

master of arts

specializing in intercultural studies



Curriculum 5.1



outcome 1

Articulate how their life in Christ exhibits the gifts and fruits of the Holy Spirit as formed in their Christian community and devoted to the glory of God the Father.

1A. Spiritual Narrative

Target: Communicates an awareness of and ability to discern and articulate their spiritual journey.

Suggested Assignment: Create a Spiritual Narrative Timeline, first by reviewing the [“Spiritual Narrative Timeline”](#) document and watching [“Selfless Way of Christ Review.”](#) Then follow the process of creating a Spiritual Narrative Timeline with the [Spiritual Narrative Template](#). Submit the timeline and the paper (length is up to you) in which you narrate your spiritual autobiography.

Estimated Hours: 15

Learning Category: Character

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation

1B. Foundations of Spiritual Life

Target: Articulates what spiritual formation is and the kind o

Suggested Assignment: Read and reflect on one of the following books: f questions it asks.

- Kenneth Boa, *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation* (Grand Rapids, MI: Zondervan, 2001), 15-466. Note: new version available September 2020.
- Jay Moon, *Intercultural Discipleship: Learning from Global Approaches to Spiritual Formation* (Ada, MI: Baker Academic, 2017)

Write a four to six page paper or create a reflective response to the question of, “How does this book inform my spiritual life and call?” This paper can be integrated into your spiritual narrative [1A.]

Estimated Hours: 39

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation

1C. Spiritual Disciplines

Target: Understands and practices a number of spiritual disciplines.

Suggested Assignment: Show awareness of a number of kinds of spiritual disciplines and their functions in the Christian life over the course of thirteen weeks. Select thirteen different spiritual practices from any of the following books or resources and participate in it twenty minutes a day for two weeks (or set aside an appropriate time segment for, e.g., feasting or fasting).

- Ruth Haley Barton, *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation* (Downers Grove, IL: InterVarsity, 2006)
- Dietrich Bonhoeffer, *Psalms: The Prayer Book of the Bible* (Mpls, MN: Fortress Press, 1970)
- Adele Ahlberg Calhoun, *Spiritual Disciplines Handbook: Practices That Transform Us* (Downers Grove, IL: InterVarsity, 2005)
- Klaus Issler, *Wasting Time with God: A Christian Spirituality of Friendship with God* (Downers Grove, IL: Intervarsity, 2001)
- Tony Jones, *The Sacred Way: Spiritual Practices for Everyday Life* (Grand Rapids, MI: Zondervan, 2005)

Afterward, reflecting on the thirteen selected practices and core ideas from the reading, use a five page paper or ten to fifteen minute video presentation to describe your understanding and practice of the spiritual disciplines.

Estimated Hours: 30

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation

1D. Solitude Retreat and Reflection

Target: Exhibits a willingness to be in solitude with God and to reflect on the experience.

Suggested Assignment: Participate in a solitude retreat. You might find a local retreat center that offers solitude retreats or design a personal daylong retreat of at least eight hours. Resources should include Scripture, a journal, and space. Technology can be useful for music or photography, but please turn off any social media, calendars, or email on your device. Ask another person to be your emergency contact during your solitude retreat. Afterwards, write a reflection paper of one to two pages or create a symbolic representation based on the experiences of the retreat. The reflection paper or a photo of the symbolic representation should be submitted within one week of completion of the retreat.

OR

Attend a THRIVE Retreat hosted by the Wahl Centre, Taylor Seminary

Estimated Hours: 11

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Confirm

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation

1E. Spiritual Direction

Target: Exhibits a willingness to participate in and receive spiritual direction for oneself.

Suggested Assignment: Identify an intentional spiritual director/mentor to meet with for an hour each month for twelve months or longer. The purpose of a spiritual director is to allow someone to listen to your life, ask discerning questions, and pray with you. If your personal mentor is not able to fulfill this role, recommended resources for certified spiritual directors can be found through the [SFS Spiritual Directors List](#), www.graftedlife.org, or www.sdiworld.org (you will likely pay a stipend to a certified spiritual director). As recommended reading, consider Keith R. Anderson and Randy D. Reese, *Spiritual Mentoring: A Guide for Seeking and Giving Direction* (Downer's Grove, IL: InterVarsity, 1999). After the twelve month process, share significant learning insights with your mentor team.

Estimated Hours: 13

Learning Category: Character

Suggested Reviewer: Mentor Team

Review Level: Light

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation

1F. Spiritual Direction for Another

Target: Demonstrates an ability to provide spiritual direction for another Christian.

Suggested Assignment: Mentor someone over the course of thirteen weeks, providing spiritual direction. You and/or your mentee will select thirteen spiritual disciplines to practice alongside Scripture reading. Each week your mentee will write briefly about the discipline, a key Scripture reading, and a noteworthy experience or insight gained from the spiritual discipline, and your conversations. It is assumed you will meet with the mentee thirteen times in person or via technology. To prepare for this experience, skim Keith R. Anderson and Randy D. Reese, *Spiritual Mentoring: A Guide for Seeking and Giving Direction* (Downers Grove, IL: InterVarsity, 1999) or Margaret Guenther, *Holy Listening: The Art of Spiritual Direction* (Cowley Publications, 1992).

Estimated Hours: 18

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: SP501 or VP3:Journeyy || PT 540 Spiritual Formation; Spiritual Direction Sessions through Urban Sanctuary (PR442-444)

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.

outcome 2

Demonstrate skillful, in-depth biblical study and awareness of interpretive frameworks.

2A. General Biblical Literacy

Target: Expresses familiarity with the contents of the Old and New Testaments.

Suggested Assignment: Read (or alternatively, listen to) the entire Old and New Testaments to ascertain significance of composition and flow of the overall biblical narrative and the connection of the biblical story with your own faith journey. If you've never read the entire Bible, this is your chance. If you've read it ten times already, this is a chance to read it in light of the character and ability learning categories and the corresponding assignments found there. Ideally all the assignments related to the Bible Reading will take place over a year.

Estimated Hours: 72

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: OT502 Old Testament Literacy and NT501 New Testament Literature || OT451 or OT452 Old Testament Survey, part 1 & 2, and NT451 or NT452 New Testament Survey, part 1 & 2

2B. Personal Reflections on the Bible

Target: Demonstrates understanding of God, themselves, and their ministry in relationship to selected portions of the biblical text.

Suggested Assignment: In conjunction with the reading of the entire Bible in assignment 2A choose 20 Old Testament books of the Bible and 16 New Testament books of the Bible and write short personal reflection papers (3-4 pages) on *each* of the selected books, answering the following:

1. In one brief paragraph, summarize the overall thesis of the book in your own words.
2. Three things you learned about God from reading this book.
3. Three things you learned about yourself from reading this book.
4. The chapter or section of the book that had the greatest impact on you and why.
5. One verse from the book that made the greatest impression on you and why.
6. Describe anything you found difficult about the book in regards to who God is, how individuals in the chapter acted, etc.
7. Describe how you will apply insights from the book to your current or future ministry.

Each of these Personal Reflection papers will be completed as soon as the corresponding Old or New Testament book has been read. It is suggested that the selection of the 20 Old Testament books and the 16 New Testament books for personal reflection be made towards the commencement of the Bible reading assignment.

Alternatively, make a short 3-4 minute video presentation on each selected book, or a combination of written and video presentations.

Estimated Hours: 126

Learning Category: Character

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: OT502 Old Testament Literacy and NT501 New Testament Literature || OT451 or OT452 Old Testament Survey and NT451 or NT452 New Testament Survey

2C. Old Testament and New Testament Literature

Target: Demonstrates familiarity with the historical and literary background of the Old and New Testaments.

Suggested Assignment: Read the following two books. These books should be read in conjunction with your Bible Reading as outlined in 2A above. In other words, before or after you read Genesis in the Bible you should read Genesis in Longman's book, and so on.

- D. A. Carson and Douglas J. Moo, *Introducing the New Testament: A Short Guide to Its History and Message*, abridged edition (Zondervan, 2010).
- Tremper Longman III, *Introducing the Old Testament: A Short Guide to Its History and Message*, abridged edition (Zondervan, 2012).

In addition, each of the two books read above contain questions at the end of each chapter. As you finish reading each chapter you will write answers to each question, taking no more than an average of 5 minutes per question to do so. The answers to these questions can simply be written into a Word document as Chapter 1, Question 1, and so on. There is no need to write out the actual question. There are approximately 200 questions to answer for the Old Testament text and 112 questions to answer for the New Testament text.

Estimated Hours: 55

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: OT502 Old Testament Literacy and NT501 New Testament Literature || OT451 or OT452 Old Testament Survey and NT451 or NT452 New Testament Survey

2D. Mission in the Old and New Testaments

Target: Demonstrates familiarity with mission(s) as found in the Old and New Testaments.

Suggested Assignment: Read the following:

- Walter C. Kaiser Jr., [Mission in the Old Testament: Israel as a Light to the Nations](#) (Baker, 2000).
- Don Fanning, ["The New Testament and Missions"](#) (2009), http://digitalcommons.liberty.edu/cgm_theo/2.

From the above readings of Kaiser and Fanning integrate your knowledge of the Old and New Testaments' understanding of mission(s), especially in relation to the "nations"

or “peoples” of the earth, into either an 8-10 typed double-space integration paper or an 8-10 minute oral presentation. Share the paper or oral presentation with your mentor team.

Estimated Hours: 16

Learning Category: Knowledge

Suggested Reviewer: Mentor Team

Review Level: Light

Corresponds with: OT502 Old Testament Literacy and NT501 New Testament Literature || OT451 or OT452 Old Testament Survey and NT451 or NT452 New Testament Survey

2E. The Interpreter’s Grid

Target: Shows self-awareness of existing hermeneutical presuppositions.

Suggested Assignment: Take the [Interpreting the Bible Self-Inventory](#). Share and discuss the results with a mentor.

Estimated Hours: 4

Learning Category: Character

Suggested Reviewer: Faculty Mentor or Personal Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2F. Group/Denominational Influence on Interpretation

Target: Shows awareness of the hermeneutical presuppositions of their group or denominational tradition.

Suggested Assignment: In conjunction with the Interpreting the Bible Self-Inventory (2E), in a three to four page paper, or a 10-12 minute video, reflect more deeply on the interpretive emphases of your group, denomination or stream of tradition (for example, covenant theology, dispensationalism, law-gospel, head/heart knowledge, Charismatic, etc.). Explain how these emphases have impacted the theological lenses you bring to your interpretation of Scripture. Share and discuss the results with your ministry mentor.

Estimated Hours: 6

Learning Category: Character

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2G. Authority of Scripture

Target: Articulates a position about the authority of Scripture.

Suggested Assignment: Begin by reading the following:

- A chapter or article of your choosing from a trusted theological source, one on the authority of Scripture.
- N.T. Wright, [“How Can the Bible Be Authoritative?” *Vox Evangelica* 21 \(1991\): 7-32.](#)
- Larry W. Caldwell, *Doing Bible Interpretation: Making the Bible Come Alive for Yourself and Your People* (Lazy Oaks, 2016), Introduction and Chapter 1.

Develop a sermon/lesson series on the authority of Scripture. Explain at least three facets of what it means for the Bible to be authoritative. Alternatively, concisely explain your position concerning the authority of Scripture in a 10-minute video with PowerPoint.

Estimated Hours: 8

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2H. Tools for Biblical Interpretation

Target: Identifies key exegetical resources.

Suggested Assignment: Spend one hour familiarizing yourself with the constantly updated lists of resources for Old Testament study [here](#). Spend an additional hour familiarizing yourself with the constantly updated lists of resources for New Testament study [here](#). Once you have familiarized yourself with the lists of Old Testament and New Testament resources then in a brief list explain, using your own words, the function of key resources (concordance, lexicon, Bible dictionary, commentary, etc.). Additionally, name the chief characteristics of a *scholarly* commentary.

Estimated Hours: 3

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2I. Critical Method

Target: Demonstrates an awareness of the goals and types of biblical criticism.

Suggested Assignment: Read the following chapters from John H. Hayes and Carl R. Holladay, *Biblical Exegesis: A Beginner's Handbook* (3rd ed.; John Knox, 2007): 1-28, 34-47, 53-61, 72-82, 104-113, 127-135, 167-173, and 178-190. For six critical methods (textual, historical, grammatical, form, redaction and social scientific) summarize the goal of each method and formulate in a sentence or two its main contribution to interpreting the Bible.

Estimated Hours: 8

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || MI432 Integral Mission or MI639 Gospel and Culture

2J. Limits of Critical Method

Target: Demonstrates an awareness of the limits of biblical criticism.

Suggested Assignment: This assignment consists of two parts. First, skim the following selected pages (7-43, 72-129, and 142-159) of Eta Linnemann's book, *Historical*

Criticism of the Bible: Methodology or Ideology?. After reading the book, complete a [Reading Reflection Report](#). Then read Larry W. Caldwell's article: "Teaching Bible Interpretation in Intercultural Contexts: A Plea for Teaching Bible Interpretation Using Only the Bible" [here](#). After reading the article, complete a [Reading Reflection Report](#).

Estimated Hours: 6

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || MI534 Intercultural Communications or MI546 Global Mission Study Tour

2K. Literary Form, or Genre, of a Biblical Book

Target: Understands literary forms, or genres, and how they inform Bible interpretation.

Suggested Assignment: Read the following selected pages of the fourth edition of Gordon D. Fee and Douglas Stuart's book, *How to Read the Bible for All Its Worth* (Zondervan, 2014): 57-111 and 132-273. For each chapter write down some of the essential factors to remember with each literary form, or genre, of biblical literature addressed by Fee and Stuart. Also briefly describe how the knowledge of these essential factors inform the interpretation of the Bible.

Estimated Hours: 11

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2L. Doing Bible Interpretation: Foundations

Target: Demonstrates familiarity with the basic steps of holistic Bible interpretation.

Suggested Assignment: Read chapters 1-7 of Larry W. Caldwell, *Doing Bible Interpretation: Making the Bible Come Alive for Yourself and Your People* (Lazy Oaks, 2016). After completing the reading, answer the "Questions to Think About" found at the end of chapters 1-7 (disregard the "Making the Bible Come Alive!" questions).

Estimated Hours: 6

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2M. Doing Bible Interpretation: Skill Development

Target: Demonstrates familiarity with the basic steps of holistic Bible interpretation including reading strategies for the Bible and its context and relating strategies for themselves and their ministry contexts.

Suggested Assignment: Read chapters 8-15 of Larry W. Caldwell's book, *Doing Bible Interpretation: Making the Bible Come Alive for Yourself and Your People* (Lazy Oaks, 2016). After completing the reading, answer the "Making the Bible Come Alive!" questions at the end of chapters 8-15. Disregard the "Questions to Think About" section.

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2N. Foundations in Ethnohermeneutics

Target: Expresses familiarity with the argument for culturally contextualized hermeneutical strategies.

Suggested Assignment: Read the two articles (Parts 1 and 2) by Larry W. Caldwell, [“Scripture in Context. Reconsidering Our Biblical Roots: Bible Interpretation, the Apostle Paul and Mission Today.”](#) After reading these articles then listen to the lecture [“Ethnohermeneutics.”](#) Once finished, complete one [Reading Reflection Report](#) on the overall topic of ethnohermeneutics, adapted for the articles and lecture. Discuss the report with a mentor or fellow student.

Estimated Hours: 5

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: BI502 Introduction to Bible Interpretation

2O. Biblical Basis of Cultural Exegesis

Target: Understands instances of cultural exegesis found in the Bible and performs cultural analysis to a contemporary cultural expression.

Suggested Assignment: Read Larry W. Caldwell, [“Diaspora Ministry in the Book of Acts.”](#) In addition, listen to and watch the video [“No Church in the Wild”](#) by Kanye West and Jay Z, as well as analyze [the song’s lyrics](#). (Alternatively, listen to and watch the video [“Where Is the Love”](#) by Black Eyed Peas as well as analyze [the song’s lyrics](#).) In a three to four page paper—or a 6-8 minute video—reflect upon how this song might be used in a Bible study with a senior high youth group today (or some other group from your ministry context), using some of the same principles that Paul used in Pisidian Antioch and in Athens.

Estimated Hours: 10

Learning Category: Knowledge

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: BI502 Introduction to Bible Interpretation || BI412 Biblical Hermeneutics

2P. Cultural Exegesis

Target: Performs cultural exegesis through identification of high-level relating strategies in a specific ministry.

Suggested Assignment: Read Larry W. Caldwell, [“Interpreting the Bible with the Poor.”](#) After reading, reflect especially upon the relating strategies for exegeting the culture of the people. While this article dealt with the poor, think of the people with whom you minister. How well have you attempted some of the mid-level and maximal relating

strategies? Answer this question by filling out the “Cultural Exegesis Worksheet” [here](#). Pay particular attention to the final section, “How these cultural factors might affect the way they interpret Scripture.” Alternatively, create a well thought-out 10 minute video response.

Estimated Hours: 6

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation || MI534 Intercultural Communications or MI546 Global Mission Study Tour

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.

outcome 3

Demonstrate effective cultural exegesis through empathetic reflection on worldviews in a particular academic area of biblical, theological, and/or anthropological study.

3A. Cross-cultural Immersion

Target: Shows in-depth experiential awareness of a different religion and/or culture.

Suggested Assignment: Investigate a religion or culture of a people group very different from your own, preferably in relationship with your target group. Immerse yourself for at least one week (7 days), or several times over the course of several weeks or months, or over an entire year, in your target group's way of life. You will be looking for several specific items as you immerse yourself with this group, as found in additional assignments 3D and 3E. In addition you may use this time in learning the local language. Create a 10 minute Google Slides or PowerPoint (including pictures) or video presentation of your immersion experience detailing what you learned and how it affected you. Share this with your ministry mentor.

Estimated Hours: 126

Learning Category: Character

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: IC572 Cross-Cultural Immersion Experience || MI546 Global Mission Study Tour or MI534 Intercultural Communications

3B. Principles of Anthropology Reading

Target: Demonstrates familiarity with anthropological issues, especially as they relate to culture and worldview.

Suggested Assignment: Read the following two foundational books on anthropological theory, written both for missionaries working in cross-cultural contexts as well as for pastors working in multi-cultural and multi-generational contexts:

- Brian M. Howell and Jenell Williams Paris, *Introducing Cultural Anthropology. A Christian Perspective, 2nd ed.* (Baker, 2019).
- Scott Moreau et al., *Effective Intercultural Communication: A Christian Perspective* (Baker, 2014).

Complete a [Reading Reflection Report](#) for each book.

Estimated Hours: 45

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: IC503 Doing Theology in Context || MI637A Applied Cultural Anthropology or MI639 Gospel and Culture

3C. Principles of Contextualized Theology Reading

Target: Demonstrates familiarity with cultural exegesis and developing a contextualized local theology.

Suggested Assignment: Read the following three foundational books on developing a relevant, contextualized theology for local ministry contexts:

- Charles H. Kraft, *Issues in Contextualization* (William Carey Library, 2016).
- Leonora Tubbs Tisdale, *Preaching as Local Theology and Folk Art* (Augsburg Fortress, 1997).

Complete a [Reading Reflection Report](#) for each book.

Estimated Hours: 30

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: IC503 Doing Theology in Context || MI432 Integral Mission

3D. Anthropology Skill Development

Target: Demonstrates ability to integrate basic concepts of anthropology.

Suggested Assignment: In conjunction with your “Cross-Cultural Immersion” experience (assignment 3A), and using the books by Caldwell and Steffen (assignment 3C), in an eight to ten page paper answer the following questions:

1. What are their educational systems like, both formal (classroom) and informal (group)?
2. How literate are they and do they use their literacy, or are they more orally based? How accessible is written literature in their own language?
3. How do their oral and visual techniques, rites of passage, festivals, music, drama, ceremonies, dance, communicate truth about themselves and their understanding of their world?
4. What are their authority structures like—community leaders, families and clans, ancestors, religious professionals—and how does the authority represented by such structures get communicated?
5. How do they tell stories, and who are the storytellers? What possible techniques can be used for telling Bible stories?
6. How do they explain what has happened to them? What are their perceptions of God and of themselves?
7. How do they react to/interpret information? What kind of information is remembered?
8. How do they identify and solve problems?
9. What methods do they use to perceive, interpret and evaluate issues?
10. How do they make decisions? How are those decisions communicated? By whom?
11. Who is called to teach? Who clarifies the opinion of the elders, so as not to threaten the elders? Who are the opinion leaders?
12. When and for what reasons do they consult a wise man?

Estimated Hours: 10

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: IC503 Doing Theology in Context || MI637A Applied Cultural Anthropology or MI639 Gospel and Culture

3E. Contextualized Theology Skill Development

Target: Demonstrates ability to integrate basic concepts of developing a contextualized local theology.

Suggested Assignment: This assignment is in three parts:

Part 1. In conjunction with your “Cross-Cultural Immersion” experience (assignment 3A), and using the book by Tisdale (assignment 3C) answer several of the questions found in “Interpreting Congregational Worldview and Values” section on pages 80-85.

Although Tisdale speaks of a congregation, you will focus on the specific people group whom you studied in your immersion experience. Specifically you will answer the following theologically-related questions:

1. Their view of God or other supernatural being(s).
 - a. Is God perceived by this people group to be primarily transcendent or primarily imminent?
 - b. Is God most likely to be thought of: as judge and giver of law who exacts high standards for righteous behavior and exhibits wrath toward those who fall short? As merciful and forgiving parent who is quick to understand and forgive foolish ways? Or as one in whom both justice and mercy co-exist? Or do they have some other understanding of God?
 - c. Is God perceived to regularly intervene directly into human affairs through the working of miracles? Or does God work primarily through natural processes? Can God be manipulated through sacrifices or the doing of certain rituals?
 - d. What is the group’s overarching view of the cosmos, God’s relationship to it, and their place within it?
2. Their view of humankind.
 - a. What is their predominant view of human beings?
 - b. Why is there suffering and death in this human life?
 - c. What happens to human beings after death?
 - d. How does this people group see itself in relation to other people groups?
 - e. What do they value in human beings in regards to conception, birth, young people and the aged?
3. Their view of nature.
 - a. What is their understanding of creation and the place of human beings within it (harmony with nature, mastery over nature, or subjugation to nature)?

- b. How would they describe the manner in which human beings ought to live in relation to nature?
4. Their view of time.
 - a. Is time primarily viewed as a qualitative commodity to be managed, used expediently and not wasted? Or is time seen as a relational entity?
 - b. Is the group primarily oriented to the past or to the future?
 - c. What is the group's understanding of "hope," especially in relationship to life after death, heaven and hell, and so on?

Part 2. In conjunction with your "Cross-Cultural Immersion" experience (assignment 3A), and using the book by Kraft (assignment 3C), answer several of the contextually-related questions found in "Questions in Three Dimensions" section in Kraft's book (pages 70-71) related to the allegiance/relationship dimension, the truth/understanding dimension, and the spiritual power dimension.

Part 3. Record your answers to all of the above questions in Parts 1 and 2 in an 18-20 page paper *or* in a 25-30 minute oral presentation. Submit this paper or oral presentation to your mentor team and set up a one-hour time slot to discuss this assignment.

Estimated Hours: 22

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: IC503 Doing Theology in Context || MI432 Integral Mission

3F. Conversion and Culture

Target: Shows an understanding of the cultural complexities inherent to conversion, including their own.

Suggested Assignment: Read Larry W. Caldwell, "[How Much Knowledge of Jesus Is Enough Knowledge for Salvation?](#)" After reading, reflect upon the cultural and theological elements often placed upon conversion and whether or not you have perhaps done this in your own ministry. What are the minimums to conversion as you see them? Also, create a description of your own conversion/discipleship timeline, especially looking at those formative events/people in your life both prior to *and* after your commitment to follow Jesus. Write all of this up in a three to four page paper or an 8-10 minute video. (This could be connected to your spiritual autobiography in Outcome 1.)

Estimated Hours: 8

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: IC503 Doing Theology in Context || MI639 Gospel and Culture

3J. Advanced Research Skills

Target: Demonstrates graduate-level research skills appropriate for a project.

Suggested Assignment: First, talk with your faculty mentor concerning the advanced research skills that you will need to use to answer the following 12 questions concerning the particular people group you are investigating for your project. Note that some of these skills were gained through your participation in your Anthropology Skill Development (assignment 3D), Contextualized Theology Skill Development (assignment 3E), and Interactions with Global Theology (assignment 4E). Note also that you, in consultation with your faculty mentor, may change and adapt the following questions so that they are more appropriate for your ministry context, or come up with a list of questions for another project altogether. Spend approximately 120 hours doing field research (as well as library research, if relevant) in answering the 12 questions. Demonstrate your research through a usable document that keeps track of your research. Meet with your mentor team prior to and after completing the field research.

1. Describe the people group in general: where are they located, how many are there, their religious background, their openness to the Gospel, Engel Scale, etc.
2. What does the people group believe about: God, spirits, Bible, death, illness, Jesus, Christians, ancestors, and any other significant religious issues?
3. Describe five of the people group's felt needs or problems that they feel they face.
4. How can the Bible and/or Christianity answer each of these five felt needs or problems? In other words, in what ways is the Gospel truly "Good News" for this people group in regards to these five things?
5. How can this "Good News" be communicated in ways that the people will understand? In other words, what hermeneutical models are already in place in their culture that can be used to help them interpret/understand the truths of the Bible?
6. In light of Questions 3, 4, and 5 how will you go about evangelizing the following members of this people group: teenager, housewife, college student, farmer, businessman, grandmother? What steps will you take?
7. How will you disciple the various individuals in Question #6 once they become believers?
8. Will you baptize the new believers? Why and how? Will you tie baptism into church membership?
9. What kind of a "church" will you attempt to plant among this people group? Describe what such a "church" will look like—inside and out—as well as organizationally.
10. What kind of indigenous hymns, or teaching styles, or worship styles, etc., will you incorporate into your "church"? What is already in their culture that can be used?
11. What kind of leaders will you develop and how will you train them?
12. When will you turn over the leadership to the local "church" and leave?

Estimated Hours: 126

Learning Category: Knowledge/Ability

Suggested Reviewer: Faculty Mentor and Mentor Team

Review Level: Light

Corresponds with: IC701 Advanced Research for Intercultural Studies Project || MI637A Applied Cultural Anthropology or MI639 Gospel and Culture, MI651-2 MA Research Proposal

3K. Project

Target: Demonstrates acquisition of a body of knowledge pertaining to a specific study.

Suggested Assignment In extended consultation with your mentor team, you will produce a project demonstrating advanced reflection in an academic area related to your MA specialization.

An MA degree can be primarily academically oriented, primarily professionally oriented, or some combination. An MA degree that is primarily academically oriented typically has some form of capstone research project (e.g., thesis, especially for those aspiring to PhD work, or extended research paper), while one that is primarily professionally oriented typically has some form of supervised practical experience. Master's degrees that are oriented both professionally and academically have appropriate options (e.g., practicum, thesis or extended research paper, or other). The "other" can be any artifact/product that demonstrates in written form, orally, or visually (or some combination) the benefits of your MA study for your specific vocational context. Alternatively, you may develop a portfolio of two or three artifacts/products.

Estimated Hours: 126

Learning Category: Knowledge/Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: IC716 Intercultural Studies Project || MI651-2 MA Research Proposal and MI653 MA Research Paper

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.

outcome 4

Articulate a coherent Christian theological understanding that informs their ministry.

4A. Statement of Faith: Initial Version

Target: Can identify one's theological starting points.

Suggested Assignment: Toward the beginning of your time in this outcome (ideally, it should be the first thing you do), prepare an answer to the following questions (approximately 5-7 pages in all or alternatively produce a 10-12 minute video):

1. What do you take to be the three most important basic Christian beliefs/convictions? Why are these three non-negotiable? That is, why would Christianity be changed for the worse (or even ruined) if any or all of these beliefs were given up?
2. What do you take to be the three most important Christian practices? Why are these three non-negotiable? That is, why would Christianity be changed for the worse (or even ruined) if any or all of these beliefs were given up?
3. In light of these answers, state in a paragraph your position on: revelation and the sources of theology, God, Christ, the Holy Spirit, humanity (include sin), salvation, the church, and Christian hope (Eschatology or Last Things).

Alternatively, you may prepare your account of these and have an hour long discussion with your faculty or personal mentor.

Estimated Hours: 6

Learning Category: Character

Suggested Reviewer: Faculty Mentor or Personal Mentor

Review Level: Light

Corresponds with: TH503 Global Theology || TH531 Systematic Theology I

4B. Foundations of Systematic Theology

Target: Shows familiarity with basic systematic theology concepts.

Suggested Assignment: Read the more western-oriented systematic theology text by Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3rd ed. (Eerdmans, 2014). Complete a [Reading Reflection Report](#).

Estimated Hours: 28

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: TH503 Global Theology || TH531 Systematic Theology I

4C. Interactions with Systematic Theology

Target: Demonstrates understanding of specific theological concepts in relationship to basic systematic theology.

Suggested Assignment: After reading the book by Migliore (assignment 4B), in the formats of your choice (papers, sermons, lessons, catechisms, songs, videos), demonstrate understanding of the essential issues of the faith in the following eight areas:

1. Revelation
2. God
3. Jesus Christ
4. Holy Spirit
5. Humanity
6. Salvation
7. Church
8. Eschatology (Last Things)

For each doctrine communicate the crucial theological ideas, connections to other doctrines, and implications for the Christian life. It may require more than one format to demonstrate your proficiency in each doctrine – though limit it to three. Share with your entire mentor team and discuss your conclusions for one hour.

Estimated hours: 21

Learning category: Ability

Reviewer: Faculty Mentor

Review level: Heavy

Corresponds with: TH503 Global Theology || TH531 Systematic Theology I and TH532 Systematic Theology II

4D. Foundations of Global Theology

Target: Shows familiarity with global theological concepts.

Suggested Assignment: Read the following books on global theology:

- William A. Dyrness and Oscar Garcia-Johnson, *Theology without Borders: An Introduction to Global Conversations* (Baker, 2015).
- Timothy C. Tennent, *Theology in the Context of World Christianity* (Zondervan, 2007).

Complete a [Reading Reflection Report](#).

Estimated hours: 34

Learning category: Knowledge

Reviewer: Faculty Mentor

Review level: Light

Corresponds with: TH503 Global Theology || MI432 Integral Mission

4E. Interactions with Global Theology

Target: Demonstrates understanding of specific theological concepts in relationship to global theology.

Suggested Assignment: After reading the books by Dyrness and Garcia-Johnson (assignment 4D.), in the formats of your choice (papers, sermons, lessons, catechisms, songs, videos), demonstrate understanding of the essential issues of global theology in at least eight of the following areas:

1. Gods and goddesses

2. Polygamy, marriage, patriarchy, matriarchy, bride price, arranged marriages and dowry
3. Sorcery, witches, witchcraft, witch doctors,
4. Nature, ecology, animals and plants
5. Sickness and death, faith healers
6. Dreams and visions
7. Community, family, neighbor, neighborhood
8. Taboos, omens, charms and fetishes, animal sacrifices
9. Ancestors and ancestor veneration
10. Colonization, nationalism and independence
11. Forgiveness, genocide, ethics
12. Magic, power and control
13. Poverty, indentured service, child labor, slavery, sex trafficking
14. Tribalism, ethnicity and race
15. Religious pluralism
16. Spirit world, good and evil spirits, principalities and powers, angels, demons

These eight issues should be chosen with your own current or future ministry context in mind. For each issue communicate the crucial theological ideas, connections to other doctrines of faith or other cultural areas, and implications for the Christian life. It may require more than one format to demonstrate your proficiency in each doctrine – though limit it to three. Share with your entire mentor team and discuss your conclusions for one hour.

Estimated hours: 21

Learning category: Ability

Reviewer: Faculty Mentor

Review level: Heavy

Corresponds with: TH503 Global Theology || WR523 Christian Encounter with World Religions or WR640 Understanding Islam or MI620 The Gospel in a Multi-Cultural, Multi-faith World

4F. Theological Cultural Analysis

Target: Analyzes cultural texts and trends theologically.

Suggested Assignment: Read Kevin Vanhoozer et al., *Everyday Theology: How to Read Cultural Texts and Interpret Trends* (Grand Rapids: Baker Academic, 2007), chapter 1, and skim at least two more chapters, one each from the section on texts and the section on trends. Keep a journal, producing ten entries in which you engage in creative and disciplined theological reflection on cultural texts and trends in your context. What is the “implicit theology” conveyed by the text/trend? How does this compare with Christian theology? (Is there much resonance? Some? Only a little? None at all?) What is a proper Christian response? Is this something which Christians can use or in which they can participate? Something they must modify or use guardedly? Something they should avoid or even repudiate? At the top of each entry record the cultural artifact raised the question (reading, television program, movie, artwork, song, magazine article, news story, podcast, etc.). Each entry should be two to three pages long. If you wish to pursue more sustained analysis, you may devote three or four entries to one artifact.

Estimated hours: 13

Learning category: Ability

Reviewer: Ministry Mentor

Review level: Light

Corresponds with: TH503 Global Theology || TH531 Systematic Theology I

4G. Amending Beliefs

Target: Exhibits consciousness of changes in belief.

Suggested Assignment: After completing assignments 4A through 4F, look back at your initial Statement of Faith (4A). Consider how your thoughts have changed over the course of the study you have undertaken. This change could be a matter of moving from one position to another, or a matter of coming to a deeper and more carefully thought-out understanding of the position you articulated initially. In one page, explain if you would modify any of your statements in the initial Statement of Faith. Then, with one to two paragraphs each, explain one change or important insight you have had for: revelation and the sources of theology, God, Christ, the Holy Spirit, humanity (include sin), salvation, the church, and Christian hope (Eschatology or Last Things).

Estimated Hours: 10

Learning Category: Character

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: TH503 Global Theology || TH531 Systematic Theology I and TH634 Christian Apologetics or TH534 Christian Worldview

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.

outcome 5

Demonstrate appreciative and critical awareness of their own and other Christian traditions.

5A. Defining Tradition

Target: Articulates a biblically informed definition of “tradition.”

Suggested Assignment: Using a concordance, study the passages of the Bible that use the words “tradition,” “deposit,” “memorial,” and “remember.” Then watch the video “[The Deposit of Faith](#).” Submit a document with notes about your biblical study, the lecture, and your own working definition of the word “tradition.”

Estimated Hours: 3

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5B. Patristic Church History

Target: Recalls key ideas and figures of the patristic era of Church history.

Suggested Assignment: Read Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 1-40, 59-96, 105-118, 129-156, 181-260; D.H. Williams, *Retrieving the Tradition and Renewing Evangelicalism: A Primer for Suspicious Protestants* (Grand Rapids: Eerdmans, 1999), 133-77 or D.H. Williams *Evangelicals and Tradition: The Formative Influence of the Early Church* (Grand Rapids: Baker Academic, 2005) 145-175.

Summarize each chapter in 2-3 sentences and show these to your faculty mentor.

Estimated Hours: 18

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5C. Perception and Reaction to the Early Church

Target: Is aware of how the pagan world perceived and responded to early Christianity.

Suggested Assignment: Read Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 41-58, 97-104, 119-25; and [Robert L. Wilken, The Christians as the Romans](#)

[Saw Them \(New Haven: Yale University Press, 2003\), 48-93](#). Submit not more than two pages in which you share five things you learned and why they are important to know in order to understand early Christianity.

Estimated Hours: 7

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5D. Ministry Applications from the Patristic Era

Target: Applies insights from the patristic era to contemporary ministry practices.

Suggested Assignment: Keep a journal in which you make connections between the patristic period (2nd through 5th centuries) and today's ministry issues. Respond to five key questions, answering with one page each. Suggested topics include but are not limited to:

- Does persecution make churches stronger or weaker?
- How useful is rational apologetics?
- Is a system of bishops worth considering today?
- Would you re-baptize a cult member if s/he converted to orthodox Christianity?
- Compare a recent US president, or recent president or prime minister where you serve, to Constantine.
- How might trinitarian language better show up in our worship?
- Is theological innovation a good thing?
- Is patristic understanding of Christian life something we should emulate?

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5E. Trinitarian and Christological Orthodoxy

Target: Understands the Christological debates of the fourth and fifth centuries.

Suggested Assignment: Watch the lectures "[Arianism and Nicene Orthodoxy](#)," "[Intro Heroes of the Nicene Faith](#)," "[Cappadocian Theology](#)," "[Christological Debates Intro and Alexandria](#)," "[The Christology of Antioch](#)," and "[Christological Debates - Nestorius, Cyril, Eutyches, The West, Chalcedon](#)." Then create a table in which you place Nicea, Constantinople, Ephesus, and Chalcedon in the first column, then, in the following columns, give terse information about the document produced, the Christological beliefs affirmed, the heresies condemned, the major players surrounding the council. Alternatively, write a four page paper on the significance of the four councils (Nicea 325, Constantinople 381, Ephesus 431, and Chalcedon 451) in terms of the dogmas (essential teachings) that were formulated.

Estimated Hours: 17

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5F. Critical Reflection on Trinitarian and Orthodox Christological Debates and Global Issues Today

Target: Demonstrates critical thought about the connections between tradition then and historical events today.

Suggested Assignment: Read the following:

- Richard A. Norris, ed., [Christological Controversy](#) (Fortress, 1980). Read in depth pages 1-23; skim pages 25-122.
- Rick Brown et al., ["A New Look at Translating Familial Biblical Terms."](#) Larry W. Caldwell, ["God's Truth, Christianity, and Other Religions..."](#). Then, in a four to six page paper or in a 10 minute oral presentation, compare and contrast the earlier Christological debates with debates about "son of God" translations and insider movements today. Share the results with your mentor team.

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5G. Nicene Creed

Target: Shows familiarity with the Nicene Creed.

Suggested Assignment: Read Michael F. Bird, *What Christians Ought to Believe: An Introduction to Christian Doctrine through the Apostles' Creed* (Zondervan, 2016).

Complete a [Reading Reflection Report](#) for the book.

Estimated Hours: 16

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5H. Nicene Creed and Ministry Today

Target: Demonstrates the impact of Nicene Creed on one's life and ministry.

Suggested Assignment: After reading the book by Bird, (assignment 5G) explain in a four to six page response paper, or in an 8-10 minute video, how you feel the Nicene Creed relates to your own life and how you will relate it to your current or future ministry. Share the response paper with your ministry mentor.

Estimated Hours: 10

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5I. Critical Reflection on the Trinitarian Debates and Global Issues Today

Target: Demonstrates critical thought about the connections between tradition then and historical events today.

Suggested Assignment: Read the following book and article:

- William G. Rusch, ed., *The Trinitarian Controversy* (Fortress, 1980). Read in depth pages 1-21; skim pages 23-139.
- Gerry Redman, "[An Explanation of the Trinity for Muslims.](#)"

Then, in a four to six page paper *or* in an 8-10 minute oral presentation, compare and contrast the earlier Trinitarian debates with debates between Muslims and Christians concerning the Trinity today. Share the results with your mentor team.

Estimated Hours: 12

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5J. Medieval Church History

Target: Recalls the key events, ideas, and figures of medieval Church history.

Suggested Assignment: Read Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 263-344, 357-406; [Steven Ozment, *The Age of Reform 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe* \(New Haven: Yale University Press, 1980\), 22-72](#); and [Alister E. McGrath, *Historical Theology: An Introduction to the History of Christian Thought*, second edition \(Malden: Wiley-Blackwell, 2013\), 77-98](#). Summarize each chapter in 2-3 sentences and show these to your faculty mentor.

Estimated Hours: 15

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5K. Ministry Applications from the Medieval Era

Target: Applies insights from the medieval era to contemporary ministry practices.

Suggested Assignment: As you read the material for 5J keep a journal in which you make connections between the medieval era (5th through 15th centuries) and today's ministry issues. Reflect on five key questions, devoting one page each. Alternatively, produce an 8-10 minute video touching upon five key questions. Suggested topics include:

- Where do you see Augustine's influence today?
- Should Christians venerate Mary?
- What kind of religious art is appropriate in churches today?
- What is a modern monastic movement you admire?
- Do you think the discipline of penance should be revived?
- Is it wise to have a *senior* pastor?

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5L. The Papacy

Target: Demonstrates critical understanding of the rise of the Roman papacy.

Suggested Assignment: It is best that you have done foundational reading about the early medieval papacy before beginning this assignment. Begin by reading Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 281-89, 441-45, and watching “[The Fall of Rome and the Rise of the Papacy](#)” and “[The Papacy](#).” Then, in a two to three page paper or 4-6 minute video, respond to the following comment: “What should be the attitude of Protestants toward the Papacy?”

Estimated Hours: 6

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5M. The Crusades

Target: Understands the politics of the crusades.

Suggested Assignment: It is recommended you have completed foundational reading on the crusades first: Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 289-93, 345-56; and [Thomas F. Madden, *A Concise History of the Crusades* \(Lanham: Rowman and Littlefield Publishers, Inc, 1999\), 1-14](#). Reflect on how appropriate it is to refer to large efforts of social reform or evangelism as a “crusade” and/or how you would answer the charge that “the crusades were entirely about Christian aggression.” Share your conclusions in 1-2 pages, 1-2 blog posts, or a 10 minute video.

Estimated Hours: 8

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500

5N. Critical Reflection on the Crusades and Global Issues Today

Target: Demonstrates critical thought about the connections between historical events and contemporary events today.

Suggested Assignment: Read the following books:

- Amin Maalouf, *The Crusades through Arab Eyes* (Al Saqi, 1984). Skim read the entire book.
- Rodney Stark, *God’s Battalions: The Case for the Crusades* (HarperCollins, 2009). Skim read the entire book.

Then, in a four to six page paper *or* in an 8-10 minute oral presentation, compare and contrast the two books drawing conclusions for ministry among Muslims today who consider the crusades to be entirely about Christian aggression. Share the results with your mentor team.

Estimated Hours: 23

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Heavy

Corresponds with: CH503 Global Mission History || CH422 Church History since 1500

5O. Foundations of Global Church History

Target: Recalls the key events, ideas, and figures of Church history worldwide.

Suggested Assignment: Read all of the following:

- Derek Cooper, *Introduction to World Christian History* (InterVarsity, 2016).
- Douglas Jacobsen, *Global Gospel: An Introduction to World Christianity on Five Continents* (Baker, 2015).
- Scott W. Sunquist, *The Unexpected Christian Century: The Reversal and Transformation of Global Christianity, 1900-2000* (Baker, 2015).
- Ralph D. Winter, "[The Kingdom Strikes Back.](#)"

Complete a [Reading Reflection Report](#) for each book and article.

Estimated Hours: 49

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: CH503 Global Mission History || CH420 Church History to 1500 and CH422 Church History since 1500

5P. Historical Philosophy of Ministry in Light of Global Christianity

Target: Performs self-reflection on the privileged historical themes in one's ministry.

Suggested Assignment: Each Christian ministry prefers and emphasizes certain core historical understandings. After reading the three books by Cooper, Jacobsen, and Sunquist, and the article by Winter (assignment 5M), in a ten to twelve page paper, or a 20-24 minute video, compare and contrast at least five historical understandings that you had prior to reading these books and article and what new insights you have now gained, especially in relationship to the global nature of historical Christianity. Explain how these new understandings will influence your current or future ministry. Share this paper with your ministry mentor.

Estimated Hours: 22

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: CH503 Global Mission History || CH420 Church History to 1500 and CH422 Church History since 1500

5Q. Critical Thinking about Mission History

Target: Applies insights from the mission history to contemporary ministry practices.

Suggested Assignment: Demonstrate an understanding of how mission history impacts mission strategy by reading two articles by Ralph D. Winter, "[The Two Structures of God's Redemptive Mission](#)" and "[Four Men, Three Eras](#)". Next, in a three to four page paper, or a 6-8 minute video, describe the mission strategies described in the two articles and how such historical strategies may or may not affect mission work today.

Estimated Hours: 6

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CH503 Global Mission History

5R. Compatibility with a Denomination, Mission Group or Movement

Target: Makes an honest assessment of one's compatibility within a denomination, mission group or movement.

Suggested Assignment: Evaluate the strengths and weaknesses of your denomination, mission group or movement. Write five pages on the group, starting with a two page summary of its history, a page summarizing the findings from an hour-long interview with an established leader about the group's present strengths and weaknesses, a page making connections between the history and the interview, and a page explaining where you see yourself personally with this group. Alternatively, compile all of the above in a 20-minute video. When completed review the paper or video with your ministry or personal mentor.

Estimated Hours: 12

Learning Category: Character

Suggested Reviewer: Ministry Mentor or Personal Mentor

Review Level: Heavy

Corresponds with: CH503 Global Mission History

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.

outcome 6

Articulate and engage their vocation in a mentored life, intentional Christian community, and whole-life stewardship.

6A. Mentor-based Discipleship

Target: Shows familiarity with the core principles of mentor-based discipleship.

Suggested Assignment: Read Randy D. Reese and Robert Loane, *Deep Mentoring: Guiding Others on Their Leadership Journey* (Downers Grove, IL: InterVarsity, 2012) and meet with a triad [student and 2 others persons of their choice] for 8 times to discuss and discern each chapter of the book. Write out 8 key insights you gathered from the book and your triad conversations about mentoring and discipleship.

Estimated Hours: 20

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: EM501 Christian Discipleship or VP3 Walking Alongside Others II TH526 Christian Ethics

6B. Economic Wisdom Talks

Target: Demonstrates an understanding of the intersection of faith and work.

Suggested Assignment: Select four videos related to spiritual formation from the Oikonomia Network:

https://oikonomianetwork.org/resource_types/economic-wisdom-talks/

Watch the videos and create questions related to the intersection of faith and work for each video. Gather a small group to view the four videos and discuss the questions you created. Discuss with your ministry mentor what you learned about the intersection of faith and work.

Estimated Hours: 10

Learning Category: Knowledge/Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: EM501 Christian Discipleship or VP3 Walking Alongside Others II TH526 Christian Ethics

6C. Learning Styles and Learning Cycles

Target: Demonstrates different learning styles and learning cycles by teaching a Bible lesson.

Suggested Assignment: Students will take the “Identifying Learning Styles Assessment.” The student will watch the EM501 videos and read the material related to Learning Styles and Learning Cycles. The student will create and teach one original lesson plan using the learning styles and learning cycle of Hook/Book/Look/Took. This 40-minute lesson will be taught to participants within the ministry context of the student. The lesson is to be recorded and reviewed by your mentor team. [[See Bible Lesson Evaluation](#)]

The student will meet one-on-one with the ministry mentor following the teaching of their Bible lesson. The conversation will include:

- Teaching aims or goals of the material
- Use of the Bible – topical study, word study, expositional study, inductive study
- Communication of doctrine/theology
- Teaching/Learning process or methodology
- Age appropriate material and learning activities
- Application for daily life

Estimated Hours: 25

Learning Category: Character

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: EM501 Christian Discipleship II CE532 Educational Task of the Church

6D. Historical Mentors in Christian Education/Discipleship

Target: Demonstrates an ability to research, represent and reflect upon influential Christian educators.

Suggested Assignment: The student will explore the Christian Educators of the 20th Century website (<http://www2.talbot.edu/ce20/>). The student will choose an educator he or she is interested in and research 4-5 resources of the selected educator to discover how he or she has impacted the world of Christian Education/Discipleship. The student will create a 15-minute PowerPoint presentation, or a handout/brochure/booklet, or a devotional to demonstrate their research. The content of “the presentation” must include:

- Background information on the person
- What stood out to you about their call to Christian Education/Discipleship
- Contributions to Christian Education
- How this educator/discipler inspires you

Estimated Hours: 10

Learning Category: Character

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: EM501 Christian Discipleship or VP3 Walking Alongside Others II CE532 Educational Task of the Church

6E. Theology of Christian Discipleship

Target: Demonstrates an awareness of and ability to articulate theological perspectives of Christian discipleship.

Suggested Assignment: The student will spend fifteen hours researching the topic of Christian discipleship from the "[Suggested Readings for a Theology of Christian Discipleship](#)" list. Communicate, in five pages written or fifteen minutes of video, your theology of Christian discipleship. In it articulate

- a definition of Christian discipleship
- Scripture passages which support the definition of the Christian discipleship
- Your conviction and methodology for Christian discipleship
- the influence of Christian discipleship in community.

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: EM501 Christian Discipleship or VP3 Walking Alongside Others II CE532 Educational Task of the Church

6F. Reading on Hospitality

Target: Demonstrates an understanding of the role of hospitality in Christian discipleship.

Suggested Assignment: Read at least 150 pages of one of the following books:

- Jean Vanier, *Community and Growth*, rev. ed. (Mahwah, NJ: Paulist Press, 1989)
- Elizabeth Newman, *Untamed Hospitality: Welcoming God and Other Strangers* (Grand Rapids, MI: Brazos, 2007).
- Christine D. Pohl, *Making Room: Recovering Hospitality as a Christian Tradition* (Grand Rapids, MI: Eerdmans, 1999).

Complete a [Reading Reflection Report](#) for the book.

Estimated Hours: 10

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: EM501 Christian Discipleship or VP3 Walking Alongside Others || MI432 Integral Mission

6G. Personal Reflection on Personality and Gifts

Target: Shows circumspection about one's personality and gifts.

Suggested Assignment: Revisit the information you received from your Professional Development Assessment interview in Outcome Zero, then conduct a one hour conversation with your Personal Mentor. What stands out to you now? What areas of strength in your life are being lived out? Where do roadblocks still exist? Design a plan for lifelong learning to suit your calling and context.

Estimated Hours: 5

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Light

Corresponds with: EM501 Christian Discipleship II PC431 Personal Development and Ministry

Once this outcome has been completed, consult with your mentor team regarding the Master Assessment for this Outcome.