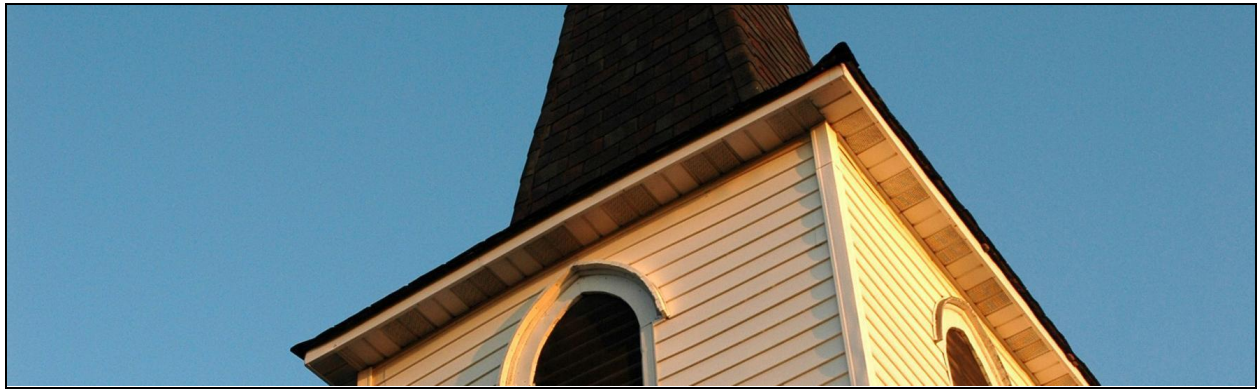


master of divinity



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, 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). 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 [1.A.]

Estimated Hours: 39

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: SP501, 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) Note: a revised and expanded version of this book was published in 2015.
- 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, 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, 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 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, VP3:Journey || PT540 Spiritual Formation or Spiritual Direction Sessions through Urban Sanctuary (FE442-446)

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, 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 skillful exegesis through in-depth biblical study and awareness of methodological frameworks.

2A. 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: Personal Mentor or Faculty Mentor

Review Level: Light

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

2B. 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 (2A), in a three to four page paper or an 8-10 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

***Note on Meeting Targets 2C to 2K**

For those who need Greek and/or Hebrew for ordination requirements, or for those who desire to gain more understanding of the biblical languages, the following courses can be substituted to meet targets 2C to 2K.

NT 511 Elements of New Testament Greek I

NT 512 Elements of New Testament Greek II

NT 513 New Testament Greek Exegesis

OT 511 Elements of Biblical Hebrew I

OT 512 Elements of Biblical Hebrew II

OT 513 Biblical Hebrew Exegesis

(Please make sure to observe your denomination's requirement if you are seeking ordination.)

Estimated Hours: 375 (one language) or 750 (for both)

Learning Category: Knowledge
Suggested Reviewer: Dr. Paul Rainbow
Review Level: Heavy
Corresponds with: None

2C. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2D. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2E. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2F. Critical Method Identification

Target: Demonstrates an ability to identify various types of biblical criticism used in critical resources.

Suggested Assignment: First watch "[Biblical Criticism: Uses and Abuses.](#)" Take notes. Afterwards, look inside some scholarly commentaries and Bible dictionaries/ encyclopedias and write down one example each of a scholar using text criticism, source criticism, form criticism, redaction criticism, and social-scientific criticism. Add these examples to your notes.

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI502 Introduction to Bible Interpretation, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2G. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2H. Rhetorical Situation and 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 the first 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2I. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2J. 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, OT/NT513 Exegesis || BI412 Biblical Hermeneutics

2K. Familiarity With A Bible Software Program

Target: Demonstrates the ability to use a Bible software program.

Suggested Assignment: Purchase a robust Bible software program (Logos or Accordance). Spend 20 hours learning the basics of the particular program through built-in or on-line tutorials. If you have previously mastered the basics then spend the 15

hours digging deeper into the intricacies of the particular program. Record in log form what you learned and the days/times such learning occurred.

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Confirm

Corresponds with: BI502 Introduction to Bible Interpretation II BI514 Hebrew and Greek Tools

2L. 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, NT501 New Testament Literature || OT451 or OT452 Old Testament Survey, part 1 & 2, and NT451 or NT452 New Testament Survey, part 1 & 2

2M. 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 Old Testament Survey

2N. 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 || OT452 Old Testament Survey

20. 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 || OT452 Old Testament Survey

2P. Old Testament Literature: Writings

Target: Articulates the origins of the books of especially Psalms, Proverbs, Daniel, and Chronicles-Ezra-Nehemiah.

Suggested Assignment: Read Longman and Dillard, *Introduction to the Old Testament*, 2nd ed. (Zondervan, 2006), chaps 9, 12-19, 22, 24. Submit notes on the authorship, date, provenance, and aims of each of the 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: Old Testament Literature || OT452 Old Testament Survey

2Q. Jews and Judaism in the Second Temple Period

Target: Articulates how God's providence preserved the Jews and clarified his revelation to them during the Persian, Macedonian, Ptolemaic, Seleucid, Hasmonean, 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. Note: revised and expanded edition published in 1995.

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 New Testament Survey

2R. New Testament History: Jesus' Ministry

Target: Articulates 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.

Note: revised and expanded edition published in 2013.

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 New Testament Survey

2S. New Testament History: Acts

Target: Articulates 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 || NT452 New Testament Survey

2T. New Testament Literature: Pauline Epistles

Target: Articulates 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 || NT452 New Testament Survey

2U. New Testament Literature: Gospels

Target: Articulates 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*, 2nd 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 New Testament Survey

2V. New Testament Literature: General Epistles (including Revelation)

Target: Articulates the origins of the general epistles.

Suggested Assignment: Read D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament*, 2nd 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

2W. Biblical Literature: Canon of Scripture

Target: Articulates 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 || NT451 New Testament Survey

2X. Foci of Old Testament Theology

Target: Articulates 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 || OT451 Old Testament Survey

2Y. Foci of New Testament Theology

Target: Articulates 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 || NT451 and NT452 New Testament Survey

2Z. Book Study: Integration

Target: Integrates critical methods in exploring all aspects of a complete book of the Bible.

Suggested Assignment: Read through one whole book of the Bible and form an opinion about what it was saying in its original rhetorical setting, using the methods and referring to the canonical context covered in targets 2A to 2X. Check your hunches by reading one complete commentary on that book. Choose five units of text, about 6–8 verses each, and present an exegetical essay on each, of about four pages, in dialogue with 4–6 scholarly resources (commentaries, journal articles, etc.), demonstrating competence in handling the original language either directly or through Bible software, and interacting significantly with several critical commentaries.

Estimated Hours: 126

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: BI/OT/NT 6xx Biblical Exposition course

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

outcome 3

Demonstrate effective cultural exegesis and awareness of cultural frameworks, empowering them for effective, faithful, dynamic, and culturally appropriate communication of the gospel.

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 that summarizes that discussion.

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 || MI432 Integral Mission

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 || MI432 Integral Mission

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 || MI432 Integral Mission

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 || MI545 Evangelism and Church Planting

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 || MI432 Integral Mission

3K. Theoretical Foundations of Ethnohermeneutics

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

Suggested Assignment: First read the following book by Larry W. Caldwell, [The Bible in Culture \(Pre-publication draft, 2008\)](#); then read the following articles by Larry W. Caldwell: "[Cross-Cultural Bible Interpretation: A View from the Field](#)"; "[Towards the New Discipline of Ethnohermeneutics: Questioning the Relevancy of Western Hermeneutical Methods in the Asian Context.](#)"; "[Towards an Ethnohermeneutical Model for a Lowland Filipino Context](#)"; and "[Towards Ethnohermeneutics --Contextualization 2.0 and Beyond](#)"; In addition, read the following books: Geoffrey Hartt, [Ethnohermeneutics: Disciplinary Integration and Pedagogical Application \(2016\), pp. 64-102](#) Tom A. Steffen, *Reconnecting God's Story to Ministry. Crosscultural Storytelling at Home and Abroad* (Revised ed. Authentic, 2005); and Leonora Tubbs Tisdale, *Preaching as Local Theology and Folk Art* (Fortress, 1997). Complete a [Reading Reflection Report](#) for each book and one adapted for all the articles.

Estimated Hours: 42

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: BI/IC555 Ethnohermeneutics || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3L. Biblical Foundations of Ethnohermeneutics

Target: Articulates how the roots of culturally appropriate hermeneutics are found in the New Testament.

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 from 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: BI/IC555 Ethnohermeneutics

3M. Strengths and Weaknesses of Ethnohermeneutics

Target: Expresses familiarity with the strengths and weaknesses of culturally appropriate hermeneutics.

Suggested Assignment: After completing Target 3K then read the following critiques of Caldwell and ethnohermeneutics: [Daniel A. Tappeiner, “A Response to Caldwell’s Trumpet Call to Ethnohermeneutics”](#); [James R. Welchel, “Ethnohermeneutics: A Response”](#); and Caldwell’s response: [“A Response to the Responses of Tappeiner and Welchel to Ethnohermeneutics”](#); plus read [William P. Brooks, “Critiquing Ethnohermeneutics Theories”](#). Then write a 4-6 page “Reaction Paper” concerning the discipline of ethnohermeneutics including the following sections: 1) strengths of ethnohermeneutics; 2) weaknesses of ethnohermeneutics; and 3) how the new discipline of ethnohermeneutics might influence your life and ministry.

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Heavy

Corresponds with: BI/IC555 Ethnohermeneutics || MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3N. Western Hermeneutical Theory and Ethnohermeneutics

Target: Articulates the western views towards hermeneutics and the development of those views worldwide.

Suggested Assignment: After completing Target 3K then read the following article by Caldwell: [“How Asian Is Asian Theological Education?”](#) Then, in an informal 2-3 page paper, apply the general concepts in the article to the preponderance of a western view

of hermeneutics found worldwide. Alternatively, create an 8-10 minute informal video response.

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Light

Corresponds with: BI/IC555 Ethnohermeneutics

30. 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 Relating Strategies Worksheet.](#)" 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: BI/IC555 Ethnohermeneutics || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3P. 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 and 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: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Heavy

Corresponds with: BI/IC555 Ethnohermeneutics || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3Q. Varied Cultural Interpretations

Target: Demonstrates awareness of very different interpretations of a biblical text stemming from cultural factors.

Suggested Assignment: Demonstrate an embodiment of very different interpretations of a biblical text based on ethnohermeneutic considerations. Begin by reading Gen 16-21, paying close attention to the story of Hagar. Next read Stephen McMullin, "[Growing a Rural Church](#)" and Gary Farley, "[13 Characteristics of Indigenous or 'Rural' Local Pastors.](#)" Next, write a three page sermonette on the story of Hagar for a white, rural, small congregation in South Dakota (or, alternatively, your own church). Include at least three comments (or footnotes) in which you explain how you interpreted the story with and for this audience. Afterward, read Emerson B. Powery, "African American Criticism," in *Hearing the New Testament: Strategies for Interpretation*, 2nd ed., Joel B. Green, ed. (Eerdmans, 2010): 326-349 and watch "[Reading Hagar with Black Americans.](#)" Then write another three page sermonette on the story of Hagar, this time to a black urban congregation located in an economically depressed neighborhood. Again, include at least three comments (or footnotes) in which you explain how you interpreted the story with and for this audience. Submit the two sermonettes.

Estimated Hours: 15

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Heavy

Corresponds with: BI/IC555 Ethnohermeneutics || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3R. Integration of Ethnohermeneutics

Target: Articulates a culturally appropriate hermeneutical approach for their own audience.

Suggested Assignment: After completing Targets 3K to 3Q, write a 10-12 page integration paper devoted to one of the following topics:

- "How I will interpret the Bible Among the _____ Hermeneutical Community" or
- "How the _____ Hermeneutical Community Interprets the Bible"

In both topics the phrase, "hermeneutical community," refers to those individuals who make up a particular cultural group or subgroup with whom you are currently ministering or hope to minister among in the future.

Estimated Hours: 22

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Heavy

Corresponds with: BI/IC555 Ethnohermeneutics || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3S. Culture and Theological Interpretation

Target: Articulates an understanding of personal and cultural forces that shape one's theological interpretation and view of the world.

Suggested Assignment: Read and reflect on two books about human limitations (like *Leading with a Limp* by Dan Allender or *The Vulnerable Pastor* by Mandy Smith) and

family systems (like *Family Evaluation* by Michael Kerr or *Becoming a Healthier Pastor* by Ronald Richardson) and then prepare a document or video in which you describe the following:

- Family and life history and how they can shape and inform theological perspectives
- Personal value systems and how those shape one's understanding of the world and theology.

For each, be sure to include how your personal family, life history, and value systems inform and shape your theology and worldview. Helpful questions to answer may be,

- What do I value?
- Why do I value these things?
- How do those values present themselves in how I prepare for communicating the gospel?

Estimated Hours: 15

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Light

Corresponds with: CM501 Preparing to Communicate in Context || MI432 Integral Mission, MI620 The Gospel in a Multi-Cultural and Multi-Faith World

3T. Active Listening and Observation in Context

Target: Demonstrates the ability to listen to, observe, and analyze one's own particular context and explain how that analysis impacts one's communication of the gospel.

Suggested Assignment: Skim: Mary Clark Moschella, *Ethnography as a Pastoral Practice* (Pilgrim, 2008) or Leonora Tubbs Tisdale, *Preaching as Local Theology and Folk Art* (Fortress, 1997); and one book on family systems within organizations (like *How Your Church Family Works* by Peter Steinke), paying particular attention to power, racial or generational dynamics, family organizational systems, economic and social status, etc.. Then do one hour of internet research on one of the following dynamics that is present in your context: Race, Power, Generational, Economic. After completing the above, sit and listen to 5 people from your context. (Also consider talking to 2 people who are "outside" your context but who might have thoughts and observations about your context.) Ask them to share their personal stories, the history of the context, their observations, and hopes/dreams/challenges. Where do they see God moving? Finally, compile your learning (from the books, research, and interviews) into a written document (or detailed outline in preparation for a lengthy conversation) in which you answer the following questions:

- What did you hear?
- What are your own observations?
- Describe how this assignment will impact/change/influence your communication?

Estimated Hours: 30

Learning Category: Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM501 Preparing to Communicate in Context || MI432 Integral Mission

3U. Actively Listening and Observation of Another's Context

Target: Demonstrates the ability to listen to, observe, and analyze a particular context that is significantly different than one's own and explain how that analysis impacts one's communication of the gospel.

Suggested Assignment: Skim a book on social dynamics like *Disunity in Christ* by Christena Cleveland, *Divided by Faith* by Michael Emerson and Christian Smith, or *Cultural Intelligence* by David Livermore and Chap Clark, paying particular attention to power, racial or generational dynamics, family organizational systems, economic and social status, etc.)

Then, sit and listen to 5 people from a context very different from your own context. Note that this could be a context within your own community/city/town but which has very different dynamics than your context. Ask them to share their personal stories, the history of the context, their observations, and hopes/dreams/challenges. Where do they see God moving?

Finally, compile your learning (from the books and interviews) into a written document (or detailed outline in preparation for a lengthy conversation) in which you answer the following questions:

- What did you hear?
- What are your own observations?
- Describe how this assignment will impact/change/influence your communication?

Estimated Hours: 15

Learning Category: Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM501 Preparing to Communicate in Context || MI432 Integral Mission

3V. Biblical Foundation for Understanding Context

Target: Articulates a coherent and studied biblical foundation for why understanding personal, contextual, and cultural constructs should influence how the gospel is communicated.

Suggested Assignment: After completing Targets 3S, 3T, and 3U do an in-depth study of three biblical passages that will serve as your foundation for why understanding personal, contextual, and cultural constructs should influence how we present the gospel. Then, share your thoughts and reflections with your mentor team through a conversation, written paper, or a video. Be sure to focus on *why* this matters.

Estimated Hours: 15

Learning Category: Knowledge

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM501 Preparing to Communicate in Context || PW431 Introduction to Preaching

3W. Personal Formation and Gospel Communication

Target: Articulates the role personal formation plays in communicating the gospel.

Suggested Assignment: Read *Scripture and the Authority of God* by N.T. Wright or *Listening to the Spirit in the Text* by Gordon Fee. After reading the book complete a [Reading Reflection Report](#). Then prepare a written reflection or video presentation in which you describe your understanding of the role personal formation plays in the presentation of the gospel.

Estimated Hours: 15

Learning Category: Character

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CM501 Preparing to Communicate in Context || MI545 Evangelism and Church Planting

3X. Spiritual Disciplines and Gospel Communication

Target: Demonstrates personal methods for allowing God's Word to shape and transform one's life in Christ.

Suggested Assignment: After practicing several spiritual disciplines over the course of time (perhaps as work in Outcome 1), share with your mentor team which practices are currently impacting you the most and how they are shaping your life in Christ. In that conversation, invite the mentor team to share with you their lived experience in this area, as well.

Estimated Hours: 3

Learning Category: Character

Suggested Reviewer: Mentor Team

Review Level: Light

Corresponds with: CM501 Preparing to Communicate in Context || MI545 Evangelism and Church Planting

3Y. Communicating the Gospel through Personal Transformation

Target: Demonstrates that sermons/gospel communication are coming from a place of personal transformation.

Suggested Assignment: In conversation with your personal mentor, describe a sermon/gospel presentation you gave within the past three months. In your description, share what God was doing in your life that led you to give that sermon/presentation. Pay particular attention to the ways in which the Word was actively transforming you and how that transformation was connected to what you shared in your sermon/gospel presentation. Note that the focus is on personal transformation, not on what God was leading you to say in terms of vision or leadership for your audience.

Estimated Hours: 3

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Light

Corresponds with: CM501 Preparing to Communicate in Context || MI545 Evangelism and Church Planting

3Z. Preparing for Gospel Presentation - Old Testament

Target: Demonstrates ability to interpret passages from the Old Testament that are currently shaping one's life in preparation for gospel communication.

Suggested Assignment: Prepare a detailed analysis of two passages from the Old Testament (from different books). This can be done in a written paper or in an outline that serves as the foundation for a lengthy conversation with your faculty mentor. Cite all resources used in the process and be sure to use a minimum of 5 resources for each passage.

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW431 Introduction to Preaching

3AA. Preparing for Gospel Presentation - New Testament

Target: Demonstrates ability to interpret passages from the New Testament that are currently shaping the student's life in preparation for gospel communication.

Suggested Assignment: Prepare a detailed analysis of two passages from the New Testament (one from a gospel and one from an epistle). This can be done in a written paper or in an outline that serves as the foundation for a lengthy conversation with your faculty mentor. Cite all resources used in the process and be sure to use a minimum of 5 resources for each passage.

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW431 Introduction to Preaching

3BB. Preparing for Gospel Presentation in Community

Target: Demonstrates openness to and process for inviting others from the community to speak into one's interpretation of Scripture.

Suggested Assignment: Create a list of at least 5 people from your community/context with whom you will reflect on the Scripture passages (from Targets 3Z and 3AA) you have selected to use for your sermon/gospel presentations. Then, prior to finalizing your study of those passages, meet with them as a group or individually in order to gather their thoughts, insights, and learnings from the passage. Next, reflect on how their thinking shapes your approach to the passage by asking the question, "How are their findings confirmed or challenged by your interpretation of the passage and your own spiritual reflection?"

Finally, share your learning with your ministry mentor and describe how the process impacted your final work on the passage.

Estimated Hours: 10

Learning Category: Character

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW431 Introduction to Preaching

3CC. Foundations for Gospel Communication

Target: Demonstrates an ability to identify and analyze different forms and styles of sermons/spoken communication of God's Word.

Suggested Assignment: Read three books on communicating God's Word, each of which are written by different authors and which provide different perspectives on the topic (e.g. expository, topical, 4-page, 3-point, herald, narrative, etc.). A few suggestions are:

- *The Witness of Preaching*, 3rd edition, by Thomas Long
- *Communicating for a Change* by Andy Stanley and Lane Jones
- *360 Degree preaching* by Michael Quicke,
- *Preaching Re-imagined* by Doug Pagitt,
- *Preaching without Notes* by Joseph M. Webb,
- *Preach! Mark's Kingdom Message and the Black Church Today* by Brian K. Blount
- *Effective First-Person Biblical Preaching* by J. Kent Edwards,
- *The Four Pages of the Sermon* by Paul Scott Wilson,
- *Preaching in Black and White* by E. K. Bailey and Warren W. Wiersbe,
- *Craddock on the Craft of Preaching* by Fred Craddock

Then share with your ministry mentor your reflections on the books, a description of the different styles, and finally an overview of the style(s) or form(s) that most resonate with you.

Estimated Hours: 15

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW431 Introduction to Preaching

3DD. Learning from Another's Style of Gospel Communication

Target: Demonstrates an ability to listen to styles of spoken gospel communication that are outside one's norm.

Suggested Assignment: Identify three different people to whom you can listen give a sermon/spoken presentation of God's Word, one of which is from a very different cultural setting and another from a person of an ethnicity and gender different from your own. Then, listen to and analyze the presentation with a specific focus on method,

format, and presentation style, *not* the content. When finished, discuss the following with your mentors or create a document along the same lines:

- What formats/structure/style was this presentation/sermon?
- What methods did the presenter/preacher use?
- How are these similar or different from my own styles?
- What did I notice in the presentation? What was helpful? What detracted from the presentation/sermon?
- What are my take-a-ways? How will I apply what I've seen and heard from this method to my future presentations of the gospel?
- What was missing?

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Light

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW431 Introduction to Preaching

3EE. Communicating the Gospel in Context

Target: Demonstrates an ability to deliver a sermon/spoken presentation that is shaped by cultural analysis, contextual and self awareness, personal formation, and thorough study of Scripture.

Suggested Assignment: Give a sermon/spoken presentation of God's Word of at least 15 minutes to a live audience and record it. Then, give the recording to your mentor team and include a document (or outline in preparation for a conversation) in which you describe how the presentation took into consideration each of the following:

- Cultural analysis
- Contextual awareness
- The impact self awareness and spiritual formation had on the process
- Thorough study of Scripture

(Exceptions for a live audience can be made if it makes sense in the student's context)

Estimated Hours: 12

Learning Category: Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW538 or PW639 Advanced Preaching courses

3FF. Gospel Communication in Another Context

Target: Demonstrates an ability to prepare a sermon/spoken presentation that is shaped by cultural analysis, contextual and self awareness, personal formation, and thorough study of Scripture for a context significantly different than one's own.

Suggested Assignment: Using one's ability to analyze a cultural context different than one's own, prepare (but not necessarily present) a 15 minute sermon/spoken presentation that is written well enough for anyone to pick up and present. Along with

the written presentation, provide your mentor team with a document (or detailed outline in preparation for a conversation) that describes how the presentation takes into consideration the following:

- Cultural analysis
- Contextual awareness
- The impact self awareness and spiritual formation had on the process
- Thorough study of Scripture

(The student may present the sermon/spoken presentation rather than write it)

Estimated Hours: 10

Learning Category: Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW538 or PW639 Advanced Preaching courses

3GG. Gospel Communication in Another Style

Target: Demonstrates an ability to prepare different sermons/spoken presentations for the same passage utilizing different forms/styles.

Suggested Assignment: Select a passage of Scripture and then prepare two stylistically different 15 minute presentations of the same sermon/spoken presentation utilizing different forms/styles (e.g. expository, topical, 4-page, 3-point, herald, narrative, etc.). Note that you do not need to present the sermon, but should prepare and present the document in such a format that anyone could present it. When you submit the sermon/presentation to your mentor team, you should be prepared to present your team with a document (or detailed outline in preparation for a conversation) that answers the following questions:

- How are these presentations different from each other?
- How are these styles different from my current style and format?
- How might context and cultural analysis influence what formats or resources I use for my sermons or gospel presentations?
- What will I take away from going through the process of formatting and writing these sermons/gospel presentations?

Estimated Hours: 12

Learning Category: Ability

Suggested Reviewer: Mentor Team

Review Level: Heavy

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting, PW538 or PW639 Advanced Preaching courses

3HH. Gathering Feedback from the Community

Target: Demonstrates the ability to gather and analyze feedback from a sermon/spoken presentation.

Suggested Assignment: Create a feedback resource/process and utilize it for a sermon/spoken presentation from those who were present for a sermon/spoken presentation in the context for which it was intended (i.e. If it was intended for

face-to-face then feedback from people in the room. If it was intended for video or the Internet, then feedback from people who watched the video).

Then, in conversation with your ministry mentor, discuss your learning from and experience of the feedback resource/process.

Estimated Hours: 7

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting

3II. Integrating Feedback from the Community

Target: Demonstrate an ability to evaluate feedback and develop a plan for how it will shape and inform future sermons/spoken presentations.

Suggested Assignment: After utilizing at least twice the feedback resource/process you created (from Target 3HH), share with your ministry mentor how the feedback you gathered will shape and inform future sermon/spoken presentations.

Estimated Hours: 7

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: CM502 Communicating in Context || MI545 Evangelism and Church Planting

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

outcome 4

Demonstrate a coherent Christian theological understanding and awareness of theological frameworks, informing their life and ministry, including corporate worship of the Triune God.

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.

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

4B. 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 || TH531 Systematic Theology I

4C. 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

4D. 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 || TH634 Christian Apologetics/TH534 Christian Worldview

4E. 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*, 3rd 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

4F. 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

4G. Christology

Target: Demonstrates understanding of Christology.

Suggested Assignment: Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3rd 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 || TH532 Systematic Theology II

4H. 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 || TH532 Systematic Theology II

4I. 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*, 3rd 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 || TH532 Systematic Theology II

4J. 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 4G and 4H, 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

4K. 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 || TH532 Systematic Theology II

4L. 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*, 3rd 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

4M. 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*, 3rd 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

4N. 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

4O. Ecclesiology

Target: Demonstrates understanding of ecclesiology.

Suggested Assignment: Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3rd 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

4P. 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

4Q. 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*, 3rd 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

4R. Eschatology

Target: Demonstrates understanding of eschatology.

Suggested Assignment: Read the following:

- Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology*, 3rd 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

4S. 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 4T as well).

Estimated Hours: 20

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: TH502 Creation, the Spirit, and the Church || TH634 Christian Apologetics/TH534 Christian Worldview

4T. 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 4S 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 || TH 531 Systematic Theology I, TH 532 Systematic Theology II

4U. 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*, 3rd 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 || TH531 Systematic Theology I, TH532 Systematic Theology II

4V. Amending Beliefs

Target: Exhibits consciousness of changes in belief.

Suggested Assignment: After completing assignments 4A through 4U, 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 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/TH534 Christian Worldview

4W. 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 || TH531 Systematic Theology I

4X. Theology of Worship

Target: Articulates a biblically and historically informed theology of worship.

Suggested Assignment: Read the following:

- Edith M. Humphrey, *Grand Entrance: Worship on Earth as in Heaven* (Grand Rapids: Brazos, 2011), 19-74
- Robert Webber, *Ancient-Future Worship: Proclaiming and Enacting God's Narrative* (Grand Rapids: Baker Books, 2008), 67-86.

In a fifteen to twenty minute video or an hour-long conversation with a mentor, share what you learned that you had not known before and what insights and questions about worship and worship planning that have been raised for you. Name at least five insights and/or questions.

Estimated Hours: 6

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship || denominational worship course

4Y. Worship as Theology

Target: Understands worship's relationship to theology.

Suggested Assignment: Read the following:

- Zac Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Grand Rapids: Zondervan, 2016), 29-39, 51-78, 156-172, 193-198.
- Robert Webber, *Ancient-Future Worship: Proclaiming and Enacting God's Narrative* (Grand Rapids: Baker Books, 2008), 29-86.
- James K.A. Smith, *Desiring the Kingdom: Worship, Worldview and Cultural Formation* (Grand Rapids: Baker Academic, 2009), 37-73.

- Edith M. Humphrey, *Grand Entrance: Worship on Earth as in Heaven* (Grand Rapids: Brazos, 2011), 155-187.

Following the [“Worship Service Design Guide.”](#) design a worship service, noting the theological rationale for each choice and what you hope to convey theologically to the worshiping community. (You may wish to work on this assignment in conjunction with 4BB, 4EE, 4FF, and/or 4GG.)

Estimated Hours: 13

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship || your denominational worship course

4Z. Worship Music Analysis

Target: Performs theological analysis with Christian worship song lyrics.

Suggested Assignment: Before you do any of the reading, choose five Christian songs (either from the most popular on [the CCLI chart](#), or perhaps five worship songs and/or hymns that are frequently sung in your context currently). Write down your initial thoughts about each one. What appeals to you theologically? What theological critiques might be brought against them? (Only consider the words. Don't let the tune factor into this for this assignment.) If you are struggling to critique the lyrics, read (or re-read) Edith M. Humphrey, *Grand Entrance: Worship on Earth as in Heaven* (Grand Rapids: Brazos, 2011), 155-187 and Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids: Baker, 2010), 179-203. Share your analysis in a five page report or an hour-long conversation with a mentor.

Estimated Hours: 6

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship || your denominational worship course

4AA. History of Worship

Target: Recalls the antecedents and development of Christian worship.

Suggested Assignment: Read Gregg R. Allison, *A History of Worship* (Grand Rapids: Zondervan, 2011) and skim James F. White, *A Brief History of Christian Worship* (Nashville: Abingdon Press, 1993), 9-180. Submit a statement verifying that you have finished reading these books and share the five or six learnings you think are most important for your understanding of worship.

Estimated Hours: 9

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4BB. Worship Planning

Target: Applies gospel insight and dialogical patterns in the planning of worship.

Suggested Assignment: Read Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids: Baker, 2010), xi-xvii, 1-121, 125-177, 205-257; Zac Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Grand Rapids: Zondervan, 2016), 21-28, 143-192; and Sandra Maria Van Opstal, *The Next Worship: Glorifying God in a Diverse World* (Downers Grove, IL: InterVarsity Press, 2015), 11-76, 97-206. Design two services of worship, one a typical Sunday Service and one a Sunday service with baptism and/or the Lord's Supper. Explain why you have arranged the elements of worship in the manner you have, making reference to the insights you have derived from Cherry and Hicks.

Estimated Hours: 28

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Heavy

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4CC. Analysis of Home Church's Worship

Target: Analyzes one's own congregation's worship in light of the gospel and dialogical patterns of worship.

Suggested Assignment: Continuing to reflect on the Cherry and Hicks books, describe the strengths and weaknesses of the worship in your home congregation (either the one in which you grew up/came to faith, or the one in which you are currently involved). Share this reflection in a ten to twelve minute video or a thirty minute conversation with a mentor.

Estimated Hours: 2

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4DD. Analysis of Other Churches' Worship

Target: Experiences and analyzes the worship of churches of different traditions from one's own.

Suggested Assignment: Attend worship services at two churches in which the worship is markedly different from your own either because of worship tradition or cultural makeup of the congregation. Describe and reflect on these services using the [Worship Service Analysis Guide](#). Share your thoughts with a mentor through a six to eight page paper or fifteen to twenty minute video.

Estimated Hours: 8

Learning Category: Ability

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4EE. Leading Worship

Target: Demonstrates the ability to officiate a worship service smoothly.

Suggested Assignment: Conduct multiple parts of a worship service. If a mentor is not present, video the service and share it. With a mentor have a 45 minute discussion concerning what you do well and where your growth edges are. Focus on your ability to officiate a service smoothly, transitioning from one major element to another in appropriate ways. If you are not authorized to perform this function, (re-)read Zac Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Grand Rapids: Zondervan, 2016), 173-192; and Sandra Maria Van Opstal, *The Next Worship: Glorifying God in a Diverse World* (Downers Grove, IL: InterVarsity Press, 2015), 77-96, and discuss effective worship officiating for 45 minutes with a mentor.

Estimated Hours: 3

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4FF. Leading Public Prayer

Target: Demonstrates the various modes of prayer employed in public worship, including the blessing/benediction.

Suggested Assignment: Read/re-read the following:

- Zac Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Grand Rapids: Zondervan, 2016), 59-67
- Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids: Baker, 2010), 125-149
- [Samuel Wells, *Crafting Prayers for Public Worship: The Art of Intercession* \(Norwich, UK: Canterbury Press, 2013\), 1-16.](#)

Prepare a video of yourself leading prayer in a worship service. If this is not part of your normal ministry, record yourself praying as if you were leading in actual worship. Be sure to include invocation, prayers of the people/pastoral prayer, and a charge and benediction (though it is technically not a prayer). You may add other prayers regularly used in your context as well (illumination, confession and assurance of pardon, offertory, etc.)

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

4GG. Leading Singing

Target: Demonstrate ability to lead musical elements of a worship service.

Suggested Assignment: If possible, have a video made of you leading, through instrument and/or song, congregational singing. If a mentor is not present for the service, video record the experience and post it. With a mentor have a 45 minute discussion concerning what you do well and where your growth edges are. If you are

not able to do this, or it is not your ministry, read or review Zac Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Grand Rapids: Zondervan, 2016), 110-121 and discuss effective musical leadership for 45 minutes with a mentor.

Estimated Hours: 3

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM511 Christian Worship || PW631 Christian Worship

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 as implemented in strategies for ministry.

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. Critical Reflection on the Value of Tradition

Target: Demonstrates critical thought about the value of tradition today.

Suggested Assignment: Read D.H. Williams, *Retrieving the Tradition and Renewing Evangelicalism: A Primer for Suspicious Protestants* (Grand Rapids: Eerdmans, 1999), 1-99 or D.H. Williams *Evangelicals and Tradition: The Formative Influence of the Early Church* (Grand Rapids: Baker Academic, 2005) 15-144. Afterwards, in a five page paper, describe Williams’s definition of the word “Tradition,” then explain your sense of the potential for a retrieval of “the Tradition” in the ways Williams proposes to renew evangelical churches in America. What are the possibilities and obstacles to such renewal? Alternatively, if you agree with Williams’s vision, write a five page proposal for ways to make your ministry more “traditional,” and the rationale for each change.

Estimated Hours: 17

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

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

5C. 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

5D. Patristic Interpretation of the Bible

Target: I am aware of how Scripture was interpreted in the patristic era.

Suggested Assignment: Read [Robert L. Wilken, *The Spirit of Early Christian Thought: Seeking the Face of God* \(New Haven: Yale University Press, 2003\), 50-79](#); [John J. O’Keefe and R.R. Reno, *Sanctified Vision: An Introduction to Early Christian Interpretation of the Bible* \(Baltimore: The Johns Hopkins University Press, 2005\), 24-44](#); and watch/listen [“Going Deeper Into the Bible: The Church Fathers as Interpreters.”](#) Submit no more than two pages in which you share three or four key insights/questions these resources raise for you and your approach to reading Scripture.

Estimated Hours: 7

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

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

5E. 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 no 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

5F. 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 Canadian Prime Minister to Constantine
- How might trinitarian language better show up in our worship?
- Is theological innovation a good thing?
- Is “confusion” or “separation” of the nature the more serious Christological error today?
- Is patristic interpretation of the Bible something we should emulate?
- 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

5G. Trinitarian and Christological Orthodoxy

Target: Understands the Trinitarian and 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: 14

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

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

5H. 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

5I. 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 5H, keep a journal in which you make connections between the medieval period and today's ministry issues. Reflect on five key issues, devoting one page to each.

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

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

5J. Creating a Communal Rule

Target: Demonstrates critical thinking about the kind of "rule" needed in experiments in Christian communalism.

Suggested Assignment: Read or re-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), 157-72, 327-44. Then read an excerpt from [The Rule of Benedict](#). Then, with your team discuss what a "rule" for either your ministry context or for your community of faith might look like. Be sure your rule helps to cultivate a particular vision for Christian life

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Confirm

Corresponds with: CH501 Christian Heritage I || CH420 Church History to 1500, PT540 Spiritual Formation

5K. 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

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. 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 II || CH422 Church History since 1500

5N. 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 I || CH422 Church History since 1500

5O. 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 5M and 5N, 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 I || CH422 Church History since 1500

5P. 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 I || CH422 Church History since 1500

5Q. 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 I || CH422 Church History since 1500

5R. Ministry Applications from Denominational Heritage

Target: Applies insights from the origin of their denomination to contemporary ministry practices.

Suggested Assignment: As you read Campbell (see 5Q), 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 I || CH422 Church History since 1500

5S. 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 I || CH422 Church History since 1500

5T. 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 I || CH422 Church History since 1500

5U. 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 19th century, d) how the two changed in the 20th 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 I || CH422 Church History since 1500

5V. 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 I || CH422 Church History since 1500

5W. 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 5V, 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 I || CH422 Church History since 1500

5X. 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 I || CH422 Church History since 1500

5Y. 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 I || CH422 Church History since 1500

5Z. Christianity in North America

Target: Understands the orienting characteristics of North American religion.

Suggested Assignment: Read Mark A. Noll, *The Old Religion in a New World: The History of North American Christianity* (Grand Rapids, MI: Eerdmans, 2002), 1-71.

If your ministry context is in the United States, read as well, Noll, *The Old Religion in a New World*, 72-291; [Nathan O. Hatch, *The Democratization of American Christianity* \(New Haven, CT: Yale University Press, 1989\), 3-47, 193-219](#); Nathan O. Hatch, "Sola Scriptura and Novus Ordo Seclorum," in Nathan O. Hatch and Mark A. Noll, eds., *The Bible in America: Essays in Cultural History* (New York: Oxford University Press, 1982), 59-78; George M. Marsden, "Everyone One's Own Interpreter? The Bible, Science, and Authority in Mid-Nineteenth Century America," in Hatch and Noll eds., *The Bible in America*, 79-100; and Molly Worthen, *Apostles of Reason: The Crisis of Authority in American Evangelicalism* (New York; Oxford University Press, 2014), 1-98, 198-266 (or watch [Molly Worthen - Apostles of Reason](#) the first 3:30 is introduction, so you may skip this part if you wish).

If Canadian, read [Mark A. Noll, *A History of Christianity in America and Canada* \(Grand Rapids, MI: Eerdmans, 1992\), 83-113, 122-130, 245-85, 470, 545-53](#); and either John G. Stackhouse, Jr., *Canadian Evangelicalism in the Twentieth Century: An Introduction to its Character* (Vancouver: Regent College Publishing, 1999/Toronto: University of Toronto Press, 1993), 3-48, 177-205, and a number of pages from articles that interest you in the [Archives of the Canadian Society of Church History](#) sufficient to reach the estimated hours for the assignment.

Students outside a North American context will need to complete this as an AA.

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

Estimated Hours: 40

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: CH502 Christian Heritage II, CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5AA. Foundations of Denominational History

Target: Demonstrates familiarity with the origins of one's own denomination.

Suggested Assignment: Read a book or series of articles on one's own denomination (at least 100 pages). If non-denominational, read [Robert S. Ellwood, *1950: Crossroads of American Religious Life* \(Louisville: Westminster/John Knox Press, 2000\), 47-74, 185-204](#); and [Joel A. Carpenter, *Revive Us Again: The Reawakening of American Fundamentalism* \(New York: Oxford University Press, 1997\), 141-76, 233-46](#). Prepare an outline for a three-part lesson series you could use to communicate the key content.

Estimated Hours: 22

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5BB. Denominational Resource List

Target: Demonstrates awareness of relevant denominational resources.

Suggested Assignment: Come up with a list of ten denominational resources you see yourself using in the future. Your list should be a combination of resources relating to polity, doctrine, and worship. Write a paragraph summary of each resource, describing what it provides. If non-denominational, list ten resources pertaining to relevant congregational polity, evangelical (and/or liberal) doctrine, and worship in American churches; associations or multi-site church affiliations should be considered as denominations for this assignment.

Estimated Hours: 5

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5CC. Denominational Biography

Target: Exhibits critical admiration of a historic denominational role model.

Suggested Assignment: Read a spiritual biography or autobiography of a Christian leader, now deceased, who played a key role in your denomination's (or, if non-denominational, ministry network's) past. Aim for 150 pages of reading. Then discuss with your personal mentor or a Kairos student from your denomination how the saint's life informs yours.

Estimated Hours: 11

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Light

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5DD. Distinctive Denominational Doctrines

Target: Understands a denomination's distinctive doctrines.

Suggested Assignment: Review the key doctrinal statements of a specific denomination. For certain groups it may be necessary to glean emphases from non-confessional documents, hymns, and/or persons. Assemble a list of at least seven distinctive doctrines (or inflections) of the denomination. Each doctrine should be accompanied by a paragraph description. Discuss your list with a seasoned denominational representative. Put that person's name on the list before submitting it.

Estimated Hours: 8

Learning Category: Knowledge

Suggested Reviewer: Ministry Mentor or Faculty Mentor

Review Level: Light

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5EE. North American Baptist Origins

Target: Demonstrates familiarity with the origins and historic values of the North American Baptist Conference.

Suggested Assignment: Read Philip Thompson, "[The North American Baptist Conference](#)," in W. Glenn Jonas, Jr., ed., *The Baptist River: Essays on Many Tributaries of a Diverse Tradition* (Macon, GA: Mercer University Press, 2006): 182-205. Write a two page paper on the topic, "What word best characterizes the German Baptist heritage? What does this say about ministry in a North American Baptist context?"

Estimated Hours: 5

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor or Ministry Mentor

Review Level: Confirm

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

5FF. Denominational Governance

Target: Understands a denomination's polity in detail.

Suggested Assignment: Obtain the most recent manuals and polity literature from a specific denomination (e.g., American Baptist Churches in the USA, not "Baptist"). Familiarize yourself with the content, then diagram and/or describe the polity. In your artifact be attentive to

- offices (pastor, elder, deacon, etc.)
- decision-making processes
- denominational boards/agencies
- standardized vs. localized components

Estimated Hours: 18

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: CH 511 Baptist Heritage || CH422 Church History since 1500 || another denominational heritage course

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

outcome 6

Articulate their understanding of Christian ethics and demonstrate how it informs daily living and their philosophy of leadership.

6A. Significance of Jesus in Christian Ethics

Target: Understands and displays the significance of Jesus in Christian ethics.

Suggested Assignment: Read the following:

- David Gushee and Glen Stassen, *Kingdom Ethics: Following Jesus in Contemporary Context (2nd Edition)*. Chapters 1-10 (Grand Rapids: Eerdmans, 2016).

After processing the material in this text, create a multi-part document (or outline for a conversation) in which you answer the following questions.

- What is the Kingdom of God, and how is it significant for guiding the shape of Christian ethics?
- What is the significance of the Sermon on the Mount for Christian Ethics and how does it provide resources for Christian ethics?
- Describe how your engagement in the world is informed by your understanding of the Kingdom of God?

Estimated Hours: 25

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6B. Scripture and Ethical Formation

Target: Understands the role of Scripture in ethical formation.

Suggested Assignment: Read the following:

- David Gushee and Glen Stassen, *Kingdom Ethics: Following Jesus in Contemporary Context (2nd Edition)*. Chapter 3 (Grand Rapids: Eerdmans, 2016).
- Samuel Wells and Ben Quash, *Introducing Christian Ethics* (Malden: Wiley-Blackwell, 2010), 1-30.
- Richard B. Hays, *The Moral Vision of the New Testament* (San Francisco: HarperOne, 1996), 1-312.

Complete a [Reading Reflection Report](#) for each reading and provide diverse examples of the formative role of Scripture on individuals and communities. A written explanation of various examples is acceptable, but creativity in displaying them is encouraged.

Estimated Hours: 25

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6C. Cultural Formation/Deformation

Target: Exhibits familiarity with how cultural practices shape one's character and develop strategies to resist the deforming aspects of those practices.

Suggested Assignment:

Read the documents "[What is Ethics?](#)" and "[Practice, Narrative, and Tradition.](#)" and [chapter 1](#) and [chapter 2](#) of James K.A. Smith, *You Are What You Love: The Spiritual Power of Habits*. (Grand Rapids: Brazos, 2016). Perform a "liturgical audit" along the lines suggested in Smith (p 53-55). Do an in-depth reflection on one daily/weekly/monthly/annual "liturgy" and reflect on and explain how it might be shaping you in both positive and negative ways. Discuss with your mentor team how you might resist the deforming aspects of this liturgy. Use the following questions as a guide.

- Name something you do repetitively
- In what ways is it forming that is beneficial and in what ways are detrimental.

Estimated Hours: 8

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6D. Intellectual Formation/Deformation

Target: Exhibits familiarity with the particular ways in which reductionism and individualism shape one's character and develops strategies to resist the deforming aspects of those intellectual tendencies.

Suggested Assignment:

(re)Read the document "[What is Ethics?](#)" and write a personal reflection on the impact of intellectual deformation that you can identify in yourself and what you might do to counteract those tendencies.

Estimated Hours: 2

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6E. Vocational Formation/Deformation

Target: Exhibits familiarity with how vocational practices shape one's character and develop strategies to resist the deforming aspects of those practices.

Suggested Assignment:

Spend some time reflecting on the vocation to which you have been called. Identify repetitive activities/elements of that vocation, particularly those activities/elements which

one must become very good at to be successful in the given vocation (virtues). Identify the potentially deforming patterns (vices) that could develop through long-term participation in that vocation. Identify practices you could implement to protect yourself from those deforming tendencies. Document your reflections on the vocational vices and virtues, as well as the practices that might be utilized to protect yourself from those vices.

Estimated Hours: 8

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6F. Worship and Worldliness

Target: Exhibits familiarity with how Christian worship forms communities that can resist the deforming aspects of cultural, political, and economic structures.

Suggested Assignment: Read James K.A. Smith, *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* (Grand Rapids: Baker Academic, 2009), 17-129; and Zac Hicks, *The Worship Pastor* (Grand Rapids: Zondervan, 2016), 51-58, 79-96. Take notes and submit them. Students will display their understanding of these dynamics by providing a reflection on a worship serve of their choice.

Estimated Hours: 11

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6G. General Forms of Ethical Reasoning

Target: Understands the general forms of ethical reasoning.

Suggested Assignment: Read one of the following:

- David Gushee and Glen Stassen, *Kingdom Ethics: Following Jesus in Contemporary Context (2nd Edition)*. Chapters 2 & 4 (Grand Rapids: Eerdmans, 2016).
- Arthur F. Holmes, *Ethics: Approaching Moral Decisions*, 2nd ed. (Downers Grove, IL: InterVarsity, 2007).
- John Deigh, *An Introduction to Ethics* (Cambridge: Cambridge University Press, 2010).
- Steve Wilkens, *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong, 2nd Edition*. (Downers Grove: IVP Academic, 2011).

Demonstrate that you understand the major basic systems of ethical reasoning by summarizing each philosophy and giving an example of how each system type would solve a particular moral issue. Use the same issue for each form of argumentation (e.g., why theft is wrong according to utilitarianism, according to a deontological system, according to virtue ethics, etc.).

Estimated Hours: 13

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Light

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6H. Rediscovery of Virtue in Ethical Reasoning

Target: Displays a familiarity with and understanding of ethical reasoning through the development of narrative, practices, and traditions.

Suggested Assignment:

(Re) read the documents [“What is Ethics?”](#) and [“Practice, Narrative, and Tradition.”](#) and Brad J Kallenberg, [“The Master Argument of MacIntyre’s After Virtue”](#) in [Virtues and Practices in the Christian Tradition](#). (Ed. Murphy, Kallenberg and Nation. Harrisburg, PA: Trinity Press International, 1997:7-29); and, Jonathan R. Wilson, *Living Faithfully in a Fragmented World, 1st Edition*. (Harrisburg, PA: Trinity Press International, 1997).

Watch Star Trek: The Next Generation, “Ethics” (Season 5, Episode 16) and write an essay identifying the role of narrative, practices, and tradition in the ethical conflict at the heart of the episode. An alternative to writing an essay would be to report on a discussion about the episode with others who have watched it and identify the role of narrative, practices, and tradition in their conversation.

Estimated Hours: 4

Learning Category: Character

Suggested Reviewer: Personal Mentor or Faculty Mentor

Review Level: Confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6I. Resisting the Nietzschean Temptation

Target: Articulates an understanding of the need for and the process of resisting the ‘Nietzschean temptation’ in ethical reasoning.

Suggested Assignment: (Re) read the documents [“What is Ethics?”](#) and [“Practice, Narrative, and Tradition.”](#) and Brad J Kallenberg, [“The Master Argument of MacIntyre’s After Virtue”](#) in [Virtues and Practices in the Christian Tradition](#). (Ed. Murphy, Kallenberg and Nation. Harrisburg, PA: Trinity Press International, 1997:7-29); and, Jonathan R. Wilson, Chapter 4: [Resisting the Nietzschean Temptation](#)” from *Living Faithfully in a Fragmented World, 2nd Edition*. (Eugene, OR: Cascade, 2010).

Watch Star Trek: The Next Generation, “Ethics” (Season 5, Episode 16) and write a short essay identifying when/where the “Nietzschean Temptation” was/was not successfully resisted.

Estimated Hours: 4

Learning Category: Character

Suggested Reviewer: Personal Mentor or Faculty Mentor

Review Level: Confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6J. Encountering Moral Otherness

Target: Understands moral reasoning of persons who are of different cultural, religious, or political positions.

Suggested Assignment: Spend four to six hours of conversation and shared life (perhaps a meal or worship) with a person or persons who are significantly different from you. The difference may be one of culture, faith, political affiliation, position of social power/privilege (this could be economic but does not have to be), etc. Discuss significant issues, particularly those that seem to divide you. Prepare an informal four to six page journal/report on what you discussed and what you learned. Be sure to focus on moral reflection. What are the resources that inform moral reasoning in those with whom you differ? Do not simply share the differences, but dig more deeply into them. Communicate to your mentor team the issues that you engaged, the challenges you encountered in this engagement, and how your thought has changed (a shift, a deepening, or a new appreciation for complexity you had not considered before).

Estimated Hours: 9

Learning Category: Character

Suggested Reviewer: Personal Mentor or Faculty Mentor

Review Level: Confirm

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6K. Moral Reasoning in Everyday Life

Target: Demonstrates an ability to appropriately respond to an issue of critical concern in light of narrative, practices, tradition, and virtues.

Suggested Assignment:

Drawing on the methodological and theological resources developed in this outcome, write a position paper on a given ethical issue for which the student doesn't have an informed position. The goal is to develop, articulate, and defend a position on the chosen topic (a thesis defense paper). Among possible topics are just war theory, pacifism, affirmative action, divorce, contraception, abortion, environmentalism, animal rights, LGBTQ?, artificial reproductive technologies, stem cell research, euthanasia, pornography, gun control, capitalism/consumerism, eugenics/genome research, poverty, capital punishment, surrogate motherhood, fornication, or polygamy. The student must write on a topic/issue for which the student doesn't currently hold a considered position. That is, this paper is not to be a defense of a previously held position but rather an attempt to come to a position on an issue that currently is unsettled.

Students are encouraged to be creative in the presentation on their newly developed position. A traditional structural outline of the paper might be as follows:

- I. Defining of the issue;
- II. Exploring alternative positions on the issue;
- III. Articulating an informed position on the issue; and
- IV. Defend your position against some of the most significant counter arguments.

Papers will be evaluated on the credibility of the student's research and writing skills, use of and felicity with the conceptual categories developed in the class, and the credibility and generosity of the theological/philosophical arguments made. Students will also make a 6 minute presentation summarizing the work done on this project.

Estimated Hours: 25

Learning Category: Ability

Suggested Reviewer: Faculty Mentor

Review Level: Heavy

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6L. Power Dynamics and Sexual Ethics

Target: Articulates a statement of sexual ethics with attention to power in one's context.

Suggested Assignment: Begin by reading three chapters of your choice in one or more of the following books:

- Annemie Dillen, ed., *Soft Shepherd or Almighty Pastor?: Power and Pastoral Care* (Eugene, OR: Wipf and Stock, 2014).
- Patricia Beattie Jung and Darryl W. Stephens, ed., *Professional Sexual Ethics: A Holistic Ministry Approach* (Minneapolis: Fortress Press, 2013).

Concentrate on materials dealing with sexual ethics and clergy power. You will likely benefit from denominational resources and other media recommended by faculty and your mentor team. After reading, construct a statement of sexual ethics in which you explain, in one to two paragraphs each,

1. How sexuality is related to human identity and spiritual wholeness
2. What it means to act with sexual integrity
3. How sex and power are related
4. What it looks like to have healthy sexual boundaries in your context and life
5. How a minister should deal with sexual feelings that arise for others in the course of one's context and life.
6. What issues of sexuality you should expect to deal with in your context.
7. What it means to seek sexual justice in your context and society in general.

Estimated Hours: 9

Learning Category: Character

Suggested Reviewer: Personal Mentor or Ministry Mentor

Review Level: Heavy

Corresponds with: ET501 Christian Ethics || TH 526 Christian Ethics

6M. Principles of Administration and Leadership

Target: Expresses familiarity with principles of Christ-centered administration and leadership.

Suggested Assignment: First read:

- Gary Hoag et al., *The Choice: The Christ-centered Pursuit of Kingdom Outcomes* (Winchester, VA: ECFA Press, 2014).
- Luke 22:24-30.

Then skim one of the following:

- James D. Berkley, ed., *Leadership Handbook of Management and Administration* (Grand Rapids, MI: Baker, 2008).
- Bruce L. Petersen et al., *Foundations of Church Administration: Professional Tools for Church Leadership* (Kansas City: Beacon Hill, 2010).

Next, consider the ways in which the concepts presented in *The Choice* appear or do not appear in the book you chose to skim. Write down the key principles of Christ-centered administration and leadership, and process your learning with your ministry mentor and, at a separate time, with a fellow student. Report those principles and your conversation topics in a document.

Estimated Hours: 30

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

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

6N. Models of Governance

Target: Understands models of Christ-centered governance in one's context.

Suggested Assignment: Begin by reading (or reviewing if you have already read it) Gary Hoag et al., *The Choice: The Christ-centered Pursuit of Kingdom Outcomes* (ECFA Press, 2014), considering these questions:

- How might this book apply to [governance](#)?
- How might the principles in the book apply to all types of organizations led by Christians rather than simply Christian organizations?

Then pursue one of the following options:

- For church governance: Skim Chad Owen Brand and R. Stanton Norman, *Perspectives on Church Government: Five Views of Church Polity* (Nashville: Broadman and Holman, 2004). Once you are able to articulate the five views and are ready to advocate for the one you find most biblical and valuable, review your knowledge with your ministry mentor.
- For nonprofit or parachurch governance: Skim Richard Chait et al., *Governance as Leadership: Reframing the Work of Nonprofit Boards* (Hoboken, NJ: John Wiley and Sons, 2005). Review its key principles with your ministry mentor or supervisor.
- For for-profit business governance: Read Harry J. Van Buren III, "[What Do Religious Institutions Have to Say about Corporate Governance?](#)," *Church & Society* (Sep 2002): 70-79. Discuss the theme of how being Christian shapes governance with your ministry mentor or supervisor.

Submit a one page report listing your conversation partner(s) and your biggest takeaways.

Estimated Hours: 9

Learning Category: Knowledge

Suggested Reviewer: Ministry Mentor

Review Level: Light

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

6O. Integrating Ethics and Leadership

Target: Demonstrates an appropriate response to the relationship between leadership and power.

Suggested Assignment: In a 3,000 word document or a detailed conversation or video, describe your understanding of the relationship between Targets 7J, 6A, 6E and 6K.

Estimated Hours: 9

Learning Category: Character

Suggested Reviewer: Personal Mentor or Ministry Mentor

Review Level: Light

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

6P. Acquisition of Leadership Wisdom

Target: Show ability to learn and reflect on leadership principles gleaned from active leaders.

Suggested Assignment: Interview three or four experienced ministry leaders in your particular field of interest to discover how they define competent leadership. What qualities do they look for in their mentors? To what standards of excellence do they hold themselves? What are the main external signs of successful leadership? Write a two to three page summary of the interviews and reflect on what you have learned from interviewing these individuals.

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

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

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

outcome 7

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

7A. Foundations for Care

Target: Expresses familiarity with an integrative, interdisciplinary foundation for the practice of care.

Suggested Assignment: Read and watch:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 1-63.
- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 1-35.
- Deborah van Deusen Hunsinger, "[A Theology of Koinonia.](#)"

Take notes while you read and watch, then submit your notes.

Estimated Hours: 9

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: PM 561 Care and Counseling || PC531 Essentials of Pastoral Care

7B. Self-Awareness in Ministry

Target: Demonstrates an awareness of personal psychological and relational strengths and limitations in care.

Suggested Assignment: Begin by reading the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 461-478.
- Wanda Lott Collins, "[Embracing Spirituality As An Element Of Professional Self-care.](#)" or an article or chapter on self-care of your choosing.

Then create a reflection paper on your areas of psychological and relational strengths and limitations. With your mentor team, review this reflection, along with your personal assessments from Outcome 0. In this conversation, listen to feedback that supports and challenges your understanding of self.

Estimated Hours: 10

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Heavy

Corresponds with: PM561 Care and Counseling || PC431 Personal Development and Ministry

7C. Situational and Developmental Issues in Care

Target: Understands the care issues raised throughout the human life-cycle, including crises that trigger the potential for transformation.

Suggested Assignment: Begin by reading and watching the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 213-242.
- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 36-48.
- Felicity B. Kelcourse, ed., *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul* (St. Louis: Chalice Press, 2004), 1-284.

Complete a [Reading Reflection Report](#).

Estimated Hours: 24

Learning Category: Knowledge

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM561 Care and Counseling || PC531 Essentials of Pastoral Care

7D. Listening Skills

Target: Understands and demonstrates active listening skills in human interactions.

Suggested Assignment: Read the following:

- Prov 16 and Jas 3
- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 65-92.
- John Patton, *Pastor as Counselor: Wise Presence, Sacred Conversation* (Nashville: Abingdon Press, 2015), 1-65.
- Gerard Egan, *The Skilled Helper*, 10th Ed., (Brooks/Cole, Cengage Learning, 2014), 18-46
- Robert A. Kidd, "[Foundational Listening and Responding Skills](#)" in Stephen B. Roberts, *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*, (Woodstock, VT: Skylight Paths Publ., 2012), 92-105.

After each of 9 meetings over the course of one year, make a note of which listening skills you used. After meetings number 3, 6, and 9, gather feedback from other participants to discover if they saw you using those skills as well.

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM561 Care and Counseling || PC531 Essentials of Pastoral Care, PC431 Personal Development and Ministry

7E. Basic Counseling Skills

Target: Demonstrates the basic skills necessary for effective brief counseling AND shows awareness of limitations and of referral sources.

Suggested Assignment: Read the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 93-136, 393-411.
- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 175-189.
- (If you have not completed the active listening target above, skim John Patton, *Pastor as Counselor: Wise Presence, Sacred Conversation* [Nashville: Abingdon Press, 2015], 1-65.)

Write a three page outline of the areas in which you are competent to provide brief counseling, and the approach you would use to engage in brief counseling intervention (i.e. two to three sessions) with an individual or couple *in your context*. Include what you would seek to accomplish, how you would assess if a referral is needed, a resource list of whom you would refer people to, and how you would handle the referral process.

Estimated Hours: 9

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Light

Corresponds with: PM 561 Care and Counseling || PC531 Essentials of Pastoral Care

7F. Foundations of Emotional Crisis

Target: Expresses familiarity with the signs and dynamics of emotional crisis as well as appropriate resources for help.

Suggested Assignment: Read and watch the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 163-181, 271-310.
- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 49-78.
- [Rodney J. Hunter, ed. "Crisis Intervention Theory." in *Dictionary of Pastoral Care and Counseling* \(Nashville: Abingdon Press, 2005\): 245-246.](#)
- Margaret Kornfeld, ["ABC Method of Crisis Management."](#)

Suggested Assignment: Take notes as you read and watch, then submit your notes.

Estimated Hours: 7

Learning Category: Knowledge

Suggested Reviewer: Faculty Mentor

Review Level: Confirm

Corresponds with: PM 561 Care and Counseling || PC531 Essentials of Pastoral Care

7G. Care at End of Life and in Times of Loss and Grief

Target: Demonstrates compassionate and effective care in times of significant loss.

Suggested Assignment: Read or watch the following:

- Felicity B. Kelcourse, ed., *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul* (St. Louis: Chalice Press, 2004), 285-307.
- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 183-212.

- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 73-97.
- Gary Strickland, "[Planning a Funeral](#)."

Option 1: Using this knowledge, create a complete funeral service and care plan for a family who has experienced a death and produce a document including the following:

- a) Your plan of care for the family at the time of death
- b) a complete outline of the funeral service, including music, scripture, and other elements consistent with your denominational heritage
- c) a complete manuscript of the funeral sermon
- d) your plan of care for the family for the first year after the funeral
- e) your theological perspective and rationale for the funeral service, sermon, and care for the family.

(Be sure to include how you can involve other members of the congregation in the care of the family before and after the funeral.)

Option 2: Do a [Ministry Experience Report](#) based on an experience you had providing care in a situation like this.

Estimated Hours: 19

Learning Category: Ability

Suggested Reviewer: Ministry Mentor

Review Level: Heavy

Corresponds with: PM 561 Care and Counseling || PC531 Essentials of Pastoral Care

7H. Care in Mental and Emotional Crisis

Target: Demonstrates an ability to identify the signs of emotional crisis and to respond appropriately.

Suggested Assignment: Read/review and watch the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 137-161.
- David K. Switzer, *Pastoral Care Emergencies* (Minneapolis: Fortress Press, 2000), 118-133, 160-174.
- Review this [case study](#).

Conduct a [Ministry Experience Report](#) using the prescribed case study. Pay special attention to what signs of emotional crisis you identify and how you would respond. (NOTE: If this process raises sensitive issues for you, you may wish to process this with a pastoral care professor or a counselor)

Estimated Hours: 6

Learning Category: Knowledge

Suggested Reviewer: Personal Mentor or Ministry Mentor

Review Level: Light

Corresponds with: PM561 Care and Counseling || PC531 Essentials of Pastoral Care

7I. Intercultural Care

Target: Engages in "intercultural care" within a diverse community of persons.

Suggested Assignment: Read the following:

- Howard Clinebell, *Basic Types of Pastoral Care and Counseling*, 3rd ed., (Nashville, TN: Abingdon Press, 2011), 413-439.
- Emmanuel Y. Lartey, [In Living Color: An Intercultural Approach to Pastoral Care and Counseling](#), 2nd Ed., (Philadelphia, Jessica Kingsley, Pub., 2003) 163-177.
- An article of your choice dealing with care in/to a very different culture than your own (socioeconomic, race, ethnicity, age, ability, etc.).

Then write a two page reflection on your awareness of your cultural assumptions, biases, and limitations and how they inform and/or limit your ministry with persons who have a different cultural background and perspective. Include what challenges you in intercultural care, and areas of agreement and disagreement from the reading assignments.

Estimated Hours: 4

Learning Category: Character

Suggested Reviewer: Personal Mentor

Review Level: Light

Corresponds with: PM561 Care and Counseling || PC531 Essentials of Pastoral Care

7J. 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

7K. 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 || CE532 Educational Task of the Church

7L. 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

7M. 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

7N: 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

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

outcome 8

Demonstrate a competence in the integration of knowledge, character, and ability specific to their ministry context.

8A. 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)

8B. 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)

8C. 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)

8D. 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)

8E. Case Study: Supervised/Integrated Studies V

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

Required Assignment (completed at intensive)

8F. Case Study: Supervised/Integrated Studies VI

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 9

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

9A. 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

9B. 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/

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, VP3 Walking Alongside Others || TH526 Christian Ethics

9C. 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

9D. 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, VP3 Walking Alongside Others || CE532 Educational Task of the Church

9E. 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, VP3 Walking Alongside Others || CE532 Educational Task of the Church, TH526 Christian Ethics

9F. 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, VP3 Walking Alongside Others || MI432 Integral Mission

9G. 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.