

# Doctor of Ministry

Global Church-Based Theological Education (GC-BTE)

## Portfolio Transcript

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The Doctor of Ministry degree (D.Min.) in Global Church-Based Theological Education (GC-BTE) is granted for demonstration of competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders who are situated to have significant influence in formal or informal church networks.

General objectives of all Antioch School programs:

- Comprehensive development in character, skills, and knowledge for effective ministry.
- Life development and lifelong learning orientation.
- Recognition of and participation in the centrality of the local church in the plan of God.
- Ability to master biblical content, benefit from significant contributions of scholars, and build strategic models of ministry accordingly.
- Develop a foundational understanding through an integrated core of interdisciplinary studies.

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

Specific program objectives of the D.Min. GC-BTE:

- Identify and address paradigm-level issues in theological education, doing theology, hermeneutics, missions, and Christian education.
- Build biblical philosophy in each of these areas.
- Construct and evaluate strategic models and tools that integrate biblical philosophy with contemporary ministry situations. 65 credits are included in the M.Min.

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

## Semester Hours of Credit

### LIFE AND MINISTRY DEVELOPMENT

6

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

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Select One

**MAP701 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.

**MAP702 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.

**MAP703 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.

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**MAP801 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)

**MAP802 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)

**LN701 Life<sup>n</sup> Initial Plan**

1

Initial work with the Life<sup>n</sup> 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)

**LN702 Life<sup>n</sup> Plan Updates**

1

Revised work with the Life<sup>n</sup> 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.

**LN703 Life<sup>n</sup> Plan Updates**

1

Revised work with the Life<sup>n</sup> 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 (PARADIGM TRANSFORMATION PROJECTS)

24

These seminars allow strategic ministry leaders (usually in cohorts) to inquire deeply about ministry concepts and build ministry plans from beyond traditional paradigm perspectives. Each seminar requires preliminary reading in seminal resources, preliminary discussions with key leaders in one's ministry, participation in intensive discussions (live or online), and development of practical projects in one's own ministry situation.

### PTP701A The Church as Theological Education – “A” Projects

1

Develop a basic understanding of theological education paradigm issues and their personal and ministry implications related to the Paul–Timothy Model as a leadership development strategy, the history of theological education, the nature of truly church-based theological education, and new forms of education in the twenty-first century and their relevance for church-based theological education.

- \_\_\_\_ 1. Developed a basic understanding of the Paul–Timothy Model as a leadership development strategy for sustaining church-planting movements in the fulfillment of the Great Commission.
- \_\_\_\_ 2. Developed an understanding of the history of theological education in relation to the Paul–Timothy Model and the current Bible College or Seminary Paradigm.
- \_\_\_\_ 3. Developed the ability to identify the difference between truly church-based theological education and merely church-housed and/or school-based theological education, including the differences between formal, nonformal, and informal theological education.
- \_\_\_\_ 4. Designed a framework for beginning to use the new forms of education in the twenty-first century and the distinctive emphasis of BILD and the Antioch School, particularly Socratic discussion, project-based learning, and competency-based portfolio assessment supported by theological education resource centers.

### PTP702A The Church as Missions – “A” Projects

1

Developed a basic understanding of missions paradigm issues and their personal and ministry implications related to the model of Paul's missionary methods, complementary forms of sodality and modality leadership, arrangement of complex apostolic networks in the Antioch Tradition, and implications for institutions and partnerships to sustain large-scale mission movements.

- \_\_\_\_ 1. Developed a basic understanding of the model of Paul's missionary methods in comparison with Western and other models of missions, particularly related to the establishing of churches and training leaders.
- \_\_\_\_ 2. Developed an understanding of the complementary forms of sodality and modality leadership and their significance for missions.
- \_\_\_\_ 3. Developed an ability to identify the arrangement of hub churches (Antioch churches), missionary teams/apostolic leaders, local church leaders, and church networks according to the Antioch Tradition of the Early Church, which extended for centuries beyond the New Testament period.
- \_\_\_\_ 4. The design of new institutions, renovation of existing institutions, and building of partnerships to strengthen and sustain large-scale church planting movements and networks.

### PTP803A The Church Doing Theology in Culture – “A” Projects

1

Developed a basic understanding of theology-in-culture paradigm issues and their personal and ministry implications related to curriculum for training ministry leaders, Paul's model for training Timothy, realistically mastering Scripture, and doing biblical theology in culture in each generation by each network.

- \_\_\_\_ 1. Developed a basic understanding of the curriculum (theological encyclopedia) needed for the proper training of ministers of the gospel.
- \_\_\_\_ 2. Developed an understanding of the Paul–Timothy model of training, particularly the parts beyond a normal schooling approach to training.

- \_\_\_ 3. Develop an understanding of the concept of mastering of Scripture from a realistic perspective related to the equipping of ministers of the gospel and local church leaders.
- \_\_\_ 4. Design a framework for implementing the priority and process of doing biblical theology in culture in each generation by each network of churches.

**PTP804A The Church as a Hermeneutical Community – “A” Projects** 1

Developed a basic understanding of hermeneutical paradigm issues and their personal and ministry implications related to thinking biblically, macro-shifts in hermeneutics, hermeneutically trained judgment, and hermeneutically trained communities.

- \_\_\_ 1. Developed a basic understanding of the Apostolic Tradition and being able to think biblically according to the Hebrew wisdom tradition and a mastering of the Scripture.
- \_\_\_ 2. Developed an understanding of the macro-shifts in hermeneutics, particularly postmodernism.
- \_\_\_ 3. Developed an understanding of a hermeneutically trained judgment, particularly in individuals.
- \_\_\_ 4. Designed a framework for the development of hermeneutically trained communities, particularly with the use of BILD resources.

**PTP805A The Church as Christian Education (for Children and Adolescents) – “A” Projects** 1

Developed a basic understanding of Christian Education paradigm issues and their personal and ministry implications related to fragmentation, the wisdom-based approach, and a church-based framework for children and adolescents.

- \_\_\_ 1. Developed an understanding of the fragmentation of Christian education for children and adolescents.
- \_\_\_ 2. Developed an understanding of the benefits of the wisdom-based approach to Christian education for children and adolescents.
- \_\_\_ 3. Designed a church-based framework and curriculum for Christian education of children and adolescents that addresses key social institutions (home, school, church) in a comprehensive manner (moral, faith, lifework development) for children of all ages (0 to 6, 6 to 12, 12 to 18).

**PTP806A The Church as Christian Education (for Adults) – “A” Projects** 1

Developed a basic understanding of Christian Education paradigm issues and their personal and ministry implications related to fragmentation, the wisdom-based approach, and a church-based framework for adults.

- \_\_\_ 1. Developed an understanding of the fragmentation of Christian education for adults.
- \_\_\_ 2. Developed an understanding of the benefits of the wisdom-based approach to Christian education for adults.
- \_\_\_ 3. Designed a church-based framework and curriculum for Christian education of adults that includes key spheres (family, church, world) in a comprehensive manner (moral, faith, lifework development for adults of all ages (early, middle, later adults).

**ENC701 From Jesus to the Gospels** 1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to the Gospels, the Kerygma, the Didache, and establishing processes today.

- \_\_\_ 1. Developed an understanding of the writing and use of the Gospels for establishing churches and believers.
- \_\_\_ 2. Developed an understanding of the relation of the Gospels to the Kerygma (proclamation).
- \_\_\_ 3. Developed an understanding of the relation of the Gospels to the Didache (teaching).
- \_\_\_ 4. Designed a teaching series or other use of the Gospels in establishing processes today.

**ENC702 The Churches of the First Century** 1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to the churches of the First Century as a large-scale church-planting movement, the essence of “going to church,” the concept of spontaneous expansion, and the core elements of a complex apostolic network.

- \_\_\_ 1. Developed the understanding of the churches of the First Century as a large-scale church-planting movement.
- \_\_\_ 2. Developed the understanding of the essence of “going to church” in the First Century.
- \_\_\_ 3. Developed the understanding of the concept of spontaneous expansion.
- \_\_\_ 4. Designed a framework for implementing the core elements of a complex apostolic network.

**ENC803 Women and the Spontaneous Expansion of the Early Church**

1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to the debate about “women’s roles” in church leadership, the relevance of the household texts, the concept of “leading women,” and women as key agents of apostolic networks.

- \_\_\_ 1. Developed an understanding of the debate about women’s roles in church leadership.
- \_\_\_ 2. Developed an understanding of the relevance of the household texts.
- \_\_\_ 3. Developed an understanding of the concept of “leading women” in the churches.
- \_\_\_ 4. Designed a framework for integrating women as key agents of apostolic networks.

**ENC804 Kerygmatic Communities**

1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to contemporary conceptions of evangelism, Jesus’ master plan, and kerygmatic communities.

- \_\_\_ 1. Developed an ability to identify the inadequacy of contemporary conceptions of evangelism and the current state of the churches.
- \_\_\_ 2. Developed an ability to understand Jesus’ master plan as manifested in the Early Church.
- \_\_\_ 3. Developed an ability to envision kerygmatic communities as contexts for both evangelism and missions.
- \_\_\_ 4. Designed prototype manifestations of kerygmatic communities today.

**ENC805 Funding Spontaneous Expansion**

1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to God’s distribution systems, funding of the spontaneous expansion, Western fund development, and church-based fund development.

- \_\_\_ 1. Developed an ability to compare God’s distribution systems and Western aid programs.
- \_\_\_ 2. Developed an understanding of the funding of the spontaneous expansion of the Early Church.
- \_\_\_ 3. Developed an ability to identify the paralysis and realignment needed of Western fund development.
- \_\_\_ 4. Designed the first steps for a church-based fund development strategy for funding spontaneous expansion.

**ENC806 Shepherding, Counseling, and Sustainability**

1

Developed a basic understanding of critical issues of theological encyclopedia and curricular design for church-based theological education, as well as their implications for one’s doctoral major project artifact, related to the deep structures of institutional caregiving, the tradition of pastoral care, the practice of pastoral care in churches, and the importance of a well-trained eldership.

- \_\_\_ 1. Developed an understanding of the deep structures of institutional care-giving.
- \_\_\_ 2. Developed an understanding of the essence of the tradition of pastoral care delivered to the churches.
- \_\_\_ 3. Designed the practice and strategy of pastoral care in churches.
- \_\_\_ 4. Designed a framework to implement the importance of a well-trained eldership.

**PTP701B The Church as Theological Education – “B” Projects** 2

Developed an advanced understanding of theological education paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**PTP702B The Church as Missions – “B” Projects** 2

Developed an advanced understanding of missions paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**PTP803B The Church Doing Theology in Culture – “B” Projects** 2

Developed an advanced understanding of theology-in-culture paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**PTP804B The Church as a Hermeneutical Community – “B” Projects** 2

Developed an advanced understanding of hermeneutical paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**PTP805B The Church as Christian Education (for Children and Adolescents) – “B” Projects** 2

Developed an advanced understanding of Christian Education paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**PTP806B The Church as Christian Education (for Adults) – “B” Projects** 2

Developed an advanced understanding of Christian Education paradigm issues and their personal and ministry implications through interaction with an extensive body of scholarship and with a view toward the relevance for one’s doctoral major project artifact.

\_\_\_\_ 1. Competencies for this course will be available in the future. Please do not submit any assessments until the competency set is available.

**MINISTRY PHILOSOPHY AND STRATEGY**

**6**

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

**MPS801 Initial Ministry Philosophy and Strategy**

2

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

- \_\_\_\_ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from your initial work in the Acts, Pauline, and PTPs courses.)
- \_\_\_\_ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focused on what it would take to accomplish your ministry philosophy. (Focused on key items like the establishment and expansion of your church and church network, while describing your leadership development strategy for all people within your sphere of influence.)

**MPS802 Updated Ministry Philosophy and Strategy**

1

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

- \_\_\_\_ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from your work in the Essentials and Leaders courses and the Encyclicals.)
- \_\_\_\_ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy. (Focused on key items like the establishment and expansion of your church and church network, while describing your leadership development strategy for all people within your sphere of influence.)

**MPS803 Updated Ministry Philosophy and Strategy**

1

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

- \_\_\_\_ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on key items learned from your continued work in the PTPs.)
- \_\_\_\_ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy. (Focused on key items like the establishment and expansion of your church and church network, while describing your leadership development strategy for all people within your sphere of influence.)

**MPS804 Final Ministry Philosophy and Strategy**

2

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

- \_\_\_\_ 1. Reflected on your ministry philosophy. Described the fundamental aspects of the faith, especially related to the role of expanding and establishing the church, while also describing the purposes for establishing churches. (Focused on all key items learned from your work in the courses.)
- \_\_\_\_ 2. Reflected on your ministry strategies. Described your habits and strategy to fully participate in the ministry. Especially described your one-year and then five-year plans, focusing on what it would take to accomplish your ministry philosophy. (Focused on key items like the establishment and expansion of your church and church network, while describing your leadership development strategy for all people within your sphere of influence.)

## DOCTORAL MAJOR PROJECT

7

The project is the culminating product of the program. It makes a substantive contribution to the progress of church-based theological education. It could take the form of a dissertation (literature review and original research), a book, a Leadership Series-type course (suited to a particular ministry situation or issue), or other publishable ministry tool (video/DVD seminar, workshop, assessment tool, etc.)

### DPR901 Doctoral Major Project Idea 0

Consideration of major project ideas in light of biblical theology in culture (Leadership Series I core courses) and paradigm issues (PTPA's and Encyclicals).

\_\_\_ 1. Developed a major project idea.

### DPR902 Doctoral Major Project Proposal 2

Development of an approved proposal and outline for making a substantive contribution to church-based theological education.

\_\_\_ 1. Developed a proposal and outline.

### DPR903 Doctoral Major Project Rough Draft 3

Development of a rough draft of a substantive contribution to church-based theological education.

\_\_\_ 1. Developed a rough draft.

### DPR904 Doctoral Major Project Final Draft and Defense 2

Production of a final draft of a substantive contribution to church-based theological education, including a formal defense before peers and a doctoral project committee.

\_\_\_ 1. Produced a final draft in preparation for defense

\_\_\_ 2. Participate in the defense process, uploading the defense report

\_\_\_ 3. Upload the final project

## MINISTRY PRACTICUM (LEARNING BY DOING)

9

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.

### MP701 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.

**MP702 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.)

**MP703 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.)

**MP704-MP709 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.

**TFP701 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.

**TFP702 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.

**TFP703 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.

**TTS801 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 64**

## 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
LSM605	Preaching, Teaching and Worship in the Early Church
LSM606	Shepherding, Counseling, and the Early Church
LSM607	Interpreting the Word I: Principles and Procedures
LSM608	Interpreting the Word II: Linguistics, Languages, and Study Aids (or LST601 Toward a Theology in Culture)