



# Doctor of Ministry

- Global Church-Based Theological Education -

## Portfolio Transcript

The Doctor of Ministry degree (D.Min.) in Global Church-Based Theological Education (GCBTE) is granted for demonstration of competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders who are situated to have significant influence in formal or informal church networks.

The general objectives of all Antioch School programs are:

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

The general objective of Ministry degrees is to help train those who desire to be part of a leadership and ministry team that is one-minded in ministry vision and philosophy. Out of this team would come those who commit themselves long term to local church leadership or those who desire to train to be part of a missionary team involved in planting or establishing churches in other areas.

Specific program objectives of the D.Min. GCBTE include:

- Identify and address paradigm-level issues in theological education, doing theology, hermeneutics, missions, and Christian education.
- Build biblical philosophy in each of these areas.
- Construct and evaluate strategic models and tools that integrate biblical philosophy with contemporary ministry situations.

The following is a list of competencies to be demonstrated in order to earn the degree:

## 1. Life and Ministry Development

**1.1 Motivated Abilities Pattern (MAP) Responses** demonstrate your ability to use insights from the MAP about how you are “hard-wired” to understand yourself and develop for life and ministry.

- \_\_\_\_ 1.1.1 Initial Response
- \_\_\_\_ 1.1.2 Annual Responses

**1.2 Personal Development Plans** demonstrate your ability to plan according to your unique purpose, story, abilities, roles and responsibilities, resources, disciplines and determinations, and lifelong wisdom.

- \_\_\_\_ 1.2.1 Initial Plan
- \_\_\_\_ 1.2.2 Annual Revisions

**1.3 Personal Development Assessments** demonstrate that you are receiving benefit of in-service mentoring by those whom God has put into your life with a primary responsibility for your development. Each is to be completed by a designated mentor at least quarterly while in the program.

- \_\_\_\_ 1.3.1 Life and Ministry Assessment
- \_\_\_\_ 1.3.2 Becoming Established Assessment
- \_\_\_\_ 1.3.3 Giftedness Self-Assessment
- \_\_\_\_ 1.3.4 Ministry Team Profile
- \_\_\_\_ 1.3.5 Current Ministry Assessment
- \_\_\_\_ 1.3.6 Journal of Mentor’s Assessment



## 2. Core Training Modules (Paradigm Transformation Projects)

### 2.1 *The Church as Theological Education*

- \_\_\_\_\_ Developed an understanding of a whole new paradigm of theological education based on the way of Christ and His Apostles.
- \_\_\_\_\_ Developed an understanding of new trends in theological education against the backdrop of the history of theological education down through the centuries.
- \_\_\_\_\_ Began constructing a new church-based, resource center model of theological education, consistent with the technological era of the 21<sup>st</sup> century.

### 2.2 *The Church Doing Theology in Culture*

- \_\_\_\_\_ Developed an historical understanding of theological encyclopedia through the centuries—how training was organized and categorized.
- \_\_\_\_\_ Developed an understanding of theology as habitus—the orientation of the soul for acquiring wisdom rather than merely the mastery of academic disciplines.
- \_\_\_\_\_ Developed an understanding of the importance of doing theology in community rather than as an individual professional.
- \_\_\_\_\_ Began constructing a model for doing theology in culture, beginning with the first principles of the faith, and redesigning curriculum around a biblical theology/theology in culture approach, rather than the 4-fold Western pattern developed during the Enlightenment.

### 2.3 *The Church as Missions*

- \_\_\_\_\_ Developed an understanding of the contrast between the Western missionary enterprise and the mission methods of the Early Church.
- \_\_\_\_\_ Surveyed the shift of global expansion of the gospel to the Southern Hemisphere, explored the need to revisit Acts and the Antioch tradition of the first three centuries of the Early Church and the need to build fresh the entire missionary enterprise.
- \_\_\_\_\_ Grappled with radically new missionary methods consistent with the Early Church and yet appropriate to the complex world of globalization and its implications.
- \_\_\_\_\_ Laid out a strategy for establishing everyone in a local church in both the gospel (kerygma) and the essential teaching of Christ and His Apostles (the didache), as well as understood how the BILD curriculum grows out of the didache.

### 2.4 *The Church as a Hermeneutical Community*

- \_\_\_\_\_ Developed a basic understanding of radical shifts from a hermeneutic based on an individualistic, almost topic-like inductive method of interpreting to one based on the author's intent as expressed in the text, respecting literary design.
- \_\_\_\_\_ Learned how to develop hermeneutical judgment in both individual Christians and in the community of faith collectively.



## 2.5 *The Church as Christian Education*

- \_\_\_\_\_ Explored the fragmentation of Christian education in both adult education and Christian education in our churches and Christian schools.
- \_\_\_\_\_ Developed an understanding of the importance of intentional ordered learning for all believers.
- \_\_\_\_\_ Explored the Jewish wisdom-based system of cradle-to-grave, integrated education based on a biblical worldview, with carefully designed progress markers such as the bar-mitzvah.
- \_\_\_\_\_ Began working with a model for a cradle-to-grave, integrated educational program for a local church.

## 3. Major Project

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

## 4. Ministry Practicum (Learning by Doing)

Contracted learning through ministry experience, including written description of preliminary plan and learning goals, report of actual experience, and evaluation and reflection of learning accomplished. (Credit is granted at a rate of 1 semester hour of credit for each 60 hours of approved ministry practicum.)

## 5. Teaching Practicum (Learning by Teaching)

Contracted learning through teaching experience, including written description of preliminary plan and learning goals, report of actual experience, and evaluation and reflection of learning accomplished. Students should receive evaluation from:

- a ministry leader (identifying evidence of learning and areas of remaining need);
- a participant (identifying areas of competency, as well as areas of need);
- one's self (identifying what was learned and what may remain to be learned in the area taught).

### 5.1 The First Principles Series

- \_\_\_\_\_ 5.1.1 *The First Principles Series I*

### 5.2 Paradigm Transformation Projects (one 1-day versions)

- \_\_\_\_\_ 5.1.1 *The Church as Theological Education*
- \_\_\_\_\_ 5.1.2 \_\_\_\_\_
- \_\_\_\_\_ 5.1.3 \_\_\_\_\_