

# master of theological studies



## Curriculum 5.1



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

## outcome 1

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

### **1A. Spiritual Narrative**

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

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

*Estimated Hours:* 15

*Learning Category:* Character

*Suggested Reviewer:* Mentor Team

*Review Level:* Heavy

*Corresponds with:* SP501 or VP3:Journey || PT 540 Spiritual Formation

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

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

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

- Kenneth Boa, *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation* (Grand Rapids, MI: Zondervan, 2001), 15-466. Note: new version available September 2020.
- Jay Moon, *Intercultural Discipleship: Learning from Global Approaches to Spiritual Formation* (Ada, MI: Baker Academic, 2017)
- James Kittelson, "Contemporary Spirituality's Challenge to Sola Gratia," *Lutheran Quarterly*, vol. 5, 1995.

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

*Estimated Hours:* 39

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

*Corresponds with:* SP501 or VP3:Journey || PT 540 Spiritual Formation

### **1C. Spiritual Disciplines**

**Target:** Understands and practices a number of spiritual disciplines.

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

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

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

*Estimated Hours:* 30

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* SP501 or VP3:Journey || PT 540 Spiritual Formationy

### **1D. Solitude Retreat and Reflection**

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

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

OR

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

*Estimated Hours:* 11

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Confirm

*Corresponds with:* SP501 or VP3:Journey || PT 540 Spiritual Formation

### **1E. Spiritual Direction**

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

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

*Estimated Hours:* 13

*Learning Category:* Character

*Suggested Reviewer:* Mentor Team

*Review Level:* Light

*Corresponds with:* SP501 or VP3:Journey || PT 540 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 or VP3:Journey || PT 540 Spiritual Formation

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

## outcome 2

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

### **2A. The Interpreter's Grid**

**Target:** Shows self-awareness of existing hermeneutical presuppositions.

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

*Estimated Hours:* 4

*Learning Category:* Character

*Suggested Reviewer:* Faculty Mentor or Personal Mentor

*Review Level:* Light

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

### **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 or 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 or 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 or 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 or 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 or 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 or 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 or 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 or 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:* 15

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Confirm

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

## **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 and NT501 New Testament Literature || OT 451 and 452 Old Testament Survey and NT 451 and NT452 New Testament Survey

## **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

## **2O. 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:** To explain 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 16, 15, 17, 9, 19, 18, 22, 14, 24, 13, 12. Submit notes on the authorship, date, provenance, and aims of each of the four (six) books listed above against their historical background. In a five to ten minute video or a live interview, explain the relationship among the kings of Judah, the temple, and the use of the psalter in Hebrew worship.

*Estimated Hours:* 15

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

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

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

**Suggested Assignment:** Read the following:

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

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

*Estimated Hours:* 12

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

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

**Suggested Assignment:** Read:

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

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

*Estimated Hours:* 12

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

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

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

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

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

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

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

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

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

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

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

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

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

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

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

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

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

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

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

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

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

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

*Estimated Hours:* 30

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

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

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

*Estimated Hours:* 30

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

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

## outcome 3

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

### **3A. 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

### **3B. 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

### **3C. Strengths and Weaknesses of Ethnohermeneutics**

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

**Suggested Assignment:** After completing Target 3A 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

### **3D. Western Hermeneutical Theory and Ethnohermeneutics**

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

**Suggested Assignment:** After completing Target 3A 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

### **3E. 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

### **3F. 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.](#)” Complete a [Reading Reflection Report](#) adapted for the article. In addition, listen to and watch the video “[No Church in the Wild](#)” by Kanye West and Jay Z, as well as analyze [the song’s lyrics](#). (Alternatively, listen to and watch the video “[Where Is the Love](#)” by Black Eyed Peas as well as analyze [the song’s lyrics](#).) In a three to four page paper—or a 6-8 minute video—reflect upon how this song might be used in a Bible study with a senior high youth group today, using some of the same principles that Paul used in Pisidian Antioch and in Athens.

*Estimated Hours:* 10

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Heavy

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

### **3G. 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:* Faculty Mentor or Ministry Mentor

*Review Level:* Heavy

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

### **3H. 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:* Faculty Mentor or Ministry Mentor

*Review Level:* Heavy

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

### **3I. Advanced Research Skills**

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

**Suggested Assignment:** First, talk with your faculty mentor concerning your idea for a project/thesis and the advanced research skills that you will need to use. Then, working with your faculty mentor, develop a project/thesis proposal. Share this proposal with your mentor team for their suggested changes and final approval. Finally, do approximately 100 hours of research appropriate to your project/thesis.

*Estimated Hours:* 126

*Learning Category:* Knowledge/Ability

*Suggested Reviewer:* Faculty Mentor and Mentor Team

*Review Level:* Light

*Corresponds with:* BI/TH/IC701 Advanced Research for Project/Thesis II TS 601, TS602, TS603 MTS Assessment Project in Scripture, Theology and Spiritual Practices

### **3J. Project/Thesis**

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

**Suggested Assignment** In extended consultation with your mentor team, you will produce a project or thesis demonstrating advanced reflection in an academic area related to your MA specialization (for example: biblical studies, theology, intercultural studies, and so on).

An MA degree can be primarily academically oriented, primarily professionally oriented, or some combination. An MA degree that is primarily academically oriented typically has

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

If you choose to do a thesis or extended research paper you will need to pay close attention to the guidelines listed in the SFS [Student Writing Guide](#).

*Estimated Hours:* 126

*Learning Category:* Knowledge/Ability

*Suggested Reviewer:* Mentor Team

*Review Level:* Heavy

*Corresponds with:* BI/TH/IC716 Project/Thesis II TS 601, TS602, TS603 MTS Assessment Project in Scripture, Theology and Spiritual Practices

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

## outcome 4

Articulate a coherent Christian theological understanding that informs their ministry.

### **4A. Statement of Faith: Initial Version**

**Target:** Can identify one's theological starting points.

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

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

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 || TH531 Systematic Theology I

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

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

*Estimated Hours:* 9

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

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

#### **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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 168-231.
- [James Cone, \*God of the Oppressed\* \(San Francisco: HarperSanFrancisco, 1975\), 108-137.](#)
- [Elizabeth Johnson, \*She Who Is: The Mystery of God in Feminist Theological Discourse\* \(New York: Crossroad, 1994\), 150-169.](#)
- [Colin Gunton, "And in One Lord, Jesus Christ . . . Begotten, Not Made," in C. R. Seitz, ed., \*Nicene Christianity: The Future for a New Ecumenism\* \(Grand Rapids: Brazos Press, 2001\), 35-48.](#)
- [Ben Witherington III, \*The Jesus Quest: The Third Search for the Jew of Nazareth\* \(Downers Grove: InterVarsity Press, 1997\), 185-194.](#)

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

*Estimated Hours:* 18

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

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

#### **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 || TH531 Systematic Theology II, OT451 or OT452 Old Testament Survey

#### **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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 143-167.
- Chapters on the doctrines of humanity/anthropology and sin/hamartiology in a systematic theology of your choosing (consult with your Faculty Mentor or a denominational representative first).

Write a five page paper in which you first answer two questions, “What does it mean to be made in the image of God?” and “What is sin?” Then take a specific contemporary issue (e.g., microlending, incarceration policies, affordable housing, veganism, pornography, wind energy, transgender rights, etc.) and explain how theological categories clarify (and/or complicate) the matter. Use the two systematics textbooks as support.

*Estimated Hours:* 15

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

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

#### **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 and TH531 Systematic Theology II

#### **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:* Faculty Mentor or Ministry Mentor

*Review Level:* Heavy

Corresponds with: TH501 God, Christ, and Humanity || TH531 Systematic Theology I and 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 96-120.
- [John W. Cooper, \*Panentheism: The Other God of the Philosophers\* \(Grand Rapids: Baker Academic, 2006\), 26-30, 319-346.](#)

Submit your notes.

*Estimated Hours:* 5

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

Corresponds with: TH501 God, Christ, and Humanity || 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 232-258.

Take notes on the presentations and required pages. Share your principal learning in a five page paper presenting five insights on aspects a) the Holy Spirit’s unique identity

within the Trinity, b) the Holy Spirit's relationship to Jesus Christ, and c) the Holy Spirit's role in the churches (note: five insights total, not five for each topic).

*Estimated Hours:* 12

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH531 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 || TH531 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 259-285.
- Matt Jenson and David Wilhite, *The Church: A Guide for the Perplexed* (New York: T&T Clark, 2010).

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

*Estimated Hours:* 20

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH531 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 || TH531 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 286-313.
- [Leonard Vander Zee, \*Christ, Baptism, and the Lord's Supper\* \(Downers Grove, IL: InterVarsity, 2004\), 161-185.](#)
- Consult with your Ministry Mentor about denominational documents and/or studies of which you should be aware.

In a five to seven page paper articulate your position on baptism and Lord's supper. Make sure you address what they signify, what they do, and what names should be preferred (e.g., ordinances or sacraments, communion or eucharist or Lord's Supper, etc.). You may also address other issues, such as the preferred method of administration or persons authorized to conduct such activities. While remaining sensitive to your denominational community, demonstrate that you understand the basic position of those who hold a different view (i.e. If you are sacramentalist, why do non-sacramentalists believe what they do? If you are from a tradition that baptizes infants, why do some baptize only believers?). Then articulate a defense of your position, citing Scripture and theological statements where appropriate.

*Estimated Hours:* 15

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

*Corresponds with:* TH502 Creation, the Spirit, and the Church || TH531 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 347-372.
- Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 217-238.
- Stanley J. Grenz, *The Millennial Maze: Sorting out Evangelical Options* (Downer's Grove, IL: InterVarsity, 1992), 175-215.

- Chapters on the doctrine of the Christian hope/last things in a systematic theology of your choosing.

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

*Estimated Hours:* 11

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor or Ministry Mentor

*Review Level:* Light

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

#### **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 || TH532 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*, 3<sup>rd</sup> ed. (Grand Rapids: Eerdmans, 2014), 308-312.
- Beth Felker Jones, *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically* (Grand Rapids: Baker Academic, 2014), 193-216.
- [Cynthia A. Jarvis. "On Not Offering Psychological Banalities as God's Word: A Reformed Perspective on Pastoral Care," in Wallace M. Alston, Jr. and Cynthia A. Jarvis, \*The Power to Comprehend with All the Saints: The Formation and Practice of a Pastor-Theologian\* \(Grand Rapids: Eerdmans, 2009\), 255-271.](#)
- [Thomas W. Currie. "The Theological Significance of Administration in Pastoral Ministry," in Wallace M. Alston, Jr. and Cynthia A. Jarvis, \*The Power to Comprehend with All the Saints: The Formation and Practice of a Pastor-Theologian\* \(Grand Rapids: Eerdmans, 2009\), 272-280.](#)

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

*Estimated Hours:* 6

*Learning Category:* Character

*Suggested Reviewer:* Ministry Mentor or Personal Mentor

*Review Level:* Confirm

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

#### **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 or TH534 Christian Worldview, TH531 or 532 Systematic Theology I or II

#### **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:* Faculty Mentor or Ministry Mentor

*Review Level:* Heavy

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

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



## outcome 5

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

### **5A. Defining Tradition**

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

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

*Estimated Hours:* 3

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Confirm

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

### **5B. 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 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 thinking about the 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 I || 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. Foundations of the Early Modern Period**

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

**Suggested Assignment:** Become familiar with 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. Summarize each chapter 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, watching two videos from CH502: "Age of Reason

and Revival” and “Denominations Discussion.” Design a flowchart or genealogical family tree diagramming

- the four branches of the Protestant Reformation
- at least three denominations sprouting from each branch
- four early denominational hybrids (e.g., Puritan, Lutheran Pietist, Baptist, Methodist)
- ten contemporary denominations

*Estimated Hours:* 5

*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 the Early Modern Era**

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

**Suggested Assignment:** Keep a journal in which you make connections between the early modern period and today’s ministry issues. Respond to five key questions, answering with one page each. Suggested topics include:

- Where does the Puritan legacy live on today?
- What does it mean for the human will to be “free”?
- Where does your church land on [the Quadrilateral](#)?
- Analyze a pietistic hymn/song your church sings
- Should small groups in a local church be independent or closely supervised?
- Where does John Wesley’s imprint show up today?
- What is at the heart of being Baptist?

*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 1500I

### **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 19<sup>th</sup> century, d) how the two changed in the 20<sup>th</sup> century, and e) any applications for your present ministry.

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

### **5V. The Church in the Late Modern Era**

**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 the face of modernism. Read Justo L. González, *The Story of Christianity, Volume II: The Reformation to the Present Day*, rev. ed. (New York: HarperOne, 2010), 301-523. Summarize each chapter 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 Late Modern Era**

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



**Suggested Assignment:** Keep a journal in which you make connections between the late modern period and today's ministry issues. Respond to five key questions, answering with one page each. Suggested topics include:

- Does America have a special destiny from God?
- How should Christianity be modernized?
- How can churches fight modern-day slavery?
- How should Christian churches respond to feminism?
- How does a church address Christian fundamentalism today?
- Who is someone you see as quintessentially evangelical?
- What is a noteworthy trend in Christianity inside the United States right now?
- What is a noteworthy trend in Christianity outside the United States right now?

*Estimated Hours:* 5

*Learning Category:* Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Light

*Corresponds with:* CH501 Christian Heritage I

### **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. Forgotten Saints**

**Target:** Expresses appreciation for a lesser-known Christian in history.

**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 topics include:

- Jan Hus (John Huss) and the reformation before the Reformation
- Katharina Zell's role in the Protestant Reformation
- The rise and fall of hymn writer Isaac Watts
- The mysticism of Madame Jeanne-Marie Guyon
- Roger Williams's search for the authentic Church
- Phoebe Palmer's role in the Second Great Awakening
- Phillis Wheatley, antebellum black Christian poet
- Samuel Zwemer's mission to the Muslims
- Pandita Ramabai and the Christianization of India
- Elizabeth Feodorovna and Russian Orthodoxy in the era of communism

- Francisco Olazábal and the spread of Pentecostalism in Latin America
- The theology of Kosuke Koyama in post-colonial Asia
- Simon Kimbangu and the rise of the African instituted churches.

Use at least three sources, at least two of them more scholarly. Then 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, single spaced 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

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

## outcome 6

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

### **6A. Mentor-based Discipleship**

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

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

*Estimated Hours:* 20

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

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

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

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

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

[https://oikonomianetwork.org/resource\\_types/economic-wisdom-talks/](https://oikonomianetwork.org/resource_types/economic-wisdom-talks/)

Watch the videos and create questions related to the intersection of faith and work for each video. Gather a small group to view the 4 videos and discuss the questions you created. Discuss with your ministry mentor what you learned about the intersection of faith and work.

*Estimated Hours:* 10

*Learning Category:* Knowledge/Ability

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

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

### **6C. Learning Styles and Learning Cycles**

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

**Suggested Assignment:** Students will take the “[Identifying Learning Styles Assessment](#).” The student will read the material related to Learning Styles (resources [1](#) & [2](#)) and

**Learning Cycles.** The student will create and teach one original lesson plan using the learning styles and learning cycle of Hook/Book/Look/Took. This 40-minute lesson will be taught to participants within the ministry context of the student. The lesson is to be recorded and reviewed by your mentor team. [[See Bible Lesson Evaluation](#)]

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

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

*Estimated Hours:* 25

*Learning Category:* Character

*Suggested Reviewer:* Ministry Mentor

*Review Level:* Heavy

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

## **6D. Historical Mentors in Christian Education/Discipleship**

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

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

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

*Estimated Hours:* 10

*Learning Category:* Character

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

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

## **6E. Theology of Christian Discipleship**

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

**Suggested Assignment:** The student will spend fifteen hours researching the topic of Christian discipleship from the [“Suggested Readings for a Theology of Christian](#)

[Discipleship](#)” list. Communicate, in five pages written or fifteen minutes of video, your theology of Christian discipleship. In it articulate

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

*Estimated Hours:* 20

*Learning Category:* Ability

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Heavy

*Corresponds with:* EM501 Christian Discipleship or VP3 Walking Alongside Others || TH526 Christian Ethics, CE532 Educational Task of the Church

### **6F. Reading on Hospitality**

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

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

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

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

*Estimated Hours:* 10

*Learning Category:* Knowledge

*Suggested Reviewer:* Faculty Mentor

*Review Level:* Light

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

### **6G. Personal Reflection on Personality and Gifts**

**Target:** Shows circumspection about one’s personality and gifts.

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

*Estimated Hours:* 5

*Learning Category:* Character

*Suggested Reviewer:* Personal Mentor

*Review Level:* Light

*Corresponds with:* EM501 Christian Discipleship || PC431 Personal Development and Ministry

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