

Certificate of Theology

Portfolio Transcript

The Certificate of Theology (C.Th.) is granted for demonstration of initial competencies associated with doing biblical theology and theology in culture.

A Portfolio System is used to support development and provide evidence of competencies related to the program. The following is a list of competencies that must be demonstrated in a portfolio and validated by Antioch School faculty.

At the heart of each Antioch School program is an emphasis on life and ministry development, not a set of courses. Further, the training modules themselves are not just an accumulation of isolated academic experiences, but development opportunities that are interwoven with the unique needs of individuals and particular ministry situations in a manner that support comprehensive growth.

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.

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

Semester Hours of Credit

LIFE AND MINISTRY DEVELOPMENT

2

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.

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)

CORE TRAINING MODULES (LEADERSHIP SERIES I COURSES)

9

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.

CORE TRAINING MODULES (LEADERSHIP SERIES II COURSES)

3

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.

MINISTRY PRACTICUM (LEARNING BY DOING)

2

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 (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.)

Total Credits 16