



HANDBOOK

November 2011

 **ANTIOCH SCHOOL**
OF CHURCH PLANTING AND
LEADERSHIP DEVELOPMENT

HANDBOOK

November 2011



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WELCOME!

It is my privilege to introduce to you the Antioch School of Church Planting and Leadership Development, the result of more than a 30-year journey.

In the early 1970s we began to construct processes within our own local church to equip our pastoral and mission leaders. After more than a decade of working this out, not only in our own setting but also in national and international settings, I became convinced that the formal theological education system needed to become secondary to a system that put local churches back at the center of assessment and recognition for preparedness for ministry leadership. Over the subsequent two decades, with assistance from leaders in theological education and non-formal education like Dr. Ted Ward and Dr. Walter Kaiser, we began to engage the global conversation surrounding theological education and called for radical change at every level of theological education and missions. What became increasingly clear to us over these 30 years was the need to provide a bridge from the old paradigm of formal theological education to the new, emerging paradigm of church-based theological education. In 2002 I approached Stephen Kemp, then a Vice President of Moody Bible Institute, to join our executive staff to help us develop that bridge. After almost five years of work and preparation, we announced our new Antioch School of Church Planting and Leadership Development—a thoroughly church-based theological education process that possesses many of the positive aspects of the formal education system.

In this exciting time in church history, our prayer is that God will use the Antioch School to impact the future of theological education—raising up a new generation of church planters in North America and accelerating church-planting movements worldwide, as the gospel explodes in the Global South.

Jeff Reed, President

The Antioch School is “a school without the schooling paradigm.” I like that the word “Antioch” comes first in our name because the endeavor is firmly rooted in the Antioch tradition of church-based theological education and the spontaneous expansion of the gospel. Yet, academic degrees are an important form of cultural currency in most of the world. The Antioch School maintains high standards of achievement represented by academic credentials but is a totally different way to approach ministry training. It is not just another nontraditional version of formal theological education institutions. The central context of student development in Antioch School programs is the work of the Holy Spirit in local churches, church networks, and church-planting movements. Learning occurs in-service and in the context of genuine communities of faith with wise leaders. The quality of degrees is assured by rigorous utilization of competency assessment. We recognize academic credentials for what they are but not as a replacement for church credentials, which may include academic credentials as a subset. It is an incredible privilege to lead such a strategic instrument as the Antioch School in the effort to accelerate church-planting movements worldwide by training leaders in “the way of Christ and His Apostles.”

Stephen Kemp, Academic Dean

MISSION

The mission of the Antioch School is to support church-based theological education by providing academic degree programs utilizing in-service leadership development for ministry in church-based contexts.

VISION

The vision of the Antioch School is to support the tremendous spontaneous expansion of the Church in the twenty-first century through theological education done in the context of church ministry, which maintains high levels of achievement in character, skills, and knowledge.

NAME

The name “Antioch School of Church Planting and Leadership Development” was carefully chosen. Each main word has tremendous significance.

“Antioch”

Our approach to theological education is rooted in the Antioch tradition, which was the dominant expression of how to do church and develop leaders in the first three centuries of the Church. Roland Allen refers to this as “the way of Christ and His Apostles” (in *Missionary Methods: St. Paul’s or Ours?*). It means that we affirm the biblical pattern known as the Pauline Cycle of evangelizing strategic cities, establishing local churches, and entrusting the churches to faithful men. We recognize Paul’s letters as establishing tools to use in the process of building strong churches. “The teaching” or “sound doctrine” is not cold, abstract theological knowledge, but woven naturally into Paul’s letters, which address the family and community situations of churches. Lastly, theological education itself is seen as fundamentally church-based according to the model of Paul and Timothy, whereby leaders develop through real ministry experiences and mentoring in the context of churches.

“School”

When most people think about *school*, they think of campuses, classrooms, credits, exams, etc. However, these are the common attributes of the schooling paradigm, not necessarily *school* itself. It is the academic credentials granted by these institutions that distinguish them from other institutions that also have training and development missions. The Antioch School is not a school in terms of the schooling paradigm, but it is a school because it grants academic credentials.

“Church Planting”

The most exciting things that God is doing in the world today are closely connected with grassroots church-planting movements. Churches and missions in North America and around the world have church planting at the forefront of their ministry strategies. We think this is in keeping with the Antioch tradition and the way of Christ and His Apostles. Therefore, the Antioch School has positioned itself to serve the needs of churches, networks, and church-planting movements that recognize the priority of church planting, not just church renewal. However, the Antioch School is not just for church planters, but for those who are aligned with the core values of church planting movements.

“Leadership Development”

Many church-planting movements have not seen lasting fruit because the churches were not firmly established. The key to building strong churches that endure for generations and impact culture is the development of strong leaders who are rooted in the Gospel and the teaching of the Apostles. The Antioch School combines leadership development with academic credentials, for those who need the discipline and cultural currency of an academic program to accomplish their ministry objectives.

HISTORY

There are several key dates in the history of the Antioch School of Church Planting and Leadership Development:

1. In **1972** Jeff Reed sought to develop his ministry gifts in the context of a local church ministry. Reed was directed in an ordered learning process by Pastor Jim Schierling of Ontario Baptist Church that was comparable to a seminary education but based in a substantial mentoring relationship and extensive ministry experience.
2. In **1975** Reed was commissioned by the elders of Ontario Bible Church (formerly Ontario Baptist Church, then Oakwood Road Church, now CityChurch of Ames-Des Moines) to develop resources that would allow others in the church to go through a similar process of being equipped for ministry that would be similar to his experience. After more than a decade of working this out, he became increasingly convinced that the formal theological education system needed to become secondary to a system that put local churches back at the center of assessment and recognition for preparedness for ministry leadership.
3. In **1986** BILD International (Biblical Institute of Leadership Development) was formalized to advance the philosophy of church-based theological education, provide resources to support church-based theological education efforts, and help network individuals and organizations doing church-based theological education. In the early 1980s, Reed was invited by Keith Cook (an elder of Ontario Bible Church) to travel to India to see if the ministry apprenticeship resources could be used to train the multitude of untrained pastors there. The idea was welcomed by India pastors and Reed began seeking funds to support the endeavor. As he approached North American churches, many of them became interested in the ministry apprenticeship resources themselves. Over the next two decades, with assistance from leaders in theological education and non-formal education like Dr. Ted Ward and Dr. Walter Kaiser, it has engaged in the global conversation surrounding theological education and called for radical change at every level of theological education and missions.
4. In **2006** the Antioch School of Church Planting and Leadership Development (hereafter called “Antioch School”) was established. It was a logical next step in the process of 30+ years of support for church-based theological education as we recognized changes in the higher education landscape. Accreditation agencies were increasingly focused on educational outcomes, which is an area of strength in our programs. The Antioch School gives us the opportunity to grant academic credentials that fit perfectly with the church-based leadership development programs of partners.

5. In **2010**, the Antioch School received accreditation from the Distance Education and Training Council* (DETC) as the first truly church-based and competency-based to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education. The DETC is the premier accrediting agency for institutions using non-traditional educational formats.

We look to **1986 as our founding date** because the programs being offered now by the Antioch School are principally the same as the programs offered for nearly two decades.

*The Antioch School of Church Planting and Leadership Development is accredited by the Accrediting Commission of the **Distance Education and Training Council (DETC)**, 1601 18th Street, NW, Suite 2, Washington, DC 20009, (202) 234-5100, www.detc.org.

DISTINCTIVES

The Antioch School is distinctive in many ways, but particularly because of two foundational concepts. It is truly church-based and competency-based.

Church-Based

Church-based is central to the whole concept of the Antioch School. The idea of church-based theological education (C-BTE) has been addressed in a series of nine white papers presented by Jeff Reed over a ten-year period. C-BTE is theological education based in the life of churches, not schools housed in church buildings. All of the programs are designed and taught in churches, by churches, and for churches. Leaders of churches, church networks, and church-planting movements do all of the training in the context of their ministries.

There are five major tenets of church-based theological education:

1. C-BTE must be based in the life of a local church and/or a movement of churches.
2. C-BTE must be primarily viewed as a process of entrusting (modeling and mentoring) sound doctrine to faithful men.
3. C-BTE must take place in the context of establishing churches.
4. C-BTE must be viewed as a need for all men and women regardless of their stations in life.
5. C-BTE must begin with the first principles of the faith.

The Antioch School's church-based distinctive is seen in many ways:

- All Antioch School programs are based on nonformal, in-service, thoroughly church-based theological education programs for leadership development.
- Students admitted to Antioch School degree programs must be participating with a partner (a church association/denomination, church-planting movement, Bible college/seminary, mission agency, or local church using CBTE resources and with a Certified Leader) and be recommended by a Certified Leader of that partner. No individual student is able to self-select to be in an Antioch School program.
- Degrees are granted on the basis of rigorous assessment of competencies developed and demonstrated in church ministry contexts.
- Leaders of the churches in which students are learning make a huge investment and provide the primary source of training and assessment according to biblical qualifications for ministry.
- Partner churches are able to customize the program to include training and competency sets that are necessary for ministry in their contexts or networks.
- Leadership Series I courses are based on the recognition that the New Testament is truly a manual for development of churches and church leaders. Leadership Series II courses are based on a biblical theology in culture approach, which takes seriously that all Scripture is truly intended for teaching, rebuking, correcting, and training in righteousness.
- The pedagogy of the resources is designed around the central role of the church, both as the content to study and the context in which to learn.
- The Antioch School is a tool of a larger initiative to serve emerging leaders of churches, church networks, and church-planting movements (both large and small) engaged in the spontaneous expansion of the gospel in North America and around the world.

- While Antioch School programs may be closely linked to the ministry licensure and ordination processes of churches and denominations, the Antioch School does not guarantee these forms of commendation. They are entirely the responsibility of the churches and denominations providing them.

Competency-Based

There is a growing emphasis on outcomes assessment in higher education. Colleges, universities, and seminaries are being challenged by accrediting associations, government regulatory agencies, and other constituencies to prove that students who graduate deserve the degrees that are granted. Although many higher education institutions are struggling to accomplish this, the competency-based orientation of the leadership development programs makes it possible for the Antioch School to grant degrees with confidence.

The academic model being followed is best demonstrated by the competency-based approach of Western Governors University (WGU), a higher education institution accredited by numerous accrediting agencies, including the Distance Education and Training Council (DETC), as well as all the regional accrediting associations. Nineteen governors of mostly western U.S. states collaborated to facilitate the use of the online education resources but created something much more innovative. Students admitted to WGU programs work with mentors to design individual development plans, which may include taking online courses at various institutions but also engaging in other types of learning, such as nonformal education. The WGU faculty developed a variety of assessment tools that are used to determine when students have accomplished the competencies of a degree program. The primary functions of the university, leading to the granting of degrees, are advising and assessment. Although the school launched only in 1999, it already has more than 9,000 students.

The Antioch School relies on an extensive, robust portfolio assessment system to provide abundant and multi-layered evidence that its students deserve the degrees that are being granted. In terms of outcomes assessment, the Antioch School is already ahead of the curve. Emphasis on portfolio assessment and ongoing mentoring assists with development throughout the program, not just within individual courses.

Students in Antioch School programs will be assessed according to the following sets of competencies (not all sets are assessed in each program):

- *Life and Ministry Development* grounded in a deep understanding of God's design for each person, as well as extensive mentoring and evaluation done by church leaders using biblical qualifications for ministry.
- *Leadership Series I Modules* that rely on Acts and the Pauline Epistles as manuals for church and leadership development.
- *Leadership Series II Modules* that utilize biblical theology to let the inspired message of Scripture unfold and a theology-in-culture orientation to complete the process of Scripture having its intended impact.
- *Ministry Strategy Plans* that integrate Leadership Series I modules in an ongoing comprehensive and personal ministry philosophy and plan.
- *Major Projects* that integrate Leadership Series II modules in an ongoing, comprehensive process of building a biblical theology.

- *Ministry Practicum* opportunities to learn through substantial ministry responsibilities and reflection on ministry experience.
- *Teaching Practicum* opportunities to learn through substantial teaching experiences and demonstrate learning through careful reflection.
- *Paradigm Transformation Seminars and Projects* to inquire deeply about ministry concepts and build ministry plans from beyond traditional perspectives.
- *Biblical Theology in Culture Seminars and Defenses* of the biblical theology of each biblical book, canonical section, Old and New Testaments, and the entire Bible.
- *Doctoral Major Projects* which make substantial contributions to the progress of global church-based theological education and biblical theology in culture.
- *General Education* that provides a core of analytical, communicative, and quantitative skills.
- *Other / Electives* allow students and partners to customize programs to include additional courses or other learning experiences of special interest to them.

See the section called “Types of Competency Sets” for further description of each type and lists of programs that use each type.

Some find it ironic that a leading church-based theological education ministry would operate an academic institution. Here are a few key reasons why we offer academic degrees:

- Many emerging leaders have been much more impacted by the formal education paradigm than we may want to admit. This is seen in the **motivation and seriousness** with which many attend to learning related to academic endeavors. Offering academic credentials for a nonformal, church-based program may improve the quality of work done by these participants.
- The institutional self-evaluation emphasis of contemporary higher education accreditation will provide additional impetus for **continuous quality improvement** of the nonformal, church-based program.
- Higher education credentials are a deeply ingrained aspect of modern culture, not just in theological education. Credit and degrees function like **cultural “currency”** throughout the US and the world. Offering degrees allows for individuals and networks to leverage the benefits of academic currency, as well as ministry competencies. The availability of degrees from an accredited institution, as well as high level ministry competency, will help gain the initial interest and support of many existing churches and church networks, even though the ultimate result will be a more accurate understanding of qualifications and credentials for ministry.
- This innovation of the Antioch School will provide **leadership in the theological education industry** and **impact the theological education paradigm** (as well as higher education in general) because it closely links academic credentials with actual ministry competencies. In a world in which academic degrees often don't really mean what they are assumed to mean, these degrees will be truly meaningful and accurate. Although there is academic oversight by faculty, the fundamental role of supervision and assessment is maintained by church leaders with God-given mandates for the development of their ministers.
- An academic program that relies heavily on partnerships with churches and church-planting networks allows for the **allocation of resources** to maximize support for the spontaneous expansion of the Gospel. In the U.S., degrees can be offered for 80% less than the cost of traditional campus-based theological education.

Offering degrees does not mean that those with degrees are more competent than those without degrees. In fact, **academic credentials are only one version of a subset of ministry credentials**. For instance, it is the role of a church, church network, or church-planting movement—not an academic program—to determine calling, giftedness, competency, and fruitfulness in ministry.

Antioch School degrees include **character development, ministry skills, and knowledge** that is unparalleled by the programs of other academic institutions because it is built into our core partnership with churches, church networks, and church-planting movements. The Antioch School provides partners with tools necessary to mentor students in real ministry settings by those who know them best.

ACCREDITATION

The Antioch School of Church Planting and Leadership Development is accredited by the Accrediting Commission of the **Distance Education and Training Council (DETC)**, 1601 18th Street, NW, Suite 2, Washington, DC 20009, (202) 234-5100, www.detc.org.

The Accrediting Commission of the Distance Education and Training Council is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

The Accrediting Commission of the Distance Education and Training Council is a recognized member of the Council for Higher Education Accreditation.

We are the first truly church-based and competency-based to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

DETC is the premier accrediting agency for institutions using non-traditional educational formats. We, like Western Governors University (WGU), began with DETC accreditation because they are the leading national accrediting agency that specializes in innovative approaches to higher education. DETC is recognized as the accrediting agency that takes most seriously outcomes assessment. DETC provides accreditation for a wide variety of higher education institutions, including ministry training schools such as Global University (the distance education school of the Assemblies of God), the Catholic Distance University, and other specialized schools, such as the distributed learning schools of the U.S. Air Force, Army, and Marine Corps (three of the country's largest higher education systems).

As appropriate to support partners in other parts of the world, we will also seek accreditation through the continental associations of the **International Council for Evangelical Theological Education (ICETE)**, such as the Accrediting Council for Theological Education in Africa (ACTEA) and Asia Theological Association (ATA).

See our *Accreditation, Transfer Credit, and Financial Aid Manual* for more information about accreditation.

COMMENDATIONS

In addition to the commendation that comes from the Certified Leaders of our partner churches, church networks, and church planting movements, the Antioch School has received numerous commendations for the quality, relevance, and innovation of its programs. Here are a few notable ones:

“I read with interest and admiration your announcement regarding the new Antioch School of Church Planting and Leadership Development. I commend you for this innovative attempt to respond to and reform some of the endemic weaknesses of theological schooling.”

Ralph Enlow

*Executive Director of the Association of Biblical Higher Education
(the specialized accrediting association for Bible colleges)
and former Provost of Columbia International University*

“The programs of BILD International and its Antioch School are firmly rooted in biblical theology. I’m delighted that my body of work is being used in such a foundational way as resources for these programs.”

Walter Kaiser

President Emeritus and Professor of Old Testament, Gordon- Conwell Theological Seminary

"I have been convicted for some time that the local church needs to recapture the call to church-based theological education and formation. God designed churches to raise up and develop leaders and pastors who can in turn train more leaders and pastors. However, I wasn't finding much of this in North America. I then made it my commitment to work toward forming churches that would eventually have accredited pastoral training schools within them. It wasn't long before God brought me across BILD and the Antioch School. It was exactly what I was looking for: Strong theological education with a church planting emphasis that is transferable and reproducible so every church can have a school of theology in their context. I am so thankful to God for the work they have put into providing this for the Church."

Jeff Vanderstelt

*Pastor at Soma Communities
Founding Leader of the GCM Collective and
Vice President, Western N. America of Acts 29*

“After years of dreaming and encouraging truly church-based, non-formal education of leaders in ministry—as an alternative to the proliferation of institutions of formal theological education—I can see it coming to fruition in this program of education ministry experience . . . they are doing what so many have only talked about: putting the local church at the center of pastoral ministry preparation.”

Ted Ward

*Professor Emeritus of International Studies and Educational Research, Michigan State University and
Retired Professor of International Studies, Mission, and Education, Trinity Evangelical Divinity School*

“It is good to see that at least one theological school is interested in affective change and well as cognitive growth. It is even better to see the ‘hands-on’ approach to education that we use here at University of Phoenix being adopted by the Antioch School. It appears to me that the founders of the Antioch School have stared reality in its ugly face and seen that traditional theological education does not generate appropriate levels of change in the learners. We at University of Phoenix saw the same problem with traditional higher education and took bold steps to exchange that ugly face for something beautiful—practical, relevant, life-long learning. I welcome the Antioch School to this beatific vision.”

Jay Klagge

Vice-President of Institutional Research and Effectiveness, University of Phoenix

“In this precipitous world of education, there are two marks of distinction: innovation and relevance. As you evaluate your choices in education, ask yourself: Is the degree program innovative in its design and delivery, and will the degree program equip me with the skills and knowledge to make a difference?”

During the 9 years I served as president of Upper Iowa University I trusted in those marks of distinction as we built degree programs throughout the world. With a vision to become a “distinctively entrepreneurial university meeting the needs of learners worldwide,” our goals were to be innovative and relevant for those who trusted us with their education. In less than 10 years, enrollment grew from over 1,000 to nearly 6,000, with 17 locations throughout the United States, Canada, Singapore, Hong Kong, and Malaysia.

I believe to serve the learner well a university must create degree programs which are cutting-edge and perceived as real-life. To do that, I believe an educational institution must recognize the life experiences of its learners and incorporate those life experiences into a curriculum that will enable the learner to make a difference.

The Antioch School is visionary in its goals for church-based theological education. I believe its model for education is innovative, relevant and real-life. Its program design sets the stage for a new era of leadership development in our churches, and its curriculum is undoubtedly one that will make a difference in the lives of all the learners who participate. I urge each and every church to embrace the mission of the Antioch School.”

Ralph L. McKay

President (1994-2003), Upper Iowa University

“This church-based theological education ministry is one of the most well thought out and comprehensive plans for building strong churches and training leaders I’ve seen. Your investment in them has the potential of impacting entire nations.”

Tom McCallie III

Senior Vice-President of The Maclellan Foundation

DEGREE AND CERTIFICATE PROGRAMS

See the end of this Handbook for degree program overviews and the website for complete portfolio transcripts of competencies for each degree and certificate program.

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, to benefit from significant contributions of scholars, and to 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.

The general objective of Theology degrees is to help train those who desire to understand thoroughly the unfolding message of Scripture itself as a guidebook for life and ministry, paying special attention to the implications of that message in one's personal life, ministry, and culture.

Bachelor of Ministry (B.Min.) is granted for demonstration of basic competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders.

Specific program objectives of the B.Min. include:

- Mastery of Scripture relevant to church and leadership development, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflection on the contributions of leading scholars regarding church and leadership development.
- Address the pertinent issues related to church and leadership development and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.

Bachelor of Theology (B.Th.) is granted for demonstration of basic competencies associated with building biblical theology and theology in culture.

Specific program objectives of the B.Th. include:

- Mastery of Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflection on the contributions of leading scholars regarding biblical theology and theology in culture.
- Address the pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.

Master of Ministry (M.Min.) is granted for demonstration of advanced competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders, particularly through substantial implementation of church-based theological education and other ministry programs.

Specific program objectives of the M.Min. include:

- Mastery of Scripture relevant to church and leadership development, particularly through study of the biblical theology of Acts and the Pauline Epistles.
- Reflection on the contributions of leading scholars regarding church and leadership development.
- Address the pertinent issues related to church and leadership development and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery through substantial implementation in real ministry situations and careful evaluative reflection on that implementation.*

* Note that the emphasis on learning through situated learning in real ministry is a major distinctive between the B.Min. and the M.Min.

Master of Theology (M.Th.) is granted for demonstration of advanced competencies associated with building biblical theology and theology in culture, particularly through substantial implementation in church-based theological education and other ministry programs.

Specific program objectives of the M.Th. include:

- Mastery of Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflection on the contributions of leading scholars regarding biblical theology and theology in culture.
- Address the pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery of biblical theology, particularly through study according to the eight canonical sections of the Bible.
- Develop a framework for beginning to use the canonical sections in both life and ministry.

Doctor of Ministry in Global Church-Based Theological Education (D.Min. GCBTE) is granted for demonstration of competencies associated with understanding and making a substantial contribution to the implementation of the philosophical foundations of church-based theological education.

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.

Doctor of Ministry in Theology in Culture (D.Min. TIC), formerly offered as a Doctor of Theology (D.Th.), is granted for demonstration of competencies associated with a thorough understanding and making a major contribution to biblical theology and theology in culture.

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

- Mastery of Scripture using a biblical theology approach, which allows the teaching of the Bible to unfold naturally according to author's intention and literary design with special attention to genre and overarching themes of each Bible book.
- Reflection on the contributions of leading scholars regarding biblical theology and theology in culture.
- Address the pertinent issues related to biblical theology and theology in culture and analyze Scripture and other contributions related to those issues.
- Formulate conclusions and personal applications regarding those issues.
- Obtain advanced mastery of biblical theology, particularly through study according to the eight canonical sections of the Bible.
- Develop a framework for beginning to use the canonical sections in both life and ministry.
- Identify and develop the key theological and hermeneutical themes for the entire Bible based on study of each Bible book, canonical section, and testament.
- Produce a comprehensive exegesis of a particular culture.
- Articulate the specific relation of biblical theology to that culture.
- Design strategic ministry models and tools to implement the theological and hermeneutical themes in that culture.

Certificate of Ministry (C.Min.) is granted for demonstration of an initial set of competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders.

Certificate of Theology (C.Th.) is granted for demonstration of an initial set of competencies associated with doing biblical theology and theology in culture.

Notes on Degree Programs:

All programs are built on the foundation of a Life and Ministry Development Portfolio System that includes a personal Motivated Abilities Pattern (MAP) from SIMA International's System for Identifying Motivated Abilities (SIMA[®]).

Degree programs are closely aligned with particular BILD resources:

- The B.Min., M.Min., and C.Min. are closely aligned with the competencies developed through Leadership Series I courses on the biblical foundations for church and ministry. A major difference between the B.Min. and the M.Min. is emphasis on implementation in the M.Min. Students are not admitted to the M.Min. unless they have substantial ministry experience. Further, competencies are assessed according to reflection on ministry experience and planning for implementation in actual ministry situations.
- The B.Th. and M.Th. are closely aligned with the competencies developed through Leadership Series II courses on biblical theology and theology in culture.
- The D.Min. GCBTE is closely aligned with the competencies developed through Paradigm Transformation Projects.
- The D.Min. TIC is closely aligned with the competencies developed through Biblical Theology-in-Culture Projects.

The major differences between the levels are related to the depth and manner in which competencies are assessed.

- Bachelors programs require a high minimum level of basic competency to be demonstrated.
- Masters programs require demonstration of advanced competency through evidence of extensive implementation in ministry settings.
- Doctoral programs are assessed on the basis of mastery of and contribution to the philosophical issues that underlie theological education and biblical theology-in-culture.

The B.Min., B.Th., M.Min., M.Th., and C.Min. may be offered in their entirety in the ministry context of an Antioch School partner.

The C.Min. program may be done at the bachelors or masters-level based upon admission qualifications and assessment of competencies.

The D.Min. GCBTE and D.Min. TIC may require participation in several multi-day gatherings (live or online) of students at sites determined by the Antioch School.

The B.Min. and B.Th. may be taken as “degree completion” programs in which general education and free electives are earned at other institutions prior to or during enrollment in the Antioch School programs.

A normal sequence of study begins with a Ministry degree (B.Min. or M.Min.) prior to a Theology degree (B.Th. or M.Th.) because the biblical foundation for ministry needs to be in place before a complete study of biblical theology and theology in culture is done. We recommend that most students begin with the B.Min. or M.Min. and proceed to the M.Th. However, students may start with the B.Th. and M.Th. if they wish to include both a core biblical foundation for ministry and a complete study of biblical theology in a single program.

TYPES OF COMPETENCY SETS

Students in Antioch School programs will be assessed according to the following sets of competencies. Not all sets are assessed in each program. See the end of this Handbook for degree program overviews and the website for complete portfolio transcripts of competencies for each degree and certificate program. Although the competency sets are organized according to the use of resources for leadership development, individual students may develop in different ways in the use of resources and through other learning opportunities demonstrated in their portfolios.

Life and Ministry Development Portfolio System (all degree programs). Each Antioch School program is grounded in a deep understanding of God’s design for each person, as well as extensive mentoring and evaluation done by church leaders using biblical qualifications for ministry. Competencies related to life and ministry development are demonstrated in the following manner:

- **Motivated Abilities Pattern (MAP) Responses.** At the beginning of each program, students engage with the System for Identifying Motivated Abilities in order to obtain a personal MAP and write a thoughtful response regarding how they are investing their time and effort, as well as insights from others who have read their MAP and/or other forms of evaluation they have received. This response should be revised annually while enrolled in the program. See the *MAP Response Manual*.
- **Personal Development Plans.** Also at the beginning of each program, students produce initial Personal Development Plans through the use of a set of life development tools that address one’s unique purpose, story, abilities, roles and responsibilities, resources, disciplines and determinations, and lifelong wisdom. This plan should be revised annually while enrolled in the program. See the *Personal Development Plan Manual*.
- **Personal Development Assessments.** A set of assessment tools (Life and Ministry Assessment, Becoming Established Assessment, Giftedness Assessment, Ministry Team Profile, Current Ministry Assessment, and Journal of Mentor’s Assessment) are to be used to facilitate the mentoring process by those whom God has put into the student’s life with a primary responsibility for his or her development. Each must be completed by a designated mentor at least quarterly while the student is enrolled in the program. See the *Personal Development Assessment Manual*.

Leadership Series I (C.Min., B.Min., B.Th., M.Min., and M.Th.). This series of courses helps the student employ the New Testament as a manual for church development, particularly through the keys taught in the Book of Acts and the Pauline Epistles. The courses are designed to be used in group settings and rely heavily on Socratic discussion for personal and community insights. Each course contains units with issues to address, Socratic discussion questions, project guides, and a theological reader (with the best chapters and articles on the key topics). See the website for complete portfolio transcripts of competencies associated with each course.

Leadership Series II (C.Th., B.Th., and M.Th.). This series of courses helps the student utilize biblical theology to let the inspired message of Scripture unfold and a theology-in-culture orientation to complete the process of Scripture having its intended impact. Like Leadership Series I, each course contains units with issues to address, Socratic discussion questions, project guides, and a theological reader (with the best chapters and articles on the key topics). See the website for complete portfolio transcripts of competencies associated with each course.

Ministry Strategy Plans (B.Min. and M.Min.). These plans demonstrate integration of ministry strategy into ongoing comprehensive personal ministry based upon competencies associated with Leadership Series I modules. In most cases, they will be written and revised upon the completion of sets of four Leadership Series I courses.

Major Projects (B.Th. and M.Th.). These projects integrate Leadership Series II courses in an ongoing comprehensive process of building biblical theology. They include presentations of the author's intent, literary design, and key theological and hermeneutical themes for all the books of the Old and New Testaments.

Ministry Practicum (all degree programs). These are opportunities to learn through substantial ministry responsibilities and reflection on ministry experience. Students "contract" with their mentors and Certified Leaders for development related to specific ministry responsibilities and evaluation (at a rate of 1 semester hour of credit for each 45 hours of designated ministry and reflection for bachelor-level programs and 60 for masters), making extensive use of the "Current Ministry Assessment" form by a student's mentor. See *Practicum Manual*.

Teaching Practicum (all degree programs). These are opportunities to learn through substantial teaching experiences and demonstrate learning through careful reflection and external evaluation. It is not primarily about students becoming better teachers, but learning through teaching. They include the use of *The First Principles* (basic discipleship material), Leadership Series, and Paradigm Transformation Seminar courses in one's own ministry situation. The contexts for teaching can range from teaching the main classes a ministry uses to facilitate use of the resources in personal discipleship with a small group or family members. It does not need to be an "official teaching role" in a church. See *Practicum Manual*.

Paradigm Transformation Seminars (D.Min. GCBTE). These seminars allow the student to inquire deeply about ministry concepts and build ministry plans from beyond traditional paradigm perspectives. Each seminar requires extensive preliminary reading in seminal resources, participation in discussions held in intensive live class meetings (3–5 days in length), and practical projects in one's own ministry situation.

Biblical Theology in Culture Seminars and Defenses (D.Min. TIC). These seminars allow the student to make substantial contributions to the understanding of the unfolding message of God's Word and its significance for cultural impact. Each seminar requires extensive preliminary reading in seminal resources, participation in discussions held in intensive live class meetings (3–5 days in length), and practical projects in one's own ministry situation. See the website for a complete list and the Portfolio Transcripts for lists of specific competencies associated with each course.

Doctoral Projects (D.Min. GCBTE and D.Min. TIC). These projects are culminating efforts of doctoral programs. They make substantive contributions to the progress of church-based theological education and biblical theology in culture. They 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.).

General Education (B.Min. and B.Th.). This area provides a core of analytical, communicative, and quantitative skills associated with a well-trained bachelors-level student. The “Integrated Core” of seven areas is built from Ernest Boyer’s *College: The Undergraduate Experience in America*, Mortimer Adler’s *The Paideia Program: An Educational Syllabus*, and Howard Gardiner’s *The Disciplined Mind*. They may be fulfilled in four ways: Leadership Series-type courses (forthcoming); transfer credit from traditional institutions; portfolio assessment of other demonstrations of competency; CLEP tests. See the section on Transfer Credit for more details on what qualifies as transfer credit or CLEP tests for these general education requirements.

Community Service Learning Projects are opportunities through which academic objectives are accomplished by preparation for, participation in, and reflection on mutually beneficial community service experiences tied to particular aspects of the “Integrative Core” (of the student’s or Certified Leader’s choosing). Similarly, Great Books Reading Program courses tie the accomplishment of academic objectives with reading and response to particular resources in the Great Books of the Western World collection.

Other / Electives (B.Min. and B.Th.). This category allows students and partners to customize programs and determine competencies appropriate to the programs. It may include use of additional Leadership Series courses, transfer credit from other institutions, specialized training unique to the ministry needs of the partner, Lifelong Learning Reading Reports, Leading “Great Books” community discussions, Ministry Practicum, Teaching Practicum, or other demonstrated competencies.

ASSESSMENT

The Antioch School relies on an extensive, robust portfolio assessment system to provide abundant and multi-layered evidence that its students deserve the degrees that are being granted. Although many competencies may be developed in conjunction with learning opportunities designed for that purpose (particularly in Leadership Series courses), we recognize that students develop in different ways and at different times. Portfolios may include a wide variety of evidence from many learning experiences. For instance, a student may best demonstrate particular competencies associated with a Leadership Series course in a Ministry Strategy Plan rather than in the projects of a particular Leadership Series course.

Two main **types** of items are contained in a portfolio:

- *Artifacts* are things that the student has produced that demonstrate competency. All Leadership Series courses are designed with projects, large and small, that help students think through the main issues in terms of actual ministry contexts. Other projects, such as a collection of preaching/teaching recordings extend beyond single courses. A student's own journaling and formal evaluation of teaching experiences or personal assessment are valuable pieces of evidence of what has been learned.
- *Attestations* are things that other people produce that demonstrate the competencies of the student. These include personal and ministry assessments by those who are close to the student, evaluations by others of a student's teaching in the practicum, and their Motivated Abilities Pattern.

Assessment takes place in various ways:

- **Mentors** conduct assessment in all aspects of the program (and beyond) because their first responsibility is to support the development of students for ministry. They focus on the Life and Ministry Development area, particularly through the use (at least quarterly) of the Personal Development Assessment forms. However, they also help integrate all parts of a student's program. We like to say that our degrees are life and ministry development programs that include some great courses, but they are much more than courses, largely because of the emphasis on mentoring.
- **Students** assess themselves throughout the program in order to determine what they put in their portfolios to demonstrate competencies. Certified leaders of each partner program have been trained to assist students in the building of their portfolios. However, the initial assessment is done by students as part of their own development process. This is usually done by posting artifacts and attestations in the student's e-Portfolio (which matches the portfolio transcript for their degrees).
- **Certified Leaders** review the evidence posted by students in their e-Portfolios to determine if they think it demonstrates competency. If so, they mark the e-Portfolio to indicate their initial approval.
- **Associate Faculty** members periodically review e-Portfolios to validate that the Certified Leader's initial approval is correct. This happens at the beginning of the program to assure that students are on track, at various increments, and at the end to facilitate completion of the program and graduation. Associate Faculty work closely with Certified Leaders to help them understand the criteria for assessment. Credit is granted when Associate Faculty members validate a set of competencies as indicated on the portfolio transcript.

Notes on Assessment:

The main project for the final unit of each required Leadership Series course must be submitted as a proctored final exam with confirmation by the Certified Leader of the partner that the work has been done by the student.

Student appeals of portfolio review should be made initially to the Certified Leader of the partner program. If not resolved, appeals can be made to the Academic Dean.

Please give special attention to the *Student Competency Assessment Guide* for criteria and rubrics to be used by students, Certified Leaders, and Associate Faculty in determining whether evidence posted in the e-Portfolio demonstrates competency in each area of Antioch School programs.

FACULTY

There are three types of faculty for the Antioch School:

- *Certified Leaders* are leaders of churches, church networks, and church-planting movements that have been certified to lead Antioch School programs in their ministry contexts. They are the “local faculty” who have the most contact with the students and are responsible to facilitate use of the resources, provide life and ministry assessment, and coach students in the development of their portfolios. It is the emphasis on these partner leaders that sustains the essential church-based nature of the programs. Certified Leaders provide initial approval of the demonstration of competency by students in their e-Portfolios.
- *Associate Faculty* are veterans in the use of our resources who provide academic quality assurance through periodic review and validation of the initial approval by Certified Leaders of demonstration of competency by students in their e-Portfolios.
- *Senior Faculty* serve the entire Antioch School network by developing curriculum, designing assessment tools, training and certifying Certified Leaders and Associate Faculty, setting academic policies, and commending degrees.

Teachers using Leadership Series courses are not “faculty” in the traditional sense of the word. The resources are designed by Senior Faculty to function as distance education courses with lesson plans, theological readers, and assessments. The Antioch School does not control who does the actual facilitation of classes using the Leadership Series courses, but provides training in Socratic discussion and portfolio assessment pedagogy. Certified Leaders of partner programs using our resources determine who facilitates the class discussions. Academic quality control is maintained through the extensive and rigorous portfolio assessment of evidence of competencies, both for individual students and for partner programs.

Administration, Associate Faculty, and Senior Faculty:

- Randy Beckett, Assistant Pastor, CityChurch of Ames-Des Moines (Ames, IA).***
- Tim Boal, Senior Pastor, Penn Valley Church (Telford, PA).**
- Steve Brown, President, Berkshire Institute of Christian Studies (Lenox, MA).**
- Bill Burns, Associate Pastor, CityChurch of Ames-Des Moines (Ames, IA).**
- Dru Dodson, Co-Pastor, Lake Valley Church (Hot Springs, AR).**
- Michel Faulkner, Senior Pastor, New Horizon Church (Harlem, NY).**
- Steve Galegor, Church Planter, Grace Brethren North American Mission (New York).**
- Walter Kaiser, President Emeritus, Gordon-Conwell Theological Seminary.**
- Stephen Kemp, Associate Pastor of CityChurch of Ames-Des Moines (Ames, IA).***
- Fregy Mathew, Training Director, Operation Agape (Ludiahna, Punjab).**
- Don McReavy, Associate Pastor, Foothills Bible Church (Littleton, CO).**
- Pat Novak, Senior Pastor, Church of the Valley (Santa Clara, CA).**
- Paul Nuth, Director, Cambodia Ministries for Christ.**
- Larry Orme, Associate Pastor, Penn Valley Church (Telford, PA).**
- S. D. Ponraj, President, Bihar Outreach Mission Network (Patna, India).**
- Jeff Reed, Senior Pastor, CityChurch of Ames-Des Moines (Ames, IA).***
- Ron Regas, Associate Pastor, Grace Church of Rootstown (Rootstown, OH).**
- Thinagaran Richard, Director, EKTA Church Planting Ministries (Chennai, India).**
- Doug Shiplett, Senior Associate Pastor, CityChurch of Ames-Des Moines (Ames, IA).***
- George Stagg, Pastor, Twin Cities Church (Minneapolis, MN).***
- Ted Ward, Professor Emeritus, Trinity Evangelical Divinity School.**
- J. Watson, Training Director, Church Growth Association of India.**

** Associate Faculty

*** Administration and Senior Faculty

CERTIFICATION OF PARTNER LEADERS

A partner is defined as an entity described below that is using BILD resources, has at least one certified leader, wishes to offer Antioch School programs, and whose certified leader has signed a memorandum of understanding.

Types of partners.

- A church or “Pauline team” that wants to provide training for its leaders.
- An association or denomination of churches that wants to provide in-service leadership development through a coordinated effort.
- A Bible college or theological seminary that wants to serve as a resource for church-based theological education programs.
- A mission agency that wants to equip its missionaries and establish training programs to help church networks on their fields.
- A church-planting movement or consortium of churches or mission agencies.

Initial Certification. In order to offer an Antioch School program in your church or church network, at least one key leader of your church or church network must become certified. Initial Certification Training provides essential preparation and assessment in the use of our philosophy and resources, paradigmatic perspective on theological education, and preparation for coaching students in the use of portfolios.

Initial Certification Training is offered through both onsite and e-Certification formats:

- Onsite Certification Training is an intensive 3-day event held quarterly at our headquarters in Ames, Iowa and at other locations as needed, particularly for church networks.
- e-Certification Training is modularized into units offered frequently online so that it may be started as soon as you want and completed at your pace.

Both Onsite and e-Certification Training begin with our online Webinar, a live, 4-hour introductory seminar that carefully explores the biblical and practical distinctiveness of the Antioch School. To register for the Webinar, Onsite Certification Training, or e-Certification Training, go to www.antiochschool.edu and click on “Learn More” and follow the links.

Certification Training Modules include:

Module 1 (4 hours)

- Basic Program Design
- Life and Ministry Development
- Portfolio Assessment

Module 2 (12 hours)

- Educational Philosophy
- Socratic Discussion Skills Practicum
- Teaching the Acts Course

Module 3 (12 hours)

- C-BTE Paradigm Transformation Project
- Global Partnerships
- Teaching the Pauline Epistles Course

Certification Fee is \$300 which includes training, assessment, and materials. When you register, you may pay by credit card or be invoiced. Call 515/292-9694.

Responsibilities. Some of the key responsibilities of a Certified Leader are to:

- Commend students who meet the qualifications for admission.
- Offer BILD Leadership Series courses through an Antioch School partner in a manner that allows students to proceed through the program on a timely basis.
- Assure that each student is making satisfactory progress in the development of a personal portfolio of evidence of competencies for review by Associate Faculty.
- Maintain frequent regular communication with Antioch School staff with regard to the status of their programs.

Ongoing Certification. Certification can be maintained by demonstration of competency in an additional Leadership Series workshop and Mini-Paradigm Transformation Project seminar each year. Training opportunities will be available during the our BILD International Summit in the first week of November each year, as well as at other times through the year in Ames, Iowa (and other locations), as well as online through e-Training. See the website (www.antiochschool.edu) for the current training schedule.

It is recommended that multiple leaders within a single partner ministry be certified in order to provide a wide foundation of trained leaders for the Antioch School programs offered by the partner ministry.

In the unfortunate circumstance of a Certified Leader leaving a church or being unable to fulfill the duties of a Certified Leader, the Antioch School will take responsibility to see that another Certified Leader is put in place or will take other action services so that there will be minimal disruption of services to Antioch School students.

ADMISSION REQUIREMENTS

Students desiring to earn degrees or certificates from the Antioch School should complete an “Application for Admission” form in order to provide us with enough information to make a decision regarding admission.

General Requirements

The most significant general requirement for bachelors and masters level programs is the commendation by a certified leader of an Antioch School partner for participation in the program offered by that partner. Students must also give the name of local mentors who will provide personal development assessment. Additionally, students must list and describe past and current ministry positions, roles, and responsibilities; name and location of church membership; explanation of why they desire the degree and how ministry will be enhanced by it; and provide evidence that demonstrates prerequisite academic ability for the programs. The Antioch School does not discriminate on the basis of race, sex, color, or national origin.

Bachelors Level

B.Min. applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level. This is usually done with high school diplomas, transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in development of basic competencies associated with being a minister of the gospel (pastor, church planter, missionary) or other ministry leader. This may be done through the recommendation of a Certified Leader of the partner Antioch School program.

B.Th. applicants must demonstrate:

- Ability to complete academic work at the beginning post-secondary level. This is usually done with high school diplomas, transcripts of academic work already done at a college or university, GED tests, or college placement tests.
- Expressed interest in basic development of competencies associated with building one’s own biblical theology and impacting a particular culture accordingly. This may be done through the recommendation of a Certified Leader of the partner Antioch School program.

Masters Level

M.Min. applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (masters-level). This is usually done with official transcripts showing that a bachelors degree has already been earned from a college or university, transcript showing admission and/or academic work already done at the masters-level, or graduate school placement test results.
- Expressed interest in advanced development of competencies associated with being a minister of the gospel (pastor, church planter, missionary) or other ministry leader.
- Three years of full-time ministry leadership experience (or its equivalent). Applicants may meet this requirement through vocational or non-vocational ministry.
- Capacity to learn through reflection on, planning for, and extensive implementation in real ministry situations.

Many of these things may be demonstrated through the attestation of the Certified Leader of the partner Antioch School program.

M.Th. applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (masters-level). This is usually done with official transcripts showing that a bachelors degree has already been earned from a college or university, transcript showing admission and/or academic work already done at the masters-level, or graduate school placement test results.
- Basic competencies associated with being a minister of the gospel or other ministry leader as represented by the core of Leadership Series I courses of the B.Min. or M.Min. program. If lacking, these may be fulfilled within the M.Th. program as additional requirements.
- Expressed interest in advanced development of competencies associated with building one's own biblical theology and impacting a particular culture accordingly.
- Three years of full-time ministry leadership experience (or its equivalent). Applicants may meet this requirement through vocational or non-vocational ministry.
- Capacity to learn through reflection on, planning for, and extensive implementation in real ministry situations.

Many of these things may be demonstrated through the attestation of the Certified Leader of the partner Antioch School program.

Doctoral Level

D.Min. in Global Church-Based Theological Education applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (doctoral-level). This is usually done with official transcripts showing that a masters degree in a related field has already been earned or showing admission and/or academic work already done at the doctoral-level.
- Basic competencies associated with being a minister of the gospel or other ministry leader as represented by the Leadership Series core of the M.Min. program. If lacking, these may be fulfilled within the program as additional requirements.
- Expressed interest in advanced development of competencies associated with understanding and making a substantial contribution to the implementation of the philosophical foundations of church-based theological education.
- Equivalent of three years of full-time ministry leadership experience in positions of strategic influence for church networks.

Many of these things may be demonstrated through the attestation of a Senior Faculty member of the Antioch School.

D.Min. in Theology in Culture applicants must demonstrate:

- Ability to complete academic work at the advanced post-secondary level (doctoral-level). This is usually done with official transcripts showing that a masters degree in a related field has already been earned or showing admission and/or academic work already done at the doctoral-level.
- Basic competencies associated with building one's own biblical theology and impacting a particular culture accordingly as represented by the Leadership Series core of the M.Min. and M.Th. programs. If lacking, these may be fulfilled within the program as additional requirements.
- Expressed interest in advanced development of competencies associated with a thorough understanding and making a major contribution to biblical theology and theology in culture for a church network.
- Equivalent of three years of full-time ministry leadership experience in positions of strategic influence for church networks.

Many of these things may be acknowledged through the attestation of a Senior Faculty member of the Antioch School.

Applicants to doctoral programs will need to obtain the recommendation of a Senior Faculty member of the Antioch School. These recommendations will be based on the strategic ministry role of the applicant and the potential for substantial ministry impact through the academic program and its credential.

Certificate Level

Applicants to the C.Min. or C.Th. must meet the requirements for their corresponding bachelors-level (B.Min. or B.Th.) or masters-level (M.Min. or M.Th.) programs.

Credit for Individual Courses

Applicants for credit for individual courses must meet the requirements for their corresponding bachelors-level or masters-level programs.

APPLICATION INSTRUCTIONS

The Antioch School application form requests various types of information. In addition to Personal Information, applicants must indicate the program to which they are applying and the partner with which the program is being offered. Partners may include churches, church networks, or church-planting movements for which at least one leader has been certified to facilitate Antioch School programs. The name of the Certified Leader who is recommending you must be provided and verified by the Antioch School prior to admission.

The following information provides a background related to your interest in the program and likelihood of succeeding in it:

1. List and describe past and current ministry positions, roles, and responsibilities.

Antioch School programs are intended to be in-service opportunities for people who already have ministry experience. Ministry positions, roles, and responsibilities include formal opportunities in churches and church networks, as well as informal opportunities in churches, church networks, families, and other ministry contexts.

2. Give name and address for church or ministry team of which you are currently a member.

It is foundational that students in the Antioch School be members of local churches and/or “Pauline Team” church-planting teams. Include a letter from the Certified Leader commending you to the Antioch School program.

3. Describe why you desire to earn this degree or certificate, including how your ministry will be enhanced by it.

We recognize that degree programs serve many functions, such as providing learning opportunities and academic credentials. Describe what has motivated you to seek the training of the program, as well as the cultural currency provided by the degree.

4. List formal post-secondary education (school name, location, dates enrolled, degree earned, major area of study).

If you have taken part in any formal post-secondary education (beyond high school), list it so that we have a record of the formal academic backgrounds of applicants who have it.

What evidence supports your claim that you are capable of succeeding in this program?

There are various ways to provide evidence that you are able to succeed in this program. Most students have the high school or college from which they graduated send a transcript directly to the Antioch School. Students with nonformal training (ordered learning that is not organized according to courses, credits, and degrees) could provide information about their training, including documents that show the type of work that was done. Similarly, even informal training can be considered if you are able to describe the training and give evidence of what was learned that can be verified.

An application is not complete (and admission decisions won't be made) until evidence of ability to succeed in the program is provided and the initial payment has been paid (refundable if admission is not granted). Complete applications will be processed immediately when they are received.

REGISTRATION AND ENROLLMENT

Automatic Enrollment in Programs. Once you have been admitted to a program, you are automatically enrolled in the entire program. Tuition is not charged by the course, credit hour, or semester for degree-seeking students, so there is no need for additional registrations. Further, because the programs proceed and competencies are developed at the pace and sequence determined by each Antioch School partner and the unique development of each student, there is no need for additional registrations.

Students in degree programs must be active in their Life and Ministry Development requirements for a minimum of 3 years. Thus, applications may be submitted before students expect to begin Leadership Series courses because this portion of the program is so foundational. The entire program (as well as the Leadership Series courses) is enriched by given ample time to fulfill Life and Ministry Development assignments.

Students may enroll for credit in individual courses or certain aspects of a program without being admitted to a degree program.

Duration. Programs are designed to be done in two years by those who are engaged in a full-time intense leadership development programs (such as bachelors level students who already have their general education and free electives) or longer by those who will study on a part-time basis. See the section on “Sample Scenarios” for examples of 2-year and 4-year B.Min. degrees. The M.Min. follows a similar pattern. Please note that these are just sample scenarios to help you see an entire program spread over time. However, in order to assure that students are receiving significant mentoring using our Personal Development Assessment tools over a substantial amount of time, the minimum length of a program will be 3 years from the date of admission. Students who expect to finish in less time may request an exception.

All students are given 5 years to complete their degree programs. If additional time is needed, students may request an automatic extension for an additional 3 years without additional tuition or fees. If still more additional time is needed, you must petition to the Academic Dean for additional years with a continuation fee of \$1000 per year of extension granted.

When students enroll for credit for individual courses, they are given a minimum of 12 months to submit evidence of competencies in order to earn credit.

Probation. Students who are delinquent on payments for tuition, the portfolio system, or course materials may be placed on **Financial Probation** (which means that assessment and other services will be withheld and no transcripts of credit earned will be given until accounts are paid-in-full or other arrangements are made).

Students who do not post evidence of competencies in each area of the e-Portfolio on a timely basis may be placed on **Academic Probation** (this means that assessment and other services will be withheld and no transcripts of credit earned will be given until e-Portfolios are made current). This includes competencies related to Leadership Series courses, SIMA MAP responses, Personal Development Plans, Personal Development Assessments, and Ministry and Teaching Practicum.

Students who remain on probation may be withdrawn from their degree programs.

Workload. Academic credit is granted according to the standard formula for higher education, namely 45 hours of work at the bachelors-level (60 hours at the masters-level) equals 1 semester hour of credit. However, please note the efficiency that comes from the significant overlap of the work in Antioch School degree programs with the ministry activities, mentoring, and other aspects of leadership development for students.

Certified Leaders of partner programs and facilitators of Leadership Series courses can also be enrolled in programs because those who teach often learn best.

GRADES, CREDIT, AND TRANSCRIPTS

The Antioch School is focused on supporting the development and assessing the evidence of development in its students. High minimum standards of competency have been established in a wide range of areas. We are not concerned about making the fine distinctions in the evaluation of students and assignments that often manifest themselves in percentages, letter grades, and grade point averages, which are precise in number but not necessarily accurate in what they claim to represent. Rather, Certified Leaders assist students in building customized portfolios that allow their unique competencies to be seen in relation to particular needs.

The Antioch School uses portfolio transcripts to provide a more detailed and accurate description of competencies. However, traditional transcripts may also be provided for those who do not finish programs or who wish to submit a transcript that shows letter grades of “B” for each course or area for which competency has been validated by Associate Faculty. This means that the student has been fully engaged with the learning materials and activities necessary to master the competencies, has demonstrated the skills needed to utilize the competencies, and has produced work that indicates command of the competencies.

Unofficial portfolio transcripts may be printed at any time from a student’s e-portfolio.

Academic credit is granted only after evidence of competencies have been posted in the e-Portfolio by students, given initial approval by Certified Leaders, and validated by Associate Faculty.

Credit is measured in units of semester hours.

STUDENT INTEGRITY

Student integrity is foundational to an academic institution, particularly one focused on the training of leaders for ministry. The Antioch School expects all students to maintain the highest standards of student integrity. All students are expected to do their own academic work. Utilization of the work of others without appropriate citation will be considered plagiarism. Examples of the work of others include: direct excerpts from course materials (or other resources), copying work done by other students (current or former), submission of assignments (or partial assignments) acquired from a purveyor of research papers, or relying on another for more than editorial and formatting support.

Upon the first violation of student integrity alleged by a faculty member, the student and the student’s Certified Leader will be notified. If it is determined to be an actual violation, the student will need to redo the assignment. Upon a second violation alleged by a faculty member, the instance will be reported to the student, the student’s Certified Leader, and the Academic Dean. If it is determined to be an actual second violation, the student will be placed on academic probation. If another violation occurs within one year, the student may be dismissed from the program.

TRANSFER CREDIT (from other institutions)

Transfer credit may be applied to Antioch School programs if a student can demonstrate that the competencies listed on the portfolio transcript have been met through learning apart from the use of our resources. For instance, projects done for other courses at other institutions may be posted in a student's e-Portfolio to demonstrate a particular competency related to a Leadership Series course. Many bachelor-level students will use entire courses from other institutions to satisfy their General Education requirements. Students should work closely with the Certified Leader of their programs, and the evidence of competencies still must be reviewed and validated by an outside Antioch School faculty member.

Often, transfer credit does not work well with many parts of Antioch School programs because of its unique curriculum and competency-based approach. Few traditional Bible college and seminary programs have courses that match the competencies of the Antioch School programs. For instance, the Antioch School competency set related to Acts is not a detailed study of the history of Acts or the content of each chapter of Acts, but a biblical theology study of the narrative intent of the book of Acts to form a foundational understanding of the nature of the church.

Similarly, someone who has used our resources prior to enrollment in the Antioch School does not necessarily have to retake Leadership Series courses if they can demonstrate the corresponding competencies in their portfolios.

Transfer credit may be used to fulfill the General Education and Free Elective requirements of Bachelor level programs. General Education requirements of bachelors-level programs may be satisfied in the following ways:

"Integrated Core"	Transfer Credit Examples	CLEP Tests
Language: The Crucial Connection	English Composition, English Literature, College Writing	Analyzing and Interpreting Literature, English Composition, Freshman College Composition
Art: The Esthetic Experience	Art Appreciation, Art History, Music, Fine Arts, Painting, Literature, Sculpture	Humanities
Heritage: The Living Past	Western Civilization (or other region as appropriate), Global Culture, U.S. History (or other nation as appropriate)	U.S. History 1, U.S. History 2, Western Civilization 1, Western Civilization 2
Institutions: The Social Web	Sociology, Anthropology, Government, Political Science, International Affairs	Social Sciences and History
Nature: Ecology of the Planet	Biology, Chemistry, Ecology, Zoology, Environmental Science	Natural Sciences
Work: The Value of Vocation	Economics, Business, Ethics, Marketplace Studies	Human Growth and Development
Identity: The Search for Meaning	Life Development, Psychology, Anthropology	

TRANSFER CREDIT (to other schools)

The Antioch School is developing articulation agreements with several other Bible colleges and seminaries regarding the acceptance of its degrees. For instance, students with Antioch School B.Min. or B.Th. degrees may be admitted into the M.Div. or M.Th. programs of certain seminaries. Students with Antioch School M.Min. or M.Th. degrees may be accepted into the D.Min. or Th.D. programs of other programs on the same basis as their own MA graduates. Consult the Antioch School website for a complete list of articulation agreements or contact the Antioch School about the development of articulation agreements with other schools. Transfer of credit into an institution is always at the discretion of the institution recognizing the credit.

Antioch School transcripts present learning according to the degree overview for each program. This means that credit is listed according to competency sets, not traditional courses and grades. Each competency that has been demonstrated will be given a grade of B (because of the high standards expected for minimal competency in the Antioch School program). Leadership Series I courses will be valued at 3 semester hours in Bachelors-level programs and 4 semester hours for Masters-level programs. Leadership Series II courses will be valued at 2 semester hours in Bachelors level programs and 4 semester hours for Masters level programs. Other demonstrations of competency that have been validated by Associate Faculty will be valued at the number of hours that correspond with the normal work that it is estimated to take (as indicated on the degree program overviews at the end of this Handbook).

See the *Accreditation, Transfer Credit, and Financial Aid Manual* for more information.

GRADUATION

Students who think they are within one year of graduating should submit a Request for Graduation. This will trigger the final reviews of e-Portfolios by Antioch School Associate Faculty to assure that all competencies have been demonstrated.

Degrees will be conferred quarterly (on January 31, April 30, July 31, and October 31) after completion of the final review by Associate Faculty and commended of the degrees by Senior Faculty. Commencement ceremonies will be held annually in Ames, Iowa. Other ceremonies may be held in locations chosen by churches, church networks, and church-planting movements.

Tuition and fees must be paid in full in order to graduate.

While Antioch School programs may be closely linked to the ministry licensure and ordination processes of churches and denominations, the Antioch School does not guarantee these forms of commendation. They are entirely the responsibility of the churches and denominations providing them.

SAMPLE SCENARIOS

Leadership Series courses have been designed for weekly use for a 15-week period, but may be adapted for shorter or longer duration. Most partners use a weeknight or Saturday morning. It is recommended that time on a weekly basis be given to address some of the other areas of the program (e.g. Life and Ministry Development, Ministry Strategy Plans, Ministry Practicum, Teaching Practicum).

The following scenarios are based on three 15-week blocks per year (though this may be adjusted as necessary by Antioch School partners). They may begin in Summer, Fall, or Winter/Spring.

2-YEAR BACHELOR OF MINISTRY SCENARIO

(for students who have already satisfied the General Education and Free Elective categories)

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	1	MAP Response		
Personal Dev. Plan	1	Initial Personal Dev. Plan		
Personal Dev. Assessments	1	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	1		Acts	Essentials of Sound Doctrine
Leadership Series Courses	1		Pauline Epistles	Leaders and the Early Church
Ministry Strategy Plans	1			Initial Ministry Strategy Plan
Ministry Practicum	1	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	1	Teach First Principles	Teach First Principles	Teach Acts

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	2	MAP Revised Response		Final MAP Response
Personal Dev. Plan	2	Revised Personal Dev. Plan		Final Personal Dev. Plan
Personal Dev. Assessments	2	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	2	Preaching and Teaching	Shepherding and Counseling	Habits of the Heart
Leadership Series Courses	2	Interpreting I	Interpreting II	Covenants and Bibl. Worldview
Ministry Strategy Plans	2		Revised Ministry Strategy Plan	Final Ministry Strategy Plan
Ministry Practicum	2	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	2	Teach Pauline Epistles		

4-YEAR BACHELOR OF MINISTRY SCENARIO

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	1	MAP Response		
Personal Dev. Plan	1	Initial Personal Dev. Plan		
Personal Dev. Assessments	1	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
General Education	1			Language
Leadership Series Courses	1		Acts	Pauline Epistles
Ministry Strategy Plans	1			
Ministry Practicum	1	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	1			Teach Acts
Other/Electives	1			Other

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	2	MAP Revised Response		
Personal Dev. Plan	2	Revised Personal Dev. Plan		
Personal Dev. Assessments	2	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
General Education	2	Art	Heritage	Institutions
Leadership Series Courses	2	Essentials of Sound Doctrine	Leaders and the Early Church	Preaching and Teaching
Ministry Strategy Plans	2			Initial Ministry Strategy Plan
Ministry Practicum	2	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	2	Teach Pauline Epistles		
Other/Electives	2	Other	Other	Other

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	3	MAP Revised Response		
Personal Dev. Plan	3	Revised Personal Dev. Plan		
Personal Dev. Assessments	3	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
General Education	3	Nature	Work	Identity
Leadership Series Courses	3	Interpreting I	Shepherding and Counseling	Interpreting II
Ministry Strategy Plans	3			Revised Ministry Strategy Plan
Ministry Practicum	3	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	3	Teach First Principles	Teach First Principles	
Other/Electives	3	Other	Other	Other

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	4	MAP Revised Response		
Personal Dev. Plan	4	Revised Personal Dev. Plan		
Personal Dev. Assessments	4	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
General Education	4	Community Service	Community Service	Community Service
Leadership Series Courses	4	Habits of the Heart	Covenants and Bibl. Worldview	
Ministry Strategy Plans	4			Revised Ministry Strategy Plan
Ministry Practicum	4	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	4			
Other/Electives	4	Other	Other	Other

2-YEAR MASTER OF MINISTRY SCENARIO

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	1	MAP Response		
Personal Dev. Plan	1	Initial Personal Dev. Plan		
Personal Dev. Assessments	1	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	1		Acts	Essentials of Sound Doctrine
Leadership Series Courses	1		Pauline Epistles	Leaders and the Early Church
Ministry Strategy Plans	1			Initial Ministry Strategy Plan
Ministry Practicum	1	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	1	Teach First Principles	Teach First Principles	Teach Acts

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	2	MAP Revised Response		Final MAP Response
Personal Dev. Plan	2	Revised Personal Dev. Plan		Final Personal Dev. Plan
Personal Dev. Assessments	2	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	2	Preaching and Teaching	Shepherding and Counseling	Habits of the Heart
Leadership Series Courses	2	Interpreting I	Interpreting II	Covenants and Bibl. Worldview
Ministry Strategy Plans	2		Revised Ministry Strategy Plan	Final Ministry Strategy Plan
Ministry Practicum	2	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	2	Teach Pauline Epistles	Teach Essentials	Teach Leaders

4-YEAR MASTER OF MINISTRY SCENARIO

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	1	MAP Response		
Personal Dev. Plan	1	Initial Personal Dev. Plan		
Personal Dev. Assessments	1	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	1		Acts	Pauline Epistles
Ministry Strategy Plans	1			
Ministry Practicum	1	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	1			Teach Acts

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	2	MAP Revised Response		
Personal Dev. Plan	2	Revised Personal Dev. Plan		
Personal Dev. Assessments	2	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	2	Essentials of Sound Doctrine	Leaders and the Early Church	Preaching and Teaching
Ministry Strategy Plans	2			Initial Ministry Strategy Plan
Ministry Practicum	2	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	2	Teach Pauline Epistles	Teach Essentials of Sound Doctrine	

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	3	MAP Revised Response		
Personal Dev. Plan	3	Revised Personal Dev. Plan		
Personal Dev. Assessments	3	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	3	Interpreting I	Shepherding and Counseling	Interpreting II
Ministry Strategy Plans	3			Revised Ministry Strategy Plan
Ministry Practicum	3	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	3	Teach First Principles	Teach First Principles	

<u>Item</u>	<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
MAP Response	4	MAP Revised Response		
Personal Dev. Plan	4	Revised Personal Dev. Plan		
Personal Dev. Assessments	4	Personal Dev. Assessments	Personal Dev. Assessments	Personal Dev. Assessments
Leadership Series Courses	4	Habits of the Heart	Covenants and Bibl. Worldview	
Ministry Strategy Plans	4			Revised Ministry Strategy Plan
Ministry Practicum	4	Ministry Practicum	Ministry Practicum	Ministry Practicum
Teaching Practicum	4		Teach Leaders	

FINANCIAL INFORMATION

Degree and certificate programs are completed at the pace of each church-based theological education partner and according to the development of competency by each student. Tuition is not charged per course or credit hour for enrollment in programs, but monthly for a fixed period of time to spread out the costs for providing Antioch School services, even if completion of the program takes more time. However, tuition and fees must be paid-in-full in order to graduate.

The low tuition is made possible by partnership with ministries that want to invest in their own leadership development programs. The Antioch School does not need to maintain an expensive campus or other aspects of infrastructure related to traditional campus education.

A payment schedule is established upon admission. Students with financial difficulties or needing to make adjustments to this schedule should contact the Antioch School immediately.

Portfolio System

Life and Ministry Development is at the heart of each Antioch School program. The portfolio system includes a comprehensive set of assessments that take place in the context of essential mentoring with local ministry leaders. Upon admission, students will receive an Antioch School Life and Ministry Development Portfolio binder to use in the collection and presentation of evidence related to their development.

The Antioch School portfolio system features the state-of-the-art Motivated Abilities Pattern (MAP) provided by SIMA International, Inc. using the System for Identifying Motivated Abilities (SIMA[®]). This service has been specially packaged and priced for Antioch School students. Students are expected to obtain a MAP at the beginning of their programs because it is a reference tool for all personal life and ministry development plans.

The Antioch School also provides for each student our cutting edge e-Portfolio service for the posting, review, and approval of demonstrations of competencies.

The Portfolio System for degree programs costs \$750 (the SIMA MAP alone is worth more than \$2000). The Portfolio System for Certificate programs costs \$300.

Tuition

Tuition for the Antioch School is charged by the entire degree program, not according to semesters, courses, or credit hours (unless you enroll for credit for an individual course for which tuition is \$150/credit). Tuition is \$7200 for any Antioch School degree program. Tuition is \$1800 for certificate programs.

Average tuition and fees (not including books, room/board, or transportation) for private colleges in the United States is \$23,712 for a total of \$94,848 for a traditional four-year undergraduate program. Tuition at popular evangelical seminaries (not including books, room and board, or transportation) is more than \$25,000 for an M.A. degree and more than \$37,000 for an M.Div.

Tuition for programs is to be paid monthly (or in advance) according to the schedule established upon admission. Tuition for credit for individual courses is to be paid in full in advance.

Course Materials

Antioch School programs include competencies that are usually obtained through training that uses our course modules (5 to 10 depending on the program). These unique educational resources are supported by course notebooks that contain Socratic discussion guides, project guides and models, personal project guidance, lifelong learning guidance, and sets of theological readings. The pedagogical format of these courses is rooted in the power of asking the right questions in the right environments with the right people using the right resources. The theological readers contain the best articles and chapters from the best books, in order to provide a wide and deep perspective on course topics. The complete set of Leadership I and II course materials is the equivalent of the best of a huge library representing the best work of more than 300 authors. See the Degree Overviews at the end of this Handbook for a list of course materials for each degree program. Each course notebook costs \$75.

Unless otherwise requested, course materials are shipped at standard UPS ground rates plus \$1 for handling each shipment. For example, shipping a single course to St. Louis would cost \$8.91 and to Los Angeles \$10.76. Unused course materials in “as new” condition may be returned within 30 days for a full refund minus the cost of shipping.

Additional books are expected to be purchased by students in masters- and doctoral-level programs. See the website for a complete list.

Total Costs

The following chart shows the total costs of Antioch School programs.

	B.Min.	B.Th.	M.Min.	M.Th.	D.Min.	D.Min.	C.Min.	C.Th.
Portfolio System	750	750*	750*	750*	750*	750*	300*	300*
Course Materials	750	1275	750	750	750	750	300	300
Tuition	<u>7200</u>	<u>7200</u>	<u>7200</u>	<u>7200</u>	<u>7200</u>	<u>7200</u>	<u>1800</u>	<u>1800</u>
	8700	9175	8700	8700	8700	8700	2400	2400

* The cost of the Portfolio System is only paid once, even if it is used by a single student in more than one program.

Cost for core course materials in degree programs is \$750 (ten course notebooks at \$75 each). Cost for core course materials in certificate programs is \$300 (four course notebooks at \$75 each).

Students admitted to programs with academic entrance deficiencies may need to purchase additional course materials for prerequisite courses.

Additional books are expected to be purchased by students in masters- and doctoral-level programs. See the website for a complete list.

Payment Schedule for Tuition and Portfolio System

The following schedule indicates when particular payments are due:

Degree Programs:

<u>Month</u>	<u>Amount</u>
1 st – 10 th	\$225 (for one month's tuition and one-tenth of the \$750 Portfolio System)
11 th – 48 th	\$150 (for one month's tuition)

Certificate Programs:

<u>Month</u>	<u>Amount</u>
1 st – 4 th	\$225 (for one month's tuition and one-fourth of the \$300 Portfolio System)
5 th – 12 th	\$150 (for one month's tuition)

Notes on Payments:

- Students enrolling in a second program only pay \$150/month for tuition and no additional fees for the Portfolio System.
- Course Materials are purchased separately, either from the Antioch School directly or through its partners. See above for costs.
- Payments may be made by check, direct withdrawal, or credit card.
- Payments are due by the 15th of each month for the upcoming month. A late fee of \$20 will be charged for any payment received more than 7 days after the monthly due date.
- Students who are delinquent on payments for tuition, the portfolio system, or course materials may be placed on Financial Probation (which means that assessment and other services will be withheld and no transcripts of credit earned will be given until accounts are paid-in-full or other arrangements are made).
- Payments for credit for individual courses must be paid in full prior to enrollment.

Enrollment Agreement and Refund Policies

Upon admission, students must complete and sign an enrollment agreement in order to proceed. The Enrollment Agreement may be found at the end of this Handbook.

Refund Policy:

- Tuition. Refunds will be granted upon request in any manner as follows:
 - Refunds will be calculated based on comparison of total tuition paid and total opportunity to earn credits. Each \$150 tuition payment gives a student the opportunity to earn credit equal to 1/48 of the degree program for which they have been admitted. Payment in excess of opportunities to earn credit may be refunded. For example, a B.Min. student who pays tuition monthly for two years (\$3600) has the opportunity to earn 60 semester hours of undergraduate credit.
 - Requests for refunds made within 5 days of enrollment will be refunded in their entirety.
 - A registration fee of 10% of the tuition paid (not to exceed \$200) may be subtracted from the refund amount due.
 - Students are not required to return any materials in order to receive a refund to which they are entitled.
 - No refunds will be granted for requests that come more than 5 years after enrollment.
 - Special consideration will be given to a student's request for refund beyond this policy in a case of student illness or accident, death in family, or other circumstances beyond the student's control.
 - Any money due will be refunded within 30 days of the request.
- Portfolio System. This fee is not refundable once you have submitted the Autobiographical Forms for the SIMA MAP process.
- Course Materials. Unused course materials in "as new" condition may be returned within 12 months for a full refund minus the cost of shipping.

LEADERSHIP SERIES I COURSE DESCRIPTIONS

Acts: Keys to the Establishment and Expansion of the First-Century Church

Determine the fundamental biblical principles regarding the mission of the church and its role in missions and developing guidelines and strategy from these principles for a local church's involvement.

Pauline Epistles: Strategies for Establishing Churches

Determine the fundamental biblical principles for growing and strengthening (establishing) a church to maturity and developing a strategy for implementing the biblical forms and functions of a church necessary for making and keeping it strong.

Understanding the Essentials of Sound Doctrine

Build a contemporary didache—an Early Church manual to establish believers in the essentials of the Apostles' teaching. This contemporary didache must be founded solidly upon the faith delivered by the Apostles; seasoned by the historical effort of the Church; and be eminently relevant to our present cultural situations.

Leaders and the Early Church

Bring leadership training back to the center of the local church in a way that will empower churches to participate in the expansion of the gospel with the same vision and effectiveness as the first church at Antioch.

Preaching, Teaching, and Worship in the Early Church

Develop the ability to preach and teach within the five sermonic forms of the Early Church: evangelistic, catechetical, expository, prophetic, and festal. These forms grow from the integration with sound hermeneutical principles rooted in author's intention, literary design, the theology of each book and canonical section of the Scriptures, and related to the multi-level needs for teaching and establishing local churches in the Apostles' teaching.

Shepherding, Counseling, and the Early Church

Build a comprehensive shepherding strategy for a church that is rooted in the traditional pastoral care paradigm, drawn from the Scriptures, especially from Paul's early letters, rather than the secular psychological care paradigm of contemporary culture.

The Family and the Early Church

Understand the idea of the church as a family and the individual family as a "family within a family," and use the implications of this reality to develop strategies for building strong households within the context of the church.

Evangelism and the Early Church

Develop and implement a household strategy for reaching unbelievers with the gospel and incorporating them into the life of the church, based on biblical principles and patterns for the home and the church.

Habits of the Heart

Determine the necessity of every believer embracing sound doctrine in the habits that under gird life and ministry, coming to conviction regarding its role in the lifelong pursuit of purity and wisdom.

Character of a Leader

Understand the biblical idea of qualified leadership and determine the fundamental biblical guidelines for character formation in leaders and in the household of God.

Ministry Priorities and Personal Management

Create a life-management strategy founded on biblical principles and focused on a central life purpose that will guide each person to be an effective steward of his or her God-given priorities and responsibilities.

Ministry Perspectives: Conflicts Without, Fears Within

Develop a biblical perspective of life and ministry as the guiding force for standing firm in the ministry, skillfully and resolutely addressing the problems and problem people within the church.

Interpreting the Word I: Principles and Procedures

Gain the skills and insight for identifying the author's intention for writing, as it is expressed in the text he has written, as the determinant of meaning. Then, out of that meaning, determining the significance of the text for today.

Interpreting the Word II: Linguistics, Languages, and Study Aids

Develop the ability to skillfully use Hebrew and Greek in the interpreting, preaching, and teaching of the Word, using the advancement of linguistics and computer technology tools.

Covenants, Unity of Scripture, and Biblical Worldview

Understand the basic message of the Scriptures and the major motifs of both testaments as a basis for developing a life view that is consistent with God's plan and purposes.

Not all Leadership Series I courses are used in all Ministry degree programs.

LEADERSHIP SERIES II COURSE DESCRIPTIONS

Toward a Theology in Culture

Develop a church-based approach to the task of mastering the Scriptures and then bring them to bear on the life and problems of churches who are living and ministering in their cultures, being able to do so at a critical level—that is at a level of awareness of the immediate cultural and global trends that bear on the shaping of men’s worldviews.

Old Testament Theology: The Law

Gain a basic grasp of the theology of the Law, its place in the whole canon of Scripture, and gain a clear understanding of its relevance for today.

Old Testament Theology: The Former Prophets

Gain a basic grasp of the theology of the Former Prophets, its place in the whole canon of Scripture, and gain a clear understanding of its relevance for today.

Old Testament Theology: The Latter Prophets

Gain a basic grasp of the theology of the Latter Prophets, its place in the whole canon of Scripture, and gain a clear understanding of its relevance for today.

Old Testament Theology: The Writings

Gain a basic grasp of the theology of the Writings, its place in the whole canon of Scripture, and gain a clear understanding of its relevance for today.

New Testament Theology: Luke and Paul

Gain a basic grasp of the theology of Luke and Paul, their places in the whole canon of Scripture, and gain a clear understanding of their relevance for today.

New Testament Theology: Peter, James, Jude, and Hebrews

Gain a basic grasp of the theology of Peter, James, Jude, and Hebrews and their places in the whole canon of Scripture, and gain a clear understanding of their relevance for today.

New Testament Theology: Matthew and Mark

Gain a basic grasp of the theology of Matthew and Mark, their places in the whole canon of Scripture, and gain a clear understanding of their relevance for today.

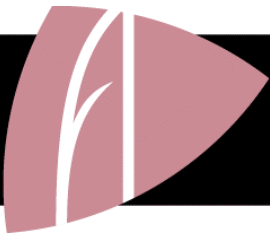
New Testament Theology: John

Gain a basic grasp of the theology of John, its place in the whole canon of Scripture, and gain a clear understanding of its relevance for today.

Pathways to Constructing Theology in Civilization

In this complex time of conflict of civilizations and the remaking of world order, develop the ability to do comprehensive theology work in the context of civilization, with the view of developing a comprehensive theology to empower churches to address in a fresh and relevant manner core issues of their civilization, with the view of both engaging their culture in the “great conversation” with the God of the universe and impacting culture with the gospel of Jesus Christ.

All Leadership Series II courses are used in all Theology degree programs and in the D.Min. in Theology in Culture.



Bachelor of Ministry

Overview

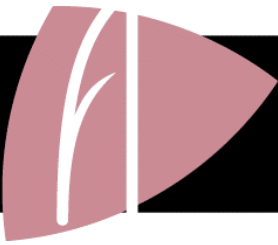
The Bachelor of Ministry degree (B.Min.) is granted for demonstration of basic competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders.

		Semester Hour Credits
1.	Life and Ministry Development	6
1.1	Motivated Abilities Pattern (MAP) Annual Responses	2
1.2	Personal Development Plans and Annual Revisions	2
1.3	Personal Development Assessments with Local Mentors	2
2.	General Education	30
2.1	“Integrated Core”	
	<i>Language: The Crucial Connection</i>	3
	<i>Art: The Aesthetic Experience</i>	3
	<i>Heritage: The Living Past</i>	3
	<i>Institutions: The Social Web</i>	3
	<i>Nature: Ecology of the Planet</i>	3
	<i>Work: The Value of Vocation</i>	3
	<i>Identity: The Search for Meaning</i>	3
2.2	Community/Service Learning Projects and/or Great Books Reading Program	9
3.	Core Training Modules (Leadership Series I Courses)	30
3.1	<i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	3
3.2	<i>Pauline Epistles: Strategies for Establishing Churches</i>	3
3.3	<i>Understanding the Essentials of Sound Doctrine</i>	3
3.4	<i>Leaders and the Early Church</i>	3
3.5	<i>Preaching and Teaching</i>	3
3.6	<i>Shepherding, Counseling, and the Early Church</i>	3
3.7	<i>Interpreting the Word I</i>	3
3.8	<i>Interpreting the Word II</i>	3
3.9	<i>Habits of the Heart</i>	3
3.10	<i>Covenants, Unity of Scripture and Biblical Worldview</i>	3
4.	Ministry Strategy Plans	6
4.1	Initial Ministry Strategy Plan	2
4.2	Interim Ministry Strategy Plan	2
4.3	Final Ministry Strategy Plan	2
5.	Ministry Practicum (Learning by Doing)	9



6.	Teaching Practicum (Learning by Teaching)	9
6.1	The First Principles Series I	3
6.2	Acts: Keys to the Establishment and Expansion of the First Century Church	3
6.3	Pauline Epistles: Strategies for Establishing Churches	3
7.	Other	30
7.1	Additional Competencies (to be determined by Certified Leaders for everyone in a partner's program)	
7.2	Free Electives (may include additional Leadership Series courses, Lifelong Learning Reading Reports, Leading "Great Books" Community Discussions, Ministry Practicum, or other transfer credit)	
Total		120

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Bachelor of Theology

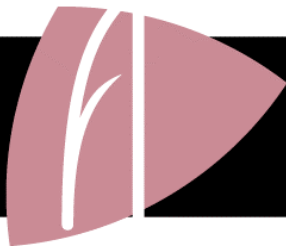
Overview

The Bachelor of Theology degree (B.Th.) is granted for demonstration of basic competencies associated with building biblical theology and theology in culture.

		Semester Hour Credits
1.	Life and Ministry Development	6
1.1	Motivated Abilities Pattern (MAP) Annual Responses	2
1.2	Personal Development Plans and Annual Revisions	2
1.3	Personal Development Assessments with Local Mentors	2
2.	General Education	30
2.1	“Integrated Core”	
	<i>Language: The Crucial Connection</i>	3
	<i>Art: The Aesthetic Experience</i>	3
	<i>Heritage: The Living Past</i>	3
	<i>Institutions: The Social Web</i>	3
	<i>Nature: Ecology of the Planet</i>	3
	<i>Work: The Value of Vocation</i>	3
	<i>Identity: The Search for Meaning</i>	3
2.2	Community/Service Learning Projects and/or Great Books Reading Program	9
3a.	Core Training Modules (Leadership Series I Courses)	21
3a.1	<i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	3
3a.2	<i>Pauline Epistles: Strategies for Establishing Churches</i>	3
3a.3	<i>Understanding the Essentials of Sound Doctrine</i>	3
3a.4	<i>Leaders and the Early Church</i>	3
3a.5	<i>Interpreting the Word I</i>	3
3a.6	<i>Interpreting the Word II</i>	3
3a.7	<i>Covenants, Unity of Scripture, and Biblical Worldview</i>	3
3b.	Core Training Modules (Leadership Series II Courses)	22
3b.1	<i>Toward a Theology in Culture</i>	3
3b.2	<i>Old Testament Theology: Law</i>	2
3b.3	<i>Old Testament Theology: Former Prophets</i>	2
3b.4	<i>Old Testament Theology: Latter Prophets</i>	2
3b.5	<i>Old Testament Theology: Writings</i>	2
3b.6	<i>New Testament Theology: Luke and Paul</i>	2
3b.7	<i>New Testament Theology: Peter, James, Jude, and Hebrews</i>	2
3b.8	<i>New Testament Theology: Matthew and Mark</i>	2
3b.9	<i>New Testament Theology: John</i>	2
3b.10	<i>Pathways to Constructing Theology in Civilization</i>	3
4.	Major Projects	6
4.1	Old Testament Theology	3
4.2	New Testament Theology	3

5.	Ministry Practicum (Learning by Doing)	9
6.	Teaching Practicum (Learning by Teaching)	9
6.1	<i>The First Principles Series III</i>	3
6.2	<i>Interpreting the Word I: Principles and Procedures</i>	3
6.3	<i>Toward a Theology in Culture</i>	3
7.	Other	17
7.1	Additional Competencies (to be determined by Certified Leaders for everyone in a partner's program)	
7.2	Free Electives (could include additional Leadership Series courses, Lifelong Learning Reading Reports, Leading "Great Books" Community Discussions, Ministry Practicum, or other transfer credit)	
Total		120

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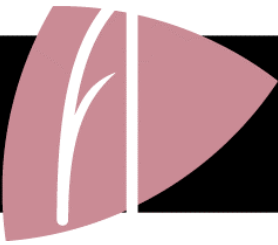
Master of Ministry

Overview

The Master of Ministry degree (M.Min.) is granted for demonstration of advanced competencies associated with being a minister of the gospel (pastor, church planter, missionary) and other ministry leaders.

	Semester Hour Credits
1. Life and Ministry Development	6
1.1 Motivated Abilities Pattern (MAP) Annual Responses	2
1.2 Personal Development Plans and Annual Revisions	2
1.3 Personal Development Assessments with Local Mentors	2
2. Core Training Modules (Leadership Series I Courses)	40
2.1 <i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	4
2.2 <i>Pauline Epistles: Strategies for Establishing Churches</i>	4
2.3 <i>Understanding the Essentials of Sound Doctrine</i>	4
2.4 <i>Leaders and the Early Church</i>	4
2.5 <i>Preaching and Teaching</i>	4
2.6 <i>Shepherding, Counseling, and the Early Church</i>	4
2.7 <i>Interpreting the Word I</i>	4
2.8 <i>Interpreting the Word II</i>	4
2.9 <i>Habits of the Heart</i>	4
2.10 <i>Covenants, Unity of Scripture and Biblical Worldview</i>	4
3. Ministry Strategy Papers	6
3.1 Initial Ministry Strategy Paper	2
3.2 Interim Ministry Strategy Paper	2
3.3 Final Ministry Strategy Paper	2
4. Ministry Practicum (Learning by Doing)	9
5. Teaching Practicum (Learning by Teaching)	15
5.1 <i>The First Principles Series I</i>	3
5.2 <i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	3
5.3 <i>Pauline Epistles: Strategies for Establishing Churches</i>	3
5.4 <i>Essentials of Sound Doctrine</i>	3
5.5 <i>Leaders and the Early Church</i>	3
Total	76

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Master of Theology

Overview

The Master of Theology degree (M.Th.) is granted for demonstration of advanced competencies associated with building biblical theology and theology in culture.

	Semester Hour Credits
1. Life and Ministry Development	6
1.1 Motivated Abilities Pattern (MAP) Annual Responses	2
1.2 Personal Development Plans and Annual Revisions	2
1.3 Personal Development Assessments with Local Mentors	2
2. Prerequisite Training Modules (Leadership Series I Courses)	0
2.1 <i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	4
2.2 <i>Pauline Epistles: Strategies for Establishing Churches</i>	4
2.3 <i>Understanding the Essentials of Sound Doctrine</i>	4
2.4 <i>Leaders and the Early Church</i>	4
2.5 <i>Interpreting the Word I</i>	4
2.6 <i>Interpreting the Word II</i>	4
2.7 <i>Covenants, Unity of Scripture and Biblical Worldview</i>	4
3. Core Training Modules (Leadership Series II Courses)	40
3.1 <i>Toward a Theology in Culture</i>	4
3.2 <i>Old Testament Theology: Law</i>	4
3.3 <i>Old Testament Theology: Former Prophets</i>	4
3.4 <i>Old Testament Theology: Latter Prophets</i>	4
3.5 <i>Old Testament Theology: Writings</i>	4
3.6 <i>New Testament Theology: Luke and Paul</i>	4
3.7 <i>New Testament Theology: Peter, James, Jude, and Hebrews</i>	4
3.8 <i>New Testament Theology: Matthew and Mark</i>	4
3.9 <i>New Testament Theology: John</i>	4
3.10 <i>Pathways to Constructing Theology in Civilization</i>	4
4. Biblical Theology in Culture Projects	6
4.1 Old Testament Theology in Culture	3
4.2 New Testament Theology in Culture	3
5. Ministry Practicum (Learning by Doing)	9

6.	Teaching Practicum (Learning by Teaching)	15
6.1	<i>The First Principles Series I (if not done previously)</i>	0
6.2	<i>The First Principles Series III</i>	3
6.3	<i>Interpreting the Word I: Principles and Procedures</i>	3
6.4	<i>Toward a Theology in Culture</i>	3
6.5	<i>Old Testament Theology: Law</i>	3
6.6	<i>New Testament Theology: Luke-Acts and the Pauline Epistles</i>	3
Total		76

To view a complete portfolio transcript, go to www.antiochschool.edu, click on the degree or certificate program, then click "Transcript."

The Doctoral of Ministry degree (D.Min.) is granted for demonstration of competencies associated with understanding and making a substantial contribution to the implementation of the philosophical foundations of church-based theological education.

		Semester Hour Credits
1.	Life and Ministry Development	6
	1.1 Motivated Abilities Pattern (MAP) Annual Responses	2
	1.2 Personal Development Plans and Annual Revisions	2
	1.3 Personal Development Assessments with Local Mentors	2
2.	Core Training Modules (Leadership Series I Courses)	15
	2.1 Acts: Keys to the Establishment and Expansion of the First Century Church	3
	2.2 Pauline Epistles: Strategies for Establishing Churches	3
	2.3 Understanding the Essentials of Sound Doctrine	3
	2.4 Leaders and the Early Church	3
	2.5 Other Leadership Series I course	3
3.	Core Training Modules (Paradigm Transformation Projects)	15
	3.1 The Church as Theological Education	3
	3.2 The Church Doing Theology in Culture	3
	3.3 The Church as Missions	3
	3.4 The Church as a Hermeneutical Community	3
	3.5 The Church as Christian Education	3
4.	Major Project	9
	4.1 Major Project Proposal	3
	4.2 Major Project Rough Draft	3
	4.3 Major Project Final Draft and Defense	3
5.	Ministry Practicum (Learning by Doing)	9
	5.1 Contracted learning through ministry experience, incl. written evaluation and reflection (at a rate of 1 semester hour of credit for each 60 hours of designated ministry and reflection)	
6.	Teaching Practicum (Learning by Teaching)	6
	6.1 The First Principles Series I	3
	6.2 Paradigm Transformation Seminars (three one-day mini-versions)	3
Total		60

To view a complete portfolio transcript, go to www.antiochschool.edu, click on the degree or certificate program, then click "Transcript."



Doctor of Ministry

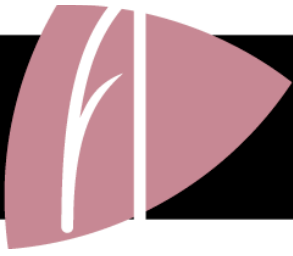
- Theology in Culture -

Overview

The Doctor of Ministry degree (D.Min.) in Theology in Culture (TIC) is granted for demonstration of competencies associated with a thorough understanding and making a major contribution to biblical theology and theology in culture.

	Semester Hour Credits
1. Life and Ministry Development	6
1.1 Motivated Abilities Pattern (MAP) Annual Responses	2
1.2 Personal Development Plans and Annual Revisions	2
1.3 Personal Development Assessments with Local Mentors	2
2. Core Training Modules (Biblical Theology in Culture Seminars)	20
2.1 Theology in Culture	4
2.2 Biblical Theologies of Each Book and Canonical Section (OT)	3
2.3 Biblical Theologies of Each Book and Canonical Section (NT)	3
2.4 Biblical Theology of the Old Testament	3
2.5 Biblical Theology of the New Testament	3
2.6 Theology in Civilization	4
3. Major Projects	10
3.1 Biblical Theology in Culture Project Proposal	3
3.2 Biblical Theology in Culture Project Rough Draft	3
3.3 Biblical Theology in Culture Project Final Draft	3
3.4 Biblical Theology in Culture Project Defense	1
4. Ministry Practicum (Learning by Doing)	9
5. Teaching Practicum (Learning by Teaching)	15
5.1 <i>The First Principles Series I</i> (if not done previously)	0
5.2 <i>The First Principles Series III</i>	3
5.3 Paradigm Transformation Projects (three one-day mini-versions)	3
5.4 <i>Leadership Series II</i> courses	9
Total	60

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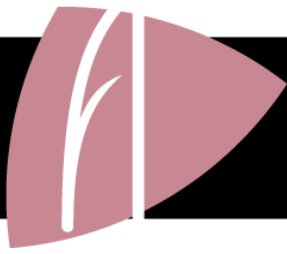
Certificate of Ministry

Overview

1.	Life and Ministry Development	2
1.1	Motivated Abilities Pattern (MAP) Response	1
1.2	Personal Development Assessments	1
2.	Training Modules (Leadership Series I Courses)	12 or 16*
2.1	<i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	3 or 4*
2.2	<i>Pauline Epistles: Strategies for Establishing Churches</i>	3 or 4*
2.3	<i>Understanding the Essentials of Sound Doctrine</i>	3 or 4*
2.4	<i>Leaders and the Early Church</i>	3 or 4*
3.	Ministry Practicum (Learning by Doing)	2
	Total	16 or 20*

*Masters-level credit.

To view a complete portfolio transcript, go to www.antiochschool.edu, click on the degree or certificate program, then click "Transcript."



Certificate of Theology

Overview

The Certificate of Theology degree (C.Th.) is granted for demonstration of initial competencies associated with doing biblical theology and theology in culture.

	Semester Hour Credits
1. Life and Ministry Development	2
1.1 Motivated Abilities Pattern (MAP) Response	1
1.2 Personal Development Assessments	1
2. Training Modules (Leadership Series I Courses)	12 or 16*
2.1 <i>Acts: Keys to the Establishment and Expansion of the First Century Church</i>	3 or 4*
2.5 <i>Pauline Epistles: Strategies for Establishing Churches</i>	3 or 4*
2.6 <i>Understanding the Essentials of Sound Doctrine</i>	3 or 4*
2.7 <i>Theology in Culture</i>	3 or 4*
3. Ministry Practicum (Learning by Doing)	2
Total	16 or 20*

*Masters-level credit.

To view a complete portfolio transcript, go to www.antiochschool.edu, click on the degree or certificate program, then click "Transcript."



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