

Master of Theology

Portfolio Transcript

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

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 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 M.Th.:

- Master 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.
- Reflect on contributions of leading scholars regarding biblical theology and theology in culture.
- Address 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.
- Obtain advanced mastery of biblical theology, particularly through study according to the eight canonical sections of the Bible.
- Develop a framework for beginning to use the canonical sections in both life and ministry.

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 II COURSES) **40**

These competencies are associated with the outcomes of BILD Leadership Series II course modules that help students utilize biblical theology to let the inspired message of Scripture unfold and a theology-in-culture orientation to complete the process of Scripture having its intended impact.

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

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.

LST602 Old Testament Theology: The Law

4

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ____ 4. Developed a theology of the Pentateuch as a whole that, again, respects the literary design of the Pentateuch and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- ____ 5. Developed a framework for beginning to use the Pentateuch in both life and ministry, including framing in a couple of future series ideas for preaching from the Pentateuch.

LST603 Old Testament Theology: The Former Prophets

4

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ____ 4. Developed a theology of the Former Prophets as a whole that, again, respects the literary design of the Former Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes

- ___ 5. Developed a framework for beginning to use the Former Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Former Prophets.

LST604 Old Testament Theology: The Latter Prophets

4

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ___ 4. Developed a theology of the Latter Prophets as a whole that, again, respects the literary design of the Latter Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- ___ 5. Developed a framework for beginning to use the Latter Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Latter Prophets.

LST605 Old Testament Theology: The Writings

4

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. Designed 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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ___ 4. Developed a theology of the Writings as a whole that, again, respects the literary design of the Writings and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes
- ___ 5. Developed a framework for beginning to use the Writings in both life and ministry, including framing in a couple of future series ideas for preaching from the Writings.

LST606 New Testament Theology: Luke-Acts and Paul

4

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ___ 4. Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes

- ____ 5. Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

LST607 New Testament Theology: Peter, James, and Jude **4**

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ____ 4. Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes
- ____ 5. Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

LST608 New Testament Theology: Matthew and Mark **4**

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. Designed an author's intention statement for each book that pays careful attention to the literary design.
- ____ 4. Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- ____ 5. Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

LST609 New Testament Theology: John **4**

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 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 John, majoring on uniqueness of the genre and overarching themes and concepts that shape the canonical section.
- ____ 3. Designed an author's intention statement for each book that pays careful attention to the literary design.

- ____ 4. Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- ____ 5. Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

LST610 Pathways to Constructing Theology in Civilization

4

Developed 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.

- ____ 1. Developed 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 serious, global theology expressions relevant to the church of the new millennium.
- ____ 2. Developed 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. Developed the ability to identify 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 their churches become a powerful force in shaping the theological and cultural conversation.
- ____ 4. Developed 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. Designed 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.

MAJOR PROJECTS

6

These projects seilding biblical theology. They include presentations of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the Old and New Testaments.

PR601 Old Testament Theology in Culture

3

Produce a biblical theology of the Old Testament with its implications for ministry within your culture.

- ____ 1. Produced a biblical theology of the Old Testament with its implications for ministry within your culture.

PR602 New Testament Theology in Culture

3

Produce a biblical theology of the New Testament with its implications for ministry within your culture.

- ____ 1. Produced a biblical theology of the New Testament with its implications for ministry within your culture.

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 76

Prerequisites

LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church
LSM502	Pauline Epistles: Strategies for Establishing Churches
LSM503	Understanding the Essentials of Sound Doctrine
LSM504	Leaders and the Early Church
LSM607	Interpreting the Word I: Principles and Procedures
LSM608	Interpreting the Word II: Linguistics, Languages, and Study Aids
LSM615	Covenants, Unity of Scripture and Biblical Worldview