design will be briefly explored. Each student will complete the course with an attempt to identify his or her unique contribution to the world in this life.

____   1. To understand the history of finding meaning and truth in life.
____   2. To understand the power of understanding our identity in everyday life.
____   3. To motivate future interest in and development of self-understanding.
____   4. To spark interest in continued learning and development of our self-identity.
____   5. To sketch a future course for personal development of a strong self-identity.

GE408,9,10 Community Service Learning Projects 3
(contracted learning at a rate of 1 semester hour of credit for each 45 hours of approved assignments and reflection)

GE411,12,13 Great Books Reading Program 3
(contracted learning at a rate of 1 semester hour of credit for each 45 hours of approved assignments and reflection)

3.   Core Training Modules (Leadership Series I Courses)   21

LSM100 *Acts: Keys to the Establishment and Expansion of the First Century Church* 3
Determined the fundamental biblical principles regarding the mission of the Church and its role in missions and developed guidelines and strategies from these principles for a local church's involvement.

_____   1. Developed a basic understanding of biblical keys to the establishment and expansion of the first-century Church and how to use these keys in the establishment and expansion of the global Church.
_____   2. Designed a model to use as a guide in planting and establishing churches today from the core elements of Paul's strategy used on his missionary journeys.
_____   3. Determined a biblical definition for *missionary* and *missionary work*.
_____   4. Developed convictions on the role of the local church in missions today and designed a model for how a local church could be central and vitally involved in missions, while networking with other churches and mission agencies.

LSM110 *Pauline Epistles: Strategies for Establishing Churches*   3
Determined the fundamental biblical principles for growing and strengthening (establishing) a church to maturity and developed a strategy for implementing the biblical forms and functions of a church necessary to make and keep it strong.

_____   1. Developed a biblical understanding of Paul's concept of establishing local churches, while discerning the difference between what Paul understood to be normative for all churches in every culture and generation and what he intended to be merely cultural for his time and situation.
_____   2. Developed a biblical understanding of how the Church fits into the overall plan and eternal purposes of God.
_____   3. Developed a biblical understanding of the philosophy that is to drive the ministry of the Church and the guidelines (i.e. "house order") by which each local church is to abide.
_____   4. Brought all of this biblical understanding together into a contemporary model for establishing local churches in the twenty-first century, including general procedures consistent with Paul's establishing model and normative "house order" instructions.

LSM220 *Understanding the Essentials of Sound Doctrine*   3
Build a contemporary didache—the term used by the Early Church to refer to a church manual to establish believers in the essentials of the apostles' teaching. This contemporary didache must be founded solidly upon the faith delivered by the apostles; seasoned by the historical effort of the church; and be eminently relevant to our present cultural situations.

_____   1. Gained an understanding of the preaching (kerygma) and the teaching (didache) of the Apostles—the core doctrines—and their importance to churches of every generation, summarizing the doctrines in statement form, which will be used as a foundation for all contemporary theological formulations.
_____   2. Wrote a modern kerygma/didache type doctrinal statement, which can be used by churches as a guide for establishing believers in their faith, for doing theology as a community of believers, and for aiding all believers in beginning their own practical theology for everyday life.

____   3. Gained an appreciation for the historical effort of the Church as it has sought, through the centuries, to provide the Church of its generation with a relevant understanding and defense of the faith delivered by the Apostles.

____   4. Laid out a strategy for establishing everyone in a local church in both the gospel (kerygma) and the essential teaching of Christ and His Apostles (the didache), as well as understood how the curriculum grows out of the didache.

LSM230 *Leaders and the Early Church*   3

Recognized that leadership should be centered in the local church in a way that will empower churches to participate in the expansion of the gospel, with the same vision and effectiveness as the first church at Antioch.

____   1. Developed a basic understanding of leadership in the Early Church with all of its complexities, focusing specifically on the work of ministers of the gospel and that of elders and deacons and how their work is complementary in nature.

____   2. Rediscovered the Antioch tradition of the Early Church, which lasted over five centuries, and designed a model for how to build this tradition back into our churches, as we seek to have similar impact globally for the expansion of the gospel in the 21st century.

____   3. Designed an effective, multi-level leadership development strategy for churches, which is truly built upon the foundation of the New Testament and that will carry on the Antioch vision of turning the world upside down.

LSM460 *Interpreting the Word I*   3

The overall objective of this course is to gain skills and insights for identifying the author's intention for writing as it is expressed in the text he has written as the determinant of meaning. Then, out of that meaning, the objective is to determine the significance of that text for today.

____   1. Developed a basic conviction on the importance of handling the Word accurately, paying careful attention to the author's intended meaning as expressed in the text as the determinant of meaning rather than one's own preconceptions.

____   2. Gained a basic grasp of the discipline of hermeneutics (the art of interpretation), with foundational principles essential in interpreting and validating the author's intended meaning expressed in the text, as well as translating its relevancy to the twenty-first century.

____   3. Gained a basic grasp of the discipline of exegesis (basic procedures for studying and interpreting the Scriptures) as well as a basic proficiency level in accurately drawing out the author's intended meaning from the text and relating it to the twenty-first century.

____   4. Gained an understanding of and proficiency in many of the recent literary contributions, which are very significant in the process of interpreting the Word, paying special attention to cross cultural interpretation and application.

LSM470 *Interpreting the Word II*   3

The overall objective of this course is to develop the ability to skillfully use Hebrew and Greek in the interpreting, preaching and teaching of the Word, using the advancement of linguistics and computers technology.

____   1. Develop a basic understanding of linguistics which applies to any language, with special attention being given to how to develop a functional equivalency

between Hebrew and Greek and the language to which one is translating the Bible, as well as the specific skill of determining the semantic range of words.

____ 2. Gain a basic understanding of both Hebrew and Greek linguistics (in essence identifying the unique characteristics of the Hebrew and Greek languages beyond those of any language), followed by an introduction to The Translator's Handbooks – Old and New Testaments (55 volumes) created to guide an English translator in applying general language, and Hebrew and Greek linguistic principles in accurately translating the Bible into another language.

____ 3. Introduce the student to Logos6 Library System with an impressive array of Greek and Hebrew tools, and how to use the exegetical and passage guides to make full use of the Hebrew and Greek in the interpretive process.

____ 4. Guide the student in building a digital library appropriate to the level of biblical study needed, as well provide an extensive review of Hebrew and Greek tools, commentary sets and reference works needed at various stages of development as a leader.

____ 5. Integrate the skills of this course back into the work of *Interpreting I: Principles and Procedures*, and *Preaching, Teaching and Worship in the Early Church*, in a way that brings a mastery to the whole process of developing a hermeneutically trained judgment, and to the process of study and preaching and teaching.

LSM490 *Covenants, Unity of Scripture and Biblical Worldview*   3

The overall objective of this course is to understand the basic message of the Scriptures and the major motifs of both testaments as a basis for developing a lifeview that is consistent with God's plan and purposes.

____ 1. Designed an approach to studying the whole counsel of God and discovered, systematized, and articulated its central message.

____ 2. Summarized the basic message of Scripture, including key strands (i.e. themes, motifs) and/or historical movements, in the form of a basic statement or summarized in a chart or graph.

____ 3. Surfaced the basic issues of tension between the Old and New Testaments, studying the basic lines of continuity and discontinuity between the Testaments on each issue.

____ 4. Translated the central message of the Bible into a "worldview manifesto," which can serve as a guide for life, bringing life direction and goals into harmony with this worldview.

3b.   Core Training Modules (Leadership Series II Courses)   22

LST400 *Toward a Theology in Culture*   3

Develop firm convictions on the need for the Church to return to the center of the theological enterprise and the importance of the study of theology in the life of leaders and communities of faith themselves, so that they can address cultural and global issues with clarity and relevance—both as a form of kerygma (proclamation of the gospel) and didache (teaching).

____ 1. Developed a clear understanding of what Paul meant by the perpetual passing on of the deposit and the role of faithful men in getting in-depth training and developing critical thinking over an extended period of time, with the view that these faithful men would keep churches and whole movements of churches on course, thus creating a perpetual preservation of the Apostles' doctrine.

____ 2. Developed an understanding of theological encyclopedia (what ought a minister of the gospel to study and in what order) and developed an integrated approach to the theological disciplines, which allows a logical and effective access to existing resources.

____ 3. Gained an understanding of the tremendous shifts that are taking place in theological studies at this time in history, the different traditions that are attempting to become the dominant new paradigms, and developed a method for building a belief framework and doing theology in culture that is both culturally relevant and remains true to the apostolic faith.

____ 4. Developed a perspective and method for guiding others in building their own belief frameworks and for beginning to build contemporary belief frameworks in their own cultural settings, including an extensive categorization for doing theology on an ongoing basis within that framework, as well as theology in their culture.

LST401 *Old Testament Theology: The Law*   2

This is the first of 8 courses that build a biblical theology of Old and New Testaments, following the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____ 1. Developed an overall understanding of the Pentateuch, including the development of a canonical intent statement that integrates Moses' intention and literary design for the Pentateuch and the role the Pentateuch plays in relation to the other sections of the Old Testament canon.

____ 2. Developed skill in handling the special literature of the Pentateuch, majoring on the unique combination of narrative and legal literature, as well as paying attention to the overarching role that the covenant forms-of-the-day played in shaping major sections of the Pentateuch.

____ 3. Developed an author's intention statement for each book that pays careful attention to the literary design

LS402 *Old Testament Theology: The Former Prophets*   2

This is the second in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____ 1. Developed an overall understanding of the Former Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Former Prophets and the role the Former Prophets plays in relation to the other sections of the Old Testament canon.

____ 2. Developed skill in handling the special literature of the Former Prophets, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.

____ 3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS403 *Old Testament Theology: The Latter Prophets*   2

This is the third in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the Latter Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Latter Prophets and the role the Latter Prophets plays in relation to the other sections of the Old Testament canon.
____   2. Developed skill in handling the special literature of the Latter Prophets, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.
____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS404 *Old Testament Theology: The Writings*   2

This is the fourth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the Writings, including the development of a canonical intent statement that integrates the author's intention and literary design for the Writings and the role the Writings plays in relation to the other sections of the Old Testament canon.
____   2. Developed skill in handling the special literature of the Writings, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.
____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS405 *New Testament Theology: Luke-Acts and Paul*   2

This is the fifth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
____   2. Developed skill in handling the special literature of Luke/Acts and the letters of Paul, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.
____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS406 *New Testament Theology: Peter, James, and Jude*   2

This is the sixth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the canonical section, including the development of an intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.

____   2. Developed skill in handling the special literature of the letters of Peter, Hebrews, James, and Jude, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.

____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS407 *New Testament Theology: Matthew and Mark*   2

This is the seventh in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the canonical section, including the development of an intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.

____   2. Developed skill in handling the special literature of the books of Matthew and Mark, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.

____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS408 *New Testament Theology: John*   2

This is the eighth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

____   1. Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.

____   2. Developed skill in handling the special literature of the books of John, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.

____   3. Developed an author's intention statement for each book that pays careful attention to the literary design.

LS409 *Pathways to Constructing Theology in Civilization*　　　　　2

Develop the ability, in this complex time of conflict of civilizations and the remaking of world order, to do comprehensive theology work in the context of civilization, with the view of developing a comprehensive theology to empower churches to address in a fresh and relevant manner core issues of their civilization with the view of both engaging their culture in the "great conversation" with the God of the universe, and impact the culture with the gospel of Jesus Christ. . Specifically, this means that each person studying the course would:

____　　1. Develop a basic understanding of the restructuring of civilization in light of expansion of the gospel to the Global South in the late 20th century and early 21st century, with the view of developing a serious, global theology expressions relevant to the church of the new millennium

____　　2. Gain an understanding of the formation and influencing power of cultural conversations and intellectual change, in the context of civilizations as a paradigm for cultural formation and development, with a view of understanding the times and its presenting opportunities for the church of the 21st century

____　　3. Guide the student in identifying the great ideas and debates of an emerging or rearticulation of a civilization, with the view of churches identifying the issues that need to be theologically addressed in their church network, so that their churches become a powerful force in shaping the theological and cultural conversation

____　　4. Develop the ability and agenda for entering the theological conversation of their civilization through serious and sustained habits of reflection of churches, through national seminars and courses, with special focus on the media, movies and the WWW.

____　　5. Develop ideas and accompanying pathways for shaping the conversation of their faith community, of the theological community in general, and the conversation of the civilization at large.

4.　Major Projects　　　　　6

PR401 Old Testament Theology　　　　　3
Make a presentation of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the Old Testament.

PR402 New Testament Theology　　　　　3
Make a presentation of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the New Testament.

5.　Ministry Practicum (Learning by Doing)　　　　　9

MP101-9 Ministry Practicum　　　　　9
Contracted learning through ministry experience, including written description of preliminary plan and learning goals, report of actual experience, and evaluation and reflection of learning accomplished. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

6.   Teaching Practicum (Learning by Teaching)   9

Contracted learning through teaching experience, including written description of preliminary plan and learning goals, report of actual experience, and evaluation and reflection of learning accomplished. Students should receive evaluation in the following manner:

- A ministry leader should evaluate the student's teaching to identify strengths and weaknesses related to the course content (not necessarily the student's teaching skills);
- Participants should evaluate what they thought was accomplished in terms of their own learning, as well as what would have been helpful in better accomplishing the course goals because this may be a key indicator of areas that the student doing the teaching may still need to develop.
- Students should evaluate themselves in terms of what they accomplished related to the course content, including what they identified as areas that may still need further development.

TP101   The First Principles Series I   1
TP102   The First Principles Series II   1
TP103   The First Principles Series III   1
TP400   Theology in Culture   3
TP460   Interpreting the Word I   3

7.   Other / Electives   30

Total Credits   120