Doctoral Program Manual

Doctor of Ministry in Global Church-Based
Theological Education (D. Min. GC-BTE)

December 2023

ANTIOCH SCHOOL
OF CHURCH PLANTING AND
LEADERSHIP DEVELOPMENT

1.1

CONTENTS

Doctor of Ministry in Global Church-Based Theological Education (G-CBTE)

Executive Summary

The Doctor of Ministry in G-CBTE is divided into 2 segments.

Segment 1: Introduction to Paradigm Ideas

The goal at this stage is to process foundational paradigm ideas and begin integrating them into your vision for life and ministry. This segment includes four Leadership Series Courses and two Paradigm Transformation courses at an introductory level. This segment will be self-paced and within the context of your local church ministry.

Segment 2: Mastery of Paradigm Ideas and Completion of Major Project

Students must complete the elements of Segment 1 in order to continue into Segment 2.

The goal of this segment is deepening your understanding of paradigm principles with the view of creating a useful final artifact, a tool that is needed within your ministry sphere in order to promote the Way of Christ and His Apostles. This segment includes six Paradigm Transformation courses and three integrative Ministry Philosophy and Strategy papers that build towards your final artifact. This segment will be completed with an assigned cohort and will involve both online discussions and face-to-face residencies.

The Contribution of Program Elements Toward Major Project Progress
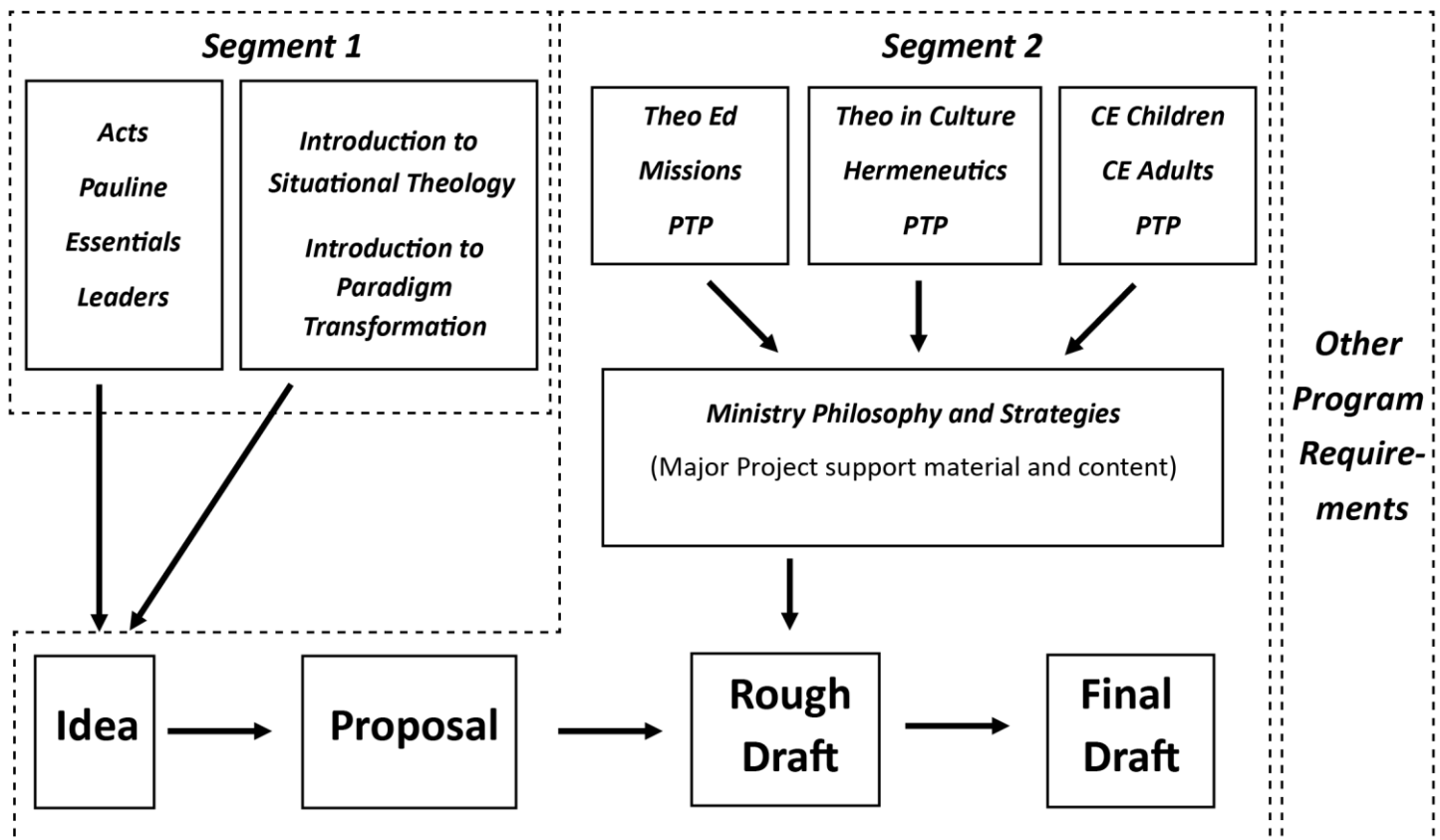
Doctor of Ministry in Global Church-Based Theological Education (G-CBTE)

Sample Completion Schedule

The Doctor of Ministry in G-CBTE can be completed in approximately 4 years. It is divided into 2 segments.

Segment 1: Introduction to Paradigm Ideas

Leadership Series Courses: Acts (LSM501), Pauline Epistles (LSM502), Essentials (LSM503), and Leaders (LSM504)
> Careful study of the New Testament, identifying implications for ministry philosophy and strategy

Introduction to the Paradigm: Encyclicals and Paradigm Papers (ENC700, PTP700)
> Exposure to key paradigm ideas making up the way of Christ and the apostles as found in the New Testament

Discussions of the Encyclicals and Paradigm Papers will be done with an assigned cohort. The remaining components will be done self-paced in the context of your local church or ministry. All elements of Segment 1 must be completed before moving to elements of Segment 2. The goal at this stage is to process foundational paradigm ideas and begin integrating them into your vision for life and ministry.

Segment 2: Mastery of Paradigm Ideas and Completion of Major Project

All elements in this segment will be completed with an assigned cohort. This will involve both online discussions and face-to-face residencies. The goal of this segment is deepening your understanding of paradigm principles with the view of creating a useful final artifact, a tool that is needed within your ministry sphere in order to promote the Way of Christ and His Apostles.

The Paradigm Papers (PTP701-PTP806)
> The Paradigm Papers and supporting literature will be read, summarized, and discussed locally. Then we will discuss the issues thoroughly as a cohort, capturing the key issues that need to be reworked in your ministry philosophy and shape your final artifact.
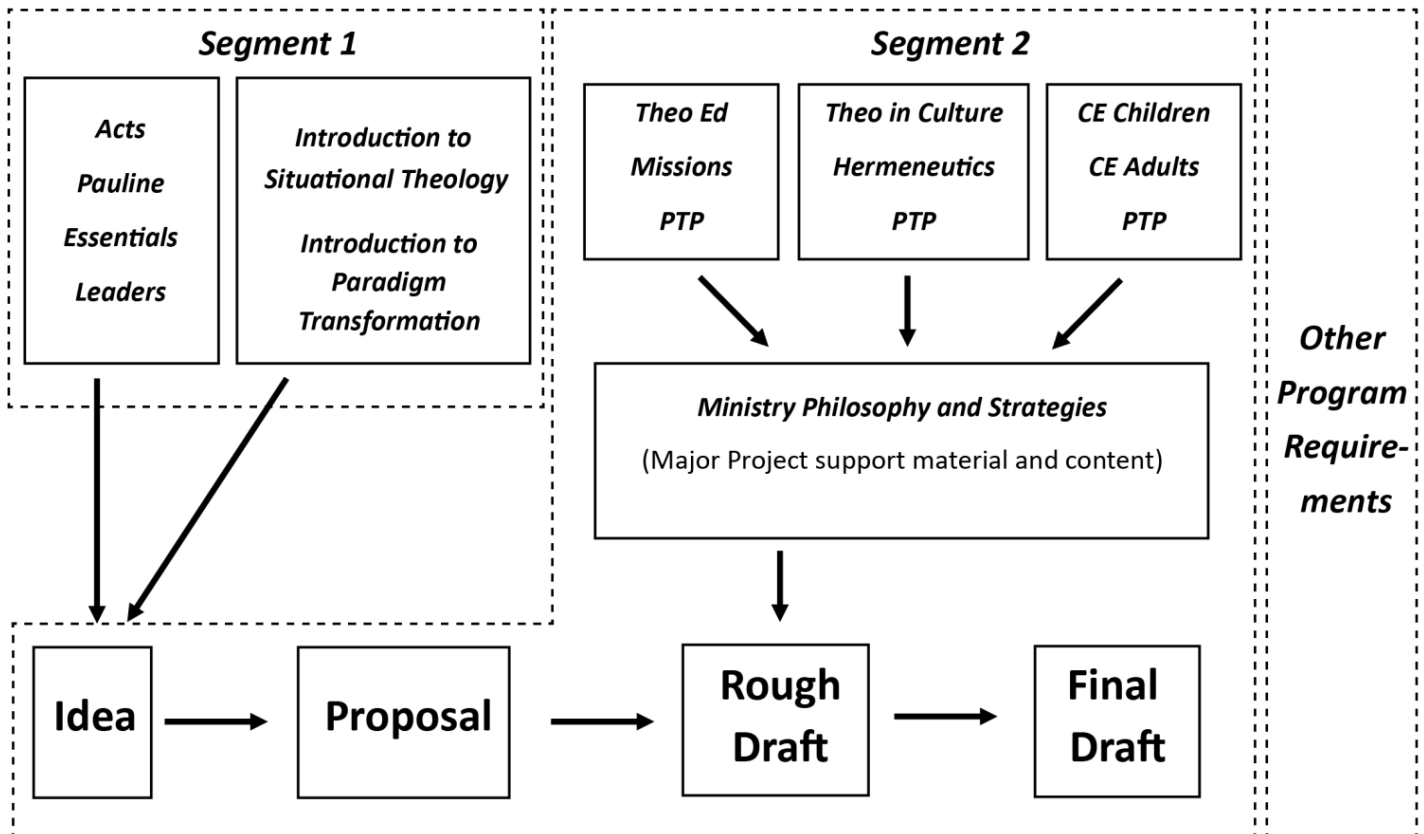
Ministry Philosophy and Strategy (MSP901-MPS903)
> At three junctures you will reflect on how the paradigm paper discussions are shaping your ministry philosophy. Additionally, you will capture notes, research, and conclusions that are relevant to your final artifact. If these are done well you will have made significant progress towards providing a rationale for and explanation of your final artifact. The final shape of your artifact will start coming into view. This is a great place to capture ideas for extra research and writing.

Doctoral Major Project (DPR901-DPR904)
> These all lead you to a final Major Project. This artifact can take many forms—a book, seminar, course, or implementation pathway to name a few (See the Major Project Manual). Your Major Project is not a traditional doctoral dissertation. You should think of it as a tool needed and used within your ministry sphere in order to promote the Way of Christ and His Apostles. You will complete the Major Project over the course of 4 phases (Idea, Proposal, Rough Draft, Final Draft). Input from your cohort will help you move from the Idea to Proposal phase. You will produce significant content for your Rough Draft as you write your Ministry Philosophy and Strategies and identify additional research that is needed. You will use the input received on your Rough Draft to complete the Final Draft of your ministry tool.

The Contribution of Program Elements Toward Major Project Progress

Segment 1		Segment 2		

Segment 1:

Acts
Pauline
Essentials
Leaders

Introduction to Situational Theology

Introduction to Paradigm Transformation

Segment 2:

Theo Ed
Missions
PTP

Theo in Culture
Hermeneutics
PTP

CE Children
CE Adults
PTP

Ministry Philosophy and Strategies

(Major Project support material and content)

Other Program Require-ments

Idea → **Proposal** → **Rough Draft** → **Final Draft**

Doctor of Ministry in G-CBTE – Sample Completion Schedule

The schedule below outlines a sample completion schedule planned for participants in the D. Min. G-CBTE. Workshops will be done with an assigned cohort. Elements in the first 2 years, identified as Self-Paced, must be scheduled and managed within the student's own ministry context. Individuals must complete the elements of Segment 1 in order to continue with the cohort into Year 3 and 4. If any individuals re-evaluate their goals and decide not to continue after Year 2, they may finish with a graduate-level **Certificate of Ministry** from the Antioch School as well as recognition from the Center for Church-Based Theological Education for completing the **Church-Based Paradigm Transformation** and **The Way of Christ and His Apostles** pathways.

Segment 1: Introduction to Paradigm Ideas

Year 1

Workshop 1: Introduction to all elements of the D. Min program. 2hrs (Zoom)

Life Development: SIMA Assessment or Equivalent (MAP701) & LifeN Initial Plan (LN701). Self-Paced (in context)

Leadership Series Courses: Acts (LSM501), Pauline Epistles (LSM502). Self-Paced (in context)

Introduction to the Paradigm: Encyclicals (ENC700)
>   Workshop 2: From Jesus to the Gospels. 3hr Executive Education (Zoom)
>   Workshop 3: The Churches of the First Century. 3hr Executive Education (Zoom)
>   Workshop 4: Women and the Spontaneous Expansion. 3hr Executive Education (Zoom)
>   Workshop 5: Kerygmatic Communities. 3hr Executive Education (Zoom)
>   Workshop 6: Funding Spontaneous Expansion. 3hr Executive Education (Zoom)
>   Workshop 7: Shepherding, Counseling and Sustainability. 3hr Executive Education (Zoom)
>   Workshop 8: Uneducated Apostles. 3hr Executive Education (Zoom)
>   Workshop 9: Global Pentecostalism and the Spirit. 3hr Executive Education (Zoom)
>   Workshop 10: The Gathering. 3hr Executive Education (Zoom)

Year 2

Life Development: Becoming (MAP801) & (MAP802) & LifeN Update (LN702) Self-Paced (in context)

Leadership Series Courses: Essentials (LSM503), Leaders (LSM504) Self-Paced (in context)

Introduction to the Paradigm: Paradigm Papers (PTP700)
>   Workshop 11: Church as Theological Education. 3hr Executive Education (Zoom)
>   Workshop 12: Church as Missions. 3hr Executive Education (Zoom)
>   Workshop 13: Church Doing Theology in Culture. 3hr Executive Education (Zoom)
>   Workshop 14: Church as Hermeneutical Community. 3hr Executive Education (Zoom)
>   Workshop 15: Church as Christian Education for Children. 3hr Executive Education (Zoom)
>   Workshop 16: Church as Christian Education for Adults. 3hr Executive Education (Zoom)

Segment 2: Mastery of Paradigm Ideas and Completion of Major Project

Year 3

Life Development: LifeN Update (LN703) Self-Paced (in context)

Workshop 17: Introduction to Doctoral Major Project Idea, Ministry Philosophy and Strategy, and Residencies. 2hrs (Zoom)
- Reading list and reading summaries explained
- Documenting research and key idea for your project
- Role of Residencies for your final project
- Role of Ministry Philosophy and Strategy for your final project

Workshop 18: Doctoral Major Project Idea – sharing and feedback with cohort. 4hrs (Zoom)
  Action: Submit Doctoral Major Project Idea (DPR901)
Workshop 19: Initial Discussion Church as Theological Education (PTP701). 4hrs (Zoom)
Workshop 20: Initial Discussion Church as Missions (PTP702). 4hrs (Zoom)
Residency 1: Discussion on Church as Theological Education (PTP701) & Church as Missions (PTP702). 8-16 hrs
  Action: Submit Initial Ministry Philosophy and Strategy (MPS901)
Workshop 21: Introduction to Doctoral Major Project Proposal/Outline. 2hrs (Zoom)
Workshop 22: Doctoral Major Project Proposal/Outline sharing and feedback. 4hrs (Zoom)
  Action: Submit Doctoral Major Project Proposal (DPR902)
Workshop 23: Initial Discussion Church Doing Theology in Culture (PTP803). 4hrs (Zoom)
Workshop 24: Initial Discussion Church as Hermeneutical Community (PTP804). 4hrs (Zoom)
Residency 2: Discussion on Church Doing Theology in Culture (PTP803) & Church as Hermeneutical Community (PTP804). 8-16 hrs
  Action: Submit Updated Ministry Philosophy and Strategy. (MPS902)

Year 4

Workshop 25: Initial Discussion Church as Christian Education for Children (PTP805).   4hrs (Zoom)
Workshop 26: Initial Discussion Church as Christian Education for Adults (PTP806). 4hrs (Zoom)
Residency 3: Discussion Church as Christian Education for Children (PTP805) & Church as Christian Education for Adults (PTP806). 8-16 hrs
  Action: Submit Final Ministry Philosophy and Strategy (MPS903)
Workshop 27: Introduction to Doctoral Major Project Rough Draft. 2hrs (Zoom)
Workshop 28: Doctoral Major Project Rough Draft Check in. 4hrs (Zoom)
Workshop 29: Doctoral Major Project Rough Draft sharing and feedback. 4hrs (Zoom)
  Action: Submit Doctoral Major Project Rough Draft (DPR903)
Workshop 30: Doctoral Major Project Final Draft Check in. 4hrs (Zoom)
Workshop 31: Doctoral Major Project Final Draft sharing and feedback. 4hrs (Zoom)
  Action: Submit Doctoral Major Project Final Draft (DPR904)
A final presentation and defense will be scheduled

POLICIES AND PROCEDURES

This manual is intended to supplement the Antioch School Handbook, not to replace it, so doctoral students should pay careful attention to both.

For overviews of degree and certificate programs and for complete portfolio transcripts of competencies for each degree and certificate program, see the Antioch School website (www.antiochschool.edu).

The general objectives of all Antioch School programs are:

- 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 programs (including the D.Min. GBCTE) 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.

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

Specific program objectives of the D.Min. GCBTE 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.
- Create tools that effectively implement biblical philosophy in a contemporary ministry context.

Notes on Doctoral Degree Programs:

- **Competencies** of degree and certificate programs are closely aligned with particular BILD resources:
  - The D.Min. GCBTE is closely aligned with the competencies developed through Paradigm Transformation Projects.

- **Assessment** varies according to the academic level of the programs:
  - Doctoral programs are assessed on the basis of mastery of and contribution to the philosophical issues that underlie theological education and biblical theology-in-culture.

- The **D.Min.** programs require participation in several multi-day gatherings (live or online) of students.

- **Program Duration.** In order to assure that students are receiving significant mentoring using our Personal Development Assessment tools over a substantial amount of time, the minimum length of a program will be 2 years from the date of admission. All students are given at least 5 years to complete their degree programs. If additional time is needed, students may request an automatic extension for an additional 3 years without additional tuition or fees. If still more additional time is needed, you must petition to the Academic Dean for additional years with a continuation fee of $1000 per year of extension granted. Doctoral students have a maximum of 10 years to complete their programs.

General Admission Requirements

The most significant general requirement for bachelors and masters level programs is the commendation by a local mentor of an Antioch School partner for participation in the program offered by that partner. Students must also give the name of local mentors who will provide personal development assessment. Additionally, students must list and describe past and current ministry positions, roles, and responsibilities; name and location of church membership; explanation of why they desire the degree and how ministry will be enhanced by it; and provide evidence that demonstrates prerequisite academic ability for the programs. The Antioch School does not discriminate on the basis of race, sex, color, or national origin.

Specific Admission Requirements:

Doctor of Ministry in Global Church-Based Theological Education (D.Min. GCBTE) applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (doctoral-level). This is normally done with official transcripts showing that a masters degree in a related field has already been earned or showing admission and/or academic work already done at the doctoral-level.
- Basic competencies associated with being a minister of the gospel or other ministry leader as represented by the Leadership Series core of the M. Min. program. If lacking, these may be fulfilled within the program as additional requirements.
- Expressed interest in advanced development of competencies associated with understanding and making a substantial contribution to the implementation of the philosophical foundations of church-based theological education.
- Equivalent of three years of full-time ministry leadership experience in positions of strategic influence for church networks.
- Commendation by an Antioch School Associate Faculty or Senior Faculty member based on the strategic ministry role of the applicant and the potential for substantial ministry impact through the academic program and its credential.

Notes on Admission Requirements:

- The Antioch School practices open enrollment and admits all qualified applicants.

- Some of the specific program admission requirements may be demonstrated through the attestation of the Local Mentor of the partner Antioch School program.

- Applicants with substantial non-vocational ministry experience in a wide range of forms may be considered for admission to masters and doctoral programs. In most cases, this is closely tied with the Local Mentor's commendation of the applicant. For example, elders who have been significantly involved in ministry for three years or more meet the requirement. However, if the elder has merely attended periodic board meetings and made executive decisions for three years, then he probably does not meet the requirement. If, he has been involved in actively managing ministry efforts and in personally shepherding people in your church for three years or more, then he might easily meet the requirement. The following diagnostic questions may help:
    - Has this applicant been an active member of a ministry team for three years or more?
    - In what ways has this applicant been significantly involved in ministry efforts for three years or more?
    - Why should this applicant be enrolled in a masters or doctoral program?
    - What type of people should be enrolled in masters or doctoral programs?
    - What is it about the masters or doctoral program of this partner that this ministry leader needs at this time?

If a student and/or Local Mentor can make a persuasive case for a student's admissibility, then the Antioch Schools is inclined to admit the applicant.

Doctor of Ministry

Global Church-Based Theological Education (GC-BTE)

Overview

		Semester Hour Credits
Life and Ministry Development		**6**
MAP701	Motivated Abilities Pattern (Consultant Assessed)	1
	(or MAP501 Motivated Abilities Pattern (Consultant Assessed))	
	(or MAP502 Motivated Abilities Pattern (Computer Assessed))	
	(or MAP503 Motivated Abilities Pattern (Self Assessed))	
	(or MAP702 Motivated Abilities Pattern (Computer Assessed))	
	(or MAP703 Motivated Abilities Pattern (Self Assessed))	
MAP801	Becoming Who You Are Designed To Be – "A" Projects	1
MAP802	Becoming Who You Are Designed To Be – "B" Projects	1
LN701	Life^n Initial Plan	1
LN702	Life^n Plan Updates	1
LN703	Life^n Plan Updates	1
Core Training Modules (Leadership Series I Courses)		**16**
LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church	4
	(or TLS701 Acts: Keys to the Establishment and Expansion of the First Century Church)	
LSM502	Pauline Epistles: Strategies for Establishing Churches	4
	(or TLS702 Pauline Epistles: Strategies for Establishing Churches)	
LSM503	Understanding the Essentials of Sound Doctrine	4
	(or TLS703 Understanding the Essentials of Sound Doctrine)	
LSM504	Leaders and the Early Church	4
	(or TLS704 Leaders and the Early Church)	
Core Training Modules (Paradigm Transformation)		**25**
ENC700	Introduction to Situational Theology	4
PTP700	Introduction to Paradigm Transformation	3
PTP701	The Church as Theological Education Paradigm Transformation Project	3
PTP702	The Church as Missions Paradigm Transformation Project	3
PTP803	The Church Doing Theology in Culture Paradigm Transformation Project	3
PTP804	The Church as Hermeneutical Community Paradigm Transformation Project	3
PTP805	The Church as Christian Education for Children and Adolescents Paradigm Transformation Project	3
PTP806	The Church as Christian Education for Adults Paradigm Transformation Project	3

Ministry Philosophy and Strategy   6

MPS901	Initial Ministry Philosophy and Strategy	2
MPS902	Updated Ministry Philosophy and Strategy	2
MPS903	Final Ministry Philosophy and Strategy	2

Doctoral Major Project   7

DPR901	Doctoral Major Project Idea	0
DPR902	Doctoral Major Project Proposal	2
DPR903	Doctoral Major Project Rough Draft	3
DPR904	Doctoral Major Project Final Draft and Defense	2

Total   60

*For those also pursuing a Master of Ministry, the following courses are required:

Core Training Modules (Leadership Series I Courses)   16

FP501	First Principles Series I (or TFP501 The First Principles Series I) (or TFP701 The First Principles Series I)	4
FP502	First Principles Series II (or TFP502 The First Principles Series II) (or TFP702 The First Principles Series II)	4
FP503	First Principles Series III (or TFP503 The First Principles Series III) (or TFP703 The First Principles Series III)	4
ST601	The Story (or TTS601 The Story) (or TTS801 The Story)	4

Ministry Practicum (Learning by Doing)   6

MP501	Ministry Practicum	1-3
MP701	Ministry Practicum	1-3
MP502-MP503	Ministry Practicum (as needed)	1-3
MP702-MP703	Ministry Practicum (as needed)	1-3

LIFE AND MINISTRY DEVELOPMENT *

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.

MAP701 Motivated Abilities Pattern (Consultant-Assessed)

MAP801 Becoming Who You Are Designed To Be – "A" Projects

MAP802 Becoming Who You Are Designed To Be – "B" Projects

LN701 Life^n Initial Plan

LN702 Life^n Plan Updates

LN703 Life^n Plan Updates

CORE TRAINING MODULES (LEADERSHIP SERIES I COURSES) *

These competencies are associated with outcomes of **BILD Leadership Series I** course modules that help students employ the New Testament as a manual for church development, particularly through the keys taught in the book of acts and the Pauline Epistles.

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

* Please see the Antioch School Handbook (December 2023) for course descriptions. The Handbook is available online at https://antiochschool.edu/resources/handbook.

CORE TRAINING MODULES (PARADIGM TRANSFORMATION)

ENC700 – Introduction to Situational Theology

Description

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.

- This course provides a foundation for the full Paradigm Transformation Projects. It focuses on BILD's collection called *The Encyclicals*, a set of documents that helps bring paradigm transformation to churches, networks, ministry organizations.

Competencies

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. *The Encyclicals* are:

1. *From Jesus to the Gospels*
2. *The Churches of the First Century*
3. *Women and the Spontaneous Expansion of the Early Church*
4. *Kerygmatic Communities*
5. *Funding Spontaneous Expansion*
6. *Shepherding, Counseling and Sustainability*
7. *Uneducated Apostles*
8. *Global Pentecostalism and the Spirit*
9. *The Gathering*

Instructions

In this course you will upload notes for the first five competencies. For your study notes, it is recommended that you do the following:

- Read *The Encyclicals*.
- Complete a life development reading summary (or other book review format).
- Discuss some of the questions following each Encyclical with leaders of church networks and/or ministry organizations affiliated with you. Try to discuss at least one question from each Encyclical.

- Take notes on the discussions, particularly with regard to paradigm implications for them and you, both institutional and personal.
- Participate in cohort discussions.
- Write down key issues for further consideration or research for each Encyclical

For the final competency, use your notes from the first five competencies and create a seven to ten-page paper that includes:

1. The Way of Christ and His Apostles - Core Principles;
2. How you see the Way of Christ and His Apostles integrated into a ministry strategy for your church or church network;
3. At least five references to the course readings including descriptions of how they impacted you or changed your thinking.

Cohort Discussion

1. What is the overall concept of *The Encyclicals*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?
2. How has the old paradigm been manifested through church history? What remnants or glimpse of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?
3. What are the implications of the new paradigm? What are the problems for full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?
4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment Criteria

Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

Complete- You addressed all parts of the project.

Accurate- Your project accurately summarizes the biblical teaching.

Impact- You understand the teaching well enough to impact your own life and sphere of influence.

PTP700 – Introduction to Paradigm Transformation

Description

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.

- The topic of the course is church-based theological education in the context of global apostolic movements. It provides a foundation for the full Paradigm Transformation Projects. It focuses on BILD's collection called *The Paradigm Papers*, a set of documents that helps bring paradigm transformation to churches, networks, ministry organizations.

Competencies

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. *The Paradigm Papers* are:

1. Church-Based Theological Education: Creating a New Paradigm
2. Church-Based Missions: Creating a New Paradigm
3. Church-Based Theology: Creating a New Paradigm
4. Church-Based Hermeneutics: Creating a new Paradigm
5. Church-Based Christian Education: Creating a New Paradigm: Part I: Childhood and Adolescence
6. Church-Based Christian Education: Creating a New Paradigm: Part II: Adulthood

Instructions

In this course you will upload notes for the first three competencies. For your study notes, it is recommended that you do the following:

- Read *The Paradigm Paper*s book.
- Complete a life development reading summary (or other book review format).
- Discuss some of the questions following each Paradigm Paper with leaders of church networks and/or ministry organizations affiliated with you. Try to discuss at least one question from each Paradigm Paper.
- Take notes on the discussions, particularly with regard to paradigm implications for them and you, both institutional and personal.
- Participate in cohort discussions.
- Write down key issues for further consideration or research for each Paradigm Paper.

For the final competency, use your notes from the first three competencies and create a seven to ten-page paper that includes:

1. The core principles of the church-based paradigm
2. How you see the church-based paradigm integrated into a ministry strategy for your church or church network.
3. At least five references to the course readings including descriptions of how they impacted you or changed your thinking.

Cohort Discussion

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpse of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems for full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment Criteria

Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

Complete- You addressed all parts of the project.

Accurate- Your project accurately summarizes the biblical teaching.

Impact- You understand the teaching well enough to impact your own life and sphere of influence.

PTP701 – The Church as Theological Education Paradigm Transformation Project

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

2. Take notes related to your Ministry Philosophy and Strategy paper to be completed after PTP702.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact.
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions at the end of each Paradigm Paper.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpse of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or similar tool for each):

a. "Church-Based Theological Education: Creating a New Paradigm" by Jeff Reed
b. "Church-Based Ministry Which Is Truly Church-Based" by Jeff Reed
c. "Church-Based Leadership: Creating a New Paradigm" by Jeff Reed
d. "Church-Based Leadership Training: A Proposal" by Jeff Reed
e. "Who are the Paradigm Pioneers?" by Joel Barker. [culminating chapter of Barker's four questions about paradigm change]
f. "Elements of Diffusion" by Everett M. Rogers. [Chapter 1]
g. "Introduction," "General Theory of Interaction Rituals," and "The Interaction Rituals of Intellectuals" by Randall Collins in *The Philosophy of Sociologies*, pp. 1-15, 19-24, 24-37."
h. "Introduction" and "An Overview of Kuhn's Philosophy of Science" by Bojana Mladenović in *Kuhn's Legacy*, pp. 1-24.
i. "Education and Leadership" by Jonathan Chao
j. "Theological Education: Looking for New Models" by Harvie Conn
k. "Can Church Education Be Theological Education?" by Edward Farley
l. "From Schooling Professionals to Mentoring Leaders" by Eddie Gibbs
m. "Missing the Point: Seminary" by Tony Campolo
n. "How Lay Movement Advances the Christian Movement" by George Hunter III
o. "Alexandria: A School for Training in Virtue" by Robert L. Wilken
p. "The D-Min-ization of the Ministry" by David F. Wells
q. "Situated Learning: Optimizing Experiential Learning through God-Given Learning Community" by Stephen J Kemp
r. "Social Presence in Online Learning" by Stephen Kemp.
s. "Writing Practical Christian Wisdom: Genre and the Doctor of Ministry Dissertation" by Timothy D. Lincoln
t. "Constructing the Future: Re-envisioning Universities" by Alan P. Rudy, et al.
u. "Epic 2020" online video. www.epic2020.org.
v. "Uneducated Apostles" by Jeff Reed.
w. *Teaching the First Principles* by Jeff Reed.

Books to be read (at least 5 with 1000 pages total) from the lists below or other books (approved by an Antioch School faculty member) before or after the discussions (with completed Life Development Reading Summaries or similar tool for each):

Paradigms and Paradigm Change:

- *Paradigms: The Business of Discovering the Future.* Joel Barker.
- *Diffusion of Innovations.* Everett M. Rogers.
- *Post-Capitalist Society.* Peter Drucker.
- *The Structure of Scientific Revolutions.* Thomas Kuhn.
- *Kuhn's The Structure of Scientific Revolutions.* John Preston.
- *The Last Writings of Thomas S. Kuhn: Incommensurability in Science.* Bojana Mladenović. editor.
- *Kuhn's Legacy: Epistemology, Metaphilosophy, and Pragmatism.* Bojana Mladenović.

Theological Education:

- *Theologia: The Unity and Fragmentation of Theological Education.* Edward T. Farley.
- *Building the Christian Academy.* Arthur Holmes.
- *Reenvisioning Theological Education: Exploring a Missional Alternative to Current Models.* Robert Banks.
- *Earthen Vessels.* Daniel Aleshire.
- *Theological Education in the Evangelical Tradition.* D. G. Hart and R. Albert Mohler, editors.
- *Renewal in Theological Education: Strategies for Change.* Robert Ferris.
- *Faithful Church: Issues in the History of Catechesis.* O.C. Edwards and John H. Westerhoff, editors.
- *Teaching the Faith, Forming the Faithful.* Gary A. Parrett and S. Steve Kang.
- *Educating Clergy: Teaching Practices and Pastoral Imagination.* Charles R. Foster, Lisa E. Dahill, Lawrence A. Goleman, Barbara Wang Tolentino.
- *Shifting Boundaries: Contextual Approaches to the Structure of Theological Education.* Barbara G. Wheeler and Edward Farley, editors.
- *In Academia for the Church.* Abraham Kovacs and Zoltan Schwab.
- *The Soul of the American University.* George Marsden.
- *TEE in Asia: Empowering Churches, Equipping Disciples.* Hanna-Ruth van Wingerden, Tim Green, and Graham Aylett, editors.

Higher Education and Education in General:

- *Beyond Education: A New Perspective on Society's Management of Learning.* Alan Thomas.

- *Scholarship Reconsidered.* Ernest Boyer.
- *The Idea of the University.* John Newman.
- *Learner-Centered Assessment on College Campuses.* Mary E. Huba and Jann E. Freed.
- *The Learning Paradigm College.* John Tagg.
- *Mega-Universities and Knowledge Media.* John S. Daniel.
- *Situated Learning: Legitimate Peripheral Participation.* Jean Lave and Etieene Wenger.
- *Academically Adrift: Limited Learning on College Campuses.* Richard Arum and Josipa Roksa.
- *Real Education.* Charles Murray.
- *Our Underachieving Colleges.* Derek Bok.
- *Crisis on Campus.* Mark C. Taylor.
- *Is College Worth It?* William J. Bennett and David Wilezol.
- *Declining by Degree: Higher Education at Risk.* Richard H. Hersh and John Merrow.
- *The Heart of Higher Education.* Parker J. Palmer and Arthur Zajonc.
- *Experiential Learning: A New Approach.* Lewis Jackson and Rosemary S. Caffarella, editors.
- *Experience and Education.* John Dewey.
- *The Case Against Education: Why the Education System Is a Waste of Time and Money.* Bryan Caplan.
- *Fail U: The False Promise of Higher Education.* Charles J. Sykes.
- *Restoring the Soul of the University: Unifying Christian Higher Education in a Fragmented Age.* Perry L. Glanzer, Nathan E. Alleman, and Todd C. Ream.
- *The Credential Society: An Historical Sociology of Education and Stratification*. Randall Collins.
- *Higher Education and Employability: New Models for Integrating Study and Work*. Peter J. Stokes.
- *The Future of University Credentials: New Developments at the Intersection of Higher Education and Hiring.* Sean R. Gallagher.

PTP702 - The Church as Missions Paradigm Transformation Project

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

2. Take notes related to your CBTE Philosophy and Strategy paper to be completed after PTP702.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions below.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpses of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or similar tool for each):

a. "Church-Based Missions: Creating a New Paradigm" by Jeff Reed
b. "Church-Based Leadership: Creating a New Paradigm" by Jeff Reed
c. "Missions Agencies in the 21st Century: How Different Will They Be?" by Ted Ward
d. "The Making of Global Tribes" by Joel Kotkin
e. "Taking Aim on 2000 AD" by Robert Coote
f. "The Church in Missions" by James Engel and William Dyrness
g. "Reflections on Biblical Models of Mission" by David Bosch
h. "Missionary Organization" by Roland Allen
i. "The Teaching" by Roland Allen
j. "The Geographical Expansion, Numerical Growth and Diversity of the Early Church" by Arthur Patzia
k. "Church-Planting Strategy: The Pauline Cycle" by David Hesselgrave
l. "Biblical Theology and the Shape of Paul's Mission" by Graeme Goldsworthy
m. "The Shape of Their Message" by Michael Green
n. "Mission Strategies" by Wilbert Shenk
o. "The Old Age of the Missionary Movement" by Andrew Walls.
p. "Shadow Cities" TED talk by Robert Neuwrith. http://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities.html
q. "The Churches of the First Century: From Simple Churches to Complex Networks" by Jeff Reed.
r. "Kerygmatic Communities: Evangelism and the Early Churches" by Jeff Reed.
s. "Funding Spontaneous Expansion: Four Critical Success Factors of the Complex Network of the Early Churches" by Jeff Reed.
t. "Women and the Spontaneous Expansion of the Early Churches," by Jeff Reed.
u. "Global Pentecostalism," by Jeff Reed.
v. "The Gathering," by Jeff Reed.
w. "Intergenerational Leadership" by Michael Vos.
x. "The New Apostolic Reformation and Its Threat to Evangelicalism" by Richard P. Moore.
y. "The Global Apostolic Movement and the Progress of the Gospel" by Joseph Mattera

Books to be read (at least 5 with 1000 pages total) from the lists below or other books (approved by an Antioch School faculty member) before or after the discussions (with completed Life Development Reading Summaries or similar tool for each):

Roland Allen:

- *Missionary Methods: St. Paul's or Ours?* by Roland Allen.
- *The Spontaneous Expansion of the Gospel* by Roland Allen.
- *Christian Missions and the Judgment of God,* by David Paton.

So-Called Change in Missions:
- *Transforming Mission: Paradigm Shifts in Theology of Mission* by David Bosch (Orbis, 1991).
- *The Emergence of the Church: Context, Growth, Leadership and Worship* by Arthur Patzia (IVP, 2001).
- *Planting Churches Cross-Culturally* by Davis Hesselgrave (Baker, 2000).
- *Changing the Mind of Missions: Where Have We Gone Wrong* by James Engel and William Dyrness
- *Missions in the New Millennium: 21 Key Trends for 21ˢᵗ Century Missions by* Stan Guthrie
- *With an Eye on the Future: Development and Mission in the 21ˢᵗ Century: Essays in Honor of Ted Ward* edited by Duane Elmer and Lois McKinney*.*
- *The Next Christendom* by Philip Jenkins
- *The New Faces of Christianity* by Philip Jenkins
- *The Gospel in a Pluralistic Society* by Lesslie Newbigin
- *The Globalization of Pentecostalism: A Religion Made to Travel*, edited by Murray Dempster, Byron Klaus, and Douglas Petersen
- *Global Pentecostalism,* by Donald E. Miller and Tetsunae Yamamori.
- *The Global Apostolic Movement & the Progress of the Gospel, by* Joseph Mattera.
- *Powershift: Knowledge, Wealth and Violence of the 21st Century,* by Alvin Toffler.
- *The Mission of God's People: A Biblical Theology of the Church's Mission.* Christopher J. H. Wright.
- *Houses That Change the World.* Wolfgang Simson.
- *When Helping Hurts.* Steve Corbett and Brian Fikkert.
- *A Framework for Understanding Poverty.* Ruby K. Payne.
- *And: The Gathered and Scattered Church.* Hugh Halter and Matt Smay.
- *No Shortcut to Success: A Manifesto for Modern Missions.* Matt Rhodes.
- *From Christendom to Apostolic Mission.* James P. Shea.
- *The Rise of Network Christianity.* Brad Christerson and Richard Flory.

Anthropological and Historical Perspectives:
- *Eternal Word and Changing Worlds*: *Theology, Anthropology and Mission in Trialogue* by Harvie Conn (Zondervan, 1983).
- *The Missionary Movement in Christian History* by Andrew Walls (Orbis, 1996).

- *Invitation to Cross-Cultural Theology: Case Studies in Vernacular Theology* by William A. Dyrness .
- *Anthropological Reflections on Missiological Issues* by Paul Heibert
- *Educating for Critical Consciousness*, by Paulo Freire
- *Enlarging the Story*, edited by Wilbur Shenk.

PTP803 - The Church Doing Theology in Culture Paradigm Transformation Project

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

2. Take notes related to your CBTE Philosophy and Strategy paper to be completed after PTP804.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions below.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpses of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or similar tool for each):

a. "Church-Based Theology: Creating a New Paradigm" by Jeff Reed
b. "The Task of Dogmatics" by Karl Barth
c. "Theology Against the Disciplines" by John B. Cobb, Jr.
d. "Paradigm Changes in Theology: Proposal for Discussion" by Hans Kung
e. "What Does a Change of Paradigm Mean?" by Hans Kung
f. "A New Basic Model for Theology: Divergencies and Convergencies" by Hans Kung
g. "Toward a Fundamental and Strategic Practical Theology" by Don S. Browning
h. "The Shape of a New Biblical Theology" by Brevard Childs
i. "Pushing Things Up to Their First Principles" by Jaroslav Pelikan
j. "A Distinctive Way of Life" by Kevin Perrotta
k. Chapter Three from *Pedagogy of the Oppressed* by Paulo Freire
l. "Jesus to the Gospels," by Jeff Reed.
m. "The Churches of the First Century: From Simple Churches to Complex Networks," by Jeff Reed.
n. "Intergenerational Leadership" by Michael Vos.
o. "Introduction," by Luke Timothy Johnson in *Interpreting Paul, The Canonical Paul, Volume 2.*
p. *Teaching the Story* by Jeff Reed.

Books to be read (at least 5 with 1000 pages total) from the lists below or other books (approved by an Antioch School faculty member) before or after the discussions (with completed Life Development Reading Summaries or similar tool for each):

- *Theology for the Third Millennium: An Ecumenical View.* Hans Kung
- *Eternal Word and Changing Worlds: Theology, Anthropology and Mission in Trialogue.* Harvie Conn
- *Working Wisdom: Timeless Skills and Vanguard Strategies for Learning Organizations.* Robert Aubrey and Paul Cohen
- *Redeeming the Routines: Bringing Theology to Life.* Robert Banks
- *The Fragility of Knowledge: Theological Education in the Church and the University.* Edward Farley
- *Christian Thought Revisited: Three Types of Theology.* Justo Gonzalez
- *A Fundamental Practical Theology: Descriptive and Strategic Proposals.* Don S. Browning
- *Whose Religion is Christianity?* Lamin Sanneh

- *The Younger Evangelicals: Facing the Challenges of the New World.* Robert Webber.
- *The Creative Word: Canon as a Model for Biblical Education.* Walter Brueggemann.
- *Moving Beyond the Bible to Theology.* Walter C. Kaiser, Jr., Daniel M. Doriani, Kevin J. Vanhoozer, and William J. Webb.
- *Practicing Gospel.* Edward Farley.
- *Culture Bound: Bridging the Culture Gap in Language Teaching.* Joyce Merrill Valdes.
- *Emerging Voices in Global Christian Theology.* William A. Dyrness, editor.

PTP804 - The Church as Hermeneutical Community Paradigm Transformation Project

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

2. Take notes related to your CBTE Philosophy and Strategy paper to be completed after PTP804.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions below.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpses of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or similar tool for each):

a. "Church-Based Hermeneutics: Creating a New Paradigm" by Jeff Reed
b. "Legitimate Hermeneutics" by Walter Kaiser
c. "The Single Intent of Scripture" by Walter Kaiser
d. "The Meaning of Meaning" by Walter Kaiser
e. "The Author's Intention as a Crucial Factor in Interpreting Scripture: An Introduction" by Tracy Howard
f. "Integrating Old Testament Theology, and Exegesis: Literary, Thematic and Canonical Issues" by Richard Schultz
g. "The Hermeneutics of Metacriticism" by Anthony Thiselton
h. "Theologia in Clergy Education" by Edward Farley
i. "Theology and Practice Outside of the Clerical Paradigm" by Edward Farley
j. "Hermeneutics as a Theoretical and Practical Task" by Hans-Georg Gadamer
k. "Theology and Theologizing: A New Course" by Harvie Conn
l. "Critical Contextualization" by Paul Hiebert
m. "The Social Sciences and Missions: Applying the Message" by Paul Hiebert
n. "Oral Tradition" by Bruce Waltke
o. "Discourse on Thinking: Memorial Address" by Martin Heidegger
p. "Five Signposts to the Apostolic Mindset" by N.T. Wright in *Paul and the Faithfulness of God*, Volume I, pp. 538-569.
q. "Introduction," by Luke Timothy Johnson in *Interpreting Paul, The Canonical Paul, Volume 2.*
r. "Teaching Mastering the Scriptures" by Jeff Reed

Books to be read (at least 5 with 1000 pages total) from the lists below or other books (approved by an Antioch School faculty member) before or after the discussions (with completed Life Development Reading Summaries or similar tool for each):

- *Expository Hermeneutics* by Elliott Johnson
- *Introduction to Philosophical Hermeneutics* by Jean Grondin (Yale)
- *Truth and Method* by Hans-Georg Gadamer (Crossroad)
- *Sacred Reading: The Ancient Art of Lecto Divina* by Michael Casey (Ligouri/Triumph)
- *Validity in Interpretation* by E. D. Hisrch (Yale)

- *Beyond Foundationalism: Shaping Theology in a Postmodern Context* by Stanley Grenz and John Franke
- *Toward an Exegetical Theology* by Walter Kaiser (Zondervan)

- *Pedagogy of the Oppressed* by Paulo Freire (Continuum)
- *Habits of the Mind: Intellectual Life as a Christian Calling* by James Sire (IVP)
- *New Horizons in Hermeneutics* by Anthony Thiselton (Zondervan)
- *Practical Theology: History, Theory and Action Domain* by Gerben Heitink (Eerdmans)
- *Dialogue and Dialectic: Eight Hermeneutic Studies on Plato* by Hans-George Gadamar
- *Beyond Liberalism and Fundamentalism: How Postmodern Philosophy Set the Theological Agrenda* by Nancey Murphy
- *Orality and Literacy: The Technologizing of the Word* by Walter Ong (Routledge)
- *Linguistics and Biblical Interpretation* by Peter Cotrell and Max Turner (IVP)
- *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* by A.K.M. Adam, Stephen E. Fowl, Kevin J. Vanhoozer, and Francis Watson.
- *Plato's Literary Garden: How to read a Platonic Dialogue* by Kenneth Sayre
- *Early Greek Thinking: The Dawn of Western Philosophy*, by Martin Heidegger
- *To Know As We Are Known* by Parker Palmer
- *Reading Backwards.* Richard B. Hays.
- *The Creative Word: Canon as a Model for Biblical Education.* Walter Brueggemann.
- *Moving Beyond the Bible to Theology.* Walter C. Kaiser, Jr., Daniel M. Doriani, Kevin J. Vanhoozer, and William J. Webb.
- *Is There a Meaning in This Text?* Kevin Vanhoozer.
- *The Lost World of Scripture.* John H. Walton and D. Brent Sandy.
- *Understanding Biblical Theology.* Edward W. Klink III and Darian R. Lockett.
- *Introducing Theological Interpretation of Scripture.* Daniel J. Treier.
- *Jesus Have I Loved, but Paul? A Narrative Approach to the Problem of Pauline Christianity.* J. R. Daniel Kirk.
- *The Church's Guide for Reading Paul.* Brevard S. Childs.
- *The Gospels for All Christians: Rethinking the Gospel Audiences.* Richard Bauckham, editor.
- *The Community of the Word: Toward an Evangelical Ecclesiology*. William J. Abraham, Ellen T. Charry, and John Webster.
- *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. A.K.M. Adam, Stephen E. Fowler, Kevin J. Vanhoozer, and Francis Watson.
- *The Message of the Psalms: A Theological Commentary*. Walter Brueggemann.
- *The New Testament: A Very Short Introduction*. Luke Timothy Johnson.
- *Constructing Paul, The Canonical Paul, Volume 1*. Luke Timothy Johnson.
- *Interpreting Paul, The Canonical Paul, Volume 2*. Luke Timothy Johnson.
- *Interpreting Scripture: Essays on the Bible and Hermeneutics*. N.T. Wright.

PTP805 - The Church as Christian Education for Children and Adolescents

Paradigm Transformation Project

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.
2. Take notes related to your CBTE Philosophy and Strategy paper to be completed after PTP806.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions below.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpses of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or other note-taking tool for each):

a. "Church-Based Christian Education: Part I – Childhood and Adolescence" by Jeff Reed.
b. "Church-Based Christian Education: Part I – Adulthood" by Jeff Reed.
c. "General Education: The Integrated Core" by Ernest Boyer.
d. "Youth Charters" by William Damon.
e. "Reinventing Education" by Charles Handy.
f. "The Condition of Good Work" by Howard Gardiner, Mihaly Csikszentmihalyi, and William Damon.
g. "Good Work in the Wider World" by Howard Gardiner, Mihaly Csikszentmihalyi, and William Damon
h. "The Indispensable Insights and Distinctives" by Mortimer Adler.
i. "Contemporary Efforts to Organize Knowledge" by Mortimer Adler.
   a. "A Twentieth Century Proposal" chapter 10.
   b. "The Propaedia" chapter 11.
   c. "The Syntopicon" chapter 12.
j. "The Coalition of Essential Schools" by Theodore Sizer.
k. "The Schools We Need: Summary and Conclusion" by E. D. Hirsch.
l. "What Is Called Thinking?: Lecture I" by Martin Heidegger.
m. "The Renewal of Wisdom" by Robert Aubry and Paul M. Cohen.
n. "Getting There" by Howard Gardiner.
o. "Helping Others Examine the Assumptions Underlying Their Thoughts and Actions" by Stephen Brookfield.
p. "The Challenge to Postsecondary Education from an Expanding Pool of Learners" by William Maehl.
q. "The Technological Relevance of Education" by Randall Collins.
r. "Education: Technical and Moral" by Robert Bellah, Richard Marsden, William Sullivan, Ann Swidler, and Steven Tipton.
s. "Characteristics of Effective Outcomes Assessment" by Trudy Banta.
t. "Information Overload Anxiety (and how to overcome it)" by Warren Bennis.
u. "The Discussion Teacher in Action" by C. Roland Christensen.
v. "How Contract Learning Evolved and How It Works" by Malcolm Knowles.
w. "Learning to Think: A Cross-Disciplinary Perspective" by Janet Gail Donald.
x. "Shepherding, Counseling, and Sustainability: The Importance of a Well-Trained Eldership," by Jeff Reed.
y. "The Gathering," by Jeff Reed.
z. "Uneducated Apostles," by Jeff Reed.
aa. "Intergenerational Leadership" by Michael Vos.

Books to be read (at least 5 with 1000 pages total) from the lists below or other books (approved by an Antioch School faculty member) before or after the discussions (with completed Life Development Reading Summaries or similar tool for each):

1. *Values Begin at Home* by Ted Ward.
2. *Nurture That Is Christian: Developmental Perspectives on Christian Education* edited by James C. Wilhoit and John M. Dettoni.
3. *Models of Religious Education* by Harold W. Burgess.
4. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament* by William P. Brown.
5. *Faith Traditions & the Family* edited by Phyllis D. Airhart and Margaret Lamberts Bendroth.
6. *Growing in the Life of Faith: Education and Christian Practices* by Craig Dykstra.
7. *Lives Across Cultures: Cross-Cultural Human Development* by Harry W. Gardiner and Corrine Kosmitzki.
8. *Intelligence Reframed: Multiple Intelligences for the 21ˢᵗ Century* by Howard Gardiner.
9. *The Paideia Proposal: An Educational Manifesto* by Mortimer Adler.
10. *The Power of Uniqueness* by Art Miller, Jr.
11. *Learning for Personal Development* edited by Lorraine A. Cavaliere and Angela Sgroi.
12. *JobShift: How to Prosper in a Workplace Without Jobs* by William Bridges.
13. *The Disciplined Mind* by Howard Gardiner.
14. *Greater Expectations: Overcoming the Culture of Indulgence in Our Homes and Schools* by William Damon.
15. *Joining Children on the Spiritual Journey* by Catherine Stonehouse.
16. *The Paideia Program: An Educational Syllabus* by Mortimer Adler
17. *Deschooling Society* by Ivan Illich.
18. *Developing Critical Thinkers* by Stephen Brookfield.
19. *Family-Based Youth Ministry* by Mark DeVries
20. *Religion, Feminism, and the Family* edited by Anne Carr and Mary Stewart Van Leeuwen
21. *Families in the New Testament World: Households and House Churches* by Carolyn Osiek and David L. Balch
22. *To Know as We are Known* by Parker Palmer.
23. *Teaching for Faith* by Richard Osmer.
24. *Fashion Me a People* by Maria Harris.
25. *Augustine and the Catechumenate* by William J. Harmless.
26. *Is It a Lost Cause?* by Marva Dawn.
27. *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged Edition)* edited by Lorin Anderson and David Krathwohl.
28. *A Guidebook to Learning: For the Lifelong Pursuit of Wisdom* by Mortimer Adler.
29. *Connecting: The Mentoring Relationships You Need to Succeed in Life* by Paul Stanley and J. Robert Clinton.
30. *Pedagogy of the Oppressed* by Paulo Freire.
31. *Experiential Learning: Experiences as the Source of Learning and Development* by David Kolb.
32. *Training Through Dialogue: Promoting Effective Learning and Change with Adults* by Jane Vella.

33. *Covenant & Commitments: Faith, Family, and Economic Life* by Max. L. Stackhouse.
34. *Lives Across Cultures: Cross-Cultural Human Development.* Harry W. Gardiner and Corinne Kosmitzki.
35. *The Ancient Church as Family.* Joseph H. Hellerman.
36. *When the Church was a Family.* Joseph H. Hellerman.
37. "Book Review Essay on Hellerman's 'The Ancient Church as Family' and 'When the Church was a Family." Stephen J. Kemp.
38. *A Woman's Place: House Churches in Earliest Christianity.* Carolyn Osiek, Margaret Y. MacDonald, with Janet H. Tulloch.
39. *Faith Traditions and the Family.* Phyllis D. Airhart and Margaret Lamberts Bendroth, editors.
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41. *Covenant and Commitments: Faith, Family, and Economic Life.* Max. L. Stackhouse.
42. *Families in the New Testament World: Households and House Churches.* Carolyn Osiek and David L. Balch.
43. *The King Jesus Gospel.* Scot McKnight.

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

Description

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.

Competencies

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

Instructions

Before the discussions:

1. Read the chapters and articles from the list below. Complete a life development reading summary (or similar tool) for each.
2. Read books of your choosing from the list below. Complete a life development reading summary (or similar tool) for each.
3. Review the questions in this syllabus in order to prepare for discussions, paying particular attention to your ministry context and the relevance of the readings.
4. Have conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

During the discussions:

1. Participate in Socratic discussion class sessions on the topic.
2. Identify implications for paradigm impact in your ministry philosophy and strategy.
3. Consider research that can be done in your ministry context that will provide a baseline for assessing progress in paradigm transformation, such as surveying relevant stakeholders, evaluating recognition systems, and/or analyzing training materials used in your ministry context.

After the discussions:

1. Have follow-up conversations as appropriate with members of your ministry team (or other ministry leaders) using the sets of questions at the end of the Paradigm Paper. Try to use at least one question from each section.

2. Take notes related to your CBTE Philosophy and Strategy paper to be completed after PTP806.
3. Take notes regarding how the paradigm principles should impact your Major Project Artifact
4. Conduct research that establishes the need for or shows the effectiveness of your Major Project Artifact.

Discussions

In light of your reading of the Paradigm Paper, required reading, optional reading, and deliberation on the sets of questions below.

1. What is the overall concept of *The Paradigm Papers*? What is the old paradigm? What is the new paradigm? What transformation is necessary to move from the old to the new paradigm?

2. How has the old paradigm been manifested through church history? What remnants or glimpses of the biblical/new paradigm can be seen in church history? How has the old paradigm been manifested in your ministry context, particularly in terms of your ministry philosophy and strategy? What remnants or glimpses of the biblical/new paradigm can be seen in your ministry context, particularly in terms of your ministry philosophy and strategy?

3. What are the implications of the new paradigm? What are the problems that can be expected from full implementation and alignment in your ministry context? What are the implications for your ministry philosophy and strategy?

4. How can the new paradigm be made perpetual? What tools and systems need to be developed? What contribution might you be able to make in your ministry context and/or for the overall cause of paradigm transformation in this area? How could you use BILD resources to support paradigm transformation and the rooting of the new paradigm?

Assessment

The assessment, which will be completed by the Faculty member leading the discussion will assess whether the course requirements are met. Has the leader demonstrated the development of understanding listed above in their reading summaries, class discussion, and/or notes according to the following criteria:

1. Complete- You completed all of the requirements.

Reading

Articles and Chapters (essential to the conversation) to be read in advance of the discussions (with completed Life Development Reading Summaries or similar tool for each):

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MINISTRY PHILOSOPHY AND STRATEGY

Description

As you move through the Leadership Series courses (Acts, Pauline, Essentials, Leaders), you need to carefully rethink major building blocks of your ministry philosophy – local and global missions, strengthening churches, equipping all believers, and training leaders. You want your ministry philosophy to be shaped by the clear principles of scripture rather than by cultural trends, church traditions, or simple pragmatism.

Your discussions around the Paradigm Papers and the Encyclicals will also lead you to rethink your ministry philosophy at a paradigm level, seeking to understand the influence that traditions and whole systems of thought play on the contemporary church. You must gain clarity on how far we have moved away from the New Testament paradigm and what needs to be done to return to the way of Christ and the Apostles.

Having reworked your ministry philosophy, you will be in a position to create tangible ministry strategies and tools that are aligned with the New Testament and useful in your ministry context (both local and network). One of these tools will be your Doctoral Major Project. The material you create here should be done with your Major Project in mind, creating supporting documents and core content for your artifact.

MPS901 – Initial Ministry Philosophy and Strategy

The overall objective: 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.

Competency: 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).

Instructions:

Create a paper that will lead toward your final artifact, elements can include:

1. A description of lessons learned from Leadership Series courses, particularly related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals;
2. A description of 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, particularly in terms of paradigm transformation and implementation of church-based theological education (PTP701) and church-based missions (PTP702);
3. A description of problems you expect to encounter when you implement your ministry philosophy and strategy;
4. A description of a tool (e.g., Book, Manual, Seminar, Course, Implementation Plan, Dissertation, Other Type) that will make a major contribution to church-based theological education as your final artifact;
5. References to the readings on church-based theological education (PTP701) and church-based missions (PTP702) that are relevant to your final artifact;
6. Further research on church-based theological education (PTP701) and church-based missions (PTP702) that is relevant to your final artifact.

Assessment of your work

When you post Ministry Philosophy and Strategy material, the criteria shown in the rubric below will be used to evaluate your work. The same criteria will be applied at every degree level.

Criteria:

Complete- You addressed all parts of the project.
Accurate- Your project accurately summarizes the biblical teaching.
Impact- You understand the teaching well enough to impact your own life and sphere of influence.

MPS902 - Updated Ministry Philosophy and Strategy

The overall objective: 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.

Competency: 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).

Instructions:

Create a paper that will lead toward your final artifact, elements can include:

1. A description of lessons learned from Leadership Series courses, particularly related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals;
2. A description of 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, particularly in terms of paradigm transformation and implementation of church-based theology (PTP803) and the church as hermeneutical community (PTP804);
3. A description of problems you expect to encounter when you implement your ministry philosophy and strategy;
4. A description of a tool (e.g., Book, Manual, Seminar, Course, Implementation Plan, Dissertation, Other Type) that will make a major contribution to church-based theological education as your final artifact;
5. References to the readings on church-based theology (PTP803) and the church as hermeneutical community (PTP804) that are relevant to your final artifact;
6. Further research on church-based theology (PTP803) and the church as hermeneutical community (PTP804) that is relevant to your final artifact.

Assessment of your work

When you post Ministry Philosophy and Strategy material, the criteria shown in the rubric below will be used to evaluate your work. The same criteria will be applied at every degree level.

Criteria:

Complete- You addressed all parts of the project.

Accurate- Your project accurately summarizes the biblical teaching.

Impact- You understand the teaching well enough to impact your own life and sphere of influence.

MPS903 – Final Ministry Philosophy and Strategy

The overall objective: 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.

Competency: 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).

Instructions:

Create a paper that will lead toward your final artifact, elements can include:

1. A description of lessons learned from Leadership Series courses, particularly related to mission strategy (Acts), strategy for establishing churches (Pauline), passing on sound doctrine (Essentials), leadership development (Leaders), and the Encyclicals;
2. A description of 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, particularly in terms of paradigm transformation and implementation of church-based Christian Education of children (PTP805) and adults (PTP806);
3. A description of problems you expect to encounter when you implement your ministry philosophy and strategy;
4. A description of a tool (e.g., Book, Manual, Seminar, Course, Implementation Plan, Dissertation, Other Type) that will make a major contribution to church-based theological education as your final artifact;
5. References to the readings on church-based Christian Education of children (PTP805) and adults (PTP806) that are relevant to your final artifact;
6. Further research on church-based Christian Education of children (PTP805) and adults (PTP806) that is relevant to your final artifact.

Assessment of your work

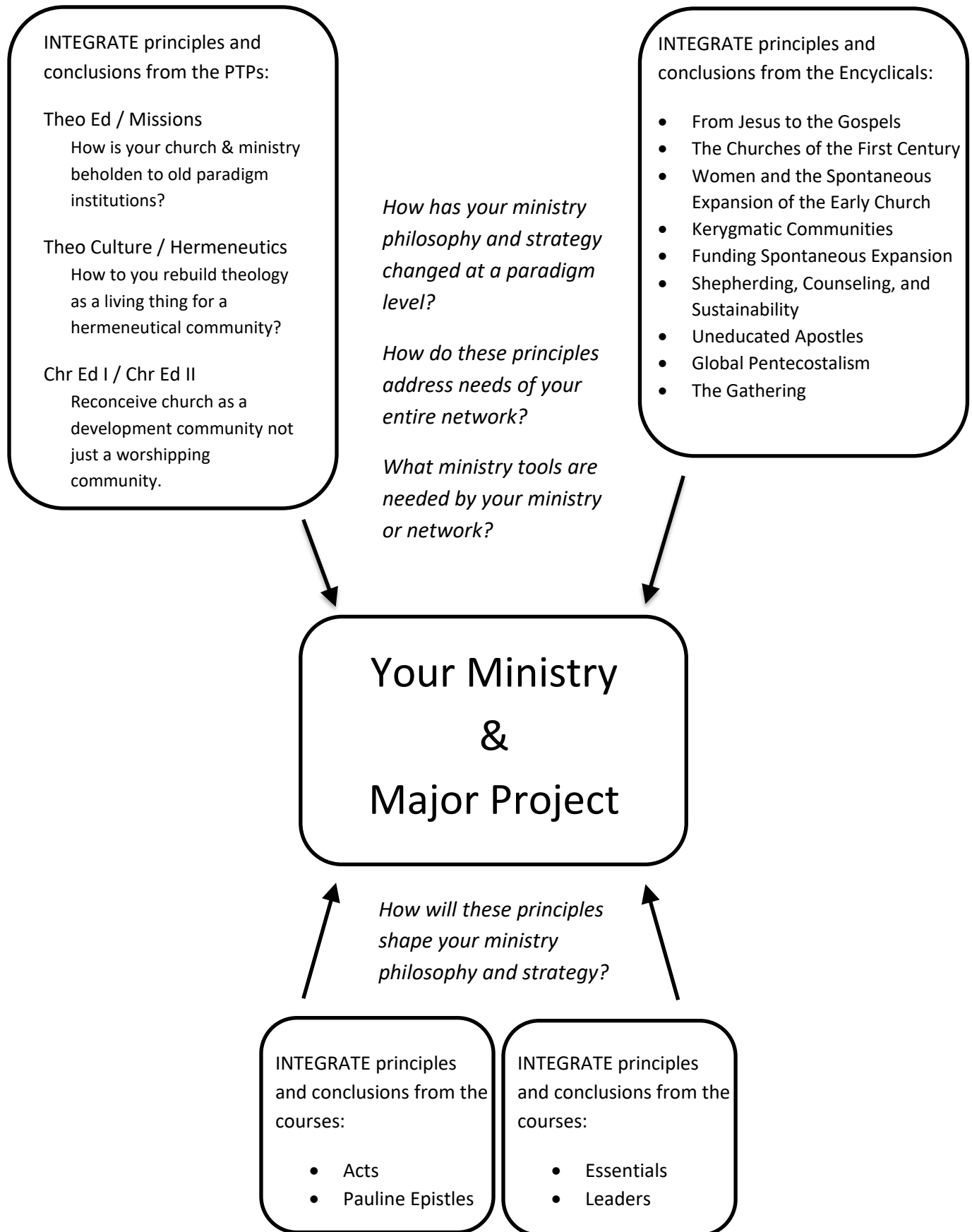When you post Ministry Philosophy and Strategy material, the criteria shown in the rubric below will be used to evaluate your work. The same criteria will be applied at every degree level.

Criteria:

Complete- You addressed all parts of the project.

Accurate- Your project accurately summarizes the biblical teaching.

Impact- You understand the teaching well enough to impact your own life and sphere of influence.

INTEGRATE principles and conclusions from the PTPs:

Theo Ed / Missions
> How is your church & ministry beholden to old paradigm institutions?

Theo Culture / Hermeneutics
> How to you rebuild theology as a living thing for a hermeneutical community?

Chr Ed I / Chr Ed II
> Reconceive church as a development community not just a worshipping community.

How has your ministry philosophy and strategy changed at a paradigm level?

How do these principles address needs of your entire network?

What ministry tools are needed by your ministry or network?

INTEGRATE principles and conclusions from the Encyclicals:

- From Jesus to the Gospels
- The Churches of the First Century
- Women and the Spontaneous Expansion of the Early Church
- Kerygmatic Communities
- Funding Spontaneous Expansion
- Shepherding, Counseling, and Sustainability
- Uneducated Apostles
- Global Pentecostalism
- The Gathering

Your Ministry
&
Major Project

How will these principles shape your ministry philosophy and strategy?

INTEGRATE principles and conclusions from the courses:

- Acts
- Pauline Epistles

INTEGRATE principles and conclusions from the courses:

- Essentials
- Leaders

DOCTORAL MAJOR PROJECT

An Antioch School doctoral major project is <u>not</u> intended to be a traditional academic dissertation. Rather, it is intended to be an artifact (tool) that is of immediate practical value in the support of church-based theological education for a specific church, network, and/or ministry organization.

The official description of the Antioch School Doctoral Major Project states that it is "the culminating product of the program and makes a substantive contribution to the progress of church-based theological education." In fact, it is the outcome of a program of study anticipated in the admissions process with qualifications such as "expressed interest in advanced development of competencies associated with understanding and making a substantial contribution to the implementation of the philosophical foundations of church-based theological education."

Like the culminating doctoral major projects in other institutions, the Antioch School doctoral major project artifact demonstrates a thorough understanding of a field of study (church-based theological education) and contributes to the field based on advanced and specialized expertise. These artifacts are unique and could only be produced by their authors as they are the leading experts for implementation of church-based theological education in their particular contexts.

The doctoral major project artifact will be produced according to four stages (represented by four courses and assessment processes in BILD Cloud):

> DPR901 Doctoral Major Project Idea. Consideration of major project ideas in light of biblical theology in culture (Leadership Series I core courses) and paradigm issues (Paradigm Papers and Encyclicals).

> DPR902 Doctoral Major Project Proposal. Development of an approved proposal and outline for making a substantive contribution to church-based theological education.

> DPR903 Doctoral Major Project Rough Draft. Development of a rough draft of a substantive contribution to church-based theological education.

> DPR904 Doctoral Major Project Final Draft and Defense. 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.

DPR901 - Major Project Idea

Description

The focus of this course is development of an idea for making a major contribution to church-based theological education. It will provide a starting point from which to proceed with the program's Major Project.

Competencies

As a result of this course, a student will be able to:

1. Consider various ideas for the Major Project.
2. Select one idea for more serious consideration.
3. Anticipate the Major Project in terms of purpose, resources, research methods, format, and structure.
4. Obtain approval to proceed with the proposal/outline for the Major Project Idea.

Readings

None required.

Requirements

During the course, you will:

1. Submit a statement of the idea of the artifact you would like to do for you Major Project. While there is no page count requirement, use 1-2 pages as guide. The idea should include:
   a. The type of artifact (see below) and the topic (1 sentence).
   b. The need.
   c. Possible mentors.
   d. Possible research to be done.
   e. Possible paradigm issues to address.
   f. Possible significance of the artifact.

2. Participate in a seminar (or private discussion with faculty) for consideration of Major Project Ideas.

Assessment

Major Projects Ideas are assessed according to the following criteria:

Clarity - Is it crisp and readable?

Ministry Relevance – Does it address a real need in one's ministry context?

Course Schedule

Students in this course don't necessarily meet as a cohort, though a meeting may be called for students who are at the same stage at the same time. The work is done independently and in conjunction with a student's faculty advisor.

Artifact Formats

Do you intend to produce a book, manual, course, implementation plan, dissertation, or other type of artifact? There are important differences. For instance, many of the Ideas and Proposals refer to themselves as Manuals, but they are really Books because they are entirely a presentation of content without a structure that facilitates use of their parts.

1. Book. A book is primarily a presentation of ideas. It needs to flow logically and provide substantiation, both in terms of development of ideas and in interaction with other resources.

2. Manual. A manual is a reference tool that gives you what you need to implement, operate, and fix something. Thus, a manual should be organized for easy access to sections as needed. It probably should include assessment tools to diagnose problems and measure success.

3. Seminar. A seminar is much like a course, but tends to be shorter (1 day or less), is selfcontained, but also connects to a larger ordered learning process.

4. Course. A course is characterized by a developmental process. It should contain substantial content (or refer to it elsewhere), but it is mostly about doing something with that content. It should have clear objectives/outcomes, lessons, and assessment tools related to those objectives/outcomes.

5. Implementation Plan. An implementation plan should be strong on details and logistics, but also on dealing with paradigm issues that need to be addressed in order to bring paradigm transformation that will support the Way of Christ and the Apostles.

6. Dissertation. Although most won't pick this option, you may do an exhaustive survey of literature in an area, identify a gap, and conduct a research project to fill in that gap.

7. Other Types. The books above will take the form of non-fiction, but it is possible that someone could produce a piece of fiction that makes a significant contribution to church-based theological education. Or you could produce a movie or some other nonwritten artifact for use by non-literates (and literates). Note that these types, as well as the others, may need to have sections that explain and support how they make their contribution to CBTE.

Keep in mind that the artifact itself may be rather brief and concise, but the preparation for it and the significance of the artifact are quite substantial. Thus, supporting documents should be prepared that provide explanation, justification, and guidance for use in church-based theological education. These documents are not intended for an academic audience. Rather, you should create documentation needed to equip your leadership team and others to understand the artifact deeply and utilize it effectively.

The supporting document(s) may include:

- Explanation of the process by which the artifact was developed.
- Explanation of the internal logic of the artifact.
- Explanation of how the artifact was influenced by the contributions of other scholars and practitioners.
- Explanation of how the artifact fills a gap in the contributions of other scholars and practitioners.
- Description of the research done in one's ministry context to establish a baseline for the need of the artifact.
- Description of pilot testing to analyze and refine the artifact.
- Justification of the artifact, particularly in view of likely criticism from those who may have influence regarding the implementation of the artifact.
- Guidelines for best use of and implementation of the artifact within one's ministry context

Although there is not a specific page-count requirement, the artifact plus supporting material may easily be 50-100 pages of material. Much of the supporting material and significant portions of the artifact content will be created while fulfilling the competency requirements for each Ministry Philosophy and Strategy (MPS901, MPS902, MPS903).

Comparison of Dissertations and Artifacts:

A **dissertation** typically has the following parts/chapters:

- Introduction (to give background)
- Literature review (to survey the field of research and identify a gap)
- Research proposal (to fill in the gap)
- Findings (to report on the research results)
- Conclusion (to summarize and point to next steps)

"Knowing more and more about less and less until you know absolutely everything about nothing!"

"A dissertation is something almost no one will ever read."

An Antioch School Major Project is an **artifact**:

- With practical value (think of it as a tool, not an academic paper).
- Needed by you, your church/network/organization and beyond.
- Something perhaps only you can provide because of your unique situation and position.

"Making a valuable contribution based on your unique abilities, situation, and perspectives."

"An artifact is something almost all leaders in your church/network/organization should use. In fact, it should be something that they are eagerly waiting to use."

Both are:

- Culminating products of thorough study of a field.
- Advanced research-based contribution to a field.

Common Critiques of Artifact Ideas:

Most people come up with good ideas. However, they usually have a shortcoming and/or need refinement as you proceed to the Proposal Phase. Here are some of the most common areas that may need development. You should carefully read and consider each of them, not just the ones to which attention may have been drawn in the comments posted with your BILD Cloud assessment. These items can be of great value in making progress in the next phase of development of your Artifact, helping it to be shaped into what it needs to be for maximum benefit to you, your church network, and beyond.

1. **Continuation of previous ministry.** There is nothing inherently wrong with continuation of previous ministry, except that it is easy to grab this idea without allowing yourself to think freshly based on the eye-opening nature of the BILD resources, your experience with others in the cohort, and the other needs of your network or organization.

2. **Not strategic enough.** Some seem to have picked topics because of personal interest and/or a sense of "do-ability." While there may be a matter of stewardship of time and energy, this is not primarily an academic exercise to obtain a paper credential. Members of a Competency Cohort were invited into this program because they can make significant contributions to their network or organization.

3. **Too comprehensive.** Some set out to provide a master plan for an entire country, network, or organization. However, they do not have a position of top leadership that calls for this sort of comprehensive effort. Thus, they need to be commended for this task by top leaders or find a significant, but less comprehensive contribution.

4. **Not comprehensive enough.** Conversely, top leaders probably should focus on more comprehensive matters, not smaller matters or things that could be done by others in their network or organization.

5. **No BILD influence.** Although you don't need to be explicit about the impact and role of BILD resources during the Idea Phase, you will need to do so in the Proposal/Outline Phase, so make sure to keep this in mind.

6. **No CBTE.** The Antioch School's Doctor of Ministry program has a focus on church-based theological education (CBTE). Although you don't need to be explicit about CBTE during the Idea Phase, you will need to do so in the Proposal/Outline Phase, so make sure to keep this in mind, particularly with the broad definition of CBTE used by BILD.

7. **Paradigm issues.** Again, although you don't need to be explicit about the paradigm issues during the Idea Phase, you will need to do so in the Proposal/Outline Phase. In most cases, your Idea is something that most people value and seems good to them. Then, why hasn't it already been done? You should attempt to identify (or propose research to find) the deep-seated reasons why your idea has not been accomplished already because these are likely to be paradigm issues that will be significant obstacles to the implementation of your Idea.

8. **Paradigm repentance.** It is tempting to point the finger elsewhere when identifying the paradigm issues that need transformation. However, it is likely that some of those paradigm issues are deep within you. For instance, why haven't you already had more impact in the area you have identified as your Idea? Perhaps it is because of external obstacles, but it is probably also due in part to internal issues, such as not being truly convinced of its legitimacy, choosing to take the easy way for years (and not being willing to pay the price), or not really understanding some aspect of the Way of Christ and the Apostles. Often, paradigm transformation in a network or organization begins with paradigm repentance by its leaders.

9. **Not merely implementation.** Some Ideas seem like ministry plans that simply call for the use of BILD resources in the manner suggested by BILD. Although you don't need to be explicit about it during the Idea Phase, you will need to do so in the Proposal/Outline Phase, so make sure to be thinking about how to dig into the paradigm issues and other unique logistical issues related to successful implementation in your context.

10. **Not integrated.** Often, an Idea is very narrow focused on an area of ministry. However, rarely can a ministry be effective in its area without being integrated well with other areas. For instance, the best youth ministry effort will fail if it is just youth ministry leaders working with youth. Youth ministry according to the Way of Christ and His Apostles must be linked to the ministry of churches and families.

11. **Not church-based.** It is surprising how little emphasis on church is present in some Ideas. If the Idea is not closely linked to the central institution of the church (and church networks), then it will need to be addressed during the Proposal Phase.

Next Steps for Artifact Proposal/Outline:

1. **Discuss your Idea with the top leaders** of your church network or organization (and perhaps with the Competency Cohort or a subset). This is no mere academic exercise. You are producing an Artifact that needs to be of value to you and your context, but also beyond. God has provided these other leaders to provide guidance, insight, and feedback regarding your contribution. It is important that you have this interaction before you move too far, as it is likely that you will need to consider other Ideas. In many cases, the Competency Cohort itself will have dedicated time during its meetings to address Artifact Ideas.

2. **Start trying to identify paradigm issues** (or how you are going to find them). What deep-seated, perhaps previously unseen things, have been exposed through the use of the BILD resources? Why haven't you previously made progress in this area, even though you and others may have espoused support for it? What are the structural impediments to make progress? What are the theological impediments?

3. **Start thinking in terms of an outline.** What will your Artifact look like? How will it flow from beginning to end? What parts need to precede or follow other parts? What may be needed as appendices for an Artifact to support or explain its contribution? During the Proposal Phase, you should do serious work on a preliminary outline. If you master the outline process now, it will become your slave later and help you know how everything you are working on relates to your Artifact.

4. **What are the most relevant BILD resources to your Artifact?** In particular, which Paradigm Papers, Encyclicals, and Leadership Series courses contribute the most to the shaping of your Artifact? How do others contribute in lesser, supportive roles?

5. **What research do you need to do?** What books, articles, and websites do you need to study to help you develop your Artifact? What field research do you need to do to show the need for your Artifact, help shape your Artifact, and establish a baseline for assessment of the impact of your Artifact?

6. **Proceed** to Paradigm Transformation Projects.

DPR902 - Major Project Proposal

Description

The focus of this course is development of a proposal for making a major contribution to church-based theological education. It will provide a foundation on which to proceed with the program's Major Project.

Competencies

As a result of this course, a student will be able to:

1. Consider possibilities for the Major Project.
2. Begin to frame in the Major Project in terms of purpose, resources, research methods, artifact type, explanation, and justification of the Major Project.
3. Obtain approval to proceed with a particular idea for the Major Project.
4. Propose a faculty committee to guide and evaluate the Major Project.

Readings

Readings for this course are determined by the student with guidance from program faculty and other advisors.

Requirements

During the course, you will:

1. Submit a proposal of what you would like to do for you Major Project. While there is no page count requirement, use 2-6 pages as a guide. The proposal should describe:
   g. The problem or situation to which the project will be addressed.

h. The type of artifact.
i. Significance of the project.
j. An annotated bibliography of key resources to be used.
k. Research questions that will be answered.
l. Brief sketch of methods to be used for further research.
m. Tentative outline of the project.

Assessment

Major Projects Proposals are assessed according to:

Clarity - Is it crisp and readable?

Ministry Relevance – Does it address a real need in one's ministry context?

Paradigm Issues – Does it help to solve a paradigm problem?

Resource Interaction – Are key resources identified and interacted with?

Supported (substantiated) - Are the ideas supported logically with evidence and explanation?

Course Schedule

Students in this course don't necessarily meet as a cohort, though a meeting may be called for students who are at the same stage at the same time. The work is done independently and in conjunction with a student's faculty advisor.

Artifact Formats

Do you intend to produce a book, manual, course, implementation plan, dissertation, or other type of artifact? There are important differences. For instance, many of the Ideas and Proposals refer to themselves as Manuals, but they are really Books because they are entirely a presentation of content without a structure that facilitates use of their parts.

1. Book. A book is primarily a presentation of ideas. It needs to flow logically and provide substantiation, both in terms of development of ideas and in interaction with other resources.

2. Manual. A manual is a reference tool that gives you what you need to implement, operate, and fix something. Thus, a manual should be organized for easy access to sections as needed. It probably should include assessment tools to diagnose problems and measure success.

3. Seminar. A seminar is much like a course, but tends to be shorter (1 day or less), is selfcontained, but also connects to a larger ordered learning process.

4. Course. A course is characterized by a developmental process. It should contain substantial content (or refer to it elsewhere), but it is mostly about doing something with that content. It should have clear objectives/outcomes, lessons, and assessment tools related to those objectives/outcomes.

5. Implementation Plan. An implementation plan should be strong on details and logistics, but also on dealing with paradigm issues that need to be addressed in order to bring paradigm transformation that will support the Way of Christ and the Apostles.

6. Dissertation. Although most won't pick this option, you may do an exhaustive survey of literature in an area, identify a gap, and conduct a research project to fill in that gap.

7. Other Types. The books above will take the form of non-fiction, but it is possible that someone could produce a piece of fiction that makes a significant contribution to church-based theological education. Or you could produce a movie or some other nonwritten artifact for use by non-literates (and literates). Note that these types, as well as the others, may need to have sections that explain and support how they make their contribution to CBTE.

Keep in mind that the artifact itself may be rather brief and concise, but the preparation for it and the significance of the artifact are quite substantial. Thus, supporting documents should be prepared that provide explanation, justification, and guidance for use in church-based theological education. These documents are not intended for an academic audience. Rather, you should create documentation needed to equip your leadership team and others to understand the artifact deeply and utilize it effectively.

The supporting document(s) may include:

- Explanation of the process by which the artifact was developed.
- Explanation of the internal logic of the artifact.
- Explanation of how the artifact was influenced by the contributions of other scholars and practitioners.
- Explanation of how the artifact fills a gap in the contributions of other scholars and practitioners.

- Description of the research done in one's ministry context to establish a baseline for the need of the artifact.
- Description of pilot testing to analyze and refine the artifact.
- Justification of the artifact, particularly in view of likely criticism from those who may have influence regarding the implementation of the artifact.
- Guidelines for best use of and implementation of the artifact within one's ministry context

Although there is not a specific page-count requirement, the artifact plus supporting material may easily be 50-100 pages of material. Much of the supporting material and significant portions of the artifact content will be created while fulfilling the competency requirements for each Ministry Philosophy and Strategy (MPS901, MPS902, MPS903).

DPR903 - Major Project Rough Draft

Description

The focus of this course is development of a rough draft of a major contribution to church-based theological education. It will help a student to advance toward satisfactory completion of the Major Project.

Competencies

As a result of this course, a student will be able to:

1. Make considerable progress toward satisfactory completion of the Major Project.
2. Tightly frame in the Major Project in terms of purpose, resources, research methods, artifact type, explanation, and justification of the Major Project.
3. Identify points of weakness or areas that need further development in the Major Project.

Readings

Readings for this course are determined by the student with guidance from program faculty and other advisors.

Requirements

During the course, you will:

1. Submit a rough draft of an artifact and supporting document.

    The artifact itself may be rather brief and concise, but the preparation for it and the significance of the artifact are quite substantial. Thus, supporting documents should be

prepared that provide explanation, justification, and guidance for use in church-based theological education. These documents are not intended for an academic audience. Rather, you should create documentation needed to equip your leadership team and others to understand the artifact deeply and utilize it effectively.

The supporting document(s) may include:

- Explanation of the process by which the artifact was developed.
- Explanation of the internal logic of the artifact.
- Explanation of how the artifact was influenced by the contributions of other scholars and practitioners.
- Explanation of how the artifact fills a gap in the contributions of other scholars and practitioners.
- Description of the research done in one's ministry context to establish a baseline for the need of the artifact.
- Description of pilot testing to analyze and refine the artifact.
- Justification of the artifact, particularly in view of likely criticism from those who may have influence regarding the implementation of the artifact.
- Guidelines for best use of and implementation of the artifact within one's ministry context

Although there is not a specific page-count requirement, the artifact plus supporting material may easily be 50-100 pages of material. Much of the supporting material and significant portions of the artifact content will be created while fulfilling the competency requirements for each Ministry Philosophy and Strategy (MPS901, MPS902, MPS903).

In creating your artifact draft and supporting material, consider the following:

- Ideas.
    - Is the Rough Draft true to the basic idea in the approved proposal?
    - Are deviations from the approved proposal legitimate and well-explained?
    - Is the Rough Draft focused on a real need?
    - Does the Rough Draft demonstrate its potential to make a significant difference in the student's ministry situation?
    - Is it likely to make a significant contribution to the field?

- Resources.
    - Does the bibliography include an appropriate set of resources for such a project?
    - Are those resources used well in the Rough Draft?
    - Are there significant resources that are not included?

- Research Questions.
  - Are the research questions adequately addressed by the Rough Draft?
  - Are they used to lead to significant contributions?

- Methods.
  - Are appropriate methods used for the research task?
  - Are the methods used well?

- Outline.
  - Is the outline well-organized?
  - Do the parts fit together on the macro-level?
  - Do the parts fit together on the micro-level?

- Presentation.
  - Is the Rough Draft presented in a clear and coherent manner?
  - Is it enhanced with appropriate communication and design aids?

Assessment

Major Project Rough Drafts are assessed as follows:

Clarity - Is it crisp and readable?

Ministry Relevance – Does it address a real need in one's ministry context?

Paradigm Issues – Does it help to solve a paradigm problem?

Resource Interaction – Are key resources identified and interacted with?

Supported (substantiated) - Are the ideas supported logically with evidence and explanation?

Course Schedule

Students in this course don't necessarily meet as a cohort, though a meeting may be called for students who are at the same stage at the same time. The work is done independently and in conjunction with a student's faculty advisor.

Artifact Formats

Do you intend to produce a book, manual, course, implementation plan, dissertation, or other type of artifact? There are important differences. For instance, many of the Ideas and Proposals refer to themselves as Manuals, but they are really Books because they are entirely a presentation of content without a structure that facilitates use of their parts.

1. Book. A book is primarily a presentation of ideas. It needs to flow logically and provide substantiation, both in terms of development of ideas and in interaction with other resources.

2. Manual. A manual is a reference tool that gives you what you need to implement, operate, and fix something. Thus, a manual should be organized for easy access to sections as needed. It probably should include assessment tools to diagnose problems and measure success.

3. Seminar. A seminar is much like a course, but tends to be shorter (1 day or less), is selfcontained, but also connects to a larger ordered learning process.

4. Course. A course is characterized by a developmental process. It should contain substantial content (or refer to it elsewhere), but it is mostly about doing something with that content. It should have clear objectives/outcomes, lessons, and assessment tools related to those objectives/outcomes.

5. Implementation Plan. An implementation plan should be strong on details and logistics, but also on dealing with paradigm issues that need to be addressed in order to bring paradigm transformation that will support the Way of Christ and the Apostles.

6. Dissertation. Although most won't pick this option, you may do an exhaustive survey of literature in an area, identify a gap, and conduct a research project to fill in that gap.

7. Other Types. The books above will take the form of non-fiction, but it is possible that someone could produce a piece of fiction that makes a significant contribution to church-based theological education. Or you could produce a movie or some other nonwritten artifact for use by non-literates (and literates). Note that these types, as well as the others, may need to have sections that explain and support how they make their contribution to CBTE.

DPR904 - Major Project Final Draft and Defense

Description

The focus of this course is production of a final draft of a major contribution to church-based theological education, including a formal defense before peers and a faculty committee. Students will also cultivate their own life and ministry development strategies.

Objectives

As a result of this course, a student will:

1. Complete the Final Draft of a Major Project.
2. Defend the Major Project before a committee of faculty and peers.
3. Correct any weaknesses and make any improvements required by the student's faculty committee.

Readings

Readings for this course are determined by the student with guidance from program faculty and other advisors.

Requirements

During the course, you will:

1. Submit a final draft of an artifact and supporting document

The artifact itself may be rather brief and concise, but the preparation for it and the significance of the artifact are quite substantial. Thus, supporting documents should be prepared that provide explanation, justification, and guidance for use in church-based theological education. These documents are not intended for an academic audience. Rather, you should create documentation needed to equip your leadership team and others to understand the artifact deeply and utilize it effectively.

The supporting document(s) may include:

- Explanation of the process by which the artifact was developed.
- Explanation of the internal logic of the artifact.
- Explanation of how the artifact was influenced by the contributions of other scholars and practitioners.
- Explanation of how the artifact fills a gap in the contributions of other scholars and practitioners.
- Description of the research done in one's ministry context to establish a baseline for the need of the artifact.
- Description of pilot testing to analyze and refine the artifact.
- Justification of the artifact, particularly in view of likely criticism from those who may have influence regarding the implementation of the artifact.
- Guidelines for best use of and implementation of the artifact within one's ministry context

Although there is not a specific page-count requirement, the artifact plus supporting material may easily be 50-100 pages of material. Much of the supporting material and significant portions of the artifact content will be created while fulfilling the competency requirements for each Ministry Philosophy and Strategy (MPS901, MPS902, MPS903).

In creating your final artifact draft and supporting material, consider the following:

- Ideas.
  - Is the Final Draft true to the basic idea in the approved proposal?
  - Are deviations from the approved proposal legitimate and well-explained?
  - Does the Final Draft still focus on a real need?
  - Does the Final Draft demonstrate its potential to make a significant difference in the student's ministry situation?
  - Is it likely to make a significant contribution to the field?

- Resources.
  - Does the bibliography include an appropriate set of resources for such a project?
  - Are those resources used well in the Final Draft?

- o Are there significant resources that are not included?

- Research Questions.
  - o Are the research questions adequately addressed by the Final Draft?
  - o Are they used to lead to significant contributions?

- Methods.
  - o Are appropriate methods used for the research task?
  - o Are the methods used well?

- Outline.
  - o Is the outline well-organized?
  - o Do the parts fit together on the macro-level?
  - o Do the parts fit together on the micro-level?

- Presentation.
  - o Is the Final Draft presented in a clear and coherent manner?
  - o Is it enhanced with appropriate communication and design aids?

2. Defend the Major Project before a committee of faculty and peers:
   a. Demonstrating mastery of the project itself, as well as key resources supporting it.
   b. Articulating the significance of the project for church-based theological education.
   c. Aware of potential next steps in its use and areas of further advancement of the basic idea of the project.

Assessment

Major Project Final Drafts are assessed as follows:

Clarity - Is it crisp and readable?

Ministry Relevance – Does it address a real need in one's ministry context?

Paradigm Issues – Does it help to solve a paradigm problem?

Resource Interaction – Are key resources identified and interacted with?

Supported (substantiated) - Are the ideas supported logically with evidence and explanation?

Course Schedule

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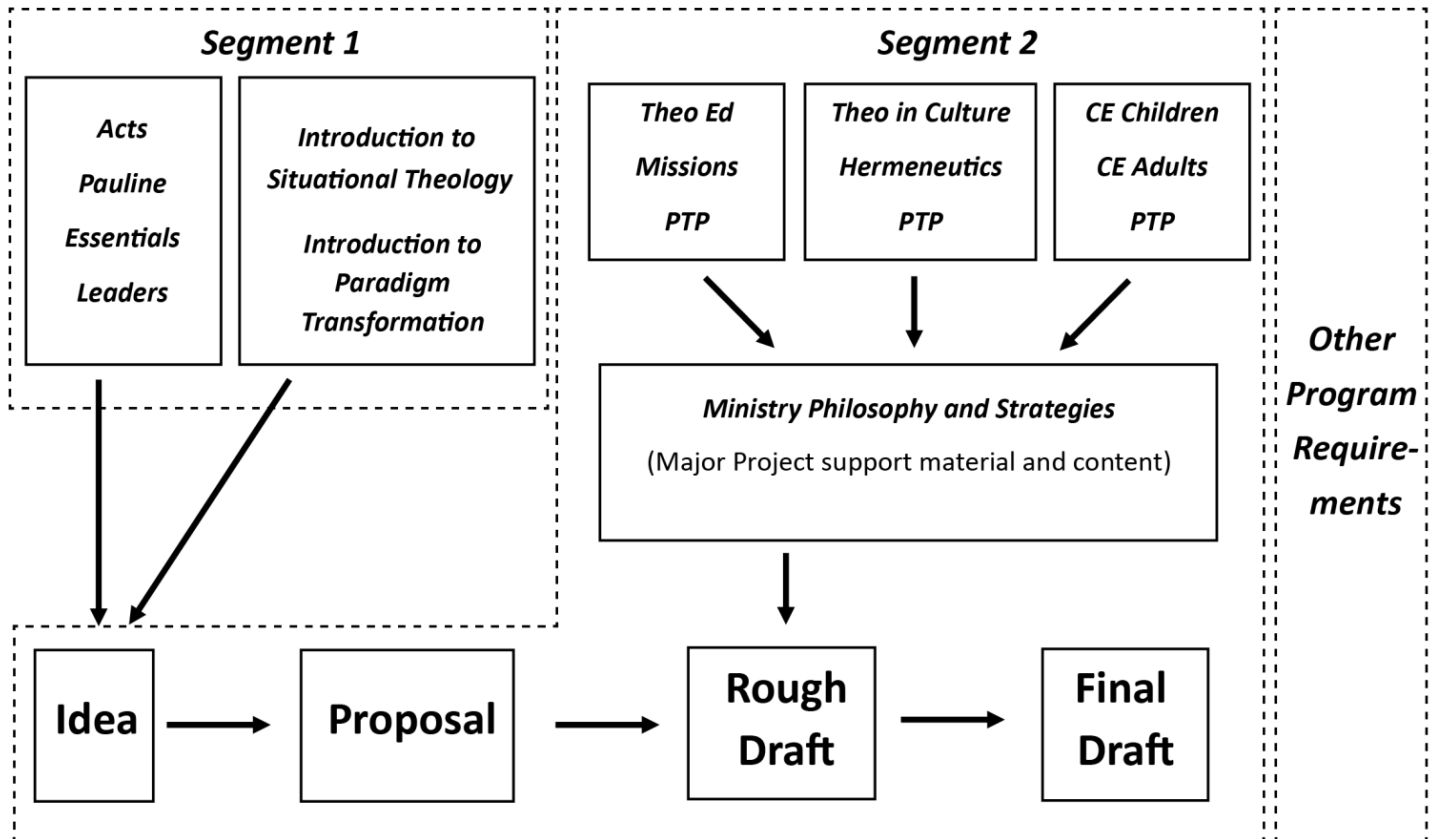
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3. Seminar. A seminar is much like a course, but tends to be shorter (1 day or less), is selfcontained, but also connects to a larger ordered learning process.

4. Course. A course is characterized by a developmental process. It should contain substantial content (or refer to it elsewhere), but it is mostly about doing something with that content. It should have clear objectives/outcomes, lessons, and assessment tools related to those objectives/outcomes.

5. Implementation Plan. An implementation plan should be strong on details and logistics, but also on dealing with paradigm issues that need to be addressed in order to bring paradigm transformation that will support the Way of Christ and the Apostles.

6. Dissertation. Although most won't pick this option, you may do an exhaustive survey of literature in an area, identify a gap, and conduct a research project to fill in that gap.

7. Other Types. The books above will take the form of non-fiction, but it is possible that someone could produce a piece of fiction that makes a significant contribution to church-based theological education. Or you could produce a movie or some other nonwritten artifact for use by non-literates (and literates). Note that these types, as well as the others, may need to have sections that explain and support how they make their contribution to CBTE.

The Contribution of Program Elements Toward Major Project Progress

Segment 1

Acts
Pauline
Essentials
Leaders

Introduction to Situational Theology

Introduction to Paradigm Transformation

Segment 2

Theo Ed
Missions
PTP

Theo in Culture
Hermeneutics
PTP

CE Children
CE Adults
PTP

Ministry Philosophy and Strategies
(Major Project support material and content)

Other Program Require-ments

Idea	→	Proposal	→	Rough Draft	→	Final Draft

Additional Notes on Doctoral Major Projects:

- Proposal. All doctoral students are required to develop a dissertation or research project requiring basic, original or applied research. Nearly all students pick the applied research approach. The project must be approved by a committee that includes Antioch School faculty and leading representatives of the church network or ministry organization served by the student. Doctoral students should begin the process of identifying the topics and committee for their Major Project from the outset of their programs. After completion of their coursework, a committee is proposed by the student. The Associate Faculty member of the committee then seeks approval from the Academic Dean for the topic and doctoral committee.

- Research Support. In order to support the research of doctoral students, the Antioch School makes available special discounted pricing for the Logos Bible Software Library, a repository of dissertations and theses from the Theological Research Exchange Network (TREN), and the opportunity to acquire additional dissertations and theses from TREN.

- Institutional Review Board (IRB). Students, particularly students in doctoral programs, doing research involving human subjects must obtain prior formal review and approval from the Antioch School's IRB. The IRB is composed of at least three Antioch School faculty members. This ensures that human subjects are not placed at undue risk, and that they have voluntarily agreed to participate and have received appropriate informed consent.

- Committee. The committee for a doctoral student's Major Project must consist of at least three members. At least one member must be an Antioch School faculty member and at least one must be a recognized leader in the field of the major project. The committee for a doctoral student's Major Project must include an Antioch School faculty member with an earned doctorate from an appropriately accredited institution other than the awarding institution, as well as at least one other member of the committee with an earned doctorate.

- Oral Defense. An oral defense is required and must be presented before a committee composed of at least one Antioch School faculty member and at least one leading representative of the student's church network or ministry organization. Included in the presentation may be other fellow doctoral students and/or other interested parties. A majority of the committee must approve the major project before a doctoral degree awarded.

- Publication. The major projects of doctoral students will normally be related to artifacts that have significant value to their church networks and ministry organizations which disseminate and publish the outcomes. Often, the major projects have value beyond the student's church network and ministry organization, so BILD often takes the initiative to disseminate and publish the outcomes for the broader benefit through BILD's networks, as well as encouraging students to seek dissemination and publication on their own.

ANTIOCH SCHOOL
OF CHURCH PLANTING AND
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