

# **masters in christian ministry**



## **Curriculum 5.1**



**TAYLOR**  
S E M I N A R Y

## 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:Journey || PT540 Spiritual Formation

### **1B. Foundations of Spiritual Life**

**Target:** Articulates what spiritual formation is and the kind of questions it asks.

**Suggested Assignment:** Read and reflect on one of the following books:

- 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)
- James Kittelson, “Contemporary Spirituality’s Challenge to Sola Gratia,” *Lutheran Quarterly*, vol. 5, 1995.

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:Journey || PT540 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:Journey || PT540 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:Journey || PT540 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](http://www.graftedlife.org), or [www.sdiworld.org](http://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:Journey || PT540 Spiritual Formation or Spiritual Direction sessions through Urban Sanctuary (FE442-444)

## **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:Journey || PT540 Spiritual Formation

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

## outcome 2

Demonstrate biblical literacy and a coherent Christian theological understanding that informs their ministry.

### **2A. General Biblical Literacy**

**Target:** Demonstrates familiarity with the contents of the Bible

**Suggested Assignment:** Read (or listen to) the Bible through once from cover to cover, aiming for general retention. Submit a reading/listening log of dates and time spent.

*Estimated Hours:* 72

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* OT501 Old Testament Literature and NT501 New Testament Literature || OT451 and OT452 Old Testament Survey, part 1 & 2, and NT451 and NT452 New Testament Survey, part 1 & 2

### **2B. Old Testament Literature: Torah**

**Target:** Demonstrates the ability to explain the origins of the five books of the Pentateuch.

**Suggested Assignment:** Read Tremper Longman III and Raymond B. Dillard, *Introduction to the Old Testament*, 2nd ed. (Zondervan, 2006), chaps 1–6. Submit notes on the authorship, date, provenance, and aims of each book against their historical background. Then, in a five to ten minute video or a live defense, explain (a) whether God's plan of creation or his plan of redemption is the more ultimate, and why; (b) which OT event reveals God as Israel's savior; (c) the structure of the Sinaitic covenant; and (d) the significance of Israel's sacrificial cultus.

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* OT501 Old Testament Literature || OT451 and OT452 Old Testament Survey

### **2C. Old Testament Literature: Former Prophets**

**Target:** Demonstrates an understanding of the origins of the books of Joshua, Judges, Samuel, and Kings.

**Suggested Assignment:** Read Longman and Dillard, *Introduction to the Old Testament*, 2nd ed. (Zondervan, 2006), chaps 7–8, 10–11. Submit notes on the authorship, date, provenance, and aims of each book against their historical background. Then, in a five to ten minute video or a live interview, explain why the Jewish arrangement of the canon of scripture places these books in the category of prophecy (rather than mere historical facts).

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* OT501 Old Testament Literature || OT451 and OT452 Old Testament Survey

## **2D. Old Testament Literature: Latter Prophets**

**Target:** Demonstrates an understanding of the origins of the books of Isaiah, Jeremiah, Ezekiel, and the Book of the Twelve.

**Suggested Assignment:** Read Longman and Dillard, *Introduction to the Old Testament*, 2nd ed. (Zondervan, 2006), chaps 20–21, 23, 25–36. Submit notes on the authorship, date, provenance, and aims of each of the three major prophets against their historical background. In a five to ten minute video or a live interview, explain the role of a prophet in relation to the priesthood and the kingship.

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* OT501 Old Testament Literature || OT451 and OT452 Old Testament Survey

## **2E. Old Testament Literature: Writings**

**Target:** To explain the origins of the books of Psalms, Proverbs, Daniel, and Chronicles-Ezra-Nehemiah.

**Suggested Assignment:** Read Longman and Dillard, *Introduction to the Old Testament*, 2nd ed. (Zondervan, 2006), chaps 16, 15, 17, 9, 19, 18, 22, 14, 24, 13, 12. Submit notes on the authorship, date, provenance, and aims of each of the four (six) books listed above against their historical background. In a five to ten minute video or a live interview, explain the relationship among the kings of Judah, the temple, and the use of the psalter in Hebrew worship.

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* OT501 Old Testament Literature || OT451 and OT452 Old Testament Survey

## **2F. Jews and Judaism in the Second Temple Period**

**Target:** To explain how God's providence preserved the Jews and clarified his revelation to them during the Persian, Macedonian, Ptolemaic, Seleucid, Hasmonian, and Roman periods.

**Suggested Assignment:** Read the following texts together:

- F.F. Bruce, *New Testament History* (Doubleday-Galilee, 1980), chaps 1-3, 5-12.
- C.K. Barrett, *New Testament Background*, rev. ed. (HarperCollins, 1989), divisions 1-3, 7-13.

In a five to ten minute video or a live interview, explain (a) which common tenets of Judaism came to the fore in the struggle against Hellenism in the time of the

Maccabees, and (b) what emphases distinguished each of the known parties that arose out of the faithful: Sadducees, Pharisees, Essenes, and Zealots.

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2G. New Testament History: Jesus' Ministry**

**Target:** To articulate the major aims and accomplishments of Jesus during his earthly ministry.

**Suggested Assignment:** Read the following:

- F.F. Bruce, *New Testament History* (Doubleday-Galilee, 1980), chaps 13–15.
- Donald Guthrie, *New Testament Theology* (Inter-Varsity, 1981), pp. 702–30.

In a five to ten minute video or a live interview, explain (a) how Jesus established his claim to be the agent of God's eschatological rule; (b) the reasons Jesus' opponents wanted to have him crucified, and his own reason for submitting to crucifixion; and (c) what steps Jesus took during his ministry to set up the church.

*Estimated Hours:* 12

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2H. New Testament History: Acts**

**Target:** To follow the progress of the gospel from the mother church at Jerusalem to Rome, the center of the empire.

**Suggested Assignment:** Read:

- F.F. Bruce, *New Testament History* (Doubleday-Galilee, 1980), chaps 16–25.
- D.A. Carson and D.J. Moo, *An Introduction to the New Testament* (2nd ed.; Zondervan, 2005), chap 7.

In a five to ten minute video or a live interview, explain the main features of the earliest Jewish Christian community in Jerusalem (Acts 1–7), versus characteristics of gentile churches seen in later chapters of Acts (such as 13–15).

*Estimated Hours:* 12

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2I. New Testament Literature: Pauline Epistles**

**Target:** To explain the origins of the Pauline letters.

**Suggested Assignment:** Read D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament*, 2nd ed. (Zondervan, 2005), chaps 9–18. Submit notes on the

authorship, date, location, and aims of each of the Pauline epistles against their historical background. Then, in a five to ten minute video or a live defense, defend your position regarding the authorship of the Pauline books.

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2J. New Testament Literature: Gospels**

**Target:** To understand how the apostles and others conveyed orally what Jesus had said and done until the four evangelists collected and edited their memoirs into Gospels.

**Suggested Assignment:** Read D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament*, 2<sup>nd</sup> ed. (Zondervan, 2005), chaps 3–6. Submit notes on the authorship, date, location, and aims of each of the four Gospels against their historical background. Indicate what constitutes their common message, and what unique features distinguish each one from the others.

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2K. New Testament Literature: General Epistles (including Revelation)**

**Target:** To explain the origins of the general epistles.

**Suggested Assignment:** Read D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament*, 2<sup>nd</sup> ed. (Zondervan, 2005), chaps 19–25. Submit notes on the authorship, date, location, and aims of each of the books against their historical background.

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* NT501 New Testament Literature || NT451 and NT452 New Testament Survey

## **2L. Biblical Literature: Canon of Scripture**

**Target:** To explain what we know of the processes and criteria by which Israel and the Church came to recognize the books now in the canon of scripture.

**Suggested Assignment:** Read Paul D. Wegner, *The Journey from Texts to Translations* (Baker Academic, 2004), 39-50, 75-162, 207-234. In a one hour dialogue with a person familiar with the canonization process, show your knowledge of how the OT and NT documents were formed and made official. Alternatively, produce a short lesson or sermon series on the origin of the canon.

*Estimated Hours:* 10

*Learning Category:* Knowledge



*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* NT501 New Testament Literature || BI412 Biblical Hermeneutics

## **2M. Foci of Old Testament Theology**

**Target:** To explore and articulate the core ideas of the Old Testament: creation and monotheism; the Israelite Saga; the uniqueness of Israel; and the structure of the Mosaic covenant.

**Suggested Assignment:** Present a total of three short studies, with reference to "[Instructions for Exegetical Essays](#)" under OT 501 on Moodle.

*Estimated Hours:* 30

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* OT501 Old Testament Literature || BI412 Biblical Hermeneutics

## **2N. Foci of New Testament Theology**

**Target:** To explore and articulate the core ideas of the New Testament: the kerygma, the person of Christ (christology), the structure of the new covenant, and the church

**Suggested Assignment:** Present a total of three short studies, with reference to "[Instructions for Exegetical Essays](#)" under NT 501 on Moodle.

*Estimated Hours:* 30

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* NT501 New Testament Literature || BI412 Biblical Hermeneutics

## **2O. 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.

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:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2P. Developing Theological Vocabulary**

**Target:** Shows familiarity with terminology concerning theological vocabulary.

**Suggested Assignment:** In addition to S. Grenz, D. Guretzki and C.F. Nordling, *Pocket Dictionary of Theological Terms* (Downers Grove: InterVarsity Press, 1999; electronic ed. 2010), identify three other dictionaries useful for theological definitions, at least one of which is online. General use dictionaries are not acceptable. Read over "[Theological Terms](#)", and identify ten terms that are unfamiliar to you. Using Grenz, et al., or another theological dictionary, define these terms.

*Estimated Hours:* 6

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* TH501 God, Christ, and Humanity

## **2Q. Philosophy and Theology**

**Target:** Analyzes the complex relationship between philosophy and theology.

**Suggested Assignment:** Show familiarity with an account of the relationship of philosophy and theology. Read John D. Caputo, *Philosophy and Theology* (Nashville: Abingdon, 2006). Demonstrate familiarity with the book's ideas and critical responses to them by completion of a [Reading Reflection Report](#). Give particular attention to the dominance of science and "scientific thought" in modernity, the relation of faith and knowledge, and postmodernity.

*Estimated hours:* 6

*Learning category:* Knowledge

*Reviewer:* Faculty Mentor

*Review level:* Light

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2R. 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:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2S. The Doctrine of God**

**Target:** Demonstrates understanding of the doctrine of God.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 66-95, 121-142.
- [Diogenes Allen, \*Christian Belief in a Postmodern World: The Full Wealth of Conviction\* \(Louisville: Westminster/John Knox Press, 1989\), 50-84](#)
- [William C. Placher, \*The Domestication of Transcendence: How Modern Thinking about God Went Wrong\* \(Louisville: Westminster/John Knox Press, 1996\), 21-36.](#)

Take notes. At the end of your notes, name three ways in which your thinking about God has been challenged/changed through the readings. Devote one page to each of these ways.

*Estimated Hours:* 9

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2T. Trinitarian Theology**

**Target:** Understands historical and contemporary theological issues surrounding the doctrine of the Trinity.

**Suggested Assignment:** Read William C. Placher, *The Triune God: An Essay in Postliberal Theology* (Louisville: Westminster/John Knox, 2007). Demonstrate understanding of the book's ideas and make critical responses to them via a [Reading Reflection Report](#).

*Estimated hours:* 15

*Learning category:* Knowledge

*Reviewer:* Faculty Mentor

*Review level:* Heavy

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2U. Christology**

**Target:** Demonstrates understanding of Christology.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 168-231.

- [James Cone, \*God of the Oppressed\* \(San Francisco: HarperSanFrancisco, 1975\), 108-137.](#)
- [Elizabeth Johnson, \*She Who Is: The Mystery of God in Feminist Theological Discourse\* \(New York: Crossroad, 1994\), 150-169.](#)
- [Colin Gunton, "And in One Lord, Jesus Christ . . . Begotten, Not Made," in C. R. Seitz, ed., \*Nicene Christianity: The Future for a New Ecumenism\* \(Grand Rapids: Brazos Press, 2001\), 35-48.](#)
- [Ben Witherington III, \*The Jesus Quest: The Third Search for the Jew of Nazareth\* \(Downers Grove: InterVarsity Press, 1997\), 185-194.](#)

Take notes. Then choose a topic you have encountered in Christology, discussing it critically through a formal five to six page paper. Submit the notes and the paper.

*Estimated Hours:* 18

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology II

## **2V. Atonement**

**Target:** Analyzes the range of positions regarding atonement.

**Suggested Assignment:** Watch "[Atonement I](#)" and "[Atonement II](#)," and read Bruce L. McCormack, "Atonement and Human Suffering," in Oliver D. Crisp and Fred Sanders, eds., *Locating Atonement: Explorations in Constructive Dogmatics* (Grand Rapids, MI: Zondervan, 2015), 189-208. Take notes on the different views of the atonement. Then find three hymns or contemporary worship songs that speak of the cross of Christ. Identify which view(s) of the atonement are represented in the lyrics. For each song express what you thoughts you would share with the lyricist if you could.

*Estimated Hours:* 7

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology II, OT451 or OT452 Old Testament Survey

## **2W. Theological Anthropology and Hamartiology**

**Target:** Reflects on the dignity and corruption of humanity through the doctrines of humanity and sin.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 143-167.
- Chapters on the doctrines of humanity/anthropology and sin/hamartiology in a systematic theology of your choosing (consult with your Faculty Mentor or a denominational representative first).

Write a five page paper in which you first answer two questions, "What does it mean to be made in the image of God?" and "What is sin?" Then take a specific contemporary issue (e.g., microlending, incarceration policies, affordable housing, veganism, pornography, wind energy, transgender rights, etc.) and explain how theological

categories clarify (and/or complicate) the matter. Use the two systematics textbooks as support.

*Estimated Hours:* 15

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2X. Reflection on Self-identity**

**Target:** Exhibits reflection on self-identity in light of one's theology proper, Christology, and theological anthropology.

**Suggested Assignment:** After you have completed 2U and 2V, reflect on the question "Who am I?" Devote at least an hour to this, processing the question through the doctrines of God, Christ, and humanity. Share the fruit of your reflection through a fifteen minute video or thirty minute conversation.

*Estimated Hours:* 3

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I

## **2Y. Application of Doctrine: God, Christ, Humanity**

**Target:** Applies theological content concerning God, Christ, and/or humanity to a ministry context.

**Suggested Assignment:** Read Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 1-76, 97-166. Choose one of the doctrines from these pages, considering how you might "perform the book of Scripture. . . . connect[ing] truth and action and doctrine with discipleship" (p.2). Design a multi-week plan for your ministry context, laying out how you intend to practice a doctrine. Do not hesitate to solicit additional input from your mentors.

*Estimated Hours:* 24

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor or Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* TH501 God, Christ, and Humanity || TH531 Systematic Theology I and TH532 Systematic Theology II

## **2Z. God and Creation**

**Target:** Expresses familiarity with theological issues concerning the relationship of God and creation.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 96-120.
- [John W. Cooper, \*Panentheism: The Other God of the Philosophers\* \(Grand Rapids: Baker Academic, 2006\), 26-30, 319-346.](#)

Submit your notes.

*Estimated Hours:* 5

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH531 Systematic Theology I

## **2AA. Pneumatology**

**Target:** Demonstrates understanding of pneumatology.

**Suggested Assignment:** Read or watch the following:

- Nathan Hitchcock, "[We Believe in the Holy Spirit](#)"
- Philip Thompson's lectures, "[Pneumatology I](#)," "[Pneumatology II](#)," and "[Pneumatology III](#)"
- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 232-258.

Take notes on the presentations and required pages. Share your principal learning in a five page paper presenting five insights on aspects a) the Holy Spirit's unique identity within the Trinity, b) the Holy Spirit's relationship to Jesus Christ, and c) the Holy Spirit's role in the churches (note: five insights total, not five for each topic).

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2BB. Soteriology**

**Target:** Articulates a doctrine of salvation for a ministry context.

**Suggested Assignment:** For your ministry context, produce a developed outline (not full text) for a multi-part series about what it means to be saved. It may be a set of lessons, sermons, or presentations. The series does not need to be delivered, only laid out with clear notes. Concentrate on the subjective elements of salvation, that is, how Jesus Christ's work is applied to us. Make sure you conform to your church's confessional standards (if applicable), and address (at the very least) justification, sanctification, and glorification, providing (at the very least) definitions of grace and faith. Alternatively, write a formal eight page paper. Consult with a mentor to identify appropriate resources or read from the books listed in the "[Recommended Resources for the Doctrine of Salvation](#)."

*Estimated Hours:* 18

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2CC. Ecclesiology**

**Target:** Demonstrates understanding of ecclesiology.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 259-285.
- Matt Jenson and David Wilhite, *The Church: A Guide for the Perplexed* (New York: T&T Clark, 2010).

Take notes on the required pages. Submit them along with a [Reading Reflection Report](#) on each reading.

*Estimated Hours:* 20

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2DD. Issues in Ecclesiology**

**Target:** Demonstrates reflective capacity with issues in ecclesiology pertaining to ministry objectives, self-identity, and call.

**Suggested Assignment:** Read Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 193-216. Reflect on how ministry objectives, self-identity, and call (personal and communal) are informed for you by Felker Jones's discussion of the church embodying a visible witness to God's faithfulness in the midst of human brokenness. Do this in a three to four page report, a fifteen minute video, or extended conversation with a mentor.

*Estimated Hours:* 5

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2EE. Baptism and Lord's Supper**

**Target:** Defends a position regarding the ordinances/sacraments.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 286-313.
- [Leonard Vander Zee, \*Christ, Baptism, and the Lord's Supper\* \(Downers Grove, IL: InterVarsity, 2004\), 161-185.](#)
- Consult with your Ministry Mentor about denominational documents and/or studies of which you should be aware.

In a five to seven page paper articulate your position on baptism and Lord's supper. Make sure you address what they signify, what they do, and what names should be preferred (e.g., ordinances or sacraments, communion or eucharist or Lord's Supper, etc.). You may also address other issues, such as the preferred method of administration or persons authorized to conduct such activities. While remaining sensitive to your denominational community, demonstrate that you understand the basic position of those who hold a different view (i.e. If you are sacramentalist, why do

non-sacramentalists believe what they do? If you are from a tradition that baptizes infants, why do some baptize only believers?). Then articulate a defense of your position, citing Scripture and theological statements where appropriate.

*Estimated Hours:* 15

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2FF. Eschatology**

**Target:** Demonstrates understanding of eschatology.

**Suggested Assignment:** Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 347-372.
- Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 217-238.
- Stanley J. Grenz, *The Millennial Maze: Sorting out Evangelical Options* (Downer's Grove, IL: InterVarsity, 1992), 175-215.
- Chapters on the doctrine of the Christian hope/last things in a systematic theology of your choosing.

Take notes on the required pages. Write three well-crafted theses each for the following subjects: the last days, death and the intermediate state, the return of Christ, the resurrection of the dead, the new heavens and new earth, and hope. Have an hour long discussion/debate with a mentor or fellow seminarian in which you explain and defend your statements.

*Estimated Hours:* 11

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2GG. Critical Thinking in Theology**

**Target:** Can analyze a complex contemporary theological argument.

**Suggested Assignment:** In consultation with your Faculty Mentor, choose a book that examines a particular doctrine or theological question in one of the following areas: pneumatology, ecclesiology, the ordinances/sacraments, Christian life, the church's social/political witness (e.g. forgiveness, hospitality, non-violence, responses to consumerism, etc.), civil religion, theology of religions/religious pluralism, faith and science, and eschatology. Do not choose general systematic surveys that explore all doctrines, or books not by persons with academic credentials. You will prepare a formal paper of ten to twelve pages that shows your engagement with the text. This is not a book report in which you simply tell the content, but a critical engagement in which you demonstrate you have grasped the argument and can respond by providing critical analysis. Further instructions are posted as "[Critical Thinking in Theology Instructions.](#)" Follow the [Seminary Writing Guide](#) for style. Alternatively, prepare a 30 minute oral



presentation to be given to your team “live” or in recorded form (this presentation will cover the assignment in 2HH as well).

*Estimated Hours:* 20

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH534 Christian Apologetics or TH534 Christian Worldview, TH 532 Systematic Theology II

## **2HH. Ministry Application of a Theological Text**

**Target:** Applies insights from critical analysis of a complex theological argument to ministry life.

**Suggested Assignment:** Using the same book you read for the previous target, write a two to three page paper in which you reflect critically on ministry in your context and the book. You may allow the book to critique and offer new insights for ministry. You may also allow ministry in your context to raise critical questions about the text. Or you may do both. (See 2GG for an alternative to a paper.)

*Estimated Hours:* 5

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2II. Theological Philosophy of Ministry**

**Target:** Demonstrates self-reflection on the privileged theological themes in one’s ministry.

**Suggested Assignment:** Prepare for the assignment by (re-)reading any two of the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 308-312.
- Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 193-216.
- [Cynthia A. Jarvis, “On Not Offering Psychological Banalities as God’s Word: A Reformed Perspective on Pastoral Care,” in Wallace M. Alston, Jr. and Cynthia A. Jarvis, \*The Power to Comprehend with All the Saints: The Formation and Practice of a Pastor-Theologian\* \(Grand Rapids: Eerdmans, 2009\), 255-271.](#)
- [Thomas W. Currie, “The Theological Significance of Administration in Pastoral Ministry,” in Wallace M. Alston, Jr. and Cynthia A. Jarvis, \*The Power to Comprehend with All the Saints: The Formation and Practice of a Pastor-Theologian\* \(Grand Rapids: Eerdmans, 2009\), 272-280.](#)

In a two to three page reflection paper, ten minute video, or thirty minute conversation with a mentor, reflect on how certain theological themes enable you to understand your practice of ministry and yourself as a minister.

*Estimated Hours:* 6

*Learning Category:* Character

*Suggested Reviewer:* Ministry Mentor or Personal Mentor

*Review Level:* Confirm

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

## **2JJ. Amending Beliefs**

**Target:** Exhibits consciousness of changes in belief.

**Suggested Assignment:** After completing assignments 2O through 2II, look back at your initial Statement of Faith (2O). Consider how your thoughts have changed over the course of the study you have undertaken. This change 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.

*Estimated Hours:* 10

*Learning Category:* Character

*Suggested Reviewer:* Mentor Team

*Review Level:* Heavy

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH634 Christian Apologetics or TH534 Christian Worldview, TH531 or 532 Systematic Theology I or II

## **2KK. Theological Resource List**

**Target:** Identifies a list of privileged theological sources.

**Suggested Assignment:** Watch "[Credo Bibliography](#)" to acquire a sense of what goes into a personal statement of faith. Then contact an established denominational leader or a professor you resonate with theologically. Compile a list of privileged theological sources: at least two confessions, three theologies/systematics texts, and one liturgy. Give a paragraph explanation for each source, why it is important to you.

*Estimated Hours:* 4

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor or Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH532 Systematic Theology II

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

## outcome 3

Demonstrate appreciative and critical awareness of cultural worldviews and Christian heritage, empowering them for competent ministry.

### **3A. Foundations for the Mission of the Church**

**Target:** Shows familiarity with the core concepts of a theology of mission.

**Suggested Assignment:** Read the following books:

- Larry W. Caldwell, [Missions and You!](#) (OMF Lit, 2009) and type up your answers to the discussion questions found at the end of each chapter. In addition, watch Caldwell's lecture on the ["Mission of the Church."](#)
- Christopher J. H. Wright, *The Mission of God's People* (Zondervan, 2010). Complete a [Reading Reflection Report](#) for the book, then discuss it with your faculty mentor.

*Estimated Hours:* 27

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* IC501 Mission of the Church || MI432 Integral Mission

### **3B. God's Heart for Foreigners, Immigrants, and Refugees**

**Target:** Understands God's heart for foreigners, immigrants, and refugees.

**Suggested Assignment:** Read Exo 23:9, Lev 19:33-34, Matt 25:35, and Heb 13:2, meditating on God's view of foreigners and aliens. Then view [the film "The Stranger,"](#) produced by the Evangelical Immigration Table. Reflect on God's attitude through a discussion with your Personal Mentor or a fellow student. Submit a one page report.

*Estimated Hours:* 3

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* IC501 Mission of the Church || MI432 Integral Mission

### **3C. Personal Perspective on Foreigners, Immigrants, and Refugees**

**Target:** Reflects an informed Christian perspective on foreigners, immigrants, and refugees.

**Suggested Assignment:** Read J. D. Payne, *Strangers Next Door: Immigration, Migration and Mission* (InterVarsity, 2012), 15-158. Complete a [Reading Reflection Report](#) for the book, then discuss it with a mentor.

*Estimated Hours:* 12

*Learning Category:* Character

*Suggested Reviewer:* Ministry Mentor or Personal Mentor

*Review Level:* Light

*Corresponds with:* IC501 Mission of the Church || MI432 Integral Mission

### **3D. Assessing One's Own Cultural Values**

**Target:** Critically assesses the cultural values that are dominant in one's context in relation to the Bible.

**Suggested Assignment:** Read David Platt, *Radical: Taking Back Your Faith from the American Dream* (Multnomah, 2010). Complete a [Reading Reflection Report](#) for the book. Discuss the book with your personal mentor, attentive to the American values you encounter that most need to be challenged by Christian discipleship.

*Estimated Hours:* 10

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* IC501 Mission of the Church || MI432 Integral Mission

### **3E. Connecting with Strangers**

**Target:** Experiences an interpersonal connection with individuals outside their ethnic culture.

**Suggested Assignment:** Either attend the worship service of a theologically, sociologically, socio-economically or ethnically different church located in your community, or attend the worship service of a Jewish synagogue or Islamic mosque. While there ask two individuals the following questions: 1) Why do you attend here? and 2) How does coming here help you in your personal life? After attending the service, write up a two page report on your experience and share it with your ministry mentor.

*Estimated Hours:* 6

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* IC501 Mission of the Church || MI432 Integral Mission

### **3F. Long-term Intercultural Project**

**Target:** Shows a willingness to minister in an intercultural environment for an extended period of time.

**Suggested Assignment:** Over the course of a ten week time period, participate in a process of intercultural awareness. This will be done through 20 hours (approximately 2 hours per week) of volunteering in an intercultural setting approved by your mentor team, such as Lutheran Social Services, the Multi-Cultural Center, Ministry Center, Volunteers of America, or teaching English to immigrants/refugees. Meet with a mentor at the beginning, midpoint, and end of this project.

*Estimated Hours:* 22

*Learning Category:* Character

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

*Corresponds with:* IC501 Mission of the Church || MI 620 The Gospel in a Multi-cultural and Multi-faith World

### **3G. Mission of the Church in Action**

**Target:** Observes the mission of the church in action through two on-site visits.

**Suggested Assignment:** With the approval of a mentor, visit and observe two organizations that are doing the mission of the church in your particular geographical area, such as a jail or prison, emerging church, rural church, ministry center, etc. After each visit write-up a two to three page report (one report for each visit). Your reflection will answer the following questions: 1) What Did You Do?, summarize your mission visit (the time spent there, the people you met with, the things you saw/did, etc.); 2) How Did You Feel?, describe how you felt about the visit, both before and after, as well as any questions that were raised up in your mind during and after the visit, issues that you wrestled with, etc.; and 3) How about the Mission of the Church?, explain how your overall understanding of the mission of the church has been expanded or enriched by your visit.

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Confirm

*Corresponds with:* IC501 Mission of the Church || MI 620 The Gospel in a Multi-cultural and Multi-faith World

### **3H. Reflection on Charity and Dependency**

**Target:** Analyzes how issues surrounding charitable giving and dependency impact one's ministry context.

**Suggested Assignment:** Read Steve Corbett and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor... and Yourself* (Chicago: Moody, 2012). Discuss the book with someone in your local congregation. After the conversation, write a 2-3 reflection paper in which you note your thoughts and their thoughts on the following:

- The concepts in the book
- How the concepts could be (or couldn't be) integrated into the practices of your congregation.

*Estimated Hours:* 12

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Confirm

*Corresponds with:* IC501 Mission of the Church || MI 620 The Gospel in a Multi-cultural and Multi-faith World

### **3I. Conversion Continuum**

**Target:** Exhibits consciousness of the continuum of God's work in one's life.

**Suggested Assignment:** Exhibit consciousness of God's continuum of work in one's life. Read the following article: Larry W. Caldwell, "[How Much Knowledge of Jesus Is Enough Knowledge for Salvation?](#)" After reading, 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. (This could be connected to your spiritual autobiography in Outcome 1.)

*Estimated Hours:* 3

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Confirm

*Corresponds with:* IC501 Mission of the Church || MI 620 The Gospel in a Multi-cultural and Multi-faith World

### **3J. Biblical Theology of the Mission of the Church**

**Target:** Articulates a biblical theology of the mission of the church from one's own Christian heritage.

**Suggested Assignment:** Read Craig Ott, ed., *The Mission of the Church* (Baker, 2016). Write an informal eight to ten page integration paper devoted to the topic, "What Is the Mission of the Church?" Interact with the readings and ministry assignments in light of your own Christian heritage. Answer the question of the mission of the Church by focusing on those items necessary to developing awareness, attitudes, and proficiencies related to carrying out the mission of the church in an incarnational, multifaceted, and holistic way.

*Estimated Hours:* 22

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

*Corresponds with:* IC501 Mission of the Church || MI 432 Integral Mission

### **3K. Reforming the Church**

**Target:** Recalls key events, ideas, and figures of Church history in the era of Reformation.

**Suggested Assignment:** Become familiar with the factors leading to Catholic and Protestant Reformation movements and the major events and persons of the four Protestant branches as well as the Catholic response. Read [Craig D. Atwood, \*Always Reforming: A History of Christianity Since 1300\* \(Macon: Mercer University Press, 2001\), 5-78](#); Justo L. González, *The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010), 407-45; Justo L. González, *The Story of Christianity, Volume II: The Reformation to the Present Day*, rev. ed. (New York: HarperOne, 2010), 1-165; and D.H. Williams, *Retrieving the Tradition and Renewing Evangelicalism: A Primer for Suspicious Protestants* (Grand Rapids: Eerdmans, 1999), 101-32, 173-204, 221-28, 229-34. 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 || CH422 Church History since 1500

### **3L. Values of the Reformation Branches**

**Target:** Understands the basic theological values of the five branches of sixteenth century reform.

**Suggested Assignment:** Acquire understanding of the values of the four branches by watching the following presentations: “[The Reform of Martin Luther](#),” “[The Reform Movement of Huldreich Zwingli](#),” “[Radical Reform](#),” “[John Calvin](#),” and “[The English Reformation](#),” and “[Catholic Reform](#).” Study the documents “[Four Branches of the Reformation](#)” and “[A Schema of Reform](#)” (note: these two documents will not agree on every point). Then produce a lesson (or short series) for your ministry context in which you explain key differences between the branches.

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3M. Ministry Applications from the Age of Reform**

**Target:** Applies insights from the Reform period to contemporary ministry practices.

**Suggested Assignment:** As you read and watch for 3K and 3L, keep a journal in which you make connections between the Protestant Reformation and today’s ministry issues. Respond to five key questions, answering with one page each. Suggested topics include, but are not limited to:

- How important is it for churches today to get right the doctrine of justification?
- Which economic issues do churches face today that are similar to the 15th/16th centuries?
- When, if ever, is a church schism appropriate?
- What role should a statement of faith play?
- If you could implement any one reform in your local church, what would it be?
- What does the practice of communion at your church tell you about its values?
- How do you keep a radical group together?
- What does beautiful liturgy look like?

*Estimated Hours:* 5

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3N. Protestant Orthodoxy (or Scholasticism), Pietism, and Puritanism**

**Target:** Recalls key events, ideas, and figures of Church history in the early modern era.

**Suggested Assignment:** Become familiar with Protestant Orthodoxy (also called Protestant Scholasticism) and responses from rationalism, spiritualism, and pietism. Read Justo L. González, *The Story of Christianity, Volume II: The Reformation to the Present Day*, rev. ed. (New York: HarperOne, 2010), 167-273. Watch “[Protestant](#)

[Orthodoxy](#),” [“Puritanism](#),” and [“Pietism and the Moravians](#).” Summarize each chapter video in 2-3 sentences and show these to your faculty mentor.

*Estimated Hours:* 8

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* CH501 Christian Heritage II

### **3O. Denominational Origins**

**Target:** Understands the origins of the main Protestant denominations.

**Suggested Assignment:** Begin by becoming familiar with the major denominational families of the early modern period by reading, Ted A. Campbell, *Christian Confessions: A Historical Introduction* (Louisville: Westminster/John Knox Press, 1996), pp.115-256, 295-303. Design a flowchart or genealogical family tree diagramming the branches of sixteenth century reform and at least three denominations sprouting from each branch.

*Estimated Hours:* 9

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3P. Ministry Applications from Denominational Heritage**

**Target:** Applies insights from the early modern era to contemporary ministry practices.

**Suggested Assignment:** As you read Campbell (see 3O), keep a journal in which you make connections between your denominational heritage (or one of your choice if you are not yet affiliated with a denominational body) and today’s ministry issues. This should be at five least pages and should identify five issues in contemporary ministry (so about a page per issue).

*Estimated Hours:* 5

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3Q. Crisis of Authority**

**Target:** Analyzes the crisis of authority in the modern era.

**Suggested Assignment:** Read [Stanley J. Grenz, \*A Primer on Postmodernism\* \(Grand Rapids: Wm. B. Eerdmans Publishing Co., 1996\), 57-81](#); and [Immanuel Kant, “What Is Enlightenment?”](#) In a 2-3 page paper or equivalent oral presentation, explain why some have said the modern era was born in a crisis of authority and that authority remains modernity’s greatest challenge.

*Estimated Hours:* 11

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500



### **3R. Compatibility with a Denomination**

**Target:** Makes an honest assessment of one's compatibility within a denomination.

**Suggested Assignment:** Evaluate the strengths and weaknesses of your denomination (or one closely related to you, or one in which you are interested). Write five pages on the denomination, starting with a two page summary of its history, a page summarizing the key findings from an hour-long interview with an established denominational leader about the denomination's present strengths and weaknesses, a page making connections between the history and the interview, and a page explaining whether or not you see a future for yourself in this denomination.

*Estimated Hours:* 12

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Heavy

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3S. Liberalism and Evangelicalism**

**Target:** Understands the categories "liberalism" and "evangelicalism."

**Suggested Assignment:** Understand the categories "liberalism," "modernism," "fundamentalism," and "evangelicalism." View "[Christianity in an Age of Crisis A Crisis in Knowing and Responses](#)." Produce a slide show presentation for your ministry context in which, at minimum, you explain: a) basic definitions of "liberalism" and "evangelicalism," b) what modern factors helped to form these categories, c) major features of liberalism and evangelicalism in the 19<sup>th</sup> century, d) how the two changed in the 20<sup>th</sup> century, and e) any applications for your present ministry.

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3T. The Church in the Later Nineteenth and Twentieth Centuries**

**Target:** Recalls key events, ideas, and figures of Church history in the late modern period.

**Suggested Assignment:** Become familiar with the shifting landscape of America, western Europe, Roman Catholicism, and the developing world in modernity. Read Justo L. González, *The Story of Christianity, Volume II: The Reformation to the Present Day*, rev. ed. (New York: HarperOne, 2010), 301-523. Watch "[The Gilded Age and the Social Gospel](#)," "[The End of Classical Liberalism and the Rise of Neo-Paganism](#)," and "[Vatican II, Theologies from the Underside, Evangelicalism](#)." Summarize each chapter or video in 2-3 sentences and show these to your faculty mentor.

*Estimated Hours:* 16

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3U. Ministry Applications from the Later Nineteenth and Twentieth Centuries**

**Target:** Applies insights from the late modern era to contemporary ministry practices.

**Suggested Assignment:** As you read and watch videos in 3T, keep a journal in which you make connections between the late modern period and today's ministry issues. This should be at least seven pages and should identify five issues in contemporary ministry (so about a page and a fourth per issue).

*Estimated Hours:* 5

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3V. Neo-orthodoxy**

**Target:** Understands the basic contributions of neo-orthodox theologians in the 20th century.

**Suggested Assignment:** Begin by watching "[The End of Classical Liberalism and the Rise of Neo-paganism](#)." Then read Karl Barth, "[The Humanity of God](#)" in *The Humanity of God*, trans. John Newton Thomas (Louisville: John Knox, 1960): 37-65. Take notes on the video and the reading, adding at the end a half page describing one major way you see Barth approaching theology differently than either liberals or evangelicals.

*Estimated Hours:* 5

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

### **3W. Hidden Voices**

**Target:** Expresses appreciation for a lesser-known figure in Christian history since the 15th century.

**Suggested Assignment:** Read at least 100 pages of biographical literature on a forgotten saint, that is, a lesser known Christian. Try to choose someone from 1400 on. Possible choices include:

- Jan Hus (John Huss)
- Katharina Zell
- Pilgram Marpeck
- Madame Jeanne-Marie Guyon
- Thomas Helwys
- Roger Williams
- Kateri Tekakwitha
- William Carey
- George Leile
- Phoebe Palmer
- John Williamson Nevin

- Phillis Wheatley
- Samuel Zwemer
- Pandita Ramabai
- Elizabeth Feodorovna
- Leo Tolstoy as a Christian writer
- James Gibbons
- Russell Conwell
- Walter Rauschenbusch
- Aimee Semple McPherson
- Francisco Olazábal
- Kosuke Koyama
- Howard Thurman
- Simon Kimbangu
- Clarence Jordan
- Fannie Lou Hamer

Devote five hours of study to your chosen person. If possible, use at least three sources, ideally two of them more scholarly. Produce a lesson (about thirty minutes of content) for your ministry context, sharing it in the form of two to three pages of dense, well-ordered, notes or a video presentation of roughly 15 minutes. Finally, meet with your personal mentor to discuss how studying this person's life affected you personally.

*Estimated Hours:* 12

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage II || CH422 Church History since 1500

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

## outcome 4

Demonstrate collaborative leadership informed by integrative reflection, an understanding of human and organizational systems, and emotional-relational intelligence.

### **4A. Systems Analysis**

**Target:** Analyzes organizational dynamics through systems theory.

**Suggested Assignment:**

- Read Ronald W. Richardson, *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life* (Minneapolis: Fortress Press, 1996).
- Watch organizational [Mapping video](#) by Greg Henson

In a four page document OR in a conversation with your mentor team, analyze the relational structures of your congregation or place of ministry, attending to these four facets:

- a) make observations about the systems dynamics between the leadership and the organization (people)
- b) diagram the interactions between the various leaders and group(s)
- c) write a critique of your organization from a systems perspective
- d) outline the structure of the *intended* decision-making process AND how it *actually* works in practice.

*Estimated Hours:* 18

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor or Faculty Mentor

*Review Level:* Light

*Corresponds with:* LE501 Christian Leadership I || CE532 Educational Task of the Church

### **4B. Principles of Conflict Resolution**

**Target:** Expresses familiarity with the principles of conflict resolution.

**Suggested Assignment:** Read one of the following books:

- George W. Bullard, Jr., *Every Congregation Needs a Little Conflict* (St. Louis: Chalice Press, 2008)
- Kerry Patterson et al., *Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior* (Columbus, OH: McGraw-Hill, 2013)

Summarize the main points of the books in a three to four page paper, noting any significant disagreement you have with the authors.

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

*Corresponds with:* LE501 Christian Leadership || PL633 Essentials of Christian Leadership, CE532 Educational Task of the Church, PC 531 Essentials of Pastoral Care

#### **4C. Principles of Organizational Change**

**Target:** Expresses familiarity with the principles of organizational change.

**Suggested Assignment:** Read the book below by Friedman and then one of the other two.

- Friedman, Edwin H., Margaret M. Treadwell, and Edward W. Beal. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Church Publishing, 2017.
- Kotter, John P. *Leading Change: Why Transformation Efforts Fail*. Boston, MA: Harvard Business Press, 2010.
- Heifetz, Ronald A., Alexander Grashow, and Martin Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, MA: Harvard Business Press, 2009.

In a video, written paper, or conversation with your mentoring team, describe your understanding of organizational change and which model/process would work well in your context.

*Estimated Hours:* 20

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* LE501 Christian Leadership I || PL633 Essentials of Christian Leadership, PC 531 Essentials of Pastoral Care

#### **4D. Principles of Collaborative Strategic Leadership**

**Target:** Demonstrates familiarity with the principles of collaborative strategic leadership as they relate to culture, strategy, integration, and organizational development.

**Suggested Assignment:** Read and/or watch each of the following

- Brafman, Ori, and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. London: Portfolio, 2006.
- Hoag, Gary G., R. Scott Rodin, and Wesley Kenneth. Willmer. *The Choice: The Christ-centered Pursuit of Kingdom Outcomes*. Winchester, VA: ECFAPress, 2014.
- This [Article](#) and [PDF of Book](#) by Edward Schein
- This [article](#) and this [article](#) by Henry Mintzberg
- These videos on [strategic planning](#), [organizational change](#), and [emergent strategic planning](#).

Write a paper or discuss with your mentor team the following questions:

- 1) How would you define success in your context?
- 2) Describe the nature of your organization's culture and the role leadership plays in creating and leading that culture.
- 3) In what ways would you build a collaborative leadership structure and culture, and how would that work in practice?
- 4) How would you approach the process of defining a strategic direction for an organization?

*Estimated Hours:* 30

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* LE501 Christian Leadership I || PL633 Essentials of Christian Leadership

#### **4E: Collaborative Strategic Leadership**

**Target:** Demonstrates collaborative and strategic leadership in a specific area

**Suggested Assignment:** Choose one of the projects listed below, conduct it in your setting, and reflect on how it went. In each case, the project must include the development and ongoing utilization of a team.

- 1) Build a system for communal contextual care in the church you lead or attend. This refers to a system wherein the local body of believers takes ownership in providing care to its members, as opposed to a system where the lead pastor (or staff) of a church are the only people providing care to the members of the body.
- 2) Create a team for planning, leading, and inviting others into worship.
- 3) Develop and implement a process for adult discipleship that functions as a pathway rather than a program. Be sure to include a description for how you would involve others in the process and how it would be self-replicating (rather than relying upon a central leader).
- 4) Develop a strategic direction for a specific ministry of your church, aspect of your business, or area of your work.
- 5) Create a system for developing employees/staff in your context that focuses on gifting and accounts for the needs of the organization.

*Estimated Hours:* 25

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* LE 501 Christian Leadership I || PL633 Essentials of Christian Leadership, PC 531 Essentials of Pastoral Care

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

## outcome 5

Demonstrate mastery and integration of knowledge, character, and ability in a specialized ministry context.

### **5A. Case Study: Supervised/Integrated Studies I**

**Target:** Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

### **5B. Case Study: Supervised/Integrated Studies II**

**Target:** Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

### **5C. Case Study: Supervised/Integrated Studies III**

**Target:** Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

### **5D. Case Study: Supervised/Integrated Studies IV**

**Target:** Demonstrates a multifaceted analysis and response to a case study drawn from one's ministry context.

Required Assignment (completed at intensive)

**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|| TH526 Christian Ethics

### **6B. Economic Wisdom Talks**

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

**Suggested Assignment:** Select 4 videos related to spiritual formation from the Oikonomia Network:

[https://oikonomianetwork.org/resource\\_types/economic-wisdom-talks/](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 4 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 || 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 read the material related to Learning Styles (resources [1](#) & [2](#)) 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 || 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 || 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 || CE532 Educational Task of the Church, TH526 Christian Ethics

### **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 || PC431 Personal Development and Ministry

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