![Antioch School of Church Planting and Leadership Development logo]

Doctor of Ministry
Theology in Culture (TIC)

Portfolio Transcript

The Doctor of Ministry degree (D.Min.) in Theology in Culture (TIC) is granted for demonstration of competencies related to building biblical theology and doing theology in culture, particularly by those in ministry with responsibility extending beyond the local church level and who are actively engaged in ministry and positioned to have significant influence on formal and 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. in TIC:

- Master Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflect on contributions of leading scholars regarding biblical theology and theology in culture.
- Address pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery of biblical theology, particularly through study according to the eight canonical sections of the Bible.
- Develop a framework for beginning to use the canonical sections in both life and ministry.
- Identify and develop the key theological and hermeneutical themes for the entire Bible based on study of each Bible book, canonical section, and testament.
- Produce a comprehensive exegesis of a particular culture.
- Articulate the specific relation of biblical theology to that culture.
- Design strategic ministry models and tools to implement the theological and hermeneutical themes in that 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 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

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.

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 (BIBLICAL THEOLOGY IN CULTURE SEMINARS)   24

These seminars allow strategic ministry leaders (usually in cohorts) to make substantial contributions to the understanding of the unfolding message of God's Word and its significance for cultural impact. 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.

BTC801   Theology in Culture   4

The focus of this seminar course is doing biblical theology in culture. It builds on the work associated with the BILD Leadership Series II course Theology in Culture, so that the foundation of understanding of this crucial area will be deepened and widened through further readings and a course project that integrates the readings with initial personal research.

____ 1. Developed an initial exegesis of a particular culture.
____ 2. Articulated the general relationship of biblical theology to a particular culture.
____ 3. Identified the key theological and hermeneutical themes to be addressed in a particular culture.
____ 4. Interacted in-depth with key contributors to the concept of theology in culture (e.g. Kung, Farley, Gadamer, Friere).
____ 5. Developed mastery of the concept of biblical theology in culture.
____ 6. Anticipated how biblical theology in culture relates to biblical theology in civilization.
____ 7. Produced a seminar project on biblical theology in culture for their ministry situation.

BTC701   Biblical Theologies of Each Book and Canonical Section (OT)   4

The focus of this seminar course is the biblical theology of each book and canonical section of the Old Testament. It builds on the work associated with the four BILD Leadership Series II courses on Old Testament Theology to deepen their grasp on the data of biblical theology and develop a significant contribution of biblical theology in culture related to their ministry situations, based on biblical theology data from the books and/or canonical sections of the Old Testament.

____ 1. Developed clear and accurate statements of author's intent of each book and canonical section of the Old Testament.
____ 2. Articulated the literary design of each book and canonical section.
____ 3. Identified the key theological and hermeneutical themes for each book and canonical section.
____ 4. Interacted in-depth and got on top of the conversation with key contributors to the concept of biblical theology in the OT (Childs, Brueggemann, Kaiser, Waltke).
____ 5. Developed mastery of the biblical theology of books and canonical sections.

____ 6. Anticipated how biblical theology of canonical sections relates to biblical theology.

____ 7. Produced a seminar project on biblical theology in culture of a book, books, or canonical section related to their ministry situation.

BTC702   Biblical Theologies of Each Book and Canonical Section (NT)   4

The focus of this seminar course is the biblical theology of each book and canonical section of the New Testament. It builds on the work associated with the four BILD Leadership Series II courses on New Testament Theology to deepen their grasp on the data of biblical theology and develop a significant contribution of biblical theology in culture related to their ministry situations, based on biblical theology data from the books and/or canonical sections of the New Testament.

____ 1. Developed clear and accurate statements of author's intent of each book and canonical section of the New Testament.

____ 2. Articulated the literary design of each book and canonical section.

____ 3. Identified the key theological and hermeneutical themes for each book and canonical section.

____ 4. Interacted in-depth and got on top of the conversation with key contributors to the concept of biblical theology (e.g. Brown, Barnett, Wright, Bauckman, Gonzalez).

____ 5. Developed mastery of the biblical theology of books and canonical sections.

____ 6. Anticipated how biblical theology of canonical sections relates to biblical theology.

____ 7. Produced a seminar project on biblical theology in culture of a book, books, or canonical section related to their ministry situation.

BTC802   Biblical Theology of the Old Testament   4

The focus of this seminar course is the biblical theology of the Old Testament. It builds on the work associated with the four BILD Leadership Series II courses on Old Testament Theology to bring together their previous work in order to create their own biblical theology of the entire Old Testament with a view toward creating a comprehensive biblical theology in culture for their ministry situation.

____ 1. Developed clear and accurate statements of author's intent for the Old Testament.

____ 2. Articulated the literary design of the Old Testament.

____ 3. Identified the key theological and hermeneutical themes for the Old Testament.

____ 4. Interacted in-depth and got on top of the conversation with key contributors to the concept of biblical theology in the OT (e.g. Childs, Brueggemann, Kaiser, Waltke).

____ 5. Developed mastery of the biblical theology of the entire OT.

____ 6. Anticipated how biblical theology of the OT relates to biblical theology of the NT.

____ 7. Produced a seminar project on biblical theology in culture of the entire OT related to their ministry situation.

BTC803   Biblical Theology of the New Testament   4

The focus of this seminar course is the biblical theology of the New Testament. It builds on the work associated with the four BILD Leadership Series II courses on New Testament Theology to bring together their previous work in order to create their own biblical theology of the entire New Testament with a view toward creating a comprehensive biblical theology in culture for their ministry situation.

____ 1. Developed clear and accurate statements of author's intent for the New Testament.

____ 2. Articulated the literary design of the New Testament.

____ 3. Identified the key theological and hermeneutical themes for the New Testament.

____ 4. Interacted in-depth and got on top of the conversation with key contributors to the concept of biblical theology in the NT (e.g. Brown, Barnett, Wright, Bauckman, Gonzalez).

____ 5. Developed mastery of the biblical theology of the entire NT.

____ 6. Anticipated how biblical theology of the NT relates to biblical theology of the entire Bible.

____ 7. Produced a seminar project on biblical theology in culture of the entire NT related to their ministry situation.

BTC810   Theology in Civilization   4
The focus of this seminar course is doing biblical theology in civilization. It builds on the work associated
with the BILD Leadership Series II course Theology in Civilization so that the foundation of understanding this
crucial area will be deepened and widened through further readings and a course project that integrates the
readings with initial personal research.
_____ 1. Developed an initial exegesis of a particular civilization.
_____ 2. Articulated the general relationship of biblical theology to a particular civilization.
_____ 3. Identified the key theological and hermeneutical themes to be addressed in a particular civilization.
_____ 4. Interacted in-depth with key contributors to the concept of theology in civilization (e.g. Bosch, Huntington,
Collins, Jenkins, Ong).
_____ 5. Developed mastery of the basic concept of biblical theology in civilization.
_____ 6. Developed mastery of the key issues (e.g. the orality/literacy debate in leadership development).

_____ 7. Reflected on how biblical theology in civilization relates to biblical theology in culture.
_____ 8. Produced a seminar project on biblical theology in civilization for their ministry situation.

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.)

DBT901   Doctoral Biblical Theology in Culture Major Project Idea   0
Consideration of major project ideas in light of biblical theology in culture (Leadership Series II courses
and Biblical Theology in Culture seminars).
_____ 1. Developed a major project idea.

DBT902   Doctoral Biblical Theology in Culture Major Project Proposal   2
Development of an approved proposal for making a substantive contribution to biblical theology in
culture.
_____ 1. Developed a proposal and outline.

DBT903   Doctoral Biblical Theology in Culture Major Project Rough Draft   3
Development of a rough draft of a substantive contribution to biblical theology in culture.
_____ 1. Developed a rough draft.

DBT904   Doctoral Biblical Theology in Culture Major Project Final Draft and Defense   2
Production of a final draft of a substantive contribution to biblical theology in culture, 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   58