Doctor of Ministry

Global Church-Based Theological Education (GC-BTE)

Portfolio Transcript

The Doctor of Ministry degree (D.Min.) in Global Church-Based Theological Education (GC-BTE) is granted for demonstration of competencies associated with understanding the philosophical foundations and making a substantial contribution to the implementation of church-based theological education.

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, to benefit from significant contributions of scholars, and to build strategic models of ministry accordingly.

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 include:

- 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.

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

All programs are built on the foundation of a Life and Ministry Development Portfolio System that includes a personal Motivated Abilities Pattern (MAP) from SIMA International's System for Identifying Motivated Abilities (SIMA®), and Life^n.

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.

Life^n is a tool designed to help participants think deeply about their lives in six strategic steps and thereby create a unique life development plan and portfolio to guide them in fulfilling their life purposes in every area of life: individual life, family life, local community life, and life lived with purpose in the world community.

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.

MAP501   Motivated Abilities Pattern (Consultant Assessed)   1

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

____ 1. *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.

MAP502   Motivated Abilities Pattern (Computer Assessed)   1

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

____ 1. *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.

MAP503   Motivated Abilities Pattern (Self Assessed)   1

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

____ 1. *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.

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.

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^n Initial Plan   1

Initial work with the Life^n 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^n Plan Updates   1

Revised work with the Life^n 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^n Plan Updates   1

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

____ 1. Reviewed and updated your Life Development Master Plan (your strategy), which includes your unique
Life Purpose Statement; lifelong goals around your individual, family, community, and world community
intentions; and evaluation of your natural life rhythms (your habits) to accomplish them. (Focused on Step 5,
reviewing all steps)

____ 2. Report on mentoring time, using the six Life and Ministry Development Assessment forms as points of
reference.

CORE TRAINING MODULES (LEADERSHIP SERIES I COURSES)   16

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, particulary 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.

Select One

LSM501   Acts: Keys to the Establishment and Expansion of the First Century Church   4

Determined the fundamental biblical principles regarding the mission of the Church and its role in
missions and developed guidelines and strategies from these principles for a local church's involvement.

- Developed a basic understanding of biblical keys to the establishment and expansion of the first-century
Church and how to use these keys in the establishment and expansion of the global Church.
- 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.
- Determined a biblical definition for missionary and missionary work.
- Developed convictions on the role of the local church in missions today and designed a model for how a local
church could be central and vitally involved in missions, while networking with other churches and mission
agencies.

____ 1. Developed an understanding of keys to the effective establishment and expansion of the first-century Church from Acts.

____ 2. Developed an understanding of the centrality of the local Church in God's plan for this age.

____ 3. Developed an understanding of the core model: the pauline strategy.

____ 4. Developed an understanding of policy guidelines for networking, organizations, and the local Church.

____ 5. 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.

TLS701   Acts: Keys to the Establishment and Expansion of the First Century Church   **4**

Through teaching the Leadership Series course on Acts, 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.

Select One

LSM502   Pauline Epistles: Strategies for Establishing Churches   **4**

Determined the fundamental biblical principles for growing and strengthening (establishing) a church to maturity and developed a strategy for implementing the biblical forms and functions of a church necessary to make and keep it strong.

- Developed a 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.
- Developed a biblical understanding of how the Church fits into the overall plan and eternal purposes of God.
- Developed a biblical understanding of the philosophy that is to drive the ministry of the Church and the guidelines (i.e. "house order") by which each local church is to abide.
- Brought all of this biblical understanding together into a contemporary model for establishing local churches in the twenty-first century, including general procedures consistent with Paul's establishing model and normative "house order" instructions.

____ 1. Developed an understanding of Paul's concept of establishing Churches.

____ 2. Developed an understanding of form and freedom of a New Testament local Church.

____ 3. Developed an understanding of setting in order the household of God.

____ 4. Developed an understanding of additional guidelines for the household of God.

____ 5. 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 for making and keeping it strong.

TLS702 Pauline Epistles: Strategies for Establishing Churches   4

Through teaching the Leadership Series course on Pauline Epistles, 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.

Select One

LSM503 Understanding the Essentials of Sound Doctrine   4

Built a contemporary didache—the term used by the Early Church to refer to a church manual to establish believers in the essentials of the apostles' teaching. This contemporary didache must be founded solidly upon the faith delivered by the Apostles, seasoned by the historical effort of the church, and be eminently relevant to our present cultural situations.

- Gained an understanding of the preaching (kerygma) and the teaching (didache) of the Apostles–the core doctrines–and their importance to churches of every generation, summarizing the doctrines in statement form, which will be used as a foundation for all contemporary theological formulations.
- Wrote a modern kerygma/didache type doctrinal statement, which can be used by churches as a guide for establishing believers in their faith, for doing theology as a community of believers, and for aiding all believers in beginning their own practical theology for everyday life.
- Gained an appreciation for the historical effort of the Church as it has sought, through the centuries, to provide the Church of its generation with a relevant understanding and defense of the faith delivered by the Apostles.
- Laid out a strategy for establishing everyone in a local church in both the gospel (kerygma) and the essential teaching of Christ and His Apostles (the didache), as well as understood how the BILD curriculum grows out of the didache.

____ 1. Developed an understanding of tradition, patterns, and sound doctrine in the Early Church.
____ 2. Developed an understanding of kerygma–didache type statement of faith.

____ 3. Developed an understanding of twenty-first century didache.

____ 4. Developed an understanding of the First Principles Series.

____ 5. 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.

TLS703   Understanding the Essentials of Sound Doctrine   4

Through teaching the Leadership Series course on Essentials of Sound Doctrine, 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.

Select One

LSM504   Leaders and the Early Church   4

Recognized that leadership should be centered in the local church in a way that will empower churches
to participate in the expansion of the gospel, with the same vision and effectiveness as the first church at Antioch.

- Developed a basic understanding of leadership in the Early Church with all of its complexities, focusing specifically on the work of ministers of the gospel and that of elders and deacons and how their work is complementary in nature.
- Rediscovered the Antioch tradition of the Early Church, which lasted over five centuries, and designed a model for how to build this tradition back into our churches, as we seek to have similar impact globally for the expansion of the gospel in the 21st century.
- Designed an effective, multi-level leadership development strategy for churches, which is truly built upon the foundation of the New Testament and that will carry on the Antioch vision of turning the world upside down.

____ 1. Developed an understanding of leadership and the early Antioch Church.
____ 2. Developed an understanding of the work of ministers of the Gospel and the theology of pauline teams.
____ 3. Developed an understanding of the work of elders and deacons.
____ 4. Developed an understanding of rediscovering the Antioch tradition.
____ 5. 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.

TLS704   Leaders and the Early Church   4

Through teaching the Leadership Series course on Leaders, 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.

CORE TRAINING MODULES (PARADIGM TRANSFORMATION)   25

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, participation in intensive discussions (live or online),
and development of practical projects in one's own ministry situation.

ENC700 Introduction to Situational Theology 4

Developed an understanding of the core principles of the Way of Christ and His Apostles and developed a strategy for applying them, both in life and ministry, and entrusting network and ministry leaders in the Way of Christ and His Apostles.

____ 1. Developed an understanding of the core principles of the Way of Christ and His Apostles in the Encyclicals *From Jesus to the Gospels* and *The Churches of the First Century* and developed an understanding of their implications for lifework.

____ 2. Developed an understanding of the core principles of the Way of Christ and His Apostles in the Encyclicals *Women and the Spontaneous Expansion of the Early Church* and *Kerygmatic Communities* and developed an understanding of their implications for lifework.

____ 3. Developed an understanding of the core principles of the Way of Christ and His Apostles in the Encyclicals *Funding Spontaneous Expansion* and *Shepherding, Counseling and Sustainability* and developed an understanding of their implications for lifework.

____ 4. Developed an understanding of the core principles of the Way of Christ and His Apostles in the Encyclicals *Uneducated Apostles* and *Global Pentecostalism and the Spirit* and developed an understanding of their implications for lifework.

____ 5. Developed an understanding of the core principles of the Way of Christ and His Apostles in the Encyclical *The Gathering* and developed an understanding of their implications for lifework.

____ 6. Developed an integrated understanding of the core principles of the Way of Christ and His Apostles in all nine of the BILD Encyclicals, developed a basic plan for shaping life decisions and habits around the implications for lifework, and developed a ministry plan for implementing the Way of Christ and His Apostles in churches or church networks.

PTP700 Introduction to Paradigm Transformation 3

Developed an understanding of the core principles of the church-based paradigm and developed a strategy for applying them, both in life and ministry, and entrusting network and ministry leaders in the church-based paradigm.

____ 1. Developed an understanding of the core principles of the Church-Based Theological Education and Church-Based Missions paradigms and developed an understanding of their implications for lifework.

____ 2. Developed an understanding of the core principles of the Church-Based Theology and Church-Based Hermeneutics paradigms and developed an understanding of their implications for lifework.

____ 3. Developed an understanding of the core principles of the Church-Based Christian Education of Children and Church-Based Christian Education of Adults paradigms and developed an understanding of their implications for lifework.

____ 4. Developed an understanding of the core principles of the church-based paradigm explained in The Paradigm Papers, developed a basic plan for shaping life decisions and habits around the implications for lifework, and developed a ministry plan for implementing the church-based paradigm in churches or church networks.

PTP701 The Church as Theological Education Paradigm Transformation Project 3

Developed an advanced understanding of church-based theological education in the context of global apostolic movements, developed an understanding of the models of theological education and the basic concepts of paradigm change, analyzed the biblical and historical development of the nature and character of theological education, and developed a strategy for entrusting network and ministry leaders in church-based theological education.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Theological Education Paradigm Paper.

PTP702   The Church as Missions Paradigm Transformation Project   3

Developed an advanced understanding of the church as missions, developed an understanding of the models of missions and the basic concepts of paradigm change, analyzed the biblical and historical development of the nature and character of missions, and developed a strategy for entrusting network and ministry leaders in the church as missions.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Missions Paradigm Paper.

PTP803   The Church Doing Theology in Culture Paradigm Transformation Project   3

Developed an advanced understanding of the church doing theology in culture, developed skills in doing theology in culture, analyzed biblical principles and cultural paradigms, and developed a strategy for entrusting network and ministry leaders in applying solutions found in biblical theology and an integrated model of doing theology to problems in theological education.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Theology Paradigm Paper.

PTP804   The Church as Hermeneutical Community Paradigm Transformation Project   3

Developed an advanced understanding of the church as hermeneutical community, developed skills in developing a hermeneutical community, analyzed biblical principles, philosophical and literary trends, and developed a strategy for entrusting network and ministry leaders in the application to global church-based theological education through an integrated model of doing theology.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Hermeneutics Paradigm Paper.

PTP805   The Church as Christian Education for Children and Adolescents Paradigm Transformation Project   3

Developed an advanced understanding of the church as Christian Education for children and adolescents, developed skills in developing Christian Education programs, analyzed biblical principles, education theory, and contemporary models of education, and developed a strategy for entrusting network and ministry leaders in applications of integrated efforts for wholistic development of individuals, churches, and church networks.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Christian Education Part I: Childhood and Adolescence Paradigm Paper.

PTP806   The Church as Christian Education for Adults Paradigm Transformation Project   3

Developed an advanced understanding of the church as Christian Education for adults, developed skills in developing Christian Education programs, analyzed biblical principles, education theory, and contemporary models of education, and developed a strategy for entrusting network and ministry leaders in applications of integrated efforts for wholistic development of individuals, churches, and church networks.

____ 1. Developed an advanced understanding of the core principles and implications of the Church-Based Christian Education Part II: Adulthood Paradigm Paper.

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.

MPS901   Initial Ministry Philosophy and Strategy   2
Developed a ministry philosophy and strategy related to the final program artifact, particularly in terms of paradigm transformation as it relates to church-based theological education (PTP701) and church-based missions (PTP702); but may also include lessons learned from Leadership Series courses, related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals.

____ 1. Developed a ministry philosophy and strategy related to the final program artifact, particularly in terms of paradigm transformation as it relates to church-based theological education (PTP701) and church-based missions (PTP702).

MPS902   Updated Ministry Philosophy and Strategy   2
Developed an extension of the initial ministry philosophy and strategy as related to church-based theology (PTP803) and the church as hermeneutical community (PTP804); may include lessons learned from Leadership Series courses, related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals.

____ 1. Developed a ministry philosophy and strategy related to the final program artifact, particularly in terms of paradigm transformation as it relates to church-based theology (PTP803) and the church as hermeneutical community (PTP804).

MPS903   Final Ministry Philosophy and Strategy   2
Developed an extension of the initial ministry philosophy and strategy as related to church-based Christian Education of children (PTP805) and adults (PTP806); may include lessons learned from Leadership Series courses, related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals.

____ 1. Developed a ministry philosophy and strategy related to the final program artifact, particularly in terms of paradigm transformation as it relates to church-based Christian Education of children (PTP805) and adults (PTP806).

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

Total Credits   60