

Master of Ministry

Portfolio Transcript

The Master of Ministry degree (M.Min.) is granted for demonstration of competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders who are actively engaged in ministry.

General objectives of all Antioch School programs:

- 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.
- Develop a foundational understanding through an integrated core of interdisciplinary studies.

The general objective of Ministry Degrees is to help train those who desire to be part of a leadership and ministry team that is one-minded in ministry, vision, and philosophy. Out of this team would come those who commit themselves long term to local church leadership or those who desire to train to be part of a missionary team involved in planting or establishing churches in other areas.

Specific program objectives of the M.Min.:

- Master Scripture relevant to church and leadership development, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflect on contributions of leading scholars regarding church and leadership development.
- Address pertinent issues related to church and leadership development and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery through substantial implementation in real ministry situations and careful evaluative reflection on that implementation. (Assessment of competencies according to reflection on, planning for, and implementation in real ministry situations is a major difference between the M.Min. and the B.Min.).

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

Semester Hours of Credit

LIFE AND MINISTRY DEVELOPMENT

6

The SIMA® Motivated Abilities Pattern (MAP) helps you identify your own unique design and abilities. The SIMA 10-Step Program demonstrates your ability to use insights from your MAP to understand yourself and to develop your life and ministry.

Select One

MAP501 Motivated Abilities Pattern (Consultant Assessed)

1

At the beginning of each program, students obtain a certified Motivated Abilities Pattern (MAP) through the process of recalling autobiographical achievements; written data and oral data are assessed by a SIMA consultant, to show the student's preferred subject matter, the abilities the student instinctively uses, the circumstances and relationships the student thrives in, and the results the student is driven to achieve.

- ____ 1. Completed the process of obtaining a certified Motivated Abilities Pattern (MAP) through a discovery process with analysis and review by a SIMA consultant.

MAP502 Motivated Abilities Pattern (Computer Assessed)

1

At the beginning of each program, students obtain a Motivated Abilities Pattern (MAP) through the process of recalling autobiographical achievements; assessment of written data is computer assisted, to show the student's preferred subject matter, the abilities the student instinctively uses, the circumstances and relationships the student thrives in, and the results the student is driven to achieve.

- ____ 1. Completed the process of obtaining a Motivated Abilities Pattern (MAP) through a discovery process by computer analysis and review by a SIMA consultant.

MAP503 Motivated Abilities Pattern (Self Assessed)

1

At the beginning of each program, students generate a Motivated Abilities Pattern (MAP) through the process of recalling autobiographical achievements; written data is self assessed using the booklet *Identifying Who You Are Designed to Be* and reviewed with a group of peers, to show the student's preferred subject matter, the abilities the student instinctively uses, the circumstances and relationships the student thrives in, and the results the student is driven to achieve.

- ____ 1. Created a Motivated Abilities Pattern (MAP) through a 10-step discovery process using careful self analysis and review by a group of peers, resulting in a MAP that accurately reflects your own unique design.

MAP601 Becoming Who You Are Designed To Be – "A" Projects

1

Students work through a disciplined process in the book *Becoming Who You Are Designed to Be: SIMA 10-Step Program* to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.

- ____ 1. Developed an understanding of your unique design: how the parts of your MAP fit together, your emotions, and understanding the "dark-side" of your strengths. (Projects 1A, 2A, 3A)
- ____ 2. Developed an understanding of how you fit in your work: how the parts of your MAP help you identify your ideal type of work, improve your current job fit, and know "how high to climb." (Projects 4A, 5A, 6A)
- ____ 3. Developed an understanding of how you relate to others, using MAPs to understand personal conflict, to get the help you need from others, and to manage activities that drag you down. (Projects 7A, 8A, 9A)
- ____ 4. Integrated your MAP into your whole life plan. (Projects 10A)

MAP602 Becoming Who You Are Designed To Be – "B" Projects

1

Students work through a disciplined process in the book *Becoming Who You Are Designed to Be: SIMA 10-Step Program* to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.

- ____ 1. Developed an understanding of your unique design: how the parts of your MAP fit together, your emotions, and understanding the "dark-side" of your strengths. (Projects 1B, 2B, 3B)
- ____ 2. Developed an understanding of how you fit in your work: how the parts of your MAP help you identify your ideal type of work, improve your current job fit, and know "how high to climb." (Projects 4B, 5B, 6B)
- ____ 3. Developed an understanding of how you relate to others, using MAPs to understand personal conflict, to get the help you need from others, and to manage activities that drag you down. (Projects 7B, 8B, 9B)
- ____ 4. Integrated your MAP into your whole life plan. (Projects 10B)

LN501 Lifeⁿ Initial Plan

1

Initial work with the Lifeⁿ tool, including completion of six steps.

- ____ 1. Constructed your timeline and a written narrative, interpreting your story to understand your past and understand where you are going in the future. (Step 1)
- ____ 2. Created a Unique Life Purpose Statement that includes individual purpose, family purpose, community purpose, and world community purpose. (Step 2)
- ____ 3. Created or acquired a written Motivated Abilities Pattern, to understand who you are designed to be, how to become the person you are designed to be, and applied that knowledge by writing a personal lifework vision. (Step 3)
- ____ 4. Built a life development portfolio, identifying the investments you will make in the four building blocks of life: the individual, the family, the local community, and the world community. (Step 4)
- ____ 5. Developed a Life Development Master Plan (your strategy), pulling together your unique Life Purpose Statement; setting lifelong and long-range goals around your individual, family, community, and world community intentions; and designed a natural life rhythm (your habits) to accomplish them. (Steps 5 and 6)

LN502 Lifeⁿ Plan Updates

1

Revised work with the Lifeⁿ tool, including updates of your Life Development Master Plan and reported initial meeting(s) with your mentor using the personal development assessments forms.

- ____ 1. Reviewed and updated your Life Development Master Plan (your strategy), which includes your unique Life Purpose Statement; lifelong goals around your individual, family, community, and world community intentions; and evaluation of your natural life rhythms (your habits) to accomplish them. (Focused on Step 5, reviewing all steps)
- ____ 2. Report on mentoring time, using the six Life and Ministry Development Assessment forms as points of reference.

LN503 Lifeⁿ Plan Updates

1

Revised work with the Lifeⁿ tool, including updates of your Life Development Master Plan; and reported on additional meeting(s) with your mentor using the personal development assessments forms.

- ____ 1. Reviewed and updated your Life Development Master Plan (your strategy), which includes your unique Life Purpose Statement; lifelong goals around your individual, family, community, and world community intentions; and evaluation of your natural life rhythms (your habits) to accomplish them. (Focused on Step 5, reviewing all steps)
- ____ 2. Report on mentoring time, using the six Life and Ministry Development Assessment forms as points of reference.

CORE TRAINING MODULES (LEADERSHIP SERIES I COURSES)

32

These competencies are associated with outcomes of BILD Leadership Series I course modules that help students employ the New Testament as a manual for church development, particularly through the keys taught in the Book of Acts and the Pauline Epistles.

See portfolio transcripts for each degree for complete lists of competencies associated with each course.

LSM501 Acts: Keys to the Establishment and Expansion of the First Century Church

4

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 as taught in Acts.
- ____ 2. Developed convictions on the role of the local church in missions today.

- ___ 3. Developed a biblical definition for missionary and missionary work as taught in Acts.
- ___ 4. 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, including local churches and mission agencies/apostolic teams.
- ___ 5. Designed a set of guidelines that could be used for a mission program anywhere that is aligned with an advanced understanding of biblical keys, including the role of local churches networking with other churches and mission agencies/apostolic teams as taught in Acts.

LSM502 Pauline Epistles: Strategies for Establishing Churches

4

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 basic 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 Paul's definition of a local church, including how a gathering of believers becomes a local church.
- ___ 3. Developed a basic biblical understanding of the philosophy that is to drive the ministry of the Church and the instructions (i.e. "house order") by which each local church is to abide.
- ___ 4. Developed an advanced biblical understanding of the philosophy that is to drive the ministry of the church and the instructions (i.e. "house order") by which each local church is to abide.
- ___ 5. Designed a set of guidelines for establishing local churches anywhere according to an advanced biblical understanding of Paul's concept of establishing local churches, including instructions for "house order" of local churches.

LSM503 Understanding the Essentials of Sound Doctrine

4

Built 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. Developed a summary of the kerygma and didache as taught by Paul in his letters to the churches, which could be used as a foundation for all churches everywhere.
- ___ 2. Revised your summary of the kerygma and didache based on analysis of the creeds and The Didache of the Early Church, and presented your revised summary in the form of a contemporary creed and an outline for a contemporary document like The Didache.
- ___ 3. Revised your summary of the kerygma and didache based on analysis of the confessions and catechisms used through the centuries, and presented your revised summary in the form of a contemporary confession and an outline for a contemporary catechism.
- ___ 4. Revised your summary of the kerygma and didache based on analysis of doctrinal statements and discipleship manuals, and presented your revised summary in the form of a contemporary doctrinal statement and an outline for a contemporary discipleship manual.
- ___ 5. Designed a final summary of the kerygma and didache into a form or forms that you think best utilizes the historical efforts (creeds, The Didache, confessions, catechisms, doctrinal statements, discipleship manuals) of the church to preserve the apostolic doctrine, and presented your effort to preserve the apostolic doctrine in your ministry context by laying out a strategy for establishing everyone in your church, including an explanation of how the BILD resources can be used so that everyone in a local church could be established according to the kerygma and didache.

LSM504 Leaders and the Early Church

4

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 according to the various types taught in Acts and by Paul in his letters, including the difference between sodality and modality leaders.
- ___ 2. Developed an advanced understanding of leaders who are ministers of the gospel.
- ___ 3. Developed an advanced understanding of leaders who are elders and deacons, as well as how their work is complementary with the work of ministers of the gospel.
- ___ 4. Designed a model for how to build this tradition into churches and networks of the twenty-first century based on the Antioch tradition of the Early Church, which lasted over five centuries.
- ___ 5. Designed an effective, multi-level leadership development strategy for churches and church networks that is truly built upon the foundation of the New Testament and that will carry on the Antioch vision of turning the world upside down.

LSM605 Preaching, Teaching and Worship in the Early Church

4

Developed the ability to preach and teach within the five sermonic forms of the Early Church—evangelistic, catechetical, expository, prophetic, and festal. These forms will be examined in light of the paradigm of the Early Church meeting, which was far more participatory than our single preacher-event approach that has dominated Western protestant churches ever since the Reformation.

- ___ 1. Developed a basic understanding of the preaching and teaching forms of the Early Church according to Acts and the Pauline Epistles.
- ___ 2. Developed an advanced understanding of the five forms of preaching and teaching in the Early Church, including how to use them in contemporary preaching and teaching.
- ___ 3. Developed an advanced understanding of the importance of psalms and hymns and spiritual songs, including their integration with the five forms of preaching and teaching, both in the Early Church and for contemporary churches in one's ministry context.
- ___ 4. Developed an advanced understanding of the importance of the Lord's Supper, including its integration with the five forms of preaching and teaching, both in the Early Church and for contemporary churches in one's ministry context.
- ___ 5. Designed culturally appropriate models of the five forms of preaching and teaching that integrate psalms, hymns, spiritual songs, and the Lord's Supper, as well as drawing on creative and cultural expressions of music, drama, and the arts.

LSM606 Shepherding, Counseling, and the Early Church

4

Developed an understanding of the biblical model of pastoral care practiced in the early churches as a basis for formulating a philosophy of pastoral care that is consistent with New Testament guidelines for living in community and treating problems in our own lives and churches.

- ___ 1. Developed a basic understanding of pastoral care in the Early Church in comparison with contemporary counseling, particularly for addressing life-controlling problems in relation to maturing in faith.
- ___ 2. Developed an advanced understanding of pastoral care in the Early Church and how it is foundational for all counseling.
- ___ 3. Examined the contemporary practice of integrating psychology and theology and assessed the legitimacy of such an endeavor and its implications for the practice of counseling within the church, including the foundational understanding of Scripture needed for pastoral care.
- ___ 4. Critiqued the contemporary emergence of the Christian psychologist and psychiatrist profession and the Church's reliance upon it for pastoral care, while examining its implications on biblical authority structures and responsibilities.
- ___ 5. Designed a contemporary and comprehensive pastoral care strategy, consistent with the biblical guidelines set forth in the Scripture for the life of the church and an individual's growth in the Spirit.

LSM607 Interpreting the Word I: Principles and Procedures

4

Gained 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 and then, out of that meaning, to determine the significance of that text for today.

- ___ 1. Developed a basic conviction on the importance of handling the Word accurately, particularly by 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. Developed an advanced understanding of author's intention as it relates to whole books of the Bible.
 - ___ 3. Developed an advanced understanding of literary design of whole books of the Bible.
 - ___ 4. Developed an advanced understanding of analyzing sections and parts of books of the Bible.
 - ___ 5. Designed a tool to help contemporary churches handle the Bible properly in terms of author's intention, literary design, and analysis of sections and parts of whole books.
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Select One

LSM608 Interpreting the Word II: Linguistics, Languages, and Study Aids

4

Developed the ability to skillfully use Hebrew and Greek in the interpreting, preaching, and teaching of the Word, using the advancement of linguistics and computer technology.

- ___ 1. Developed 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. Developed a basic understanding of both Hebrew and Greek linguistics, particularly the unique characteristics of the Hebrew and Greek languages, and principles for accurately translating the Bible into another language.
- ___ 3. Developed familiarity with the Logos Library System, particularly its Hebrew and Greek tools for use in exegetical study.
- ___ 4. Designed a plan for building a digital library appropriate to the level of biblical study needed, as well as provided an extensive review of Hebrew and Greek tools, commentary sets, and reference works needed at various stages of leader development.
- ___ 5. Designed a tool that integrates the skills of this course with your work in *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.

LST601 Toward a Theology in Culture

4

Developed a church-based approach to the task of mastering the Scriptures and then brought them to bear on the life and problems of churches who are living and ministering in their cultures, at a critical level with awareness of the immediate cultural and global trends that bear on the shaping of worldviews.

- ___ 1. Developed 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).
- ___ 2. 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.
- ___ 3. 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.
- ___ 4. Developed 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.

- ____ 5. Designed a 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, that addresses cultural and global issues with clarity and relevance.
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MINISTRY PHILOSOPHY AND STRATEGY

6

Demonstrations of integration of ministry philosophy and strategy related to one's ministry context (or anticipated context) and integration of competencies associated with Leadership Series I course modules, particularly the work associated with Unit 5 of the courses.

MPS601 Initial Ministry Philosophy and Strategy

2

Creating a ministry philosophy and strategy related to the Leadership Series I course modules that integrate mission strategy from Acts and strategy for establishing churches from the Pauline Epistles.

- ____ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focus on key items learned from the Acts and Pauline leadership courses, with emphasis on Unit 5 work.)
- ____ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially describe your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy.

MPS602 Updated Ministry Philosophy and Strategy

1

Expanding an initial ministry philosophy and strategy related to the Leadership Series I course modules with a clear distillation of the core gospel (the kerygma) and the teaching of Christ and His Apostles (the didache) and a clear strategy for training leaders in the way of Christ and His Apostles; integrating the training of both local (modal) and mobile (sodal) leaders.

- ____ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from the Essentials and Leaders courses, with emphasis on Unit 5 work.)
- ____ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy.

MPS603 Updated Ministry Philosophy and Strategy

1

Expanding an interim ministry philosophy and strategy related to the Leadership Series I course modules to include Preaching, Teaching, and Worship and Shepherding, Counseling, and the Early Church.

- ____ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from the Preaching and Shepherding courses, with emphasis on Unit 5 work.)
- ____ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy.

MPS604 Final Ministry Philosophy and Strategy

2

Concluding a ministry philosophy and strategy related to Leadership Series I course modules with Interpreting the Word I and Theology in Culture (or Interpreting the Word II).

- ____ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from the Interpreting I, Interpreting II (or Theology in Culture) courses, with emphasis on Unit 5 work.)
- ____ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy.

MINISTRY PRACTICUM (LEARNING BY DOING)

12

Credit for learning that takes place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. Credit is granted at a rate of 1 semester hour of credit for each 45 hours of ministry practicum, in groups of 1 to 3 credits.

MP501 Ministry Practicum

1-3

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

- ____ 1. Ministry practicum report that includes experience, reflections, concepts, and implementation.

MP502 Ministry Practicum

1-3

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

MP503 Ministry Practicum

1-3

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

MP504 Ministry Practicum

1-3

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

MP505-MP512 Ministry Practicum (as needed)

1-3

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

TEACHING PRACTICUM (LEARNING BY TEACHING)

12

Credit for learning that takes place through use of the BILD resources to teach others, particularly related to the lessons learned related to the content of the BILD resources and the skills of teaching effectively.

TFP501 The First Principles Series I

3

Credit for learning that takes place through teaching The First Principles Series I to others, particularly related to the lessons learned related to the content of The First Principles Series I and the skills of teaching effectively.

____ 1. Teaching Practicum Report for The First Principles Series I that demonstrates experience and reflection.

TFP502 The First Principles Series II

3

Credit for learning that takes place through teaching The First Principles Series II to others, particularly related to the lessons learned related to the content of The First Principles Series II and the skills of teaching effectively.

____ 1. Teaching Practicum Report for The First Principles Series II that demonstrates experience and reflection.

TFP503 The First Principles Series III

3

Credit for learning that takes place through teaching The First Principles Series III to others, particularly related to the lessons learned related to the content of The First Principles Series III and the skills of teaching effectively.

____ 1. Teaching Practicum Report for The First Principles Series III that demonstrates experience and reflection.

TTS601 The Story

3

Credit for learning that takes place through teaching The Story to others, particularly related to the lessons learned related to the content of The Story and the skills of teaching effectively.

____ 1. Teaching Practicum Report for The Story that demonstrates experience and reflection.

Total Credits 68