

Bachelor of Theology

Portfolio Transcript

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.

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 B.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.

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

MAP101 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. *Steps 1-2*: Identified 20 summaries of activities that you yourself did in order to achieve something that was enjoyable or satisfying to you. Expanded on 8 of your summaries by providing details of how you got involved in each activity, how you went about doing each activity, and what was most satisfying to you about each activity.
- ____ 2. Your Consultant-Assessed MAP files will be uploaded to this course module by Antioch School staff once the process has been completed.

MAP102 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. *Steps 1-2*: Identified 20 summaries of activities that you yourself did in order to achieve something that was enjoyable or satisfying to you. Expanded on 8 of your summaries by providing details of how you got involved in each activity, how you went about doing each activity, and what was most satisfying to you about each activity.
- ____ 2. Your Computer-Assessed MAP files will be uploaded to this course module by Antioch School staff once the process has been completed.

MAP103 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. *Steps 1-2*: Identified 20 summaries of activities that you yourself did in order to achieve something that was enjoyable or satisfying to you. Expanded on 8 of your summaries by providing details of how you got involved in each activity, how you went about doing each activity, and what was most satisfying to you about each activity.
- ____ 2. *Steps 3-7*: Analyzed your 8 expansions in order to identify patterns of recurring subject matter, abilities, circumstances, operating relationships, and primary results that motivate you.
- ____ 3. *Step 8 (Conclusion)*: Integrated your top motivated subject matter, abilities, circumstances, operating relationships, and primary results into a summary that displays your whole motivated abilities pattern. Used your summary to plan to sharpen your understanding of your own unique design and its implications for your further life development.

MAP201 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)

MAP202 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)

LN101 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)

LN102 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.

LN103 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.

GENERAL EDUCATION “INTEGRATED CORE”

21

This set of competencies are associated with the BILD Integrated Core Courses. It provides a core of analytical, communicative, and quantitative skills associated with a well-trained bachelors-level student. The “Integrated Core” of seven areas is built from Ernest Boyer’s *College: The Undergraduate Experience in America*, Mortimer Adler’s *The Paideia Program: An Educational Syllabus*, and Howard Gardiner’s *The Disciplined Mind*.

GE101 Language: The Crucial Connection

3

This course is foundational to all courses. It deals both with the nature of language and English as the “globalization” language. It focuses on linguistics, orality/literacy, how children learn languages, global language history/expansion and laying a lifelong learning strategy for language development, including the foundation for learning a second language.

- ____ 1. Developed knowledge of the general area of language—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the history of language globally and the power of language in everyday life.
- ____ 2. Identified the significant conversations happening within the sphere of language, the major voices carrying those conversations, and the major ideas that have surfaced.
- ____ 3. Identified a model for how Christians can join the conversations within the area of language, what specific areas need Christian contribution, and how you personally can begin to contribute.
- ____ 4. Developed a plan for personal development in language skills, including a plan to learn a second language.
- ____ 5. Developed a plan for leveraging the power of language in your lifework.

GE102 Art: The Esthetic Experience

3

This course is designed to introduce the issue of the relationship of the sciences and the arts finding truth through both. It surveys 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. It concludes with development of a personal strategy for growing in appreciation for the arts in one’s own culture.

- ____ 1. Developed knowledge of the general area of art—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the history of art and the power of art in culture and everyday life.
- ____ 2. Identified the significant conversations happening within the sphere of art, the major voices carrying those conversations, and the major ideas that have surfaced.
- ____ 3. Identified a model for how Christians can join conversations within the area of art, what specific areas need Christian contribution, and how you personally can begin to contribute.
- ____ 4. Developed a plan for personal understanding and appreciation of art.
- ____ 5. Developed a plan for leveraging the power of art in your lifework.

GE203 Heritage: The Living Past

3

This course approaches history by understanding the big picture – the great conversations, the great civilizations and the philosophical paradigms that drove major eras or world history. It surveys these civilizations, providing a basic knowledge of the various and colorful civilizations that make up the 21st century. It also attempts to identify the current global questions facing these civilizations and the realities of globalization in the 21st century.

- ____ 1. Developed knowledge of the general area of heritage—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the history and development of civilizations.

- ___ 2. Identified the significant conversations happening within the sphere of heritage, the major voices carrying those conversations, and the major ideas that have surfaced.
- ___ 3. Identified a model for how Christians can join the conversations within the area of heritage, what specific areas need Christian contribution, and how you personally can begin to contribute.
- ___ 4. Developed a plan for continued, lifelong education in our heritage.
- ___ 5. Developed a plan for leveraging the power of heritage in your lifework.

GE204 Institutions: The Social Web

3

This course uses 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 is given to the emergence of global cities and global tribes as central the new emerging world of the 21st century. It concludes with a brief personal treatise on provisional ideas for future service in society's good institutions.

- ___ 1. Developed knowledge of the general area of institutions—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of our cultural heritage and the power of culture in everyday life.
- ___ 2. Identified the significant conversations happening within the sphere of institutions, the major voices carrying those conversations, and the major ideas that have surfaced.
- ___ 3. Identified a model for how Christians can join the conversations within the area of institutions, what specific areas need Christian contribution, and how you personally can begin to contribute.
- ___ 4. Developed a plan for personal development in understanding culture and its institutions, including an understanding of global cities.
- ___ 5. Developed a plan for leveraging an understanding of culture and its institutions in your lifework.

GE305 Nature: Ecology of the Planet

3

This course deals with the fundamental ideas of the nature of the universe, with special attention to the fundamentals of science. It focuses 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. It concludes with identification of areas of future interest, as well as a basic reading plan for keeping up with the cultural conversation of the scientific community.

- ___ 1. Developed knowledge of the general area of the sciences—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the history of the sciences and the power of the sciences in everyday life.
- ___ 2. Identified the significant conversations happening within the sphere of the sciences, the major voices carrying those conversations, and the major ideas that have surfaced.
- ___ 3. Identified a model for how Christians can join the conversations within the area of the sciences, what specific areas need Christian contribution, and how you personally can begin to contribute.
- ___ 4. Developed a plan for lifelong learning in the sciences and personal development around key issues in the sciences.
- ___ 5. Developed a plan for leveraging the power of the sciences in your lifework.

GE306 Work: The Value of Vocation

3

This course attempts to pull together all the work of the other courses by helping students begin to identify their lifework. It includes work in all areas of life, not merely one's career, in order to have a broad understanding of the world and the choices for a lifetime of good works.

- ___ 1. Developed knowledge of the general area of work—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the value of work and the power of good occupations in seeking the welfare of the city.
- ___ 2. Identified the significant conversations happening within the sphere of work, the major voices carrying those conversations, and the major ideas that have surfaced. Understood the power of good occupations in seeking the welfare of the city.

- ___ 3. Identified a model for how Christians can join the conversations within the area of work, what specific areas need Christian contribution, and how you personally can begin to contribute. Motivated future interest in and development of becoming a skilled craftsman.
- ___ 4. Developed a plan for personal development in work skills or a trade. Sparked interest in learning a skill or trade.
- ___ 5. Developed a plan for leveraging the power of work in your lifework, cultivating a vision for becoming a skilled craftsman. Sketched 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 leads students through a process of beginning to identify the core elements of world view in a way that will lead to a shaping of the “first draft” of one’s life purpose. It includes identification of one’s unique motivated abilities pattern. It also includes brief exploration of the intelligent design debate. It concludes with an attempt to identify his or her one’s unique contribution to the world in this life.

- ___ 1. Developed knowledge of the general area of identity—large spheres, major disciplines, and emerging disciplines—while also gaining understanding of the history of finding meaning and the power of knowing our identity in everyday life.
- ___ 2. Identified the significant conversations happening within the sphere of identity, the major voices carrying those conversations, and the major ideas that have surfaced. Understood the power of understanding our identity in everyday life.
- ___ 3. Identified a model for how Christians can join the conversations within the area of identity, what specific areas need Christian contribution, and how you personally can begin to contribute. Motivated future interest in and development of self-understanding.
- ___ 4. Developed a plan for lifelong development in self-understanding and in gaining a strong self-identity. Sparked interest in continued learning and development of our self-identity.
- ___ 5. Developed a plan for leveraging the power of gaining a strong self-identity, in your lifework. Sketched a future course for personal development of a strong self-identity.

GENERAL EDUCATION ENRICHMENT

9

Select One

GE111 Community Service Learning Projects

3

Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.

- ___ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.

GE112 Great Books Reading Program

3

Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Lifeⁿ plans.

- ___ 1. Reported on reading program design and implementation.

GE113 Cultural Conversation through Film

3

Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

___ 1. Reported on engagement in cultural conversation through film.

Select One

GE211 Community Service Learning Projects 3

Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.

___ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.

GE212 Great Books Reading Program 3

Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Lifeⁿ plans.

___ 1. Reported on reading program design and implementation.

GE213 Cultural Conversation through Film 3

Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

___ 1. Reported on engagement in cultural conversation through film.

Select One

GE311 Community Service Learning Projects 3

Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.

___ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.

GE312 Great Books Reading Program 3

Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Lifeⁿ plans.

___ 1. Reported on reading program design and implementation.

GE313 Cultural Conversation through Film

3

Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

- ____ 1. Reported on engagement in cultural conversation through film.
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CORE TRAINING MODULES (LEADERSHIP SERIES I COURSES)

21

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.

LSM101 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 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.

LSM102 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 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.

LSM203 Understanding the Essentials of Sound Doctrine

3

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.

LSM204 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 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.

LSM407 Interpreting the Word I: Principles and Procedures

3

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.

LSM408 Interpreting the Word II: Linguistics, Languages, and Study Aids 3

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.

LSM415 Covenants, Unity of Scripture, and Biblical Worldview 3

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. Developed an approach to studying the whole counsel of God and discovered, systematized, and articulated its central message.
- ___ 2. Developed a summary of 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 that shows the unfolding promise of Scripture.
- ___ 3. Revised the summary of the message of Scripture with careful reference to how the message is developed in accordance with the covenants found in Scripture.
- ___ 4. Developed an understanding of 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.
- ___ 5. Designed a "worldview manifesto" of the central message of the Bible, which can serve as a guide for life, bringing life direction and goals into harmony with this worldview.

CORE TRAINING MODULES (LEADERSHIP SERIES II COURSES) 22

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.

LST401 Toward a Theology in Culture 3

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.

LST402 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST403 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST404 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST405 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. 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.

LST406 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST407 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST408 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. Designed an author's intention statement for each book that pays careful attention to the literary design.

LST409 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 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.

LST410 Pathways to Constructing Theology in Civilization

3

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.

PR401 Old Testament Theology

3

Produce a biblical theology of the Old Testament.

- ____ 1. Produced a biblical theology of the Old Testament.

PR402 New Testament Theology

3

Produce a biblical theology of the New Testament.

- ____ 1. Produced a biblical theology of the New Testament.

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.

MP101 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.

MP102 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.)

MP103 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.)

MP104 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.)

MP105-MP112 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.

TFP101 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.

TFP102 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.

TFP103 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.

TTS201 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.

ELECTIVES

11

May be satisfied with other Leadership Series courses, additional Ministry Practicum, transfer credit, or CLEP tests.

EL101-EL111 Electives 1-30
May be satisfied with other Leadership Series courses, additional Ministry Practicum, transfer credit, or CLEP tests.
____ 1. Transfer credit or CLEP tests

LST499 Biblical Theology Elective 1-5
Credit for biblical theology competencies beyond those associated with BILD Leadership Series II courses, particularly for work that took place beyond the ordinary work expected for the BILD Leadership Series II courses. Credit is normally granted at a rate of 1 semester hour of credit for each 45 hours of approve work associated with development of these competencies.
____ 1. Competencies and criteria to be developed and approved by an Associate Faculty member.

LSM305 Preaching, Teaching and Worship in the Early Church 3
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.

LSM306 Shepherding, Counseling, and the Early Church 3

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.

LSM415 Covenants, Unity of Scripture, and Biblical Worldview 3

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. Developed an approach to studying the whole counsel of God and discovered, systematized, and articulated its central message.
- ___ 2. Developed a summary of 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 that shows the unfolding promise of Scripture.
- ___ 3. Revised the summary of the message of Scripture with careful reference to how the message is developed in accordance with the covenants found in Scripture.
- ___ 4. Developed an understanding of 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.
- ___ 5. Designed a "worldview manifesto" of the central message of the Bible, which can serve as a guide for life, bringing life direction and goals into harmony with this worldview.

GE112 Great Books Reading Program 3

Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education "Integrated Core" courses and their Lifeⁿ plans.

- ___ 1. Reported on reading program design and implementation.

- GE113 Cultural Conversation through Film** 3
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.
____ 1. Reported on engagement in cultural conversation through film.
- GE111 Community Service Learning Projects** 3
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.
____ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.
- GE212 Great Books Reading Program** 3
Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Lifeⁿ plans.
____ 1. Reported on reading program design and implementation.
- GE213 Cultural Conversation through Film** 3
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.
____ 1. Reported on engagement in cultural conversation through film.
- GE211 Community Service Learning Projects** 3
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.
____ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.
- GE312 Great Books Reading Program** 3
Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Lifeⁿ plans.
____ 1. Reported on reading program design and implementation.
- GE313 Cultural Conversation through Film** 3
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.
____ 1. Reported on engagement in cultural conversation through film.
- GE311 Community Service Learning Projects** 3
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Lifeⁿ plans.
____ 1. Reported on community service learning project, including past experience, reflection, conceptualization, and anticipation of future experience.
- LSM209 The Family and the Early Church** 3
Understood the idea of the church as a family and the individual family as a “family within a family,” using the implications of this reality to develop strategies for building strong households within the context of the church.

- ___ 1. Contrasted the biblical view of the family with that of contemporary Western technological society (or other societies), reviving the biblical orientation of the family as a “family within a larger family,” the local church.
- ___ 2. Examined Paul’s “household texts” to develop an understanding of the biblical teaching for husbands and wives.
- ___ 3. Examined Paul’s “household texts” to develop an understanding of the biblical teaching for raising children.
- ___ 4. Examined specific implications of how a family should live in community (the larger family—the local church) in those areas that are of immediate concern to both the larger family (the local church) and the individual family unit (such as divorce, care of older widows, etc.).
- ___ 5. Built a guide for functioning as a “family within a family,” promoting harmony with God’s order for the larger family and freeing the family and the believing community to become all that God intended.

LSM210 Evangelism and the Early Church

3

Developed and implemented a household strategy for reaching unbelievers with the gospel and incorporating them into the life of the church, based on biblical principles and patterns for the home and the church.

- ___ 1. Took a fresh look at evangelism through the eyes of the early church, looking for insights into their effectiveness and boldness, as well as identifying patterns which can serve as guides and models for today.
- ___ 2. Integrated the insights of the first-century church drawn from Acts with the mandates and exhortations of the Epistles to formulate a guide or model which can serve as an aid to shape our twenty-first-century strategies.
- ___ 3. Defined the essentials of the gospel message, package them in a way that they can easily be shared with a nonbeliever, and develop a core set of answers to all the basic questions non-believers ask concerning the validity of our faith.
- ___ 4. Think through the issue of establishing a new convert in their faith, and study the role of baptism in this process in order to design a plan for incorporating a new believer into the life of a believing community--a local church.
- ___ 5. Designed an evangelism strategy that is both home-based and church-based for your own context, based on a generic strategy that could serve as a guide for any local church in developing evangelism strategy.

LSM211 Character of a Leader

3

Understood the biblical idea of qualified leadership and determined the fundamental biblical guidelines for character formation in leaders and in the household of God.

- ___ 1. Developed a conviction as to the reason for and the benefit of mature character as motivation for pursuing these character qualities personally, as a family, and as a church.
- ___ 2. Gained a clear understanding of the character qualities required of mature leaders.
- ___ 3. Gained a clear understanding of the character qualities of all others within the church.
- ___ 4. Performed personal evaluations and designed plans for developing and/or strengthening character qualities, which would enhance overall growth and character development.
- ___ 5. Designed a plan to be able to help other leaders and/or members of the church design engage in long-term spiritual growth and character development, as they pursue their responsibilities within the church community.

LSM312 Ministry Priorities and Personal Management

3

Created a life-management strategy founded on biblical principles and focused on a central life purpose that will guide each person to be an effective steward of his or her God-given priorities and responsibilities.

- ___ 1. Reviewed and summarized God’s purpose for the church in this age and prepared a unifying philosophy-of-life statement to be used as a guide in setting goals and building a personal management system;
- ___ 2. Understood the priorities and responsibilities that God set forth for the proper functioning of God’s household, and our individual households, and how this proper functioning contributes to the building of His church;
- ___ 3. Understood the priorities and responsibilities that God set forth for the proper functioning of our individual households, and how this proper functioning contributes to the building of His church;

- ___ 4. Set lifelong and long-range goals consistent with one's philosophy of life statement, responsibilities summaries, and master strategies for each goal.
- ___ 5. Designed a priorities management system out of the "house order" instructions of the Pastoral Epistles.

LSM313 Ministry Perspectives: Conflicts Without, Fears Within

3

Developed a biblical perspective of life and ministry as the guiding force for standing firm in the ministry, skillfully and resolutely addressing the problems and problem people within the church.

- ___ 1. Studied Paul's letters to the Corinthian church and his instructions to Timothy and Titus to gain insight into a "realistic" perspective of ministry
- ___ 2. Formulated a description of the ministry and perspectives one should have of the ministry based on the study of Paul's Corinthian and pastoral letters.
- ___ 3. Examined personal ministry attitudes and perspectives and test these against Paul's description of the ministry and a minister, in order to reshape personal perspectives around his teaching and example.
- ___ 4. Identified personal perspectives of ministry in relation to biblical handling of conflicts, personal attacks, and fears within.
- ___ 5. Designed specific commitments and strategies related to personal perspective in ministry, which will be a guide for long-term development and involvement in the church and its mission in the world.

LSM414 Habits of the Heart

3

Determined the necessity of every believer embracing sound doctrine in the habits that undergird life and ministry, coming to conviction regarding its role in the lifelong pursuit of purity and wisdom.

- ___ 1. Discovered the root causes and effects of the present-day separation and fragmentation that has taken place within and between the "devotional life" and serious "theological studies."
- ___ 2. Examined the life of the early church, identifying the habits and personal disciplines necessary for increasing soundly in faith as individuals and as churches, being protected from the constant infiltration of unsound doctrine.
- ___ 3. Identified the "core habits of the heart" that ministers of the gospel and spiritual leaders must maintain in order to visibly progress in the Scriptures in a sound manner, and identify the general development phases characteristic of most leaders, sketching a lifelong strategy for growth and development.
- ___ 4. Sharpened reading skills and built a lifelong reading and study program.
- ___ 5. Designed a strategy for a church in which corporate, family, and individual habits are modeled and practiced in an orderly and natural manner.

Total Credits 120