



# HANDBOOK

December 2025



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# INTRODUCTION

One of my favorite biblical prayers is Ephesians 3:14-21 because it so clearly states what God cares about for his global family. The Antioch School is designed to help leaders be “strengthened with power,” “rooted and grounded in love,” “able to comprehend what is the width and length and height and depth,” and “to know the love of Christ which surpasses knowledge” in order to “be filled to all the fullness of God.” I can speak from a personal perspective because I was a “lay leader” who enrolled with the Antioch School in 2008, graduated with a Master of Ministry in 2017, and am currently enrolled in a doctoral program. I also speak from the perspective of a church network leader as we use the BILD resources and Antioch School programs in the development of leaders in the CityChurch of Ames-Des Moines and support church-based theological education of partners all around the world. The Antioch School provides a pathway for leadership development, benchmarks for the competencies of leaders, and the opportunity for churches and networks to customize training for their own contexts. However, it is not merely about graduating and earning academic degrees. Our goal is “to Him be the glory in the church and in Christ Jesus to all generations forever and ever.”

## Michael Vos, CEO

Welcome! It is my privilege to introduce to you the Antioch School of Church Planting and Leadership Development, the result of more than a 40-year journey.

In the early 1970s we began to construct processes within our own local church to equip our pastoral and mission leaders. After more than a decade of working this out, not only in our own setting but also in national and international settings, I became convinced that the formal theological education system needed to become secondary to a system that put local churches back at the center of mentoring for preparedness for ministry leadership. Over the subsequent two decades, with assistance from leaders in theological education and non-formal education like Dr. Ted Ward and Dr. Walter Kaiser, we began to engage the global conversation surrounding theological education and called for radical change at every level of theological education and missions. What became increasingly clear to us over these 30 years was the need to provide a bridge from the old paradigm of formal theological education to the new, emerging paradigm of church-based theological education. In 2002 I approached Stephen Kemp, then a Vice President of Moody Bible Institute, to join our executive staff to help us develop that bridge. After almost five years of work and preparation, we announced our new Antioch School of Church Planting and Leadership Development—a thoroughly church-based theological education process that possesses many of the positive aspects of the formal education system.

In this exciting time in church history, our prayer is that God will use the Antioch School to impact the future of theological education—raising up a new generation of church planters in North America and accelerating church-planting movements worldwide, as the gospel explodes in the Global South.

## Jeff Reed, Founder and President

The Antioch School is “a school without the schooling paradigm.” I like that the word “Antioch” comes first in our name because the endeavor is firmly rooted in the Antioch tradition of church-based theological education and the spontaneous expansion of the gospel. Yet, academic degrees are an important form of cultural currency in most of the world. The Antioch School maintains high standards of achievement represented by academic credentials but is a totally different way to approach ministry training. It is not just another nontraditional version of formal theological education institutions. The central context of development of students in Antioch School distance education programs is the work of the Holy Spirit in local churches, church networks, and church-planting movements. Learning occurs in-service and in the context of genuine communities of faith with God-given mentors. The quality of degrees is assured by rigorous utilization of competency assessment. We recognize academic credentials for what they are but not as a replacement for church credentials, which may include academic credentials as a subset. It is an incredible privilege to lead such a strategic instrument as the Antioch School in the effort to accelerate church-planting movements worldwide by training leaders in “the way of Christ and His Apostles.”

**Stephen Kemp, Academic Dean**

# NAME

The name “Antioch School of Church Planting and Leadership Development” was carefully chosen. Each main word has tremendous significance.

## “Antioch”

Our approach to theological education is rooted in the Antioch tradition, which was the dominant expression of how to do church and develop leaders in the first three centuries of the Church. Roland Allen refers to this as “the way of Christ and His Apostles” (in *Missionary Methods: St. Paul’s or Ours?*). It means that we affirm the biblical pattern known as the Pauline Cycle of evangelizing strategic cities, establishing local churches, and entrusting the churches to faithful men. We recognize Paul’s letters as establishing tools to use in the process of building strong churches. “The teaching” or “sound doctrine” is not cold, abstract theological knowledge, but woven naturally into Paul’s letters, which address the family and community situations of churches. Lastly, theological education itself is seen as fundamentally church-based according to the model of Paul and Timothy, whereby leaders develop through real ministry experiences and mentoring in the context of churches.

## “School”

When most people think about *school*, they think of campuses, classrooms, credits, exams, etc. However, these are the common attributes of the schooling paradigm, not necessarily *school* itself. It is the cultural currency of the academic credentials granted by these institutions that distinguish them from other institutions that also provide training and development. The Antioch School is not a school in terms of the schooling paradigm, but it is a school because it grants academic credentials through distance education programs.

## “Church Planting”

The most exciting things that God is doing in the world today are closely connected with grassroots church-planting movements. Churches and missions in North America and around the world have church planting at the forefront of their ministry strategies. We think this is in keeping with the Antioch tradition and the way of Christ and His Apostles. Therefore, the Antioch School has positioned itself to serve the needs of churches, networks, and church-planting movements that recognize the priority of church planting, not just church renewal. However, the Antioch School is not just for church planters, but to help all church leaders align with the core concept of the Great Commission.

### **“Leadership Development”**

Many church-planting movements have not seen lasting fruit because the churches were not firmly established. The key to building strong churches that endure for generations and impact culture is the development of strong leaders who are rooted in the gospel and the teaching of the Apostles. The Antioch School combines leadership development with academic credentials, for existing and emerging leaders who need the discipline and cultural currency of an academic program to accomplish their ministry objectives.

# MISSION, VISION, GOALS, AND OBJECTIVES

The **mission** of the Antioch School is to provide quality distance education opportunities for students to earn academic credit, certificates, and degrees through ministry leadership development programs that are truly church-based and competency-based.

The **vision** of the Antioch School is to support the tremendous spontaneous expansion of the Gospel in the twenty-first century as churches, church networks, and ministry organizations use the resources of BILD International for church-based theological education.

The **goals** or **general objectives** of the Antioch School are to provide academic credit, certificates, and degrees to students who show competency in:

1. Comprehensive development in character, skills, and knowledge for effective ministry.
2. Life development and lifelong learning orientation.
3. Recognition of and participation in the centrality of the local church and priority of apostolic leaders in the plan of God.
4. Ability to master biblical content, to benefit from significant contributions of scholars, and to build strategic models of ministry accordingly.

The **specific objectives** of the Antioch School are to:

- Provide **“ministry” programs** (B.Min., M.Min., D.Min. GC-BTE, C.Min.) by distance education to students rooted in local churches and other ministry organizations in order to help them be trained and recognized as part of a ministry leadership team that is one-minded in ministry vision and philosophy according to the Way of Christ and His Apostles.
- Provide **“theology” programs** (B.Th., M.Th., D.Min. TIC, C.Th.) by distance education to students rooted in local churches and other ministry organizations in order to help them understand thoroughly the unfolding message of Scripture itself as a guidebook for life and ministry, paying special attention to the implications of that message in one’s personal life, ministry, and culture.

Itemized objectives for each program are found in the section on Degree and Certificate Programs.

# HISTORY

There are several key dates in the history of the Antioch School of Church Planting and Leadership Development:

1. In **1972** Jeff Reed sought to develop his ministry gifts in the context of a local church ministry. Reed was directed in an ordered learning process by Pastor Jim Schierling of Ontario Baptist Church that was comparable to a seminary education but based in a substantial mentoring relationship and extensive ministry experience in a local church.
2. In **1975** Reed was commissioned by the elders of Ontario Bible Church (formerly Ontario Baptist Church, then Oakwood Road Church, now CityChurch of Ames-Des Moines) to develop resources that would allow others in the church to go through a similar process of being equipped for ministry that would be similar to his experience. After more than a decade of working this out, he became increasingly convinced that the formal theological education system needed to become secondary to a system that put local churches back at the center of assessment and recognition for preparedness for ministry leadership.
3. In **1986** BILD International (Biblical Institute of Leadership Development) was formalized to advance the philosophy of church-based theological education, provide resources to support church-based theological education efforts, and help network individuals and organizations doing church-based theological education. In the early 1980s, Reed was invited by Keith Cook (an elder of Ontario Bible Church) to travel to India to see if the ministry apprenticeship resources could be used to train the multitude of untrained pastors there. The idea was welcomed by India pastors and Reed began seeking funds to support the endeavor. As he approached North American churches, many of them became interested in the ministry apprenticeship resources themselves. Over the next two decades, with assistance from leaders in theological education and non-formal education like Dr. Ted Ward and Dr. Walter Kaiser, it has engaged in the global conversation surrounding theological education and called for radical change at every level of theological education and missions.
4. In **2006** the Antioch School of Church Planting and Leadership Development (hereafter called "Antioch School") was established. It was a logical next step in the process of 30+ years of support for church-based theological education as we recognized changes in the higher education landscape. Accreditation agencies were increasingly focused on educational outcomes, which is an area of strength in our programs. The Antioch School gives us the opportunity to grant academic credentials that fit perfectly with the church-based leadership development programs of partners.

5. In **2010**, the Antioch School received accreditation from the Distance Education and Accrediting Commission\* (DEAC), formerly known as the Distance Education and Training Council (DETC). The Antioch School is the first and only truly church-based and competency-based institution to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education. Accreditation with DEAC was renewed in 2015, 2020, and 2025.

\*The Antioch School of Church Planting and Leadership Development is accredited by the Accrediting Commission of the **Distance Education and Accrediting Commission (DEAC)**, 1101 17<sup>th</sup> Street NW, Suite 808, Washington, DC 20036, (202) 234-5100, [www.deac.org](http://www.deac.org).

## **HEADQUARTERS AND HOURS OF OPERATION**

The headquarters of the Antioch School is located at 2400 Oakwood Road, Ames, Iowa 50014 (along with the headquarters of BILD International and the CityChurch of Ames-Des Moines).

Office hours are 9:00am-5:00pm Central Time.

The office is closed on New Year's Day, Memorial Day, 4<sup>th</sup> of July, Labor Day, Thanksgiving, and Christmas.

## DISTINCTIVES

The Antioch School is distinctive in many ways, but particularly because of two foundational concepts. It is truly church-based and competency-based.

### Church-Based

The contexts and primary social relationships of ministry students are vital to biblical leadership development. Our distance education programs serve students that are “rooted” in contexts of ministry in which other church leaders are already functioning as mentors, even before the students enroll, not unlike BILD was doing with churches, church networks, and ministry organizations before the Antioch School was founded. The Antioch School does not operate extension sites in churches, but provides competency-based degree program options to accompany the efforts of churches and ministry organizations to use BILD resources for the training of its existing and emerging leaders.

### Competency-Based

There is a growing emphasis on outcomes assessment in higher education. Colleges, universities, and seminaries are being challenged by accrediting associations, government regulatory agencies, and other constituencies to prove that students who graduate deserve the degrees that are granted. Although many higher education institutions are struggling to accomplish this, the competency-based orientation of the leadership development programs makes it possible for the Antioch School to grant degrees with confidence. The Antioch School relies on an extensive, robust portfolio assessment system to provide abundant evidence and academic validation that its students deserve the degrees that are being granted. In terms of being competency-based, the Antioch School is already far ahead of the curve.

The Antioch School doesn't provide **church-based** theological education. Churches run their own church-based theological education programs using BILD resources as they see fit. The Antioch School serves students in those churches with **competency-based** distance education programs.

Some find it somewhat ironic that a leading church-based theological education ministry would operate an academic institution. **Here are a few key reasons why we offer academic degrees:**

- Many emerging leaders have been much more impacted by the formal education paradigm than they may want to admit. This is seen in the **motivation and seriousness** with which many attend to learning related to academic endeavors. Offering academic credentials for a nonformal, church-based program often improves the quality of work done by these participants and provides better results for our partners.
- The institutional self-evaluation emphasis of contemporary higher education accreditation provides additional impetus for **continuous quality improvement** of our nonformal, church-based program.
- Higher education credentials are a deeply ingrained aspect of modern culture, not just in theological education. Credit and degrees function like **cultural "currency"** throughout the US and the world. Offering degrees allows for individuals and networks to leverage the benefits of academic currency, as well as ministry competencies. The availability of degrees from an accredited institution, as well as high level ministry competency, helps gain the initial interest and support of many existing churches, church networks, and ministry organizations, even though the ultimate result will be a more accurate understanding of qualifications and credentials for ministry other than academic credentials.
- This innovation of the Antioch School will provide **leadership in the theological education industry** and **impact the theological education paradigm** (as well as higher education in general) because it closely links academic credentials with actual ministry competencies. In a world in which academic degrees often don't really mean what they are assumed to mean, these degrees will be truly meaningful and accurate. Although academic instruction and assessment is done by faculty, the important role of mentoring is provided by actual church leaders with God-given mandates for the development of their existing and emerging leaders.
- An academic program that relies heavily on partnerships with churches and church-planting networks allows for the **allocation of resources** to maximize support for the spontaneous expansion of the gospel. In the U.S., some Antioch School degrees can be offered for 80% less tuition than the cost of traditional campus-based.

Offering degrees does not mean that those with degrees are more competent than those without degrees. In fact, **academic credentials are only one version of a subset of ministry credentials**. For instance, it is the role of a church, church network, or church-planting movement—not an academic program—to determine calling, giftedness, competency, and fruitfulness in ministry.

Antioch School degrees include **character development, ministry skills, and knowledge** that is unparalleled by the programs of other academic institutions because of the unique relationship of BILD with churches, church networks, and church-planting movements to mentor students in real ministry settings by those who know them best (and are often almost entirely neglected in campus-based and online programs).

## ACCREDITATION, AUTHORIZATION, COMMENDATION

The Antioch School of Church Planting and Leadership Development is accredited by the **Distance Education Accrediting Commission (DEAC)**, 1101 17<sup>th</sup> Street NW, Suite 808, Washington, DC 20036, (202) 234-5100, [www.deac.org](http://www.deac.org).

The Distance Education Accrediting Commission is a recognized member of the Council for Higher Education Accreditation (CHEA).

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.

The Antioch School is registered to operate in Iowa by the Iowa Department of Education - Bureau of Iowa College Aid. Prospective or current students with questions or complaints about the Antioch School may contact the Bureau of Iowa College Aid at:

Iowa Department of Education - Bureau of Iowa College Aid  
400 E 14th St.  
Des Moines, Iowa 50319  
877-272-4456

Website: <https://educate.iowa.gov/>

Student Complaint Website: <https://educate.iowa.gov/higher-ed/student-complaints>

The Antioch School is a participating member of NC-SARA. Information on the SARA student complaint process can be found at: [SARA Student Complaints | NC-SARA](https://nc-sara.org/sara-student-complaints-0) (<https://nc-sara.org/sara-student-complaints-0>).

See our Accreditation, Transfer Credit, and Financial Aid Guide for more information about accreditation and authorization. <http://antiochschool.edu/resources/manuals-and-guides>.

In addition to the significant commendation that comes from the leaders of our partner churches, church networks, and ministry organizations, the Antioch School has received numerous **other commendations** for the quality, relevance, and innovation of its programs:

*"I read with interest and admiration your announcement regarding the new Antioch School of Church Planting and Leadership Development. I commend you for this innovative attempt to respond to and reform some of the endemic weaknesses of theological schooling."*

**Ralph Enlow**

Executive Director of the Association of Biblical Higher Education (the specialized accrediting association for Bible colleges) and former Provost of Columbia International University

*"The programs of BILD International and its Antioch School are firmly rooted in biblical theology. I'm delighted that my body of work is being used in such a foundational way as resources for these programs."*

**Walter Kaiser**

President Emeritus and Professor of Old Testament, Gordon-Conwell Theological Seminary

*"After years of dreaming and encouraging truly church-based, non-formal education of leaders in ministry—as an alternative to the proliferation of institutions of formal theological education—I can see it coming to fruition in this program of education ministry experience . . . they are doing what so many have only talked about: putting the local church at the center of pastoral ministry preparation."*

**Ted Ward (deceased)**

Professor Emeritus of International Studies and Educational Research, Michigan State University and Retired Professor of International Studies, Mission, and Education, Trinity Evangelical Divinity School

*"This church-based theological education ministry is one of the most well thought out and comprehensive plans for building strong churches and training leaders I've seen. Your investment in them has the potential of impacting entire nations."*

**Tom McCallie III**

Former Executive Director of The Maclellan Foundation

*“As a pastor for nearly 30 years I have searched for various methods and models that would help me and the church be more effective and efficient in doing ministry in the 21st Century. I believe that the Antioch School of Church Planting and Leadership Development gives us the model that the 21st Century needs to make disciples, mature believers, and multiply ministries.”*

**Lester McCorn**

President, Clinton College  
Rock Hill, SC

*“The Antioch School is visionary in its goals for church-based theological education. I believe its model for education is innovative, relevant and real-life. Its program design sets the stage for a new era of leadership development in our churches, and its curriculum is undoubtedly one that will make a difference in the lives of all the learners who participate. I urge each and every church to embrace the mission of the Antioch School.”*

**Ralph L. McKay**

President, Upper Iowa University (1994-2003)

## HELP CENTER

The Antioch School has created a webpage as a Help Center to provide support in the use of resources and services. It contains video tutorials, FAQs, and support articles for students, local mentors, and faculty.

## LEARNING RESOURCES

*Leadership Series* courses come with an extensive Theological Reader course pack as part of the course. However, students in Antioch School degree programs are expected to have access to **additional books** as resources for the programs. See the Antioch School website Help Center for a current list.

Antioch School students are expected to have access to the learning resources of **Logos Bible Software Library (Silver Level)**, or similar bible study software, particularly for the Leadership Series I course on “Interpreting the Word II” and for all Leadership Series II courses on Old Testament Theology and New Testament Theology.

Students in bachelor programs also have access to the resources of the **Library & Information Resources Network (LIRN)**, a nonprofit library service and content provider working to strengthen libraries for successful learning—so students can thrive in their academic careers and beyond.

Students in doctoral programs are expected to have access to the learning resources of the **Theological Research Exchange Network (TREN)** in order to do research with a vast array of masters theses, doctoral major projects, and doctoral dissertations.

## TECHNICAL REQUIREMENTS

In order to use the Antioch School’s BILD Cloud system for portfolio assessment, users must have a computer or mobile device capable of running the following browsers; Microsoft Edge (109.0.1518.49 or greater), Safari (16.3 or greater), Safari for iOS (iOS 16.3 or greater) Chrome (109.0.5414.74 or greater) and Chrome for Android (109.0.5414.117 or greater) and Firefox (108.0.2 or greater).

# FACULTY, ADMINISTRATION, AND BOARD

## Types of Faculty:

**Senior Faculty** develop curriculum, design assessment tools, train Associate Faculty, set academic policies, and commend degree candidates.

**Associate Faculty** provide academic quality assurance primarily in BILD Cloud through portfolio assessment validation reviews for all demonstrations of competency by students.

Associate Faculty will have regular and substantive proactive interaction with students in order to provide guidance for learning and demonstration of competency, as well as reactive interaction in assessment of work posted in BILD Cloud.

## Faculty Members:

### **Randy Beckett, Senior Faculty. Ministry and Theology.**

Associate Dean, Antioch School of Church Planting and Leadership Development; Assistant Pastor, CityChurch of Ames-Des Moines (Ames, IA). B.S. Iowa State University; M.Min., Antioch School of Church Planting and Leadership Development.

### **Bill Burns, Senior Faculty. Ministry and Theology.**

Associate Dean, Antioch School of Church Planting and Leadership Development; Associate Pastor, CityChurch of Ames-Des Moines, (Ames, IA). B.S. Philadelphia College of Bible; M.Th. Dallas Theological Seminary; D.Min. studies, Dallas Theological Seminary.

### **Subhash Dongardive, Associate Faculty. Ministry and Theology.**

Associate General Secretary for the Evangelical Fellowship of India. B.Th., B.D., M.Th. Union Biblical Seminary (Pune); D.Min. candidate Gordon-Conwell Theological Seminary.

### **Carol Francis, Associate Faculty. Ministry.**

Spiritual Formation Facilitator, Institute of Ministry and Leadership Development, Word of Faith Family Worship Cathedral, (Atlanta, GA); Senior Consultant, Christian Alliance of Pastors, (Atlanta, GA). B.A. University of North Carolina at Greensboro; M.Div. in Religious Education, Emory University; D.Min. in Christian Leadership, Duke University.

**Caleb Keller, Senior Faculty. Ministry and Theology.**

SIMA Consultant Working Knowledge, Inc.

B.A. Philosophy and History, Iowa State University; M.Min. Antioch School of Church Planting and Leadership Development; M.Th. Antioch School of Church Planting and Leadership Development.

**Stephen Kemp, Senior Faculty. Ministry and Theology.**

Academic Dean, Antioch School of Church Planting and Leadership Development; Associate Pastor of CityChurch of Ames-Des Moines (Ames, IA).

B.A. Moody Bible Institute; M.Div. Trinity Evangelical Divinity School; Ph.D. Loyola University/ Chicago.

**Chuanitra Merrell, Associate Faculty. Ministry.**

Director of Academic and Student Affairs, Dale C. Bronner Institute of Ministry and Leadership Development (Atlanta, GA); Multi-tiered Support Systems Specialist, H.L. Aaron Academy, Atlanta Public Schools (Atlanta, GA).

A.A. Sign Language Interpreting Georgia Perimeter College; B.S. Nursing Mercer University's Georgia Baptist School of Nursing; M.S. Education Administration Jacksonville State University; Ed.D. Educational Leadership Nova Southeastern University.

**Chadwick Mohan, Associate Faculty. Ministry and Theology.**

Lead Pastor of New Life Assemblies of God Church (Chennai, India).

B.E. Karunya Institute of Technology; M.Div. South Asia Bible College; D.Min. Gordon-Conwell Theological Seminary.

**Jeff Reed, Senior Faculty. Ministry and Theology.**

President, Antioch School of Church Planting and Leadership Development; Senior Pastor, CityChurch of Ames-Des Moines (Ames, IA).

**Thinakaran Richard, Associate Faculty. Ministry and Theology.**

Director, EKTA Church Planting and Leadership Development Network.

B.A. University of Madras; B.D. Union Biblical Seminary (Pune); D.Min. Gordon-Conwell Theological Seminary.

**Mathews Varghese, Associate Faculty. Ministry.**

Director, Good News Ministries; Senior Pastor of Good News Centre and Church.

BA, Bhopal University; MA, Barkatullah University; B.D., Southern Asia Bible College; M.Th., Asia Theological Seminary; D.Min. Gordon-Conwell Theological Seminary.

**Javier Velasquez, Associate Faculty. Ministry and Theology.**

Associate Dean, Antioch School of Church Planting and Leadership Development.

B.S. Columbia International University; M.Ed. Wheaton College Graduate School; South African Theological Seminary, Ph.D. candidate.

**J. Watson, Associate Faculty. Ministry and Theology.**

Executive Director, Church Growth Association of India.

B.S. Madurai Kamaraj University; B.D Serampore College; D.Min. candidate Gordon-Conwell Theological Seminary.

**Ray Williams, Associate Faculty. Ministry.**

Community Ministries Pastor, Fellowship Bible Church, Little Rock; Founder and Network Team Leader, Nehemiah Network.

B.S.E. Ouachita Baptist University; M.A. University of Arkansas Little Rock.

**Zhiqiu Xu, Associate Faculty. Ministry.**

Faculty, Columbia International University; Executive Director of the North American Mainland Chinese Mission.

B.A., Renmin University; M.A., Peking University; M.Div., Westminster Theological Seminary; Ph.D., Boston University

## **Administration:**

**Michael Vos.** Chief Executive Officer.

**Jeff Reed.** Founder and President.

**Stephen Kemp.** Academic Dean.

**Bill Burns.** Associate Dean.

**Randy Beckett.** Associate Dean.

**Javier Velasquez.** Associate Dean.

**Nathan Haila.** Chief Innovation Officer.

**Josh Sents.** Chief Operating Officer.

## **BILD International Board:**

**Jay Staker.** Secretary, Director. Huxley, Iowa.

**Don Johnson.** Director. Ames, Iowa.

**Jeff Reed.** Director. Ames, Iowa.

**Michael Vos.** President. Ames, Iowa.

**Robert Shuka.** Director. Ames, Iowa.

## **Antioch School Advisory Council:**

**Greg Twitchell.** Member.

**Richard Howell.** Member.

**Joseph Simala.** Member.

## BILD PARTNERS

A **BILD Partner** is a church, church network, or ministry organization that has at least one recognized local mentor for the purpose of using the BILD resources for church-based theological education.

A **BILD local mentor** is someone recognized by a church, church network, or ministry organization as having responsibility for leadership development of their existing and emerging leaders. They have taken part in Initial Training and/or been assessed and recognized for their basic knowledge of BILD, BILD resources, and CBTE skills. They also participate in Ongoing Training and Coaching to retain their recognition as Local Mentors. A local mentor commends students to Antioch School programs (no one is admitted without commendation) and supports church-based mentoring (such as use of BILD Life and Ministry Development tools and providing feedback on work in BILD Cloud).

In order to be recognized as a BILD local mentor, one must participate in and/or be assessed in relation to the following:

- BILD history and distinctives (philosophy, resources, network)
- BILD network (North American, Urban Initiative, CityChurch Initiative, Global Partners)
- BILD resources: First Principles, Leadership Series courses, Paradigm Papers and Encyclicals, MAP, Life<sup>n</sup>.
- BILD programs: BILD Institute, Antioch School.
- CBTE skills: Doing portfolio assessment (in BILD Cloud), Leading Socratic discussion, Designing practicum, Developing Ministry Philosophy and Strategy, Mentoring, Reading/Writing.



# ASSESSMENT

The Antioch School utilizes an extensive, robust portfolio assessment system to provide abundant and multi-layered evidence that its students deserve the credit and degrees that are being granted.

## BILD Cloud

BILD Cloud includes several features to provide ease-of-use, efficiency, and effectiveness for portfolio assessment.

Two main types of evidence of competency may be contained in a portfolio:

- **Artifacts** are evidence that the student has produced that demonstrate competency.
- **Attestations** are evidence that other people produce that demonstrate the competencies of the student.

Portfolio assessment in BILD Cloud takes place as follows:

- **Students** upload artifacts and attestations into BILD Cloud in order to demonstrate evidence of meeting particular competencies listed on the portfolio transcript for their academic program. They conduct self-assessment throughout the program according to criteria and rubrics in order to determine for themselves whether they think what they put in their portfolios to demonstrate competencies actually does so. This assessment becomes a valuable part of the learning process as students identify deficiencies and improve their work.
- **Local mentors** may conduct initial peer reviews of artifacts and attestations uploaded by students into BILD Cloud according to the same criteria and rubrics. At the outset of their programs, students are given the opportunity to opt-in to the BILD local mentor initial review process. It is extremely valuable because of the power of local mentoring in the process of church-based theological education.
- **Associate Faculty** are expected to review work in BILD Cloud within one week to validate the BILD local mentor initial review and/or Student self-assessment. They also do their assessment according to the same criteria and rubrics. Credit is granted when Associate Faculty members validate a set of competencies as indicated on the portfolio transcript. Students are expected to have regular substantive interaction with Associate Faculty members through the use of the BILD Cloud for review of assignments in each course according to a progressive demonstration of competencies.

**Academic credit** is granted for evidence of competency only after it has been validated by an Associate Faculty member.

**Appeals** by students of portfolio assessment by Associate Faculty should be made to the Academic Dean. If necessary, another Associate Faculty will be assigned for re-assessment.

**Assessment** varies according to the academic level of the programs:

- Bachelors programs require a high minimum level of basic competency to be demonstrated.
- Masters programs require demonstration of advanced competency, particularly through critical interaction with the contributions of scholars and substantial implementation and/or reflection on actual ministry experience.
- 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.

**Competencies** of degree and certificate programs are closely aligned with the outcomes of particular BILD resources:

- The B.Min., M.Min., and C.Min. are closely aligned with the competencies developed through Leadership Series I courses on the biblical foundations for church and ministry.
- The B.Th. and M.Th. are closely aligned with the competencies developed through Leadership Series II courses on biblical theology and theology in culture.
- The D.Min. GC-BTE is closely aligned with the competencies developed through Paradigm Transformation Projects.
- The D.Min. TIC is closely aligned with the competencies developed through Biblical Theology-in-Culture Projects.

A major difference between the B.Min. and the M.Min. is emphasis on **implementation** in the M.Min. Students are not admitted to the M.Min. unless they have substantial ministry experience. Competencies of M.Min. students are assessed according to reflection on ministry experience and/or planning for implementation in actual ministry situations.

## Academic Progress Requirements

Students are expected to maintain adequate academic progress. Students who fail to maintain adequate academic progress may be placed on Academic Probation and dismissed from their programs if progress is not made.

Academic progress requirements include:

- Receiving Associate Faculty validation of competencies associated with one Leadership Series or First Principles course during each 12-month period until program requirements for Leadership Series and First Principles are completed.
- Receiving Associate Faculty validation of competencies associated with one Life and Ministry Development course during each 12-month period until program requirements for Life and Ministry Development are completed.
- Receiving Associate Faculty validation of competencies associated with Ministry Philosophy and Strategy, Ministry Practicum, or Teaching Practicum during each 12-month period until program requirements for Ministry Philosophy and Strategy, Ministry Practicum, and Teaching Practicum are completed.
- For students active in doctoral programs: Receiving Associate Faculty validation of competencies associated with Paradigm Transformation Projects or Doctoral Major Projects during each 12-month period until program requirements for Paradigm Transformation Projects and Doctoral Major Projects are completed.

If a student fails to meet the academic progress benchmarks, they will receive a warning that they may be placed on academic probation. If they continue to not meet the academic benchmarks after six months, they will be placed on academic probation. If they continue to not meet the academic progress benchmarks after an additional twelve months, they will be dismissed from their degree program. Students facing hardships and/or intending to make academic progress in the future should contact the Antioch School Office.



## PROGRAM OBJECTIVES

For **overviews** of degree and certificate programs, see the section in the Handbook called “Overviews.” For complete **program transcripts** of competencies for each degree and certificate program, see the section on Academic Information on the Antioch School website ([www.antiochschool.edu](http://www.antiochschool.edu)) or on BILD Cloud.

**Goals** or **general objectives** of all Antioch School programs:

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

**Ministry programs (B.Min., M.Min., D.Min. GC-BTE, C.Min.)** are offered by distance education to existing and emerging leaders rooted in local churches, church networks, and other ministry organizations in order to help them be trained and recognized as part of a ministry leadership team that is one-minded in ministry vision and philosophy according to the Way of Christ and His Apostles.

**Theology programs (B.Th., M.Th., D.Min. TIC, C.Th.)** are offered by distance education to students rooted in local churches, church networks, and other ministry organizations in order to help them understand thoroughly the unfolding message of Scripture itself as a guidebook for life and ministry, paying special attention to the implications of that message in one’s personal life, ministry, and culture.

**Bachelor of Ministry (B.Min.)** is granted for demonstration of basic competencies associated with doing ministry according to the Way of Christ and His Apostles.

Specific program objectives of the B.Min.:

- Master Scripture relevant to church and leadership development, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflect on contributions of leading scholars regarding church and leadership development.
- Address pertinent issues related to church and leadership development, and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Develop a foundational understanding through an integrated core of interdisciplinary studies.

**Bachelor of Theology (B.Th.)** is granted for demonstration of basic competencies associated with building biblical theology and theology in culture.

Specific program objectives of the B.Th.:

- Master Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflect on contributions of leading scholars regarding biblical theology and theology in culture.
- Address pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Develop a foundational understanding through an integrated core of interdisciplinary studies.

**Master of Ministry (M.Min.)** is granted for demonstration of advanced competencies associated with doing ministry according to the Way of Christ and His Apostles, particularly through critical interaction with the contributions of scholars and substantial implementation in, reflection on, and/or preparation for actual ministry experience.

Specific program objectives of the M.Min.:

- Master Scripture relevant to church and leadership development, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflect on contributions of leading scholars regarding church and leadership development.
- Address pertinent issues related to church and leadership development and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery through substantial implementation in, reflection on, and/or preparation for real ministry situations.

**Master of Theology (M.Th.)** is granted for demonstration of advanced competencies associated with building biblical theology and theology in culture, particularly through critical interaction with the contributions of scholars and substantial implementation in, reflection on, and/or preparation for real ministry situations.

Specific program objectives of the M.Th.:

- Master Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflect on contributions of leading scholars regarding biblical theology and theology in culture.
- Address pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery of biblical theology, particularly through study according to the eight canonical sections of the Bible.
- Develop a framework for beginning to use the canonical sections in both life and ministry.

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

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.
- Construct and evaluate strategic models and tools that integrate biblical philosophy with contemporary ministry situations.

**Doctor of Ministry in Theology in Culture (D.Min. TIC)**, formerly offered as a Doctor of Theology (D.Th.), is granted for demonstration of competencies associated with a thorough understanding and making a major contribution to biblical theology and theology in culture.

Specific program objectives of the D.Min. TIC (in addition to those of the M.Th.) include:

- Identify and develop the key theological and hermeneutical themes for the entire Bible based on study of each Bible book, canonical section, and testament.
- Produce a comprehensive exegesis of a particular culture.
- Articulate the specific relation of biblical theology to that culture.
- Design strategic ministry models and tools to implement the theological and hermeneutical themes in that culture.

**Certificate of Ministry (C.Min.)** is granted for demonstration of an initial set of competencies associated with doing ministry according to the Way of Christ and His Apostles.

Specific program objectives of the C.Min.:

- Master Scripture relevant to church and leadership development at an initial level, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflect on contributions of leading scholars regarding church and leadership development.
- Address basic issues related to church and leadership development and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those basic issues.

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

Specific program objectives of the C.Th.:

- Master Scripture using a biblical theology approach at an initial level, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflect on contributions of leading scholars regarding biblical theology and theology in culture.
- Address basic issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those basic issues.



# ADMISSION REQUIREMENTS

## **General Admission Requirements:**

The most significant general requirement for bachelors and masters level programs is the commendation by a BILD local mentor. Students are also asked to identify the name of local mentor(s) who will provide personal development assessment during the program. Additionally, students must provide background information, such as list and describe 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.

See "Application Process" for additional instructions and notes.

## **Specific Admission Requirements:**

**Bachelor of Ministry (B.Min.)** applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level. This is normally done with high school diplomas, official transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in development of basic competencies associated with doing ministry according to the Way of Christ and His Apostles in a church, church network, or ministry organization.

**Bachelor of Theology (B.Th.)** applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level. This is normally done with high school diplomas, official transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in basic development of competencies associated with building one's own biblical theology and impacting a particular culture accordingly in a church, church network, or ministry organization.

**Master of Ministry (M.Min.)** applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (masters-level). This is normally done with official transcripts showing that a bachelors degree has already been earned from a college or university, transcript showing admission and/or academic work already done at the masters-level, or graduate school placement test results (such as the GRE).
- Expressed interest in advanced development of competencies associated with doing ministry according to the Way of Christ and His Apostles in a church, church network, or ministry organization.
- Three years of full-time ministry leadership experience (or its equivalent). Applicants may meet this requirement through vocational or non-vocational ministry.
- Capacity to learn through reflection on, planning for, and extensive implementation in real ministry situations.

**Master of Theology (M.Th.)** applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (masters-level). This is normally done with official transcripts showing that a bachelors degree has already been earned from a college or university, transcript showing admission and/or academic work already done at the masters-level, or graduate school placement test results (such as the GRE).
- Basic competencies associated with doing ministry according to the Way of Christ and His Apostles in a church, church network, or ministry organization. as represented by the competencies associated with the core of Leadership Series I courses of the B.Min. or M.Min. program. If lacking, these may be fulfilled within the M.Th. program as additional requirements.
- Expressed interest in advanced development of competencies associated with building one's own biblical theology and impacting a particular culture accordingly in a church, church network, or ministry organization.
- Three years of full-time ministry leadership experience (or its equivalent). Applicants may meet this requirement through vocational or non-vocational ministry.
- Capacity to learn through reflection on, planning for, and extensive implementation in real ministry situations.

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

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 doing ministry according to the Way of Christ and His Apostles as represented by the competencies associated with 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, ability to produce a Major Project (artifact), and the potential for substantial ministry impact through the academic program and its credential.

### **Doctor of Ministry in Theology in Culture (D.Min. TIC)** 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 building one's own biblical theology and impacting a particular culture accordingly as represented by the competencies associated with the Leadership Series core of the M.Min. and M.Th. programs. If lacking, these may be fulfilled within the program as additional requirements.
- Expressed interest in advanced development of competencies associated with a thorough understanding and making a major contribution to biblical theology and theology in culture for a church network or ministry organization.
- 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.

**Certificate of Ministry (C.Min.)** applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level (or advanced post-secondary level for masters-level certificate programs). This is normally done with high school diplomas, high school transcripts, official transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in development of basic competencies associated with doing ministry according to the Way of Christ and His Apostles.

**Certificate of Theology (C.Th.)** applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level (or advanced post-secondary level for masters-level certificate programs). This is normally done with high school diplomas, high school transcripts, official transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in basic development of competencies associated with building one's own biblical theology and impacting a particular culture accordingly in a church, church network, or ministry organization.

**Credit for Individual Courses** applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level (or advanced post-secondary level for masters-level credit). This is normally done with high school diplomas, official transcripts of academic work already done at a college or university, GED tests, or college placement tests.

# APPLICATION PROCESS

Students desiring to earn degrees, certificates, or individual credit from the Antioch School must complete an "Application for Admission" in order to provide us with enough information to make a decision regarding admission. This may be done entirely online or with hard copy documents.

The application form requests various types of information. In addition to Personal Information, applicants must indicate the degree or certificate program to which they are applying and the BILD partner and/or BILD local mentor who is commending them.

Information must be provided that presents a **background** related to your interest in the program and likelihood of succeeding in it:

**1. List and describe past and current ministry positions, roles, and responsibilities.**

Antioch School programs are intended to be in-service opportunities for people who already have ministry experience. Ministry positions, roles, and responsibilities include formal opportunities in churches, church networks, and ministry organizations as well as informal opportunities in churches, church networks, families, and other ministry contexts.

**2. Give name and location for the church, church network, or ministry organization of which you are currently a member.**

It is foundational that students in the Antioch School be active in ministry. The commendation from a BILD local mentor is not a recommendation for us to train you, but a commitment by your BILD local mentor to support your church-based theological education program.

**3. Describe why you desire to earn this degree or certificate, including how your ministry will be enhanced by it.**

We recognize that degree programs serve many functions, such as providing learning opportunities and academic credentials. Describe what has motivated you to seek the training of the program, as well as the cultural currency provided by the credential. Express your desire in terms appropriate for your level of ministry leadership.

**4. List formal post-secondary education (school name, location, dates enrolled, degree earned, major area of study).**

If you have taken part in any formal post-secondary education (beyond high school), list it so that we have a record of the formal academic backgrounds of applicants who have it.

There are various ways to provide evidence that you are able to succeed in this program. Most North American students have the high school or college from which they graduated send a transcript directly to the Antioch School. Students with nonformal training (ordered learning that is not organized according to courses, credits, and degrees) could provide information about their training, including documents that show the type of work that was done. Similarly, even informal training can be considered if you are able to describe the training and give evidence of what was learned that can be verified.

**Notes on Admissions and the Application Process:**

1. An application is not complete (and admission decisions won't be made) until evidence of academic ability to succeed in the program is provided and the first payment of \$500 for a degree program has been paid (\$450 for a certificate program). Initial payments are entirely refundable if admission is not granted. This does not apply to students who are receiving full tuition scholarships or who are enrolling as part of a special BILD Partner arrangement.
2. Applications are reviewed on an ongoing basis. Complete applications will be processed immediately when they are received. The Antioch School practices open enrollment and admits all qualified applicants.
3. Notification of admission decisions will be sent by email and/or letter to applicants, including a copy of the Antioch School Handbook in place at the time of admission.
4. Applicants are expected to provide a copy of a current government-issued form of identification with photo, so that student identity can be established and verified as necessary. See section on "Student Identity."
5. The C.Min. and C.Th. may be completed either at the bachelors- or masters-levels according to the admission qualification and assessment criteria for each academic level. Credit earned in Certificate programs may be applied in its entirety to degree programs, as long as the credit matches the requirements of the degree programs.
6. A normal sequence of degrees begins with a Ministry degree (B.Min. or M.Min.) prior to a Theology degree (B.Th. or M.Th.) because the biblical foundation for ministry needs to be in place before a complete study of biblical theology and theology in culture is done. We recommend that most students begin with the B.Min. or M.Min.

and proceed to the M.Th. However, students may start with the B.Th. and M.Th. if they wish to include both a core biblical foundation for ministry and a complete study of biblical theology in a single program.

7. Enrollment in doctoral programs is by invitation only to strategic leaders who are already partnering with BILD in developing training systems in their church networks and ministry organizations. Those interested in doctoral programs who have not been commended by Senior Faculty to apply may contact [records@antiochschool.edu](mailto:records@antiochschool.edu) for information on petitioning for consideration.
8. Applicants to Antioch School programs in English whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction must demonstrate college-level proficiency in English as follows: a minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test, a minimum grade of Pre-1 on the Eiken English Proficiency Exam, a minimum of B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations including the University of Cambridge, or
  - a. Bachelors-level. A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), 61 on the Internet Based Text (iBT), 6.0 on the International English Language Test (IELTS), 44 on the Pearson Test of English Academic (PTE Academic), a transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately-accredited college or university where the language of instruction was English, or a high school diploma completed at an appropriately-accredited/recognized high school where the medium of instruction was English.
  - b. Masters-level. A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), 71 on the Internet Based Text (iBT), 6.5 on the International English Language Test (IELTS), 50 on the Pearson Test of English Academic (PTE Academic), or a transcript indicating completion of at least 30 semester hours of credit with an average grade of "B" or higher at an appropriately-accredited college or university where the language of instruction was English.
  - c. Doctoral-level. A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), 80 on the Internet Based Text (iBT), 6.5 on the International English Language Test (IELTS), 58 on the Pearson Test of English Academic (PTE Academic), or a transcript indicating completion of at least 30 semester hours of credit with an average grade of "B" or higher at an appropriately-accredited college or university where the language of instruction was English.

9. Students with non-English transcripts that are not able to be translated and validated by BILD staff, BILD Partners, or Antioch School Associate Faculty will have them submitted to Educational Credential Evaluators.
10. The Antioch School makes no guarantees about employment as a result of its degree programs, even though its programs may be used for a variety of employment opportunities.
11. 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 BILD 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:
  - o Has this applicant been an active member of a ministry team for three years or more?
  - o In what ways has this applicant been significantly involved in ministry efforts for three years or more?
  - o Why should this applicant be enrolled in a masters-level program?
  - o What type of people should be enrolled in masters-level programs?
  - o What is it about the masters-level program of this partner that this ministry leader needs at this time?

Many students may be admitted to the C.Min. (graduate-level) and pre-admitted to the M.Min. upon completion of the C.Min. All credits earned in the C.Min. (graduate-level) will count toward the M.Min.

12. Students under 16 years of age at the time of application wishing to dual enroll in the Antioch School must provide proof of high school enrollment, proof of parent or guardian approval, and proof of compliance with regulations in the student's home state (if other than Iowa).

## REGISTRATION AND ENROLLMENT

The Antioch School offers program enrollment. Once students have been admitted to programs, they have access to the entire program so there is no need for individual registration for courses. Students are expected to maintain continuous enrollment by signing enrollment agreements (or enrollment renewals) at the beginning of each enrollment period (4-month period based on date of admission) and making timely payments of tuition and fees (until paid in full).

Students may enroll for credit in individual courses or certain parts of a program without being admitted to a degree program by using the standard application form and indicating which course(s) for which they want to enroll.

**Duration.** In order to assure that students are receiving significant mentoring using our Life<sup>n</sup> tool over a substantial amount of time, the minimum length of a program will be 1 year from the date of admission.

All students are given a period of years equal to the projected time for the average student to complete the program: C.Min. 2 years, C.Th. 2 years, B.Min. 6 years, B.Th. 7 years, M.Min. 6 years, M.Th. 6 years, D.Min. GC-BTE 5 years, and D.Min. TIC 6 years.

Duration of programs may be as long as double (200%) of the projected time (according to the Handbook in place when they were admitted) without additional tuition and fees. Doctoral students have a maximum of 10 years to complete their programs.

Then, if additional time is needed, students must petition for an additional extension equal to their program projected duration with a continuation fee of 15% of the current tuition rate at the time of the petition.

When students enroll for credit for individual courses, they are given a maximum of 12 months to submit evidence of competencies and receive validation by Associate Faculty in order to earn credit.

**Financial Probation.** Students who are delinquent on payments for tuition, the portfolio system, or course materials may be placed on **Financial Probation** (which means that assessment and other services will be withheld and no transcripts of credit earned will be given until accounts are paid-in-full or other arrangements are made).

**Academic Probation.** Students are expected to maintain adequate academic progress. Students who fail to maintain adequate academic progress may be placed on **Academic Probation** (which means that assessment and other services will be withheld and no transcripts of credit earned will be given until Academic Progress Requirements are met) and dismissed from their programs if progress is not made.

Students who remain on Financial or Academic Probation for more than twelve months may be withdrawn from their degree programs. Students facing hardships and/or intending to make academic progress in the future should contact the Antioch School office.

**Workload.** Academic credit is granted according to the standard formula for higher education, namely 45 hours of academic work equals 1 semester hour of credit (with 15 hours of academic engagement and 30 hours of preparation and follow-up assignments in most cases). Most students benefit from the efficiency that comes from the significant overlap of the work in their Antioch School degree programs with the ministry activities, mentoring, and other aspects of leadership development.

Full-time enrollment is at least 12 semester hours of credit during a semester. Half-time enrollment is at least 6 semester hours of credit during a semester.

# ENROLLMENT OPTIONS

Students may pursue their Antioch School programs in various manners.

## **BILD Partner Option**

Students may pursue their Antioch School programs in conjunction with full church-based theological education programs being offered by BILD Partner churches, church networks, and ministry organizations.

## **Individual Enrollment Option**

Students may pursue their Antioch School programs as individuals as long as their churches, church networks, and/or ministry organizations commit to provide a basic level of mentoring (that doesn't include initial reviews in BILD Cloud). Students may be served individually or grouped into online cohorts in order to be served directly by BILD staff and Antioch School faculty.

# GRADES, CREDIT, TRANSCRIPTS, AND STUDENT INTEGRITY

**Grades.** The Antioch School is focused on supporting the development and assessing the evidence of development in its students. High minimum standards of competency have been established in a wide range of areas. We are not concerned about making the fine distinctions in the evaluation of students and assignments that often manifest themselves in percentages, letter grades, and grade point averages, which are precise in number but not necessarily accurate in what they claim to represent.

The Antioch School uses portfolio transcripts to provide a more detailed and accurate description of competencies. However, traditional transcripts may also be provided for those who do not finish programs or who wish to submit a transcript that shows letter grades of "B" for each course or area for which competency has been validated by Associate Faculty. This means that the student has been fully engaged with the learning materials and activities necessary to master the competencies, has demonstrated the skills needed to utilize the competencies, and has produced work that indicates demonstration of the competencies. The grades of "B" correspond to the "Meeting Criteria" on the corresponding rubrics in the portfolio transcript for each course or competency set.

Academic credit is granted only after evidence of competencies have been posted in portfolios in BILD Cloud by students, given initial approval by BILD local mentors, and validated by Associate Faculty according to the criteria and rubrics of the portfolio transcript.

**Credit** is measured in units of semester hours. Credit is granted according to the standard formula for higher education, namely 45 hours of academic work equals 1 semester hour of credit (with 15 hours of academic engagement and 30 hours of preparation and follow-up assignments in most cases).

Students wishing for **academic transcripts** to be sent should provide written requests by mail to Antioch School Academic Records or by email to [services@antiochschool.edu](mailto:services@antiochschool.edu). There is no fee for normal service and delivery. Expedited delivery charges, if needed, will be billed to the student.

**Student Integrity** is foundational to an academic institution, particularly one focused on the training of leaders for ministry. The Antioch School expects all students to maintain the highest standards of student integrity. All students are expected to do their own academic work. Utilization of the work of others without appropriate citation will be considered plagiarism. Examples of the work of others include: direct excerpts from course materials (or other resources), copying work done by other students (current or former), submission of assignments (or partial assignments) acquired from a purveyor of research papers, or relying on another for more than editorial and formatting support.

Upon the first violation of student integrity alleged by a faculty member, the student and the student's BILD local mentor will be notified. If it is determined to be an actual violation, the student will need to redo the assignment. Upon a second violation alleged by a faculty member, the instance will be reported to the student, the student's BILD local mentor, and the Academic Dean. If it is determined to be an actual second violation, the student will be placed on academic probation. If another violation occurs within one year, the student may be dismissed from the program.

# TRANSFER CREDIT

Acceptance for transfer of its academic credits is determined by the receiving institution.

Transfer of Antioch School credit **into other academic institutions** and recognition of Antioch School degrees for admission into advanced programs of other institutions is always at the discretion of the other institution. Because it is accredited by the Distance Education Accrediting Commission (DEAC), a national accrediting agency that is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA), the Antioch School is listed in the trusted Higher Education Directory ([www.hepinc.com](http://www.hepinc.com)) and on the CHEA website ([www.chea.org](http://www.chea.org)). Generally, this means that Antioch School credit and degrees will be recognized according to their fit with the academic programs of the other institutions.

The Antioch School is the first truly church-based and competency-based institution to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

The Antioch School may develop articulation agreements with various academic institutions (Bible colleges, seminaries, state universities) regarding the acceptance of its transfer credit and for admission to advanced degree programs. For instance, students with Antioch School B.Min. or B.Th. degrees may be admitted into the M.Div. or M.Th. programs of certain seminaries. Students with Antioch School M.Min. or M.Th. degrees may be accepted into the D.Min. or Th.D. programs on the same basis as M.A. graduates of that institution.

Antioch School academic transcripts present learning according to the degree overview for each program. This means that credit is listed according to competency sets, not traditional courses and grades. Each competency that has been validated by Associate Faculty will be given a grade of B (because of the high minimum standards expected for competency in the Antioch School program) and credit hours as indicated in the Handbook.

See the *Accreditation, Transfer Credit, and Financial Aid Guide* for more information (<http://antiochschool.edu/resources/manuals-and-guides>), including appendices on "Exploding the Myths about DETC Accreditation" and "Don't Take 'No' for an Answer When Trying to Transfer Your Credits or Degree."

Transfer credit **from other academic institutions** may be applied to Antioch School programs if a student can demonstrate that the competencies listed on the portfolio transcript have been met through learning apart from the use of our resources. For instance, projects done for other courses at other institutions may be posted in a student's portfolio to demonstrate a particular competency related to a Leadership Series course. Many bachelor-level students will use entire courses from other institutions to satisfy their General Education requirements.

Often, attempts to transfer credit do not fit well with many parts of Antioch School programs because of its unique curriculum and competency-based approach. Few traditional Bible college and seminary programs have courses that match the competencies of the Antioch School programs. For instance, the Antioch School competency set related to Acts is not a detailed study of the history of Acts or the content of each chapter of Acts, but a biblical theology study of the narrative intent of the book of Acts to form a foundational understanding of the nature of the Church.

Similarly, someone who has used our resources prior to enrollment in the Antioch School does not necessarily have to retake Leadership Series courses if they can demonstrate the corresponding competencies in their portfolios.

Transfer credit may be used to fulfill the General Education and Free Elective requirements of bachelor-level programs. A maximum of 50% of one's academic program may be met through transfer credit from other institutions, CLEP tests, and/or prior learning assessment. Grades of C or better are necessary in order for the credit to be transferred to Antioch School programs.

Students requesting transfer credit should have an official transcript or CLEP results sent to the Antioch School. Modern States (<https://modernstates.org/>) provides excellent preparation for taking CLEP exams.

High school AP courses (with scores of 3 or above) may be used as transfer credit for General Education courses in the B.Min. and B.Th. degree programs.

Transfer credit may not be used for masters- or doctoral-level degree programs.

General Education requirements of bachelors-level programs may be satisfied in the following ways:

"Integrated Core"	Transfer Credit Examples	CLEP Tests (with score of 50)
Language: The Crucial Connection	Composition, Literature, College Writing, Linguistics, Communication, Speech, Advanced Foreign Languages	Analyzing and Interpreting Literature, English Composition, Freshman College Composition
Art: The Esthetic Experience	Art Appreciation, Art History, Music, Fine Arts, Painting, Sculpture, Theatre, Photography, Architecture	Humanities
Heritage: The Living Past	Civilization, Global Culture, History, Archeology, Classic Literature	U.S. History 1, U.S. History 2, Western Civilization 1, Western Civilization 2
Institutions: The Social Web	Sociology, Anthropology, Government, Political Science, International Affairs, Mass Media, Social Media	Social Sciences and History
Nature: Ecology of the Planet	Biology, Chemistry, Ecology, Zoology, Environment, Physics	Natural Sciences
Work: The Value of Vocation	Economics, Business, Marketplace Studies, Human Resources	Human Growth and Development
Identity: The Search for Meaning	Life Development, Psychology, Anthropology	

Requests for prior learning assessment will be considered in accordance with the "Ten Standards for Assessing Learning" from the Council on Adult and Experiential Learning (CAEL).

## GRADUATION AND DIPLOMAS

Students who think they are within three months of having all their competencies for their degree or certificate program validated by Associate Faculty should contact the Antioch School (by phone or email to [services@antiochschool.edu](mailto:services@antiochschool.edu)) in order to initiate a graduation audit to assure that all competencies have been demonstrated.

Degrees will be conferred when earned (after completion of the graduation audit by Associate Faculty and commended for the degrees by Senior Faculty).

No regular commencement ceremonies are held by the Antioch School. However, other ceremonies may be held in locations chosen by churches, church networks, and ministry organizations.

Diplomas will be sent to students upon graduation to the addresses on file (or other addresses provided by students).

Tuition and fees must be paid in full in order to graduate.

While Antioch School programs may be closely linked to the ministry licensure and ordination processes of churches and denominations, the Antioch School does not guarantee these forms of recognition. They are entirely the responsibility of the churches and denominations providing them.



# FINANCIAL INFORMATION

Costs associated with Antioch School degree programs fall into three categories: Portfolio System, Tuition, and Materials.

## Portfolio System

Life and Ministry Development is at the heart of each Antioch School program. The portfolio system includes a comprehensive set of assessments that take place in the context of essential mentoring with local ministry leaders.

The Antioch School portfolio system features the state-of-the-art Motivated Abilities Pattern (MAP) provided by SIMA International, Inc. using the System for Identifying Motivated Abilities (SIMA®). This service has been specially packaged and priced for Antioch School students. Students are expected to obtain a MAP at the beginning of their programs because it is a reference tool for all personal life and ministry development plans.

The Antioch School also provides for each student a portfolio in BILD Cloud for the posting, review, and approval of demonstrations of competencies.

**SIMA MAP.** Antioch School students are required to complete a MAP during their program. There are three ways students can obtain a MAP.

### 1. Consultant Assessed MAP (recommended)

A Consultant Assessed MAP is created through a highly individualized process. The process includes statements that the student writes about themselves and a one-on-one interview with a SIMA Professional Coach. With both of these data points, the SIMA Biographer will create a completely unique MAP. After the student has received their MAP, the coach will conduct a personalized Feedback Session to explore their MAP and answer any questions. This is the only MAP certified by SIMA.

### 2. Computer Assessed MAP

A Computer Assessed MAP is generated from a computer-based analysis of statements that the student writes about themselves. Accuracy is dependent on what the student writes—how well they give details of their actions. After the student has received their MAP, a SIMA Professional Coach will conduct a personalized Feedback Session to explore their MAP and answer any questions.

### 3. Self-Assessed MAP

A Self Assessed MAP is created by students as they work through the step-by-step process laid out in the booklet, Identifying Who You Are Designed by Be. The accuracy and detail of this MAP are dependent on the amount of effort, understanding, and thoroughness put in the process. This MAP option requires the most time and effort on the student's part.

**SIMA MAP Costs.** The Cost of the Consultant Assessed MAP is \$1250 and is included in the Portfolio System Fee for degree students. By default, certificate students will complete a Self-Assessed MAP, which is free. Students may request to change the type of MAP they will complete.

	Price	Accuracy	Detailed	Interview	Feedback Session	Effort/Difficulty
Consultant-Assessed	Cost included in degree fees. Certificate students can upgrade for \$1250.	☆☆☆☆☆	☆☆☆☆☆	Yes	Yes	Low
Computer-Assessed	Cost included in degree fees. Certificate students can upgrade for \$400.	☆☆☆☆	☆☆☆	No	Yes	Medium
Self-Assessed	Free	☆☆	☆☆	No	No	High

### Tuition

Thanks to partnerships with churches, church networks, and ministry organizations that want to invest in their own leadership development programs, the Antioch School is able to maintain low tuition rates.

Antioch School tuition is determined on a program basis, not according to semesters, courses, or credit hours (unless you enroll for credit for an individual course).

### Degrees.

Degree Program	Program Tuition Cost
Bachelor Programs	\$27,000
Master of Ministry	\$10,800
Master of Ministry with Additional LS	\$14,400
Master of Theology	\$21,600
Doctoral Programs	\$16,200
Individual Courses	\$400/credit

Tuition is charged on a pro-rated basis of \$1800 due at the start of each 4-month term (based upon date of admission), but students may establish a monthly payment schedule with 0% APR financing on the remaining amount. Tuition for credit for individual courses is to be paid in full in advance. Discounts are available to Bachelor degree students who use transfer credit from other institutions to fulfill General Education and Free Elective requirements. Discounts are based on the number of credits accepted towards your Antioch School Bachelor degree program.

If a student's program tuition is paid-in-full, but a student has not graduated, the tuition is capped so the student may take as long as double (200%) of the projected program duration time (according to the Handbook in place when they were admitted) without additional tuition and fees. Then, if additional time is needed, students must petition for an additional extension equal to their program projected duration with a continuation fee of 15% of the current tuition rate at the time of the petition.

**Certificates.** Tuition is \$5400 for certificate programs. Tuition is charged on a pro-rated basis of \$1800 due at the start of each 4-month term (based upon date of admission), but students may establish a monthly payment schedule with 0% APR financing on the remaining amount.

If a student's program tuition is paid-in-full, but a student has not graduated, the tuition is capped so the student may take as long as double (200%) of the projected program duration time (according to the Handbook in place when they were admitted) without additional tuition and fees. Then, if additional time is needed, students must petition for an additional extension equal to their program projected duration with a continuation fee of 15% of the current tuition rate at the time of the petition.

**Additional Programs.** Students who complete a certificate or degree program and proceed to enroll in another program will receive 25% off the next program.

## **Materials**

All Antioch School programs include competencies that are associated with training that uses BILD's *Leadership Series* course modules (3 to 17 depending on the program). Bachelors-level programs also include BILD's *Integrated Core* General Education course modules (7).

These unique educational resources are supported by course notebooks that contain Socratic discussion guides, project guides and models, personal project guidance, lifelong learning guidance, and sets of theological readings. The pedagogical format of these courses is rooted in the power of asking the right questions in the right environments with the right people using the right resources. The theological readers contain the best articles and chapters from the best books, in order to provide a wide and deep perspective on

course topics. The complete set of *Leadership Series I* and *Leadership Series II* course materials is the equivalent of the vast of a huge library representing the best work of more than 300 authors. See the Degree Overviews for a list of course materials for each degree program.

Materials are purchased through the BILD Store (<http://store.bild.org>). Refer to the BILD Store for current prices.

## Total Costs

The following chart shows the total costs of Antioch School degree programs.

	B.Min.	B.Th.	M.Min.	M.Min. with Additional LS	M.Th.	D.Min. GC-BTE	D.Min. TIC
Tuition	27,000	27,000	10,800	14,400	21,600	16,200	16,200
Course Materials							
<i>Life and Ministry Development</i> *	70	70		70	70	70	70
<i>Integrated Core</i> **	525	525					
<i>The First Principles and The Story</i> *			130				
<i>Leadership Series</i> *	600	1275	225	600	1275	300	1275
<i>Paradigm Transformation</i>			35			35	
<i>Paradigm Transformation Project</i>						525	
<i>Teaching Practicum</i> *	148	148		148	148		148
<i>Logos (Silver with discount)</i> *	800	800	800	800	800	800	800
Other Books ***	300	500	600	600	800	1000	1000
Portfolio System	1250	1250		1250	1250	1250	1250
TOTAL	30,693	31,568	12,590	17,868	25,943	20,180	20,743

\* The cost is only paid once, even if it is used by a single student in more than one program. Logos pricing available as of April 2024.

\*\* Not needed if General Education requirements are met through transfer credit or means other than use of the BILD *Integrated Core* courses.

\*\*\* Other books are recommended but not required for purchase. See website Help Center for current lists.

The following chart shows the total costs of Antioch School certificate programs.

	C.Min. MP Emphasis	C.Min. TP Emphasis	C.Min. with LS MP Emphasis	C.Min. with LS TP Emphasis	C.Th.
Tuition	5400	5400	5400	5400	5400
Course Materials					
<i>Life and Ministry Development</i> *	35	35	35	35	35
<i>The First Principles and The Story</i> *	130	130			
<i>Leadership Series</i> *			300	300	300
<i>Teaching Practicum</i> *		9		81	
TOTAL	5565	5574	5735	5816	5735

\* The cost is only paid once, even if it is used by a single student in more than one program.

## Sample Payment Schedule

The following schedule indicates when particular payments are due for the tuition and portfolio system fees.

### Degree Programs (B.Min., B.Th.):

Month	Amount
1 <sup>st</sup> – 25 <sup>th</sup>	\$500 (for one month's tuition and 1/25 of the \$1250 Portfolio System)
26 <sup>th</sup> – 60 <sup>th</sup>	\$450 (for one month's tuition)

### Degree Programs (M.Min.):

Month	Amount
1 <sup>st</sup> – 24 <sup>th</sup>	\$450 (for one month's tuition)

### Degree Programs (M.Min. with Additional LS):

Month	Amount
1 <sup>st</sup> – 25 <sup>th</sup>	\$500 (for one month's tuition and 1/25 of the \$1250 Portfolio System)
26 <sup>th</sup> – 32 <sup>nd</sup>	\$450 (for one month's tuition)

### Degree Programs (M.Th.):

Month	Amount
1 <sup>st</sup> – 25 <sup>th</sup>	\$500 (for one month's tuition and 1/25 of the \$1250 Portfolio System)
26 <sup>th</sup> – 48 <sup>th</sup>	\$450 (for one month's tuition)

### Degree Programs (D.Min. GC-BTE, D.Min. TIC):

Month	Amount
1 <sup>st</sup> – 25 <sup>th</sup>	\$500 (for one month's tuition and 1/25 of the \$1250 Portfolio System)
26 <sup>th</sup> – 36 <sup>th</sup>	\$450 (for one month's tuition)

### Certificate Programs (C.Min., C.Min. with LS, C.Th.):

Month	Amount
1 <sup>st</sup> – 12 <sup>th</sup>	\$450 (for one month's tuition)

## Notes on Payments:

- There is no application fee for the Admissions process.
- A first payment of at least \$500 should be submitted with a student's application to a degree program or \$450 for a certificate program. Initial payments are entirely refundable if a student is not admitted.
- Materials are purchased through the BILD Store (<http://store.bild.org>).
- Payments may be made by credit card, check, or direct withdrawal.
- Payments are due by the 15<sup>th</sup> of each month for the upcoming month. A late fee of \$20 may be charged for any payment received more than 7 days after the monthly due date.

- Students who are delinquent on payments for tuition, the Portfolio System, or course materials may be placed on Financial Probation (which means that assessment and other services will be withheld and no transcripts of credit earned will be given until accounts are paid-in-full or other arrangements are made).
- Alternative payment schedules will be provided for students who are enrolled through scholarship programs or special arrangements with particular BILD Partners.
- Students with financial difficulties or needing to make adjustments to this schedule should call the Antioch School immediately or email to [ar@antiochschool.edu](mailto:ar@antiochschool.edu).

## Enrollment Agreement and Refund Policies

Upon admission, students are expected to complete and sign an **enrollment agreement**. Students may proceed with their programs during the enrollment agreement process. A sample of Enrollment Agreement form may be found on the website at <http://antiochschool.edu/degrees-and-certificates/financial-information/enrollment-agreement-and-refund-policy>.

### Refund Policy:

**Tuition.** Refunds will be granted upon request in any manner as follows:

Tuition for degree programs is tied to enrollment in fifteen 4-month periods (B.Min., B.Th.), twelve periods (M.Th.), nine periods (D.Min. GC-BTE, D.Min. TIC), eight periods (M.Min. with Additional LS), six periods (M.Min.) or three periods (for Certificate programs).

- Tuition paid in advance of the current 4-month period will be fully refunded upon request.
- Tuition for the current 4-month period will be refunded on a pro-rated basis according to the date of withdrawal. See tables below.

### Refund Table for Degree Programs (B.Min., B.Th.):

Enrollment Period Weeks	% of Refund	Refund \$ Amount
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$27,000 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

**Refund Table for Degree Programs (M.Min.):**

Enrollment Period Weeks	% of Refund	Refund \$ Amount
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$10,800 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

**Refund Table for Degree Programs (M.Min. with Additional LS):**

Enrollment Period Weeks	% of Refund	Refund \$ Amount
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$14,400 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

Refund Table for Degree Programs (M.Th.):

Enrollment Period Weeks	% of Refund	Refund \$ Amount
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$21,600 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

Refund Table for Degree Programs (D.Min. GC-BTE, D.Min. TIC):

Enrollment Period Weeks	% of Refund	Refund \$ Amount
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$16,200 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

**Refund Table for Certificate Programs (C.Min., C.Min. with LS, C.Th.):**

<b>Enrollment Period Weeks</b>	<b>% of Refund</b>	<b>Refund \$ Amount</b>
1st week	100%	\$1800
2nd week	80%	\$1440
3rd week	70%	\$1260
4th week	60%	\$1080
5th week	50%	\$900
6th week	40%	\$720
7th week	30%	\$540
8th week	20%	\$360
9th week	10%	\$180
10th week	0%	\$0

**Example:** \$1800 is the portion of the \$5400 tuition for this enrollment period. Should you unenroll and request a tuition refund during the 5<sup>th</sup> week of this enrollment period, your refund of the \$1800 due would be \$900.

- Refunds will be based on actual payments made for the enrollment period.
- Requests for refunds made within 7 days of enrollment will be refunded in their entirety.
- Students are not required to return any materials in order to receive a tuition refund to which they are entitled.
- Special consideration will be given to a student's request for refund beyond this policy in a case of student illness or accident, death in family, or other circumstances beyond the student's control.
- Any money due will be refunded within 30 days of the request.

**Portfolio System.** This fee is not refundable once SIMA MAP worksheets have been submitted for the MAP.

**Course Materials.** Return policies for materials purchased through the BILD Store can be found at <http://store.bild.org>.

**Cancellation Policy:**

- Requests to cancel enrollment made within 5 days of signing the first enrollment agreement will be refunded in their entirety.
- To cancel enrollment, students must submit cancellation notice in writing by email to [records@antiochschool.edu](mailto:records@antiochschool.edu) or by mail to Antioch School 2400 Oakwood Rd Ames, IA 50014.
- Cancelling enrollment happens when a student leaves the degree or certificate before beginning their program.

## **Financial Aid**

The Antioch School does not participate in federal financial aid programs (Title IV Pell Grants, Perkins Loans, Stafford Loans, etc.) or military financial aid programs for various reasons, such as the extensive regulatory burden for administration and the difficulty of fitting the uniqueness of the Antioch School (truly church-based and competency-based) into the system.

Students may be eligible for federal financial aid through dual enrollment in other institutions that do participate in federal and military financial aid programs, such as enrollment in a community college for General Education and Free Electives.

Students may also be eligible for financial aid from other sources, such as employers and community organizations. Students may also receive financial aid from their own churches, church networks, or ministry organizations. Many denominations provide scholarships at the national, regional, and local levels for students seeking theological education.

See the *Accreditation, Transfer Credit, and Financial Aid Manual* for more information (<http://antiochschool.edu/resources/manuals-and-guides>).

## INTELLECTUAL PROPERTY RIGHTS

Intellectual property rights are the rights given to persons over the creations of their minds. The Antioch School retains the rights related to the creation of its programs, courses, and supporting resources.

Students retain the rights for the unique work that they produce during Antioch School programs.

## COMPLAINTS

If students, faculty, administrators, or any party who has good reason to believe that the Antioch School is not providing what was promised or was reasonably expected with regard to curricular issues, assessment issues, financial issues, or administrative issues, they may file a complaint by communicating directly with the Antioch School's Academic Dean. Initial filings may be made by letter (Antioch School, Academic Dean, 2400 Oakwood Road, Ames, IA 50014), email ([services@antiochschool.edu](mailto:services@antiochschool.edu)), or phone (515/292-9694). The Academic Dean will attempt to gather information from all relevant parties. Official responses to complaints will be provided by mail or email within 30 days.

Appeals may be made in the same manner and will be heard by the entire faculty for academic matters or executive team for administrative matters. A faculty member and/or executive team member other than the Academic Dean will attempt to gather information from all relevant parties. Final decisions will be made by a majority vote of faculty or executive team. Official responses to appeals will be provided by mail or email within 30 days

Unresolved complaints may be taken to the appropriate agencies identified in the section on Accreditation, Authorization, and Commendation.

The Antioch School of Church Planting and Leadership Development is accredited by the Distance Education Accrediting Commission (DEAC), 1101 17th Street NW, Suite 808, Washington, DC 20036, (202) 234-5100, [www.deac.org](http://www.deac.org).

The Antioch School is registered to operate in Iowa by the Iowa Department of Education - Bureau of Iowa College Aid. Prospective or current students with questions or complaints about the Antioch School may contact the Bureau of Iowa College Aid at: Iowa Department of Education - Bureau of Iowa College Aid, 400 E 14th St., Des Moines, IA 50319, Toll-free telephone: (877) 272-4456, Online Student Dispute Resolution request: <https://educate.iowa.gov/higher-ed/student-complaints>.

The Antioch School is a participating member of NC-SARA. Information on the SARA student complaint process can be found at: [SARA Student Complaints | NC-SARA \(https://nc-sara.org/sara-student-complaints-0\)](https://nc-sara.org/sara-student-complaints-0).

## **STUDENT PRIVACY**

Under the provisions of a federal law known as the Family Education rights and Privacy Act of 1974 (FERPA), students are afforded certain rights pertaining to higher education records and personally-identifiable information on file with the institution. It is the policy of the Antioch School to treat all student information, both personal and academic, as strictly confidential. Student information in BILD Cloud will only be released to local mentors for the purpose of initial reviews upon explicit written permission from students. Local mentors will be given access only to the student's academic portion of BILD Cloud, not to the student's personal or financial information.

## **ACADEMIC FREEDOM**

The Antioch School embraces the following statement of academic freedom, adapted from the 1940 Statement by the American Association of University Professors.

Institutions of higher education are conducted for the common good and not to further the interest of the individual teacher, the student, or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and learning.

## **STUDENT IDENTITY**

The application for admission requires a student to establish identity by means of a current government-issued identification with photo. This identification will be tied to a student ID number which a student will need to reference when contacting the Antioch School for service. Similarly, this student ID will be tied to a username and password selected by the student for the BILD Cloud in order to verify student identity when submitting work for assessment. BILD local mentors may be asked annually to verify that the work posted by students in the BILD Cloud is indeed the work of the students.

## **SPECIAL NEEDS**

The Antioch School is unaware of any physical requirements or other limitations that may prevent a student from successfully meeting the learning objectives. However, students who think they may have physical limitations that might prevent success in the program should bring them to the attention of the Antioch School during the admission process (or whenever they become known).

Students may inform the Antioch School of their special needs by letter to the Academic Dean, email to [info@antiochschool.edu](mailto:info@antiochschool.edu), or phone 515/292-9694 (with a follow-up email response within 7 days to make sure the special need is properly understood). The Antioch School will work with the student to make any possible accommodations within 30 days of being informed.

## **IOWA NATIONAL GUARD**

The Antioch School offers special options to a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

- Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
- Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- Any course for which arrangements cannot be made for grades and incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

## **CONTROLLED SUBSTANCE**

The Antioch School prohibits unlawful possession, use, or distribution of controlled substances by students and employees on property owned or leased by the institution. Violation of the policy may result in dismissal from employment for employees or dismissal from the Antioch School degree program for students. Information about local and national resources on substance abuse prevention is provided on the next page.

## **SEXUAL AND CHILD ABUSE**

The Antioch School supports its students with regard to the problem of sexual abuse. We provide information on the next page regarding resources for counseling and education, including prevention, protection, and the rights and duties of students and employees. Employees shall accurately and promptly report any knowledge of sexual abuse to duly constituted law enforcement authorities.

Employees who in the scope of their employment responsibilities examine, attend, counsel, or treat a child are expected to report suspected physical or sexual abuse to local law enforcement and to their office administrator or academic dean within 24 hours. An employee who reasonably believes the child is in imminent danger should call 911 immediately.

## IOWA RESOURCES

As an institution based in the State of Iowa, we provide links to the following resources in order to support our in-state students, faculty, and staff:

Iowa Coalition Against Sexual Assault. <http://www.iowacasa.org>

Sexual Violence Prevention

[https://idph.iowa.gov/disability-injury-violence-prevention/sv\\_prevention](https://idph.iowa.gov/disability-injury-violence-prevention/sv_prevention)

Sexual Assault Information, Resources, and Support. <http://www.iowacasa.org/resources>

Iowa Substance Abuse Information Center (prevention, recovery, getting help) and Iowa Helpline Listings (Substance Abuse, Sexual Abuse, Gambling, Children's Health, Poison Control). <https://yourlifeiowa.org/>

## NATIONAL RESOURCES

Institute on Drug Abuse and Alcoholism

<http://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/resources>

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/find-help/national-helpline>

Alcoholics Anonymous. <http://www.aa.org/>

US Department of Justice Sexual Assault Resources

<http://www.justice.gov/ovw/sexual-assault>

National Sexual Assault Hotline. 800-656-HOPE (4673).

Child Abuse Education & Prevention Resources

<https://www.childhelp.org/story-resource-center/child-abuse-education-prevention-resources/>

# COURSE CATEGORIES AND COURSE NUMBER SYSTEM

Antioch School programs are composed of competencies according to the following sets. Most are associated with the outcomes of the use of BILD resources in church-based theological education programs.

Academic credit is measured in semester credit hours.

Course numbers are assigned according to the following system. The prefix letters designate the type of competency set:

## Life and Ministry Development

MAP Motivated Abilities Pattern  
LN Life<sup>n</sup>

## General Education

GE Integrated Core  
GE Enrichment

## The First Principles and The Story

FP The First Principles  
ST The Story

## Leadership Series Courses

LSM Leadership Series I (Ministry)  
LST Leadership Series II (Theology)

PTP Paradigm Transformation Projects

ENC Encyclicals

BTC Biblical Theology in Culture Seminars

MPS Ministry Philosophy and Strategy

## Major Projects

DBT Doctoral Major Projects (D.Min. TIC)  
DPR Doctoral Major Projects (D. Min. GC-BTE)  
PR Major Project (B.Th., M.Th.)

## Practicum

MP Ministry Practicum  
TFP Teaching Practicum (First Principles)  
TTS Teaching Practicum (The Story)  
TLS Teaching Practicum (Leadership Series)

The first number (in the hundreds position) designates academic level:

100's Bachelors lower-level basic  
200's Bachelors lower-level advanced  
300's Bachelors upper-level basic  
400's Bachelors upper-level advanced

500's Masters level basic  
600's Masters level advanced

700's Doctoral level basic  
800's Doctoral level advanced  
900's Doctoral level major projects

Courses with similar course descriptions at different academic levels are listed together (with the higher level course descriptions indented).

The other numbers (in the tens and ones positions) designate sequence within a group of related courses. For instance, LSM101 Acts should usually precede LSM102 Pauline Epistles.

# COURSE DESCRIPTIONS AND COMPETENCY SETS

## 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<sup>n</sup>.

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

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

### **MAP101 Motivated Abilities Pattern (Consultant Assessed)**

**1 credit**

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

### **MAP501 Motivated Abilities Pattern (Consultant Assessed)**

**1 credit**

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

### **MAP701 Motivated Abilities Pattern (Consultant Assessed)**

**1 credit**

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

### **MAP102 Motivated Abilities Pattern (Computer Assessed)**

**1 credit**

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

**MAP502 Motivated Abilities Pattern (Computer Assessed) 1 credit**

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

**MAP702 Motivated Abilities Pattern (Computer Assessed) 1 credit**

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

**MAP103 Motivated Abilities Pattern (Self Assessed) 1 credit**

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

**MAP503 Motivated Abilities Pattern (Self Assessed) 1 credit**

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

**MAP703 Motivated Abilities Pattern (Self Assessed) 1 credit**

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

**MAP201 Becoming Who You Are Designed To Be – “A” Projects 1 credit**

Students work through a disciplined process in the book *Becoming Who You Are Designed to Be: SIMA 10-Step Program* to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.

**MAP601 Becoming Who You Are Designed To Be – “A” Projects 1 credit**

Students work through a disciplined process in the book *Becoming Who You Are Designed to Be: SIMA 10-Step Program* to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.

**MAP801 Becoming Who You Are Designed To Be – “A” Projects 1 credit**

Students work through a disciplined process in the book *Becoming Who You Are Designed to Be: SIMA 10-Step Program* to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.

<b>MAP202</b>	<b>Becoming Who You Are Designed To Be – “B” Projects</b>	<b>1 credit</b>
Students work through a disciplined process in the book <i>Becoming Who You Are Designed to Be: SIMA 10-Step Program</i> to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.		
<b>MAP602</b>	<b>Becoming Who You Are Designed To Be – “B” Projects</b>	<b>1 credit</b>
Students work through a disciplined process in the book <i>Becoming Who You Are Designed to Be: SIMA 10-Step Program</i> to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.		
<b>MAP802</b>	<b>Becoming Who You Are Designed To Be – “B” Projects</b>	<b>1 credit</b>
Students work through a disciplined process in the book <i>Becoming Who You Are Designed to Be: SIMA 10-Step Program</i> to develop working knowledge of their own unique design, its implications for how they fit in their work, and how they relate to others.		
<b>LN101</b>	<b>Life<sup>n</sup> Initial Plan</b>	<b>1 credit</b>
Initial work with the Life <sup>n</sup> tool, including completion of six steps.		
<b>LN102</b>	<b>Life<sup>n</sup> Plan Updates</b>	<b>1 credit</b>
Revised work with the Life <sup>n</sup> tool, including updates of your Life Development Master Plan and reported initial meeting(s) with your mentor using the personal development assessments forms.		
<b>LN103</b>	<b>Life<sup>n</sup> Plan Updates</b>	<b>1 credit</b>
Revised work with the Life <sup>n</sup> tool, including updates of your Life Development Master Plan; and reported on additional meeting(s) with your mentor using the personal development assessments forms.		
<b>LN501</b>	<b>Life<sup>n</sup> Initial Plan</b>	<b>1 credit</b>
Initial work with the Life <sup>n</sup> tool, including completion of six steps.		
<b>LN502</b>	<b>Life<sup>n</sup> Plan Updates</b>	<b>1 credit</b>
Revised work with the Life <sup>n</sup> tool, including updates of your Life Development Master Plan and reported initial meeting(s) with your mentor using the personal development assessments forms.		
<b>LN503</b>	<b>Life<sup>n</sup> Plan Updates</b>	<b>1 credit</b>
Revised work with the Life <sup>n</sup> tool, including updates of your Life Development Master Plan; and reported on additional meeting(s) with your mentor using the personal development assessments forms.		
<b>LN701</b>	<b>Life<sup>n</sup> Initial Plan</b>	<b>1 credit</b>
Initial work with the Life <sup>n</sup> tool, including completion of six steps.		
<b>LN702</b>	<b>Life<sup>n</sup> Plan Updates</b>	<b>1 credit</b>
Revised work with the Life <sup>n</sup> tool, including updates of your Life Development Master Plan and reported initial meeting(s) with your mentor using the personal development assessments forms.		

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

**1 credit**

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

## GENERAL EDUCATION

This set of competencies are associated with the BILD Integrated Core Courses. It provides a core of analytical, communicative, and quantitative skills associated with a well-trained bachelors-level student. The "Integrated Core" of seven areas is built from Ernest Boyer's *College: The Undergraduate Experience in America*, Mortimer Adler's *The Paideia Program: An Educational Syllabus*, and Howard Gardiner's *The Disciplined Mind*.

### **GE101    Language: The Crucial Connection** **3 credits**

This course is foundational to all courses. It deals both with the nature of language and English as the "globalization" language. It focuses on linguistics, orality/literacy, how children learn languages, global language history/expansion and laying a lifelong learning strategy for language development, including the foundation for learning a second language.

### **GE091    Transfer Credit for: "Language: The Crucial Connection"** **1-5 credit**

Transfer credit may be used to fulfill the "Language: The Crucial Connection" course requirement of bachelor-level programs.

### **GE102    Art: The Esthetic Experience** **3 credits**

This course is designed to introduce the issue of the relationship of the sciences and the arts finding truth through both. It surveys music, dance and the visual arts (especially painting and architecture), identifying the common elements of all 9 civilizations, examining how the arts shaped and continue to shape each civilization. It concludes with development of a personal strategy for growing in appreciation for the arts in one's own culture.

### **GE092    Transfer Credit for: "Art: The Esthetic Experience"** **1-5 credit**

Transfer credit may be used to fulfill the "Art: The Esthetic Experience" course requirement of bachelor-level programs.

### **GE203    Heritage: The Living Past** **3 credits**

This course approaches history by understanding the big picture – the great conversations, the great civilizations and the philosophical paradigms that drove major eras or world history. It surveys these civilizations, providing a basic knowledge of the various and colorful civilizations that make up the 21st century. It also attempts to identify the current global questions facing these civilizations and the realities of globalization in the 21st century.

### **GE093    Transfer Credit for: "Heritage: The Living Past"** **1-5 credit**

Transfer credit may be used to fulfill the "Heritage: The Living Past" course requirement of bachelor-level programs.

### **GE204    Institutions: The Social Web** **3 credits**

This course uses the reality of the reemergence of 9 key civilizations as a context for understanding how social institutions (family, religious communities, governmental infrastructures, and large and small NGOs) provide the cultural glue to any and every society. Special attention is given to the emergence of global cities and global tribes as central the new emerging world of the 21st century. It concludes with a brief personal treatise on provisional ideas for future service in society's good institutions.

**GE094    Transfer Credit for: "Institutions: The Social Web"** **1-5 credit**  
Transfer credit may be used to fulfill the "Institutions: The Social Web" course requirement of bachelor-level programs.

**GE305    Nature: Ecology of the Planet** **3 credits**  
This course deals with the fundamental ideas of the nature of the universe, with special attention to the fundamentals of science. It focuses on the rise of modern science, the great enduring ideas, and the merging of science and technology, thus reshaping the world of the 21st century. It concludes with identification of areas of future interest, as well as a basic reading plan for keeping up with the cultural conversation of the scientific community.

**GE095    Transfer Credit for: "Nature: Ecology of the Planet"** **1-5 credit**  
Transfer credit may be used to fulfill the "Nature: Ecology of the Planet" course requirement of bachelor-level programs.

**GE306    Work: The Value of Vocation** **3 credits**  
This course attempts to pull together all the work of the other courses by helping students begin to identify their lifework. It includes work in all areas of life, not merely one's career, in order to have a broad understanding of the world and the choices for a lifetime of good works.

**GE096    Transfer Credit for: "Work: The Value of Vocation"** **1-5 credit**  
Transfer credit may be used to fulfill the "Work: The Value of Vocation" course requirement of bachelor-level programs.

**GE407    Identity: The Search for Meaning** **3 credits**  
This course leads students through a process of beginning to identify the core elements of world view in a way that will lead to a shaping of the "first draft" of one's life purpose. It includes identification of one's unique motivated abilities pattern. It also includes brief exploration of the intelligent design debate. It concludes with an attempt to identify his or her one's unique contribution to the world in this life.

**GE097    Transfer Credit for: "Identity: The search for Meaning"** **1-5 credit**  
Transfer credit may be used to fulfill the "Identity: The search for Meaning" course requirement of bachelor-level programs.

## GENERAL EDUCATION ENRICHMENT

**GE112 Great Books Reading Program** 3 credits  
Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Life<sup>n</sup> plans.

**GE212 Great Books Reading Program** 3 credits  
Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Life<sup>n</sup> plans.

**GE312 Great Books Reading Program** 3 credits  
Students will design and implement a reading program using the Great Books of the Western World or the Harvard Classics collection in a manner that connects with their General Education “Integrated Core” courses and their Life<sup>n</sup> plans.

**GE113 Cultural Conversation through Film** 3 credits  
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

**GE213 Cultural Conversation through Film** 3 credits  
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

**GE313 Cultural Conversation through Film** 3 credits  
Students will engage in cultural conversation through film by acquiring an overall understanding about movies, reflecting on films already seen, viewing additional films (preferably with an “educational experience small group”), and analyzing the contribution of films to the cultural conversation.

**GE111 Community Service Learning Projects** 3 credits  
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Life<sup>n</sup> plans.

**GE211 Community Service Learning Projects** 3 credits  
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Life<sup>n</sup> plans.

**GE311 Community Service Learning Projects** 3 credits  
Students will engage in service learning projects in their community in order to accomplish academic objectives related to the General Education “Integrated Core” and their Life<sup>n</sup> plans.

## THE FIRST PRINCIPLES AND THE STORY

These competencies are associated with outcomes of The First Principles and The Story course modules that help students use the Apostle's Preaching and Teaching to establish churches today.

**FP301 First Principles Series I** **3 credits**  
Developed an understanding of the First Principles of the faith and developed a strategy for applying them in life and ministry.

**FP501 First Principles Series I** **3 credits**  
Developed an understanding of the First Principles of the faith and developed a strategy for applying them, both in life and ministry, and entrusting network and ministry leaders in life in the church.

**FP302 First Principles Series II** **3 credits**  
Developed an understanding of the First Principles of life in the family and developed a strategy for applying them in life and ministry.

**FP502 First Principles Series II** **3 credits**  
Developed an understanding of the First Principles of life in the family and developed a strategy for applying them, both in life and ministry, and entrusting network and ministry leaders in life in the family.

**FP303 First Principles Series III** **4 credits**  
Developed an understanding of the First Principles of life in the biblical text and developed a strategy for applying them in life and ministry.

**FP503 First Principles Series III** **4 credits**  
Developed an understanding of the First Principles of life in the biblical text and developed a strategy for applying them both in life and ministry, and entrusting network and ministry leaders in life in the biblical text.

**ST401 The Story** **2 credits**  
Developed an understanding of the Story of the Bible—the entire plan of God for the world and developed a strategy for applying it in life and ministry.

**ST601 The Story** **2 credits**  
Developed an understanding of the Story of the Bible—the entire plan of God for the world, and developed a strategy for applying it, both in life and ministry, and entrusting network and ministry leaders in understanding the Story of the Bible—the entire plan of God for the world.

## LEADERSHIP SERIES I

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

See portfolio transcripts for each degree for complete lists of competencies associated with each course.

### **LSM101 Acts: Keys to the Establishment and Expansion of the First Century Church** **3 credits**

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

- Developed a basic understanding of biblical keys to the establishment and expansion of the first-century Church and how to use these keys in the establishment and expansion of the global Church.
- Designed a model to use as a guide in planting and establishing churches today from the core elements of Paul's strategy used on his missionary journeys.
- Determined a biblical definition for missionary and missionary work.
- Developed convictions on the role of the local church in missions today and designed a model for how a local church could be central and vitally involved in missions, while networking with other churches and mission agencies.

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

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

- Developed a basic understanding of biblical keys to the establishment and expansion of the first-century Church and how to use these keys in the establishment and expansion of the global Church.
- Designed a model to use as a guide in planting and establishing churches today from the core elements of Paul's strategy used on his missionary journeys.
- Determined a biblical definition for missionary and missionary work.
- Developed convictions on the role of the local church in missions today and designed a model for how a local church could be central and vitally involved in missions, while networking with other churches and mission agencies.

**LSM102 Pauline Epistles: Strategies for Establishing Churches****3 credits**

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

- Developed a biblical understanding of Paul's concept of establishing local churches, while discerning the difference between what Paul understood to be normative for all churches in every culture and generation and what he intended to be merely cultural for his time and situation.
- Developed a biblical understanding of how the Church fits into the overall plan and eternal purposes of God.
- Developed a biblical understanding of the philosophy that is to drive the ministry of the Church and the guidelines (i.e. "house order") by which each local church is to abide.
- Brought all of this biblical understanding together into a contemporary model for establishing local churches in the twenty-first century, including general procedures consistent with Paul's establishing model and normative "house order" instructions.

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

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

- Developed a biblical understanding of Paul's concept of establishing local churches, while discerning the difference between what Paul understood to be normative for all churches in every culture and generation and what he intended to be merely cultural for his time and situation.
- Developed a biblical understanding of how the Church fits into the overall plan and eternal purposes of God.
- Developed a biblical understanding of the philosophy that is to drive the ministry of the Church and the guidelines (i.e. "house order") by which each local church is to abide.
- Brought all of this biblical understanding together into a contemporary model for establishing local churches in the twenty-first century, including general procedures consistent with Paul's establishing model and normative "house order" instructions.

### LSM203 Understanding the Essentials of Sound Doctrine

3 credits

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

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

### LSM503 Understanding the Essentials of Sound Doctrine

4 credits

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

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

**LSM204 Leaders and the Early Church****3 credits**

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

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

**LSM504 Leaders and the Early Church****4 credits**

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

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

### LSM305 Preaching, Teaching and Worship in the Early Church

3 credits

Developed the ability to preach and teach within the five sermonic forms of the Early Church—evangelistic, catechetical, expository, prophetic, and festal. These forms will be examined in light of the paradigm of the Early Church meeting, which was far more participatory than our single preacher-event approach that has dominated Western protestant churches ever since the Reformation.

- Develop a basic understanding of the teaching forms of the early church – evangelistic, catechetical, expository, prophetic and festal – and the importance of each of the forms for the contemporary expansion and establishing of churches worldwide. Special attention will be given to the importance of the reading of Scripture, and to a fresh understanding of Paul’s idea of rhetoric.
- Gain a comprehensive understanding of the five preaching forms of the early church, a basic approach to preparing sermons around these five forms, with special attention given to the methods needed to employ these five forms in contemporary preaching and teaching.
- Introduce the student to the importance of psalms, hymns and spiritual songs to the integration of these forms into the worship of the life of the church in appropriate cultural forms of worship design to enhance the effectiveness and application of these forms to the everyday life of the believers in these churches.
- Guide the student into the integration of both the preaching forms and worship into the Lord’s Supper, giving shape to the church gathering, as delivered by the Apostles and as observed by almost all churches of the first 300 years of the early church.
- Integrate culturally appropriate forms of both preaching/teaching and worship into a contemporary meeting of the churches in a culture, with a view to creative “civilization” expression of music, drama and the arts.

### **LSM605 Preaching, Teaching and Worship in the Early Church**

**4 credits**

Developed the ability to preach and teach within the five sermonic forms of the Early Church—evangelistic, catechetical, expository, prophetic, and festal. These forms will be examined in light of the paradigm of the Early Church meeting, which was far more participatory than our single preacher-event approach that has dominated Western protestant churches ever since the Reformation.

- Develop a basic understanding of the teaching forms of the early church – evangelistic, catechetical, expository, prophetic and festal – and the importance of each of the forms for the contemporary expansion and establishing of churches worldwide. Special attention will be given to the importance of the reading of Scripture, and to a fresh understanding of Paul’s idea of rhetoric.
- Gain a comprehensive understanding of the five preaching forms of the early church, a basic approach to preparing sermons around these five forms, with special attention given to the methods needed to employ these five forms in contemporary preaching and teaching.
- Introduce the student to the importance of psalms, hymns and spiritual songs to the integration of these forms into the worship of the life of the church in appropriate cultural forms of worship design to enhance the effectiveness and application of these forms to the everyday life of the believers in these churches.
- Guide the student into the integration of both the preaching forms and worship into the Lord’s Supper, giving shape to the church gathering, as delivered by the Apostles and as observed by almost all churches of the first 300 years of the early church.
- Integrate culturally appropriate forms of both preaching/teaching and worship into a contemporary meeting of the churches in a culture, with a view to creative “civilization” expression of music, drama and the arts.

### **LSM306 Shepherding, Counseling, and the Early Church**

**3 credits**

Developed an understanding of the biblical model of pastoral care practiced in the early churches as a basis for formulating a philosophy of pastoral care that is consistent with New Testament guidelines for living in community and treating problems in our own lives and churches.

- Formulated a clear perspective of the gospel and the work of the Spirit in our lives (from an examination of the message of the gospel in Paul's early epistles), as a basis for addressing the foundational needs and life-controlling problems of new or unestablished believers.
- Examined the contemporary practice of integrating psychology and theology and assessed the legitimacy of such an endeavor and its implications for the practice of counseling within the church.
- Laid necessary foundations for skillfully handling the Scriptures in counseling and developed convictions regarding the sufficiency of the Scriptures in the counseling process.
- Critiqued the contemporary emergence of a new Christian profession—Christian psychologists and psychiatrists—and the Church's reliance upon it for pastoral care, while examining its implications on biblical authority structures and responsibilities.
- Designed a contemporary and comprehensive pastoral care strategy, consistent with the biblical guidelines set forth in the Scripture for the life of the church and an individual's growth in the Spirit.

### **LSM606 Shepherding, Counseling, and the Early Church**

**4 credits**

Developed an understanding of the biblical model of pastoral care practiced in the early churches as a basis for formulating a philosophy of pastoral care that is consistent with New Testament guidelines for living in community and treating problems in our own lives and churches.

- Formulated a clear perspective of the gospel and the work of the Spirit in our lives (from an examination of the message of the gospel in Paul's early epistles), as a basis for addressing the foundational needs and life-controlling problems of new or unestablished believers.
- Examined the contemporary practice of integrating psychology and theology and assessed the legitimacy of such an endeavor and its implications for the practice of counseling within the church.
- Laid necessary foundations for skillfully handling the Scriptures in counseling and developed convictions regarding the sufficiency of the Scriptures in the counseling process.
- Critiqued the contemporary emergence of a new Christian profession—Christian psychologists and psychiatrists—and the Church's reliance upon it for pastoral care, while examining its implications on biblical authority structures and responsibilities.
- Designed a contemporary and comprehensive pastoral care strategy, consistent with the biblical guidelines set forth in the Scripture for the life of the church and an individual's growth in the Spirit.

### **LSM407 Interpreting the Word I: Principles and Procedures**

**3 credits**

Gained skills and insights for identifying the author's intention for writing, as it is expressed in the text he has written, as the determinant of meaning and then, out of that meaning, to determine the significance of that text for today.

- Gained a basic grasp of the discipline of hermeneutics (the art of interpretation), with foundational principles essential in interpreting and validating the author's intended meaning expressed in the text, as well as translating its relevancy to the twenty-first century.
- Gained a basic grasp of the discipline of exegesis (basic procedures for studying and interpreting the Scriptures) as well as a basic proficiency level in accurately drawing out the author's intended meaning from the text and relating it to the twenty-first century.
- Gained an understanding of and proficiency in many of the recent literary contributions, which are very significant in the process of interpreting the Word, paying special attention to cross cultural interpretation and application.

### **LSM607 Interpreting the Word I: Principles and Procedures**

**4 credits**

Gained skills and insights for identifying the author's intention for writing, as it is expressed in the text he has written, as the determinant of meaning and then, out of that meaning, to determine the significance of that text for today.

- Gained a basic grasp of the discipline of hermeneutics (the art of interpretation), with foundational principles essential in interpreting and validating the author's intended meaning expressed in the text, as well as translating its relevancy to the twenty-first century.
- Gained a basic grasp of the discipline of exegesis (basic procedures for studying and interpreting the Scriptures) as well as a basic proficiency level in accurately drawing out the author's intended meaning from the text and relating it to the twenty-first century.
- Gained an understanding of and proficiency in many of the recent literary contributions, which are very significant in the process of interpreting the Word, paying special attention to cross cultural interpretation and application.

### **LSM408 Interpreting the Word II: Linguistics, Languages, and Study Aids**

**3 credits**

Developed the ability to skillfully use Hebrew and Greek in the interpreting, preaching, and teaching of the Word, using the advancement of linguistics and computer technology.

- Develop a basic understanding of linguistics which applies to any language, with special attention being given to how to develop a functional equivalency between Hebrew and Greek and the language to which one is translating the Bible, as well as the specific skill of determining the semantic range of words.
- Gain a basic understanding of both Hebrew and Greek linguistics (in essence identifying the unique characteristics of the Hebrew and Greek languages beyond those of any language), followed by an introduction to *The Translator's Handbooks – Old and New Testaments* (55 volumes) created to guide an English translator in applying general language, and Hebrew and Greek linguistic principles in accurately translating the Bible into another language.
- Introduce the student to Logos Library System™ with an impressive array of Greek and Hebrew tools, and how to use the exegetical and passage guides to make full use of the Hebrew and Greek in the interpretive process.
- Guide the student in building a digital library appropriate to the level of biblical study needed, as well provide an extensive review of Hebrew and Greek tools, commentary sets and reference works needed at various stages of development as a leader.
- Integrate the skills of this course back into the work of *Interpreting the Word I: Principles and Procedures*, and *Preaching, Teaching and Worship in the Early Church*, in a way that brings a mastery to the whole process of developing a hermeneutically trained judgment, and to the process of study and preaching and teaching.

**LSM608 Interpreting the Word II: Linguistics, Languages, and Study Aids****4 credits**

Developed the ability to skillfully use Hebrew and Greek in the interpreting, preaching, and teaching of the Word, using the advancement of linguistics and computer technology.

- Develop a basic understanding of linguistics which applies to any language, with special attention being given to how to develop a functional equivalency between Hebrew and Greek and the language to which one is translating the Bible, as well as the specific skill of determining the semantic range of words.
- Gain a basic understanding of both Hebrew and Greek linguistics (in essence identifying the unique characteristics of the Hebrew and Greek languages beyond those of any language), followed by an introduction to *The Translator's Handbooks – Old and New Testaments* (55 volumes) created to guide an English translator in applying general language, and Hebrew and Greek linguistic principles in accurately translating the Bible into another language.
- Introduce the student to Logos Library System™ with an impressive array of Greek and Hebrew tools, and how to use the exegetical and passage guides to make full use of the Hebrew and Greek in the interpretive process.
- Guide the student in building a digital library appropriate to the level of biblical study needed, as well provide an extensive review of Hebrew and Greek tools, commentary sets and reference works needed at various stages of development as a leader.
- Integrate the skills of this course back into the work of *Interpreting the Word I: Principles and Procedures*, and *Preaching, Teaching and Worship in the Early Church*, in a way that brings a mastery to the whole process of developing a hermeneutically trained judgment, and to the process of study and preaching and teaching.

**LSM415 Covenants, Unity of Scripture, and Biblical Worldview****3 credits**

Understand the basic message of the Scriptures and the major motifs of both testaments as a basis for developing a lifeview that is consistent with God's plan and purposes.

- Summarized the basic message of Scripture, including key strands (i.e. themes, motifs) and/or historical movements, in the form of a basic statement or summarized in a chart or graph.
- Surfaced the basic issues of tension between the Old and New Testaments, studying the basic lines of continuity and discontinuity between the Testaments on each issue.
- Translated the central message of the Bible into a "worldview manifesto," which can serve as a guide for life, bringing life direction and goals into harmony with this worldview.

**LSM615 Covenants, Unity of Scripture, and Biblical Worldview****4 credits**

Understand the basic message of the Scriptures and the major motifs of both testaments as a basis for developing a lifeview that is consistent with God's plan and purposes.

- Summarized the basic message of Scripture, including key strands (i.e. themes, motifs) and/or historical movements, in the form of a basic statement or summarized in a chart or graph.
- Surfaced the basic issues of tension between the Old and New Testaments, studying the basic lines of continuity and discontinuity between the Testaments on each issue.
- Translated the central message of the Bible into a "worldview manifesto," which can serve as a guide for life, bringing life direction and goals into harmony with this worldview.

- LSM209 The Family and the Early Church** **3 credits**  
 Understood the idea of the church as a family and the individual family as a “family within a family,” using the implications of this reality to develop strategies for building strong households within the context of the church.
- LSM509 The Family and the Early Church** **4 credits**  
 Understood the idea of the church as a family and the individual family as a “family within a family,” using the implications of this reality to develop strategies for building strong households within the context of the church.
- LSM210 Evangelism and the Early Church** **3 credits**  
 Developed and implemented a household strategy for reaching unbelievers with the gospel and incorporating them into the life of the church, based on biblical principles and patterns for the home and the church.
- LSM510 Evangelism and the Early Church** **4 credits**  
 Developed and implemented a household strategy for reaching unbelievers with the gospel and incorporating them into the life of the church, based on biblical principles and patterns for the home and the church.
- LSM211 Character of a Leader** **3 credits**  
 Understood the biblical idea of qualified leadership and determined the fundamental biblical guidelines for character formation in leaders and in the household of God.
- LSM511 Character of a Leader** **4 credits**  
 Understood the biblical idea of qualified leadership and determined the fundamental biblical guidelines for character formation in leaders and in the household of God.
- LSM312 Ministry Priorities and Personal Management** **3 credits**  
 Created a life-management strategy founded on biblical principles and focused on a central life purpose that will guide each person to be an effective steward of his or her God-given priorities and responsibilities.
- LSM512 Ministry Priorities and Personal Management** **4 credits**  
 Created a life-management strategy founded on biblical principles and focused on a central life purpose that will guide each person to be an effective steward of his or her God-given priorities and responsibilities.
- LSM313 Ministry Perspectives: Conflicts Without, Fears Within** **3 credits**  
 Developed a biblical perspective of life and ministry as the guiding force for standing firm in the ministry, skillfully and resolutely addressing the problems and problem people within the church.
- LSM613 Ministry Perspectives: Conflicts Without, Fears Within** **4 credits**  
 Developed a biblical perspective of life and ministry as the guiding force for standing firm in the ministry, skillfully and resolutely addressing the problems and problem people within the church.

**LSM414 Habits of the Heart****3 credits**

Determined the necessity of every believer embracing sound doctrine in the habits that undergird life and ministry, coming to conviction regarding its role in the lifelong pursuit of purity and wisdom.

- Examined the life of the Early Church, identifying the habits and personal disciplines necessary for increasing soundly in faith as individuals and as churches, being protected from the constant infiltration of unsound doctrine.
- Identified the “core habits of the heart” that ministers of the gospel and spiritual leaders must maintain in order to visibly progress in the Scriptures in a sound manner and identified the general development phases characteristics of most leaders, sketching a lifelong strategy for growth and development.
- Sharpened reading skills and developed a guide for building a lifelong reading program.
- Designed a strategy for a church in which corporate, family, and individual habits are modeled and practiced in an orderly and natural manner.

**LSM614 Habits of the Heart****4 credits**

Determined the necessity of every believer embracing sound doctrine in the habits that undergird life and ministry, coming to conviction regarding its role in the lifelong pursuit of purity and wisdom.

- Examined the life of the Early Church, identifying the habits and personal disciplines necessary for increasing soundly in faith as individuals and as churches, being protected from the constant infiltration of unsound doctrine.
- Identified the “core habits of the heart” that ministers of the gospel and spiritual leaders must maintain in order to visibly progress in the Scriptures in a sound manner and identified the general development phases characteristics of most leaders, sketching a lifelong strategy for growth and development.
- Sharpened reading skills and developed a guide for building a lifelong reading program.
- Designed a strategy for a church in which corporate, family, and individual habits are modeled and practiced in an orderly and natural manner.

## LEADERSHIP SERIES II

These competencies are associated with the outcomes of BILD Leadership Series II course modules that help students utilize biblical theology to let the inspired message of Scripture unfold and a theology-in-culture orientation to complete the process of Scripture having its intended impact.

### LST401 Toward a Theology in Culture

3 credits

Developed a church-based approach to the task of mastering the Scriptures and then brought them to bear on the life and problems of churches who are living and ministering in their cultures, at a critical level with awareness of the immediate cultural and global trends that bear on the shaping of worldviews.

- Developed a clear understanding of what Paul meant by the perpetual passing on of the deposit and the role of faithful men in getting in-depth training and developing critical thinking over an extended period of time, with the view that these faithful men would keep churches and whole movements of churches on course, thus creating a perpetual preservation of the Apostles' doctrine.
- Developed an understanding of theological encyclopedia (what ought a minister of the gospel to study and in what order) and developed an integrated approach to the theological disciplines, which allows a logical and effective access to existing resources.
- Gained an understanding of the tremendous shifts that are taking place in theological studies at this time in history, the different traditions that are attempting to become the dominant new paradigms, and developed a method for building a belief framework and doing theology in culture that is both culturally relevant and remains true to the apostolic faith.
- Developed a perspective and method for guiding others in building their own belief frameworks and for beginning to build contemporary belief frameworks in their own cultural settings, including an extensive categorization for doing theology on an ongoing basis within that framework, as well as theology in their culture.

## **LST601 Toward a Theology in Culture**

**4 credits**

Developed a church-based approach to the task of mastering the Scriptures and then brought them to bear on the life and problems of churches who are living and ministering in their cultures, at a critical level with awareness of the immediate cultural and global trends that bear on the shaping of worldviews.

- Developed a clear understanding of what Paul meant by the perpetual passing on of the deposit and the role of faithful men in getting in-depth training and developing critical thinking over an extended period of time, with the view that these faithful men would keep churches and whole movements of churches on course, thus creating a perpetual preservation of the Apostles' doctrine.
- Developed an understanding of theological encyclopedia (what ought a minister of the gospel to study and in what order) and developed an integrated approach to the theological disciplines, which allows a logical and effective access to existing resources.
- Gained an understanding of the tremendous shifts that are taking place in theological studies at this time in history, the different traditions that are attempting to become the dominant new paradigms, and developed a method for building a belief framework and doing theology in culture that is both culturally relevant and remains true to the apostolic faith.
- Developed a perspective and method for guiding others in building their own belief frameworks and for beginning to build contemporary belief frameworks in their own cultural settings, including an extensive categorization for doing theology on an ongoing basis within that framework, as well as theology in their culture.

## **LST402 Old Testament Theology: The Law**

**2 credits**

This is the first of 8 courses that build a biblical theology of Old and New Testaments, following the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an author's intention statement for each book that pays careful attention to the literary design; developed a theology of each book that develops the author's emphasis of crafting his theological ideas.
- Developed an overall understanding of the Pentateuch, including the development of a canonical intent statement that integrates Moses' intention and literary design for the Pentateuch and the role the Pentateuch plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Pentateuch, majoring on the unique combination of narrative and legal literature, as well as paying attention to the over-arching role that the covenant forms-of-the-day played in shaping major sections of the Pentateuch.
- Developed a theology of the Pentateuch as a whole that, again, respects the literary design of the Pentateuch and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Pentateuch in both life and ministry, including framing in a couple of future series ideas for preaching from the Pentateuch.

## **LST602 Old Testament Theology: The Law**

**4 credits**

This is the first of 8 courses that build a biblical theology of Old and New Testaments, following the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an author's intention statement for each book that pays careful attention to the literary design; developed a theology of each book that develops the author's emphasis of crafting his theological ideas.
- Developed an overall understanding of the Pentateuch, including the development of a canonical intent statement that integrates Moses' intention and literary design for the Pentateuch and the role the Pentateuch plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Pentateuch, majoring on the unique combination of narrative and legal literature, as well as paying attention to the over-arching role that the covenant forms-of-the-day played in shaping major sections of the Pentateuch.
- Developed a theology of the Pentateuch as a whole that, again, respects the literary design of the Pentateuch and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Pentateuch in both life and ministry, including framing in a couple of future series ideas for preaching from the Pentateuch.

## **LST403 Old Testament Theology: The Former Prophets**

**2 credits**

This is the second in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Former Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Former Prophets and the role the Former Prophets plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Former Prophets, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Former Prophets as a whole that, again, respects the literary design of the Former Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Former Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Former Prophets.

### **LST603 Old Testament Theology: The Former Prophets**

**4 credits**

This is the second in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Former Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Former Prophets and the role the Former Prophets plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Former Prophets, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Former Prophets as a whole that, again, respects the literary design of the Former Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Former Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Former Prophets.

### **LST404 Old Testament Theology: The Latter Prophets**

**2 credits**

This is the third in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Latter Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Latter Prophets and the role the Latter Prophets plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Latter Prophets, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Latter Prophets as a whole that, again, respects the literary design of the Latter Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Latter Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Latter Prophets.

### **LST604 Old Testament Theology: The Latter Prophets**

**4 credits**

This is the third in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Latter Prophets, including the development of a canonical intent statement that integrates the author's intention and literary design for the Latter Prophets and the role the Latter Prophets plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Latter Prophets, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Latter Prophets as a whole that, again, respects the literary design of the Latter Prophets and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Latter Prophets in both life and ministry, including framing in a couple of future series ideas for preaching from the Latter Prophets.

### **LST405 Old Testament Theology: The Writings**

**2 credits**

This is the fourth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Writings, including the development of a canonical intent statement that integrates the author's intention and literary design for the Writings and the role the Writings plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Writings, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Writings as a whole that, again, respects the literary design of the Writings and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Writings in both life and ministry, including framing in a couple of future series ideas for preaching from the Writings.

### **LST605 Old Testament Theology: The Writings**

**4 credits**

This is the fourth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the Writings, including the development of a canonical intent statement that integrates the author's intention and literary design for the Writings and the role the Writings plays in relation to the other sections of the Old Testament canon.
- Developed skill in handling the special literature of the Writings, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the Writings as a whole that, again, respects the literary design of the Writings and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the Writings in both life and ministry, including framing in a couple of future series ideas for preaching from the Writings.

### **LST406 New Testament Theology: Luke–Acts and Paul**

**2 credits**

This is the fifth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of Luke/Acts and the letters of Paul, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST606 New Testament Theology: Luke–Acts and Paul****4 credits**

This is the fifth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author’s intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of Luke/Acts and the letters of Paul, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author’s intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author’s theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST407 New Testament Theology: Peter, James, and Jude****2 credits**

This is the sixth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author’s intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the letters of Peter, Hebrews, James, and Jude, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author’s intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author’s theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST607 New Testament Theology: Peter, James, and Jude****4 credits**

This is the sixth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author’s intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the letters of Peter, Hebrews, James, and Jude, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author’s intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author’s theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST408 New Testament Theology: Matthew and Mark****2 credits**

This is the seventh in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author’s intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the books of Matthew and Mark, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author’s intention statement for each book that pays careful attention to the literary design; develop a theology of each book, which develops the author's emphasis of crafting his theological ideas.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author’s theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST608 New Testament Theology: Matthew and Mark****4 credits**

This is the seventh in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the books of Matthew and Mark, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design; develop a theology of each book, which develops the author's emphasis of crafting his theological ideas.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST409 New Testament Theology: John****2 credits**

This is the eighth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of a intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the books of John, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST609 New Testament Theology: John****4 credits**

This is the eighth in a series that builds a biblical theology of the Old and New Testaments, which follows the natural categories of Scripture as they unfold through the Bible rather than Western systematic theology categories. The natural categories are then used to develop theology in culture by leaders in that culture.

- Developed an overall understanding of the canonical section, including the development of an intention statement that integrates the author's intention and literary design for the canonical section and the role the canonical section plays in relation to the other sections of the New Testament canon.
- Developed skill in handling the special literature of the books of John, majoring on uniqueness of the genre and over-arching themes and concepts that shape the canonical section.
- Developed an author's intention statement for each book that pays careful attention to the literary design.
- Developed a theology of the canonical section as a whole that, again, respects the literary design of the canonical section and identifies the careful crafting of the author's theological ideas, identifying both themes and rhemes.
- Developed a framework for beginning to use the canonical section in both life and ministry, including framing in a couple of future series ideas for preaching from the canonical section.

**LST410 Pathways to Constructing Theology in Civilization****3 credits**

Developed the ability, in this complex time of conflict of civilizations and the remaking of world order, to do comprehensive theology work in the context of civilization, with the view of developing a comprehensive theology to empower churches to address in a fresh and relevant manner core issues of their civilization with the view of both engaging their culture in the "great conversation" with the God of the universe, and impact the culture with the gospel of Jesus Christ.

- Develop a basic understanding of the restructuring of civilization in light of expansion of the gospel to the Global South in the late 20th century and early 21st century, with the view of developing a serious, global theology expressions relevant to the church of the new millennium.
- Gain an understanding of the formation and influencing power of cultural conversations and intellectual change, in the context of civilizations as a paradigm for cultural formation and development, with a view of understanding the times and its presenting opportunities for the church of the 21st century.
- Guide the student in identifying the great ideas and debates of an emerging or rearticulation of a civilization, with the view of churches identifying the issues that need to be theologically addressed in their church network, so that their churches become a powerful force in shaping the theological and cultural conversation.
- Develop the ability and agenda for entering the theological conversation of their civilization through serious and sustained habits of reflection of churches, through national seminars and courses, with special focus on the media, movies and the WWW.
- Develop ideas and accompanying pathways for shaping the conversation of their faith community, of the theological community in general, and the conversation of the civilization at large.

## LST610 Pathways to Constructing Theology in Civilization

4 credits

Developed the ability, in this complex time of conflict of civilizations and the remaking of world order, to do comprehensive theology work in the context of civilization, with the view of developing a comprehensive theology to empower churches to address in a fresh and relevant manner core issues of their civilization with the view of both engaging their culture in the “great conversation” with the God of the universe, and impact the culture with the gospel of Jesus Christ.

- Develop a basic understanding of the restructuring of civilization in light of expansion of the gospel to the Global South in the late 20th century and early 21st century, with the view of developing a serious, global theology expressions relevant to the church of the new millennium.
- Gain an understanding of the formation and influencing power of cultural conversations and intellectual change, in the context of civilizations as a paradigm for cultural formation and development, with a view of understanding the times and its presenting opportunities for the church of the 21st century.
- Guide the student in identifying the great ideas and debates of an emerging or rearticulation of a civilization, with the view of churches identifying the issues that need to be theologically addressed in their church network, so that their churches become a powerful force in shaping the theological and cultural conversation.
- Develop the ability and agenda for entering the theological conversation of their civilization through serious and sustained habits of reflection of churches, through national seminars and courses, with special focus on the media, movies and the WWW.
- Develop ideas and accompanying pathways for shaping the conversation of their faith community, of the theological community in general, and the conversation of the civilization at large.

## PARADIGM TRANSFORMATION

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

**ENC200 Introduction to Situational Theology** 3 credits  
Developed an understanding of the core principles of the Way of Christ and His Apostles and developed a strategy for applying them in life and ministry.

**ENC700 Introduction to Situational Theology** 4 credits  
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.

**PTP700 Introduction to Paradigm Transformation** 3 credits  
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.

**PTP701 The Church as Theological Education Paradigm Transformation Project** 3 credits  
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.

**PTP702 The Church as Missions Paradigm Transformation Project** 3 credits  
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.

**PTP803 The Church Doing Theology in Culture Paradigm Transformation Project** 3 credits  
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.

**PTP804 The Church as Hermeneutical Community Paradigm Transformation Project** 3 credits  
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.

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

**Project**

**3 credits**

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.

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

**3 credits**

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.

## **BIBLICAL THEOLOGY IN CULTURE SEMINARS**

These seminars allow strategic ministry leaders (usually in cohorts) to make substantial contributions to the understanding of the unfolding message of God's Word and its significance for cultural impact. Each seminar requires preliminary reading in seminal resources, preliminary discussions with key leaders in one's ministry, participation in intensive discussions (live or online), and development of practical projects in one's own ministry situation.

### **BTC801 Theology in Culture**

**4 credits**

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

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

**4 credits**

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

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

**4 credits**

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

### **BTC802 Biblical Theology of the Old Testament**

**4 credits**

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

### **BTC803 Biblical Theology of the New Testament**

**4 credits**

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

**BTC810 Theology in Civilization**

**4 credits**

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

## MINISTRY PHILOSOPHY AND STRATEGY

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

### **MPS301 Initial Ministry Philosophy and Strategy** **2 credits**

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

### **MPS302 Updated Ministry Philosophy and Strategy** **1 credit**

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

### **MPS303 Updated Ministry Philosophy and Strategy** **1 credit**

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

### **MPS304 Final Ministry Philosophy and Strategy** **2 credits**

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

### **MPS401 Ministry Philosophy and Strategy** **2 credits**

Creating a ministry philosophy and strategy related to the Core Training course modules that integrate the work from *The First Principles*, *The Story*, and *The Encyclicals*.

### **MPS601 Initial Ministry Philosophy and Strategy** **2 credits**

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

### **MPS602 Updated Ministry Philosophy and Strategy** **1 credit**

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

### **MPS603 Updated Ministry Philosophy and Strategy** **1 credit**

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

<b>MPS604 Final Ministry Philosophy and Strategy</b>	<b>2 credits</b>
Concluding a ministry philosophy and strategy related to Leadership Series I course modules with Interpreting the Word I and Theology in Culture (or Interpreting the Word II).	
<b>MPS701 Ministry Philosophy and Strategy</b>	<b>2 credits</b>
Creating a ministry philosophy and strategy related to the Core Training course modules that integrate the work from <i>The First Principles</i> , <i>The Story</i> , and <i>The Encyclicals</i> .	
<b>MPS702 Ministry Philosophy and Strategy</b>	<b>2 credits</b>
Developed an extension of the initial ministry philosophy and strategy as related to the Leadership Series I course modules that integrate mission strategy from Acts, strategy for establishing churches from the Pauline Epistles, and a clear strategy for training leaders in the Way of Christ and His Apostles.	
<b>MPS801 Initial Ministry Philosophy and Strategy</b>	<b>2 credits</b>
Creating a ministry philosophy and strategy related to the Leadership Series I course modules that integrate mission strategy from Acts and strategy for establishing churches from the Pauline Epistles and PTPs courses.	
<b>MPS802 Updated Ministry Philosophy and Strategy</b>	<b>1 credit</b>
Expanding an initial ministry philosophy and strategy related to the Leadership Series I course modules and the Encyclicals with a clear distillation of the core gospel (the kerygma) and the teaching of Christ and His Apostles (the didache) and a clear strategy for training leaders in the way of Christ and His Apostles—integrating the training of both local (modal) and mobile (sodal) leaders.	
<b>MPS803 Updated Ministry Philosophy and Strategy</b>	<b>1 credit</b>
Expanding an interim ministry philosophy and strategy related to the Leadership Series I course modules and PTP courses to include Preaching, Teaching, and Worship and Shepherding, Counseling, and the Early Church.	
<b>MPS804 Final Ministry Philosophy and Strategy</b>	<b>2 credits</b>
Concluding a ministry philosophy and strategy related to Leadership Series I course modules and key items learned from Interpreting the Word I and Theology in Culture (or Interpreting the Word II).	
<b>MPS901 Initial Ministry Philosophy and Strategy</b>	<b>2 credits</b>
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.	

**MPS902 Updated Ministry Philosophy and Strategy**

**2 credits**

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.

**MPS903 Final Ministry Philosophy and Strategy**

**2 credits**

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.

## DOCTORAL MAJOR PROJECT

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

<b>DBT901</b>	<b>Doctoral Biblical Theology in Culture Major Project Idea</b>	<b>0 credits</b>
	Consideration of major project ideas in light of biblical theology in culture (Leadership Series II courses and Biblical Theology in Culture seminars).	
<b>DPR901</b>	<b>Doctoral Major Project Idea</b>	<b>0 credits</b>
	Consideration of major project ideas in light of biblical theology in culture (Leadership Series I core courses) and paradigm issues (PTPA's and Encyclicals).	
<b>DBT902</b>	<b>Doctoral Biblical Theology in Culture Major Project Proposal</b>	<b>2 credits</b>
	Development of an approved proposal for making a substantive contribution to biblical theology in culture.	
<b>DPR902</b>	<b>Doctoral Major Project Proposal</b>	<b>2 credits</b>
	Development of an approved proposal and outline for making a substantive contribution to church-based theological education.	
<b>DBT903</b>	<b>Doctoral Biblical Theology in Culture Major Project Rough Draft</b>	<b>3 credits</b>
	Development of a rough draft of a substantive contribution to biblical theology in culture.	
<b>DPR903</b>	<b>Doctoral Major Project Rough Draft</b>	<b>3 credits</b>
	Development of a rough draft of a substantive contribution to church-based theological education.	
<b>DBT904</b>	<b>Doctoral Biblical Theology in Culture Major Project Final Draft and Defense</b>	<b>2 credits</b>
	Production of a final draft of a substantive contribution to biblical theology in culture, including a formal defense before peers and a doctoral project committee.	
<b>DPR904</b>	<b>Doctoral Major Project Final Draft and Defense</b>	<b>2 credits</b>
	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.	

## MAJOR PROJECTS

These projects integrate Leadership Series II courses in an ongoing comprehensive process of building biblical theology. They include presentations of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the Old and New Testaments.

<b>PR401</b>	<b>Old Testament Theology</b>	<b>3 credits</b>
Produce a biblical theology of the Old Testament.		
<b>PR402</b>	<b>New Testament Theology</b>	<b>3 credits</b>
Produce a biblical theology of the New Testament.		
<b>PR601</b>	<b>Old Testament Theology in Culture</b>	<b>3 credits</b>
Produce a biblical theology of the Old Testament with its implications for ministry within your culture.		
<b>PR602</b>	<b>New Testament Theology in Culture</b>	<b>3 credits</b>
Produce a biblical theology of the New Testament with its implications for ministry within your culture.		

## MINISTRY PRACTICUM

Credit for learning that takes place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. Credit is granted at a rate of 1 semester hour of credit for each 45 hours of ministry practicum, in groups of 1 to 3 credits.

**MP101-MP112      Ministry Practicum      1-3 credit**

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

**MP120-MP149      Ministry Practicum      1-3 credit**

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

**MP501-MP512      Ministry Practicum      1-3 credit**

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

**MP701-MP712      Ministry Practicum      1-3 credit**

Credit for learning that took place through guided ministry experience, particularly related to implementation and impact of lessons learned elsewhere in the programs (such as in Leadership Series courses) using descriptions according to Kolb's model of experiential learning. (Credit is granted at a rate of 1 semester hour of credit for each 45 hours of approved ministry practicum.)

## TEACHING PRACTICUM

Credit for learning that takes place through use of the BILD resources to teach others, particularly related to the lessons learned related to the content of the BILD resources and the skills of teaching effectively.

### **TFP101 The First Principles Series I 3 credits**

Credit for learning that takes place through teaching The First Principles Series I to others, particularly related to the lessons learned related to the content of The First Principles Series I and the skills of teaching effectively.

### **TFP501 The First Principles Series I 3 credits**

Credit for learning that takes place through teaching The First Principles Series I to others, particularly related to the lessons learned related to the content of The First Principles Series I and the skills of teaching effectively.

### **TFP701 The First Principles Series I 3 credits**

Credit for learning that takes place through teaching The First Principles Series I to others, particularly related to the lessons learned related to the content of The First Principles Series I and the skills of teaching effectively.

### **TFP102 The First Principles Series II 3 credits**

Credit for learning that takes place through teaching The First Principles Series II to others, particularly related to the lessons learned related to the content of The First Principles Series II and the skills of teaching effectively.

### **TFP502 The First Principles Series II 3 credits**

Credit for learning that takes place through teaching The First Principles Series II to others, particularly related to the lessons learned related to the content of The First Principles Series II and the skills of teaching effectively.

### **TFP702 The First Principles Series II 3 credits**

Credit for learning that takes place through teaching The First Principles Series II to others, particularly related to the lessons learned related to the content of The First Principles Series II and the skills of teaching effectively.

### **TFP103 The First Principles Series III 3 credits**

Credit for learning that takes place through teaching The First Principles Series III to others, particularly related to the lessons learned related to the content of The First Principles Series III and the skills of teaching effectively.

**TFP503 The First Principles Series III** **3 credits**

Credit for learning that takes place through teaching The First Principles Series III to others, particularly related to the lessons learned related to the content of The First Principles Series III and the skills of teaching effectively.

**TFP703 The First Principles Series III** **3 credits**

Credit for learning that takes place through teaching The First Principles Series III to others, particularly related to the lessons learned related to the content of The First Principles Series III and the skills of teaching effectively.

**TTS201 The Story** **3 credits**

Credit for learning that takes place through teaching The Story to others, particularly related to the lessons learned related to the content of The Story and the skills of teaching effectively.

**TTS601 The Story** **3 credits**

Credit for learning that takes place through teaching The Story to others, particularly related to the lessons learned related to the content of The Story and the skills of teaching effectively.

**TTS801 The Story** **3 credits**

Credit for learning that takes place through teaching The Story to others, particularly related to the lessons learned related to the content of The Story and the skills of teaching effectively.

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

Through teaching the Leadership Series course on Acts, determined the fundamental biblical principles regarding the mission of the Church and its role in missions and developed guidelines and strategies from these principles for a local church's involvement.

**TLS702 Pauline Epistles: Strategies for Establishing Churches** **4 credits**

Through teaching the Leadership Series course on Pauline Epistles, determined the fundamental biblical principles for growing and strengthening (establishing) a church to maturity and developed a strategy for implementing the biblical forms and functions of a church necessary to make and keep it strong.

**TLS703 Understanding the Essentials of Sound Doctrine** **4 credits**

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

**TLS704 Leaders and the Early Church** **4 credits**

Through teaching the Leadership Series course on Leaders, recognized that leadership should be centered in the local church in a way that will empower churches to participate in the expansion of the gospel, with the same vision and effectiveness as the first church at Antioch.

- TLS801 Toward a Theology in Culture** **4 credits**  
Through teaching the Leadership Series course on Theology in Culture, developed a church-based approach to the task of mastering the Scriptures and then brought them to bear on the life and problems of churches who are living and ministering in their cultures, at a critical level with awareness of the immediate cultural and global trends that bear on the shaping of worldviews.
- TLS805 Preaching, Teaching, and Worship in the Early Church** **4 credits**  
Through teaching the Leadership Series course on Preaching, developed the ability to preach and teach within the five sermonic forms of the Early Church—evangelistic, catechetical, expository, prophetic, and festal. These forms will be examined in light of the paradigm of the Early Church meeting, which was far more participatory than our single preacher-event approach that has dominated Western protestant churches ever since the Reformation.
- TLS806 Shepherding, Counseling, and the Early Church** **4 credits**  
Through teaching the Leadership Series course on Shepherding, developed an understanding of the biblical model of pastoral care practiced in the early churches as a basis for formulating a philosophy of pastoral care that is consistent with New Testament guidelines for living in community and treating problems in our own lives and churches.
- TLS807 Interpreting the Word I: Principles and Procedures** **4 credits**  
Through teaching the Leadership Series course on Intrepreting I, gained skills and insights for identifying the author’s intention for writing, as it is expressed in the text he has written, as the determinant of meaning and then, out of that meaning, to determine the significance of that text for today.
- TLS808 Interpreting the Word II: Linguistics, Languages, and Study Aids** **4 credits**  
Through teaching the Leadership Series course on Intrepreting II, developed the ability to skillfully use Hebrew and Greek in the interpreting, preaching, and teaching of the Word, using the advancement of linguistics and computer technology.

## ELECTIVES

May be satisfied with other Leadership Series courses, additional Ministry Practicum, transfer credit, or CLEP tests.

**EL101-EL130**      **Electives**

**1-30 credit**

May be satisfied with other Leadership Series courses, additional Ministry Practicum, transfer credit, or CLEP tests.

# Bachelor of Ministry

## Overview

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		Semester Hour Credits
<b>Life and Ministry Development</b>		<b>6</b>
MAP101	Motivated Abilities Pattern (Consultant Assessed) (or MAP102 Motivated Abilities Pattern (Computer Assessed)) (or MAP103 Motivated Abilities Pattern (Self Assessed))	1
MAP201	Becoming Who You Are Designed To Be – “A” Projects	1
MAP202	Becoming Who You Are Designed To Be – “B” Projects	1
LN101	Life <sup>n</sup> Initial Plan	1
LN102	Life <sup>n</sup> Plan Updates	1
LN103	Life <sup>n</sup> Plan Updates	1
<b>General Education “Integrated Core”</b>		<b>21</b>
GE101	Language: The Crucial Connection	3
GE102	Art: The Esthetic Experience	3
GE203	Heritage: The Living Past	3
GE204	Institutions: The Social Web	3
GE305	Nature: Ecology of the Planet	3
GE306	Work: The Value of Vocation	3
GE407	Identity: The Search for Meaning	3
<b>General Education Enrichment</b>		<b>9</b>
GE111	Community Service Learning Projects (or GE112 Great Books Reading Program) (or GE113 Cultural Conversation through Film)	3
GE211	Community Service Learning Projects (or GE212 Great Books Reading Program) (or GE213 Cultural Conversation through Film)	3
GE311	Community Service Learning Projects (or GE312 Great Books Reading Program) (or GE313 Cultural Conversation through Film)	3
<b>Core Training Modules (Leadership Series I Courses)</b>		<b>24</b>
LSM101	Acts: Keys to the Establishment and Expansion of the First Century Church	3
LSM102	Pauline Epistles: Strategies for Establishing Churches	3
LSM203	Understanding the Essentials of Sound Doctrine	3
LSM204	Leaders and the Early Church	3
LSM305	Preaching, Teaching and Worship in the Early Church	3

## Semester Hour Credits

LSM306	Shepherding, Counseling, and the Early Church	3
LSM407	Interpreting the Word I: Principles and Procedures	3
LSM408	Interpreting the Word II: Linguistics, Languages, and Study Aids (or LST401 Toward a Theology in Culture)	3

### Ministry Philosophy and Strategy 6

MPS301	Initial Ministry Philosophy and Strategy	2
MPS302	Updated Ministry Philosophy and Strategy	1
MPS303	Updated Ministry Philosophy and Strategy	1
MPS304	Final Ministry Philosophy and Strategy	2

### Ministry Practicum (Learning by Doing) 12

MP101	Ministry Practicum	1-3
MP102	Ministry Practicum	1-3
MP103	Ministry Practicum	1-3
MP104	Ministry Practicum	1-3
MP105-MP112	Ministry Practicum (as needed)	1-3

### Teaching Practicum (Learning by Teaching) 12

TFP101	The First Principles Series I	3
TFP102	The First Principles Series II	3
TFP103	The First Principles Series III	3
TTS201	The Story	3

### Electives 30

EL101-EL130	Electives	1-30
LST499	Biblical Theology Elective	1-5
MP120-MP149	Ministry Practicum	1-3
LSM415	Covenants, Unity of Scripture, and Biblical Worldview	3
GE112	Great Books Reading Program	3
GE113	Cultural Conversation through Film	3
GE111	Community Service Learning Projects	3
GE212	Great Books Reading Program	3
GE213	Cultural Conversation through Film	3
GE211	Community Service Learning Projects	3
GE312	Great Books Reading Program	3
GE313	Cultural Conversation through Film	3
LST401	Toward a Theology in Culture	3
GE311	Community Service Learning Projects	3
LST402	Old Testament Theology: The Law	2
LST403	Old Testament Theology: The Former Prophets	2
LST404	Old Testament Theology: The Latter Prophets	2
LST405	Old Testament Theology: The Writings	2

## Semester Hour Credits

LST406	New Testament Theology: Luke–Acts and Paul	2
LST407	New Testament Theology: Peter, James, and Jude	2
LST408	New Testament Theology: Matthew and Mark	2
LST409	New Testament Theology: John	2
LST410	Pathways to Constructing Theology in Civilization	3
LSM209	The Family and the Early Church	3
LSM210	Evangelism and the Early Church	3
LSM211	Character of a Leader	3
LSM312	Ministry Priorities and Personal Management	3
LSM313	Ministry Perspectives: Conflicts Without, Fears Within	3
LSM414	Habits of the Heart	3

**Total**

**120**



# Bachelor of Theology

## Overview

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		Semester Hour Credits
<b>Life and Ministry Development</b>		<b>6</b>
MAP101	Motivated Abilities Pattern (Consultant Assessed) (or MAP102 Motivated Abilities Pattern (Computer Assessed)) (or MAP103 Motivated Abilities Pattern (Self Assessed))	1
MAP201	Becoming Who You Are Designed To Be – “A” Projects	1
MAP202	Becoming Who You Are Designed To Be – “B” Projects	1
LN101	Life <sup>n</sup> Initial Plan	1
LN102	Life <sup>n</sup> Plan Updates	1
LN103	Life <sup>n</sup> Plan Updates	1
<b>General Education “Integrated Core”</b>		<b>21</b>
GE101	Language: The Crucial Connection	3
GE102	Art: The Esthetic Experience	3
GE203	Heritage: The Living Past	3
GE204	Institutions: The Social Web	3
GE305	Nature: Ecology of the Planet	3
GE306	Work: The Value of Vocation	3
GE407	Identity: The Search for Meaning	3
<b>General Education Enrichment</b>		<b>9</b>
GE111	Community Service Learning Projects (or GE112 Great Books Reading Program) (or GE113 Cultural Conversation through Film)	3
GE211	Community Service Learning Projects (or GE212 Great Books Reading Program) (or GE213 Cultural Conversation through Film)	3
GE311	Community Service Learning Projects (or GE312 Great Books Reading Program) (or GE313 Cultural Conversation through Film)	3
<b>Core Training Modules (Leadership Series I Courses)</b>		<b>21</b>
LSM101	Acts: Keys to the Establishment and Expansion of the First Century Church	3
LSM102	Pauline Epistles: Strategies for Establishing Churches	3
LSM203	Understanding the Essentials of Sound Doctrine	3
LSM204	Leaders and the Early Church	3
LSM407	Interpreting the Word I: Principles and Procedures	3

## Semester Hour Credits

LSM408	Interpreting the Word II: Linguistics, Languages, and Study Aids	3
LSM415	Covenants, Unity of Scripture, and Biblical Worldview	3

### Core Training Modules (Leadership Series II Courses) 22

LST401	Toward a Theology in Culture	3
LST402	Old Testament Theology: The Law	2
LST403	Old Testament Theology: The Former Prophets	2
LST404	Old Testament Theology: The Latter Prophets	2
LST405	Old Testament Theology: The Writings	2
LST406	New Testament Theology: Luke–Acts and Paul	2
LST407	New Testament Theology: Peter, James, and Jude	2
LST408	New Testament Theology: Matthew and Mark	2
LST409	New Testament Theology: John	2
LST410	Pathways to Constructing Theology in Civilization	3

### Major Projects 6

PR401	Old Testament Theology	3
PR402	New Testament Theology	3

### Ministry Practicum (Learning by Doing) 12

MP101	Ministry Practicum	1-3
MP102	Ministry Practicum	1-3
MP103	Ministry Practicum	1-3
MP104	Ministry Practicum	1-3
MP105-MP112	Ministry Practicum (as needed)	1-3

### Teaching Practicum (Learning by Teaching) 12

TFP101	The First Principles Series I	3
TFP102	The First Principles Series II	3
TFP103	The First Principles Series III	3
TTS201	The Story	3

### Electives 11

EL101-EL111	Electives	1-30
LST499	Biblical Theology Elective	1-5
LSM305	Preaching, Teaching and Worship in the Early Church	3
LSM306	Shepherding, Counseling, and the Early Church	3
LSM415	Covenants, Unity of Scripture, and Biblical Worldview	3
GE112	Great Books Reading Program	3
GE113	Cultural Conversation through Film	3
GE111	Community Service Learning Projects	3
GE212	Great Books Reading Program	3
GE213	Cultural Conversation through Film	3

## Semester Hour Credits

GE211	Community Service Learning Projects	3
GE312	Great Books Reading Program	3
GE313	Cultural Conversation through Film	3
GE311	Community Service Learning Projects	3
LSM209	The Family and the Early Church	3
LSM210	Evangelism and the Early Church	3
LSM211	Character of a Leader	3
LSM312	Ministry Priorities and Personal Management	3
LSM313	Ministry Perspectives: Conflicts Without, Fears Within	3
LSM414	Habits of the Heart	3

**Total**

**120**



# Master of Ministry

## Overview

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		Semester Hour Credits
<b>Core Training Modules (The First Principles and The Story)</b>		<b>12</b>
FP501	First Principles Series I (or TFP501 The First Principles Series I) (or TFP701 The First Principles Series I)	3
FP502	First Principles Series II (or TFP502 The First Principles Series II) (or TFP702 The First Principles Series II)	3
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)	2
<b>Core Training Modules (Leadership Series I Courses)</b>		<b>12</b>
LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church	4
LSM502	Pauline Epistles: Strategies for Establishing Churches	4
LSM504	Leaders and the Early Church	4
<b>Core Training Modules (Paradigm Transformation)</b>		<b>4</b>
ENC700	Introduction to Situational Theology	4
<b>Ministry Philosophy and Strategy</b>		<b>4</b>
MPS701	Ministry Philosophy and Strategy	2
MPS702	Ministry Philosophy and Strategy	2
<b>Ministry Practicum (Learning by Doing)</b>		<b>6</b>
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
<b>Total</b>		<b>38</b>



# Master of Ministry

with Additional Leadership Series (LS)

## Overview

		<b>Semester Hour Credits</b>
<b>Life and Ministry Development</b>		<b>6</b>
MAP501	Motivated Abilities Pattern (Consultant Assessed) (or MAP502 Motivated Abilities Pattern (Computer Assessed)) (or MAP503 Motivated Abilities Pattern (Self Assessed))	1
MAP601	Becoming Who You Are Designed To Be – “A” Projects	1
MAP602	Becoming Who You Are Designed To Be – “B” Projects	1
LN501	Life <sup>n</sup> Initial Plan	1
LN502	Life <sup>n</sup> Plan Updates	1
LN503	Life <sup>n</sup> Plan Updates	1
<b>Core Training Modules (Leadership Series I Courses)</b>		<b>32</b>
LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church	4
LSM502	Pauline Epistles: Strategies for Establishing Churches	4
LSM503	Understanding the Essentials of Sound Doctrine	4
LSM504	Leaders and the Early Church	4
LSM605	Preaching, Teaching and Worship in the Early Church	4
LSM606	Shepherding, Counseling, and the Early Church	4
LSM607	Interpreting the Word I: Principles and Procedures	4
LSM608	Interpreting the Word II: Linguistics, Languages, and Study Aids (or LST601 Toward a Theology in Culture)	4
<b>Ministry Philosophy and Strategy</b>		<b>6</b>
MPS601	Initial Ministry Philosophy and Strategy	2
MPS602	Updated Ministry Philosophy and Strategy	1
MPS603	Updated Ministry Philosophy and Strategy	1
MPS604	Final Ministry Philosophy and Strategy	2
<b>Ministry Practicum (Learning by Doing)</b>		<b>12</b>
MP501	Ministry Practicum	1-3
MP502	Ministry Practicum	1-3
MP503	Ministry Practicum	1-3
MP504	Ministry Practicum	1-3
MP505-MP512	Ministry Practicum (as needed)	1-3
<b>Teaching Practicum (Learning by Teaching)</b>		<b>12</b>
TFP501	The First Principles Series I	3

		<b>Semester Hour Credits</b>
TFP502	The First Principles Series II	3
TFP503	The First Principles Series III	3
TTS601	The Story	3
<b>Total</b>		<b>68</b>

# Master of Theology

## Overview

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		Semester Hour Credits
<b>Life and Ministry Development</b>		<b>6</b>
MAP501	Motivated Abilities Pattern (Consultant Assessed) (or MAP502 Motivated Abilities Pattern (Computer Assessed)) (or MAP503 Motivated Abilities Pattern (Self Assessed))	1
MAP601	Becoming Who You Are Designed To Be – “A” Projects	1
MAP602	Becoming Who You Are Designed To Be – “B” Projects	1
LN501	Life <sup>n</sup> Initial Plan	1
LN502	Life <sup>n</sup> Plan Updates	1
LN503	Life <sup>n</sup> Plan Updates	1
<b>Core Training Modules (Leadership Series II Courses)</b>		<b>40</b>
LST601	Toward a Theology in Culture	4
LST602	Old Testament Theology: The Law	4
LST603	Old Testament Theology: The Former Prophets	4
LST604	Old Testament Theology: The Latter Prophets	4
LST605	Old Testament Theology: The Writings	4
LST606	New Testament Theology: Luke–Acts and Paul	4
LST607	New Testament Theology: Peter, James, and Jude	4
LST608	New Testament Theology: Matthew and Mark	4
LST609	New Testament Theology: John	4
LST610	Pathways to Constructing Theology in Civilization	4
<b>Major Projects</b>		<b>6</b>
PR601	Old Testament Theology in Culture	3
PR602	New Testament Theology in Culture	3
<b>Ministry Practicum (Learning by Doing)</b>		<b>12</b>
MP501	Ministry Practicum	1-3
MP502	Ministry Practicum	1-3
MP503	Ministry Practicum	1-3
MP504	Ministry Practicum	1-3
MP505-MP512	Ministry Practicum (as needed)	1-3
<b>Teaching Practicum (Learning by Teaching)</b>		<b>12</b>
TFP501	The First Principles Series I	3
TFP502	The First Principles Series II	3

		<b>Semester Hour Credits</b>
TFP503	The First Principles Series III	3
TTS601	The Story	3
<b>Total</b>		<b>76</b>

### Prerequisites

LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church
LSM502	Pauline Epistles: Strategies for Establishing Churches
LSM503	Understanding the Essentials of Sound Doctrine
LSM504	Leaders and the Early Church
LSM607	Interpreting the Word I: Principles and Procedures
LSM608	Interpreting the Word II: Linguistics, Languages, and Study Aids
LSM615	Covenants, Unity of Scripture, and Biblical Worldview

# 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) (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))	1
MAP801	Becoming Who You Are Designed To Be – “A” Projects	1
MAP802	Becoming Who You Are Designed To Be – “B” Projects	1
LN701	Life <sup>n</sup> Initial Plan	1
LN702	Life <sup>n</sup> Plan Updates	1
LN703	Life <sup>n</sup> Plan Updates	1

#### Core Training Modules (Leadership Series I Courses)

16

LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church (or TLS701 Acts: Keys to the Establishment and Expansion of the First Century Church)	4
LSM502	Pauline Epistles: Strategies for Establishing Churches (or TLS702 Pauline Epistles: Strategies for Establishing Churches)	4
LSM503	Understanding the Essentials of Sound Doctrine (or TLS703 Understanding the Essentials of Sound Doctrine)	4
LSM504	Leaders and the Early Church (or TLS704 Leaders and the Early Church)	4

#### 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

## Semester Hour Credits

### 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**

# Doctor of Ministry

Theology in Culture (TIC)

## Overview

		<b>Semester Hour Credits</b>
<b>Life and Ministry Development</b>		<b>6</b>
MAP701	Motivated Abilities Pattern (Consultant Assessed) (or MAP702 Motivated Abilities Pattern (Computer Assessed)) (or MAP703 Motivated Abilities Pattern (Self Assessed))	1
MAP801	Becoming Who You Are Designed To Be – “A” Projects	1
MAP802	Becoming Who You Are Designed To Be – “B” Projects	1
LN701	Life <sup>n</sup> Initial Plan	1
LN702	Life <sup>n</sup> Plan Updates	1
LN703	Life <sup>n</sup> Plan Updates	1
<b>Core Training Modules (Biblical Theology in Culture Seminars)</b>		<b>24</b>
BTC801	Theology in Culture	4
BTC701	Biblical Theologies of Each Book and Canonical Section (OT)	4
BTC702	Biblical Theologies of Each Book and Canonical Section (NT)	4
BTC802	Biblical Theology of the Old Testament	4
BTC803	Biblical Theology of the New Testament	4
BTC810	Theology in Civilization	4
<b>Doctoral Major Project</b>		<b>7</b>
DBT901	Doctoral Biblical Theology in Culture Major Project Idea	0
DBT902	Doctoral Biblical Theology in Culture Major Project Proposal	2
DBT903	Doctoral Biblical Theology in Culture Major Project Rough Draft	3
DBT904	Doctoral Biblical Theology in Culture Major Project Final Draft and Defense	2
<b>Ministry Practicum (Learning by Doing)</b>		<b>9</b>
MP701	Ministry Practicum	1-3
MP702	Ministry Practicum	1-3
MP703	Ministry Practicum	1-3
MP704-MP709	Ministry Practicum (as needed)	1-3
<b>Teaching Practicum (Learning by Teaching)</b>		<b>12</b>
TFP701	The First Principles Series I	3
TFP702	The First Principles Series II	3
TFP703	The First Principles Series III	3
TTS801	The Story	3

**Total**

127

**58**



# Certificate of Ministry

## Overview

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		Semester Hour Credits
<b>Core Training Modules (The First Principles and The Story)</b>		<b>12</b>
FP301	First Principles Series I	3
FP302	First Principles Series II	3
FP303	First Principles Series III	4
ST401	The Story	2
<b>Core Training Modules (Paradigm Transformation)</b>		<b>3</b>
ENC200	Introduction to Situational Theology	3
<b>Ministry Philosophy and Strategy</b>		<b>2</b>
MPS401	Ministry Philosophy and Strategy	2
<b>Ministry Practicum (Learning by Doing)</b>		<b>3</b>
MP101	Ministry Practicum (or TFP101 The First Principles Series I) (or TFP102 The First Principles Series II) (or TFP103 The First Principles Series III) (or TTS201 The Story)	1-3
MP102-MP103	Ministry Practicum (as needed)	1-3
<b>Total</b>		<b>20</b>



# Certificate of Ministry

with Leadership Series (LS)  
Overview

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## Semester Hour Credits

### Life and Ministry Development

**2**

MAP103	Motivated Abilities Pattern (Self Assessed) (or MAP101 Motivated Abilities Pattern (Consultant Assessed)) (or MAP102 Motivated Abilities Pattern (Computer Assessed))	1
LN101	Life <sup>n</sup> Initial Plan	1

### Core Training Modules (Leadership Series I Courses)

**12**

LSM101	Acts: Keys to the Establishment and Expansion of the First Century Church	3
LSM102	Pauline Epistles: Strategies for Establishing Churches	3
LSM203	Understanding the Essentials of Sound Doctrine	3
LSM204	Leaders and the Early Church	3

### Emphasis Options:

Choose either Ministry Practicum Emphasis or Teaching Practicum Emphasis.

### Ministry Practicum (Learning by Doing)

**2**

MP101	Ministry Practicum	1-3
MP102	Ministry Practicum (as needed)	1-3

**(or)**

### Teaching Practicum (Learning by Teaching)

**6**

TFP101	The First Principles Series I	3
TFP102	The First Principles Series II	3

**Total**

**16-20**



# Certificate of Ministry (graduate)

Masters Level

## Overview

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		Semester Hour Credits
<b>Core Training Modules (The First Principles and The Story)</b>		<b>12</b>
FP501	First Principles Series I	3
FP502	First Principles Series II	3
FP503	First Principles Series III	4
ST601	The Story	2
<b>Core Training Modules (Paradigm Transformation)</b>		<b>4</b>
ENC700	Introduction to Situational Theology	4
<b>Ministry Philosophy and Strategy</b>		<b>2</b>
MPS701	Ministry Philosophy and Strategy	2
<b>Ministry Practicum (Learning by Doing)</b>		<b>3</b>
MP501	Ministry Practicum	1-3
MP502-MP503	Ministry Practicum (as needed)	1-3
<b>Total</b>		<b>21</b>



# Certificate of Ministry (graduate)

with Leadership Series (LS)

Masters Level

## Overview

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### Semester Hour Credits

#### Life and Ministry Development 2

MAP503	Motivated Abilities Pattern (Self Assessed) (or MAP501 Motivated Abilities Pattern (Consultant Assessed)) (or MAP502 Motivated Abilities Pattern (Computer Assessed))	1
LN501	Life <sup>n</sup> Initial Plan	1

#### Core Training Modules (Leadership Series I Courses) 16

LSM501	Acts: Keys to the Establishment and Expansion of the First Century Church	4
LSM502	Pauline Epistles: Strategies for Establishing Churches	4
LSM503	Understanding the Essentials of Sound Doctrine	4
LSM504	Leaders and the Early Church	4

#### Emphasis Options:

Choose either Ministry Practicum Emphasis or Teaching Practicum Emphasis.

#### Ministry Practicum (Learning by Doing) 2

MP501	Ministry Practicum	1-3
MP502	Ministry Practicum (as needed)	1-3

**(or)**

#### Teaching Practicum (Learning by Teaching) 6

TFP501	The First Principles Series I	3
TFP502	The First Principles Series II	3

**Total 20-24**



# Certificate of Theology

## Overview

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	Semester Hour Credits
<b>Life and Ministry Development</b>	<b>2</b>
MAP101 Motivated Abilities Pattern (Consultant Assessed) (or MAP102 Motivated Abilities Pattern (Computer Assessed)) (or MAP103 Motivated Abilities Pattern (Self Assessed))	1
LN101 Life <sup>n</sup> Initial Plan	1
<b>Core Training Modules (Leadership Series I Courses)</b>	<b>9</b>
LSM101 Acts: Keys to the Establishment and Expansion of the First Century Church	3
LSM102 Pauline Epistles: Strategies for Establishing Churches	3
LSM203 Understanding the Essentials of Sound Doctrine	3
<b>Core Training Modules (Leadership Series II Courses)</b>	<b>3</b>
LST401 Toward a Theology in Culture	3
<b>Ministry Practicum (Learning by Doing)</b>	<b>2</b>
MP101 Ministry Practicum	1-3
MP102 Ministry Practicum (as needed)	1-3
<b>Total</b>	<b>16</b>



# Certificate of Theology (graduate)

Masters Level

## Overview

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	Semester Hour Credits
<b>Life and Ministry Development</b>	<b>2</b>
MAP501 Motivated Abilities Pattern (Consultant Assessed) (or MAP502 Motivated Abilities Pattern (Computer Assessed)) (or MAP503 Motivated Abilities Pattern (Self Assessed))	1
LN501 Life <sup>n</sup> Initial Plan	1
<b>Core Training Modules (Leadership Series I Courses)</b>	<b>12</b>
LSM501 Acts: Keys to the Establishment and Expansion of the First Century Church	4
LSM502 Pauline Epistles: Strategies for Establishing Churches	4
LSM503 Understanding the Essentials of Sound Doctrine	4
<b>Core Training Modules (Leadership Series II Courses)</b>	<b>4</b>
LST601 Toward a Theology in Culture	4
<b>Ministry Practicum (Learning by Doing)</b>	<b>2</b>
MP501 Ministry Practicum	1-3
MP502 Ministry Practicum (as needed)	1-3
<b>Total</b>	<b>20</b>



# APPLICATION FOR ADMISSION

## PERSONAL INFORMATION:

Name: \_\_\_\_\_  
(First) (Middle) (Last)

Address: \_\_\_\_\_  
(Street) (City) (State) (ZIP)

Phone Number(s): \_\_\_\_\_

e-mail Address: \_\_\_\_\_

Male  Female

Date of Birth: \_\_\_\_\_  
(Day) (Month) (Year)

Home Church (optional): \_\_\_\_\_

Country of Citizenship: \_\_\_\_\_

## DEGREE OR CERTIFICATE PROGRAM:

- |   |  |
|---|--|
| <input type="checkbox"/> Certificate of Ministry (C.Min.) | <input type="checkbox"/> Master of Ministry (M.Min.)   |
| <input type="checkbox"/> Certificate of Theology (C.Th.)  | <input type="checkbox"/> Master of Theology (M.Th.)  |
| <input type="checkbox"/> Bachelor of Ministry (B.Min.)    | <input type="checkbox"/> Doctor of Ministry in Global Church-Based Theological Education (D.Min. GCBTE)    |
| <input type="checkbox"/> Bachelor of Theology (B.Th.)     | <input type="checkbox"/> Doctor of Ministry in Theology in Culture (D.Min. TIC)                            |
|   | <input type="checkbox"/> Credit for Individual Course(s) _____<br><small>Specify Name of Course(s)</small> |

Name of BILD Partner (church, church network, ministry organization) with whom you are doing church-based theological education:

**I want to opt-in to BILD Local Mentor reviews**

Name of BILD Local Mentor who is commending you:

Name of Personal Mentor(s) who may provide personal mentoring related to your life and ministry development:

## BACKGROUND (PLEASE COMPLETE ON A SEPARATE SHEET):

1. List and describe past and current ministry positions, roles, and responsibilities.
2. Give name and contact information for your church, church network, and/or ministry organization.
3. Describe why you desire to earn this degree or certificate, including how your ministry will be enhanced by it.
4. List secondary and post-secondary education experiences that demonstrate prerequisite academic ability for this program.
  - For formal schooling, give name, location, dates enrolled, diploma/degree earned, and major area of study (if applicable).
  - For education experience other than formal schooling, provide a brief explanation of the details, including any standardized assessments used and contact information that can be used for verification purposes.

## SUBMITTING YOUR APPLICATION:

Please mail form to:  
Antioch School of Church Planting and Leadership Development  
2400 Oakwood Road, Ames, IA 50014  
515.292.9694

or e-mail to:  
records@antiochschool.edu

Visit our website:  
antiochschool.edu

## STEPS IN THE ADMISSION PROCESS:

1. Obtain the commendation of a BILD Local Mentor. (BILD Local Mentor may commend themselves to Antioch School programs.)
2. Submit the following to complete your admissions application for admittance review into the program:
  - a. Completed and signed application form.
  - b. Answers to the background questions listed above.
  - c. A copy of a government-issued identification to establish your identity and verify it in the future (e.g. Driver's License, State ID Card, Passport, Student Visa, etc.)
  - d. A first payment of at least \$500 for a degree program (\$450 for a certificate program). Initial payments are entirely refundable if admission is not granted.
  - e. Evidence of prerequisite academic ability for this program (see Handbook for more details).
    - Official transcripts/diplomas from formal education experiences.
    - Results from standardized examinations (GED, ACT, SAT, GRE, etc.)
    - Other evidence from informal and nonformal education (see Handbook for more details).
3. When admitted, you will receive the following:
  - a. Admission letter stating date on which enrollment begins.
  - b. Enrollment agreement stating responsibilities of students and the Antioch School.
  - c. Instructions for making payments.
  - d. Instructions for BILD Cloud (e-Portfolio System).
  - e. Current handbook (which stipulates policies and procedures for your program).

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





2400 Oakwood Road  
Ames, IA 50014-8417  
515.292.9694  
[antiochschool.edu](http://antiochschool.edu)