

Equipping Leaders for Gospel Ministry

Philosophy of Education

Knowledge | Character | Skills | Vision



**Memphis City
Seminary**

POST TENEBRAS LUX

Memphis City Seminary advances the kingdom of God by educating, equipping, and mobilizing Christ-like leaders for effective gospel ministry.

memphiscityseminary.org

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Introduction

What makes Memphis City Seminary unique?



At Memphis City Seminary (MCS) we equip leaders for gospel ministry using a holistic and comprehensive approach to theological education that equips students in four key areas: knowledge, character, skills and vision. Our aim is not merely to transfer information to the mind but to take part in the full-orbed formation of Christian leaders. We do this because the demands of gospel ministry require the *whole person* to be equipped, not merely the mind.¹ We provide a comprehensive, contextual, affordable, and accessible theological education so that our students can follow our Lord Jesus Christ faithfully and earnestly for a lifetime of ministry. (Mark 10:42-45; Phil. 2: 3-11, Eph. 4: 11-16).

Historical Examples

Illustrations of a Ministry Formation Model

When Charles Spurgeon described what he desired in his Pastor's College, he said he wanted an institution where "rough-and-ready" men and women could be "fitted for the work of preaching and the discharge of plain pastoral duties." Spurgeon never wanted, "scholarship for its own sake," but his sole aim was to help people become "efficient preachers."²

Similarly, John Calvin's aim in establishing his academy was to "raise up and train pastor-scholars." These were men and women who could "work well with the original languages... who could perform proper exegesis of a text, and who understood theology and philosophy; yet, they could take all that intellectual work and translate it to the masses. These were pastor-scholars who did not stay in the ivory tower, but they sought to find the truth and then apply it to the people."³

Additionally, in a 1972 article, John Frame said that someone "does not become qualified for the ministry simply by writing a number of good papers and memorizing enough material to pass all his/her exams." To give this impression "as the theological 'academies' do, is to encourage a false pride in learning, a knowledge that 'puffs up,' (I Cor. 8:1), a gnosticism that in the past has led the church far from the truth of God's Word."⁴

Comprehensive

Knowledge | Education: MCS offers a robust, Reformed theological education centered on knowing God the Father, through Jesus Christ His Son, by the power of the Holy Spirit, and respectful of all denominations (Eph. 1: 3-10). Time spent in the MCS classroom will offer you the knowledge needed to be an equipped gospel ministry leader.

Character | Example: MCS values lasting character formation fostered by caring and experienced mentors and instructors (2 Pet. 1:5-8). Our mentorship program is designed to provide you with an example of an equipped gospel ministry leader. Learning on "Challenge-Based Learning" methods, we have designed the mentorship program to help you solve real ministry problems.

Skills | Experience: MCS provides a list of competencies through internships and coursework in practical ministry contexts (Eph. 4:11-14). Implementing wisdom from "Competency-Based Education" methods, our internship program will equip you with needed ministry exposure and experience to prepare you to be a gospel ministry leader.

Vision | Engagement: MCS hopes its students will receive clarity in ministry calling as the Spirit leads through biblical study and spiritual direction (Acts 13: 1-3). All of your training is intentionally aimed at preparing you for your next step in ministry. We want to help you wrestle with your calling, prepare you for ordination exams (if applicable), and network for potential job opportunities.

¹ For a book-length discussion of this perspective on formation, see James K. A. Smith, *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*, Volume 1 of Cultural Liturgies (Grand Rapids, Mich: Baker Academic, 2009).

² Arnold A. Dallimore, *Spurgeon: A New Biography* (Edinburgh: Banner of Truth Trust, 1985), 102.

³ John D. Currid, *Calvin and the Biblical Languages* (Fearn, Ross-shire: Mentor, 2006), 60. See also, Matthew Myer Boulton, *Life in God: John Calvin, Practical Formation, and the Future of Protestant Theology* (Grand Rapids, Mich: Eerdmans, 2011).

⁴ See "Proposal for a New Seminary," Frame-Poythress.org, May 23, 2012, <https://frame-poythress.org/proposal-for-a-new-seminary/>. Throughout Frame's article, he details the importance of training a student's mind along with shaping their character and developing their skills. He shows that this training ought to occur by means of education, example, and experience.

Contextual

With professors and courses involved in the ongoing needs of our cultural moment, MCS prepares its students for Christian ministry in and with local churches in Memphis. We are a diverse institution reflecting Memphis' denominational, socio-economic, and ethnic makeup, eager to highlight theological contributions from around the world. Therefore, we shape our courses around:

The Memphis context: MCS desires to capitalize on the expertise of local pastors in order to equip the next generation of leaders to serve the spiritual and practical needs of the city (Jer. 29:7). With this in mind, we suggest that professors draw examples from Memphis, speak about issues that are relevant to Memphians, and help our students apply what they are learning to the Memphis community.

Minority voices: MCS intentionally includes credible voices missing from historical seminary discourse (Rev. 5:9-10). This is demonstrated through the professors who teach, the textbooks required, or the guest lecturers we invite.

Ministry application: MCS requires students to explore ways to immediately apply their coursework in their ministry context (1 Cor. 12:28-31). In other words, we do not want the students to leave the content in the classroom or the books on the shelves. In order to accomplish this, we strongly suggest that our professors require assignments that force the student to wrestle with real-world ministry applications of the content they are learning.

Affordable

Because of the economic difficulties facing much of Memphis, graduate-level training is out-of-reach for most ministry leaders. To meet this challenge, MCS keeps its tuition well below typical seminary costs by mobilizing organizational resources and building institutional fundraising.

Accessible

To lessen the impact on bi-vocational pastors or full-time workers, our classes utilize in-person and online formats so each can be accessed in Memphis with no travel to other cities. Class intensives, online classes, and library resources are integrated into all MCS degree programs.

At MCS, we believe this equipping dynamic creates the best environment for the development of gospel ministry leaders. The remaining portions of this document will outline and describe in detail how this dynamic plays out at MCS.



**Memphis City
Seminary**

Knowledge

Education: A robust, Reformed, and respectful theological education.

Academic Rigor, Fairness, and Freedom

Memphis City Seminary (MCS) is committed to providing an academically rigorous environment. Our ultimate aim is to help students more adequately understand God and His character so they may more deeply worship Him. MCS professors will maximize classroom time by not only addressing the mind of the student, but also helping him or her analyze real life situations through the lens of the gospel.

Rigor: To receive credit at a Master’s level, each credit hour to be awarded must contain 40 hours of “time on task.” Time on task is defined as the total learning time spent by a student in a course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) In addition to upholding our standards of rigor, we are also committed to creating an environment of fairness for our students.

Fairness: The aspiration of MCS is that different educational or theological backgrounds will not be predictors of student success. As a result, MCS endeavors to provide appropriate levels of academic support to contribute to student success, the intended outcome being the creation of a campus culture and *ethos* that acknowledges that we are all a “work in progress.”⁵ Students who have been under-served by past educational or social systems will find that the institutional culture of MCS promotes belonging, development, and hope.

Freedom: MCS recruits and develops faculty who reflect the diversity of our city and our student body while remaining consistent with our Reformed theological distinctives. Thus, we expect our diverse representation, combined with our theological heritage, to engender vigorous and fruitful educational dynamics, as expected in all higher learning institutions. MCS has and will continue to forge academic freedom policies that empower our community while adhering to our doctrinal and missional priorities.

Local Classes

Memphis City Seminary primarily offers classes in three in-person formats.

Weekly: A weekly course generally meets at least ten times and, at most, fifteen times a semester. These classes generally start in the late afternoon so that bi-vocational pastors may attend.

Weekend: A two-weekend course meets across two separate weekends in a semester, with the first occurring near the beginning of the semester and the second near the end. Generally, this course meets from 5:30 pm until 8:30 pm on Friday night and then 8:30 am until 5:30 pm on the following Saturday.

Intensive: This intensive format most commonly occurs across a three-day run. Typically this course meets each day from 8 am to 5 pm, but other combinations are also possible.

In special circumstances MCS will consider combining classroom instruction with online interaction. Through the use of our learning management system (Populi) and enhanced textbooks, MCS seeks to provide a cutting edge education experience.

⁵ Though MCS recognizes that their students are *graduate* students, they also know that their students are not yet *graduates*. In other words, MCS recognizes that our students are in master's programs but are not yet “masters” in their subject area.

Academic Programs

Students will take courses from four departments. The table below displays the number of hours each degree program is required to take and also explains the required internship and mentorship hours.

| Degree | Academic Hours <i>Classroom hours</i> | Experience Hours <i>Practical application in supervised environments.</i> | Mentorship Hours <i>Meetings with seminary-approved mentors.</i> | Total Hours |
|---|---|--|---|--------------------|
| CBS <i>Certificate of Biblical Studies</i> | <p>30 Credit Hours <i>15 total classes</i></p> <p>Historical & Cultural Theology: <i>A Minimum of 4 Hours</i></p> <p>Exegetical Theology: <i>A Minimum of 10 Hours</i></p> <p>Biblical & Systematic Theology: <i>A Minimum of 2 Hours</i></p> <p>Practical Theology: <i>A Minimum of 2 Hours</i></p> <p>Electives: 12 Hours</p> | 0 Credit Hours | 0 Credit Hours | 30 |
| MABS <i>Master of Arts In Biblical Studies</i> | <p>52 Credit Hours <i>26 total classes</i></p> <p>Historical & Cultural Theology: <i>10 Hours</i></p> <p>Exegetical Theology: <i>20 Hours</i></p> <p>Biblical & Systematic Theology: <i>10 Hours</i></p> <p>Practical Theology: <i>12 Hours</i></p> <p>Electives: 0 Hours</p> | <p>6 Credit Hours <i>270 experience hours</i></p> <p><i>These hours consist of completing the assigned ministry actions relevant to the student's track.</i></p> | <p>2 Credit Hours <i>20 mentored hours</i></p> <p><i>These hours are spread across the duration of the student's degree.</i></p> | 60 |
| MDIV <i>Master of Divinity in Theological Studies</i> | <p>72 Credit Hours <i>36 required classes</i></p> <p>Historical & Cultural Theology: <i>14 Hours</i></p> <p>Exegetical Theology: <i>26 Hours</i></p> <p>Biblical & Systematic Theology: <i>14 Hours</i></p> <p>Practical Theology: <i>18 Hours</i></p> <p>Electives: 0 Hours</p> | <p>12 Credit Hours <i>540 experience hours</i></p> <p><i>These hours consist of completing the assigned ministry actions relevant to the student's track.</i></p> | <p>6 Credit Hours <i>60 mentored hours</i></p> <p><i>These hours are spread across the duration of the student's degree.</i></p> | 90 |

The CBS and MABS are stackable degrees that are aligned with our MDiv program for streamlined course offerings.

Character

Example: A mentorship program that gives you an example of an equipped gospel ministry leader.

Mentorship

At the core of Memphis City Seminary's teaching philosophy is a unique blend of a Biblical and theological education with intensive gospel-centered mentoring. Mentors are approved by the seminary and are expected to walk with a student through the duration of his or her enrollment. These mentors assist in working out the practical applications of the classroom as well as shepherding the hearts of the students.

Since MCS believes that the classroom can only go so far in the education of a student, we have crafted an educational philosophy that contains a unique blend of a Biblical and theological education with gospel-centered mentoring and hands-on experience. We are convinced that the ministry leader's life and character are as crucial as his/her knowledge. In line with this conviction, we have designed the mentorship program to expand the student's education beyond the head and into the heart and hands. This holistic approach is at the center of what we see as effective equipping for ministry (1 Cor. 4:16, 11:1, Phil. 3:17,4:9, 1 Thess. 1:6, 2 Thess. 3:9, 1 Tim. 4:12, 1 Tim. 3:10ff., Tit. 2:7, 1 Pet. 5:3).

Mentors are approved by the seminary, walk with a student through the duration of his or her enrollment, and serve multiple roles in the student's development. Through regular meetings with students they assist in working out the practical outcomes of the classroom as well as shepherding the hearts of the student. In one way or another, they may act as teachers, models, or counselors. Leading by example, they set the pace in ministry, give the student feedback and wisdom, assist the student with personal struggles and challenging questions, encourage growth in Christ, sharpen ministry skills, and help confirm gifts and calling.

Mentors also assist students in wrestling with future decisions and may attempt to provide networking opportunities for jobs. In short, mentors actively entrust their wisdom and experience to students (2 Tim. 2:2). To supplement the mentorship program, MCS also offers a number of workshops on a regular basis. For further details, see the "Responsibilities & Structure" portion below.

Challenge-Based Learning

Our mentorship program implements best practices from the educational model known as Challenge Based Learning (CBL). CBL provides an efficient and effective framework for learning while solving real-world challenges. CBL assists the student as he or she gains deep subject area knowledge, develops relevant skills, and does so in an environment where regular feedback from a mentor is expected. A CBL approach strengthens seminary education and provides a unique environment for development. CBL offers an environment for merging academic disciplines with deep reflection in the context of real world experience.⁶

⁶ See the following, "Challenge Based Learning | Take Action. Make a Difference.," <https://www.challengebasedlearning.org/>; Kamilla Kohn Rådberg et al., "From CDIO to Challenge-Based Learning Experiences – Expanding Student Learning as Well as Societal Impact?," *European Journal of Engineering Education* 45, no. 1 (February 22, 2018): 22–37; Jacqueline A. Bussie, "Teaching to Transform: Theological Reflections on the Gifts and Challenges of Service-Learning," in *Lived Theology: New Perspectives on Method, Style, and Pedagogy*, ed. Charles Marsh, Peter Slade, and Sarah Azaransky (Oxford University Press, 2017), 188–207; Silvia Elena Gallagher and Timothy Savage, "Challenge-Based Learning in Higher Education: An Exploratory Literature Review," *Teaching in Higher Education* (December 26, 2020): 1–23, <https://doi.org/10.1080/13562517.2020.1863354>.

Skills

Experience: An internship program that gives you experience and grows your competence.

Internship

In addition to mentorship, MCS considers ministry experience to be a crucial part of the student's overall education. The marriage of knowledge from the classroom, character development through meeting with your mentor, and skill development through real life ministry experience is the ideal way to fully equip a minister of the gospel. This type of experiential learning simply cannot be reproduced in the classroom.

Since education happens best where ministry happens most, we have designed our internship program to provide students with unique opportunities for growth. This model implements principles from the philosophy of education known as "place-based education."⁷ This interdisciplinary philosophy is 5 characterized by a "pedagogy of community" and of "place" that reintegrates students in their contexts. In other words, it brings education out of the classroom and into the neighborhood.

In a 2018 study, titled *Mapping the Workforce: What Competencies do ATS Alumni need?*, The Association of Theological Schools discovered the top twenty skills that their graduates reported that they need in the workforce.⁸ Among these top twenty were several that aren't typically covered in seminary curricula: administration, spiritual disciplines, difficult conversations, interpersonal competency, active listening, formation, and many more. With these skills in mind, as well as input from Memphis pastors, we have built the curriculum for MCS to equip leaders for gospel ministry.

Competency-Based Education

In its internship program, MCS utilizes the newly recognized strategy for learning known as Competency-Based Education (CBE). The following quote, from the U.S. Department of Education, explains the dynamics of CBE:

Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities... This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student... By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also... take advantage of learning opportunities outside of school hours and walls, and help identify opportunities... to meet the specific learning needs of students.⁹

⁷ See, for example, David Sobel, *Place-Based Education: Connecting Classrooms & Communities* (Orion Society, 2004); Tom Vander Ark, Emily Liebttag, and Nate McClennen, *The Power of Place: Authentic Learning Through Place-Based Education* (ASCD, 2020); Craig G. Bartholomew, *Where Mortals Dwell: A Christian View of Place for Today* (Grand Rapids, MI: Baker Publishing Group, 2011).

⁸ Deborah H C Gin, "Mapping the Workforce: What Competencies Do ATS Alums Need?," 2018 (<https://www.ats.edu/files/galleries/mapping-the-workforce.pdf>). For more, see, "Recent ATS Research On Special Topics In Theological Education," <https://www.ats.edu/Recent-Ats-Research-On-Special-Topics-In-Theological-Education>

⁹ "Competency-Based Learning or Personalized Learning," Office of Elementary and Secondary Education, <https://oese.ed.gov/archived/oii/competency-based-learning-or-personalized-learning/>. See the CBE Network for more information as well <https://www.c-ben.org/>.

Vision

Engagement: *A dynamic that allows for space to wrestle with and prepare you for your calling.*

Clarity and Calling

MCS hopes its students will receive clarity in ministry calling as the Spirit leads through biblical study and spiritual direction (Acts 13: 1-3). All of your training (knowledge, character and skills) is intentionally aimed at preparing you for your next step in ministry. We want to help you wrestle with your calling, prepare you for ordination exams (if applicable), and network for potential job opportunities.

Credentialing and Calling

No seminary is able to guarantee ordination for its graduates. However, we have done our best to follow the stated uniform curriculum of each major denomination represented by our student body, and have sought to create a curriculum that will have our students ready for their ordination exams.

We have created resources and developed recommended processes for studying that will put you in a position for success. We are in the process of securing ordination coaches and recruiting others who can equip you for all you may need for ordination. Remember to use your mentors as one of your key resources for both ordination preparation and calling discernment. Bottom line: we are committed to getting you ready for credentialing.

Though we will do all we can to prepare you, the responsibility for passing your ordination exams still falls on you. Students who have graduated from the top academic seminaries still must often take months to prepare for their exams. MCS has done research into what each major denomination requires for ordination. Please ask us if you have any questions.

Resilience in Ministry

Memphis City Seminary is also committed to your long term health as a ministry leader. The authors of *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*,¹⁰ list five key themes that are vital to the long term health of the pastor: Spiritual Formation, Self Care, Emotional and Cultural Intelligence, Marriage and Family, Leadership and Management. At MCS, we are committed to helping you grow in each of these areas. Your mentors, classes, and the faculty and staff will all cover aspects of these topics with you. We hope to set you up for success for your continued development in these vital areas of a ministry leader's life.

¹⁰ Bob Burns, Tasha Chapman, and Donald Guthrie, *Resilient Ministry: What Pastors Told Us about Surviving and Thriving* (Downers Grove, Ill: IVP Books, 2013).

Field-Based Ministry Formation

A Guide to Internship and Mentorship

MCS has crafted our field-based ministry formation program (internship and mentorship) to reflect the real life ministry competencies a minister of the gospel must possess. We have created a list of clearly defined ministry actions to be performed and topics to be discussed with your mentor before you can graduate. We have built our model so that the cost of seminary education can decrease and the quality of seminary education can increase.

Process

To begin, the student must initiate to the MCS staff and choose their chosen ministry track. (See page 15 for a list of ministry tracks offered.) The MCS staff will explain the process and give the student an overview of the necessary steps involved. Secondly, the student's mentor must be approved by MCS before the student begins their internship and mentorship. This process unfolds as follows:

1. The student asks the mentor to consider mentoring them for the duration of their enrollment.
2. If the mentor agrees, they must complete the online form for seminary approval. (Questions will be asked about credentials, ministry experience, etc). **Please note:** not all requested mentors will be approved.
3. Mentors must commit to participate as the student's mentor for the duration of the student's enrollment. Though a mentor may share a portion of the responsibility with other pastors or ministry leaders, they remain the student's primary mentor. Stated another way, you ought to have one primary mentor, but it is allowed to have additional specialized mentors as well. (For clarity on this point, please discuss with an MCS staff.)
4. Once MCS has approved your mentor, you may begin your regular meetings

Key Components

1. **Topics for Instruction and Demonstration:** These topics are to be discussed with the student's mentor. Most of these areas overlap with the skills and competencies to be performed that are discussed below. Each topic for discussion and area for demonstration will receive its own section in the workbook below. The topics to discuss will simply include the mentor sharing from their experience. (Additional preparation time or teaching is not expected.)
2. **Competencies to Perform:** These ministry skills are ideally to be performed under the observation of a student's mentor or an appointed replacement. Evaluation questions and more will be provided in the workbook below. Each skill/ competency to perform will receive its own section in the workbook. Mentors and students should see these skills as opportunities for skill sharpening and character development. (Every competency will not lend itself toward easy observation. See below for more details on each.)
3. **Bi-Annual Workshops:** At least twice a year, MCS plans to offer 1.5 hour workshops that count toward the student's mentorship hours thereby lightening the load on the mentor. When these are completed, the mentorship column of the table below will be counted as complete. Except in special circumstances, the student will still be required to perform the tasks in the internship column but will no longer need to discuss that specific line with their mentor. These areas are signified by a "*" below. The workshops are not limited to these selections, but the selections below are the baseline of what will be offered. More workshops are likely to become available as time progresses, and these will be announced as they are made available.

4. **Annual Reviews:** These reviews are completed by both the student and the mentor. See further information below.
5. **Additional Reading:** A specifically designed reading list is required. In order to round out the student's degree program, these additional books must be read and discussed with the student's mentor. (The mentor is not expected to read additional books if they have not yet read them.)
6. **Philosophy of Ministry Paper:** Upon completion of the student's internship and mentorship requirements (including competencies and reading), a contextualized writing project of 15-20 pages must be submitted as a capstone to the degree program. The purpose of this writing project is twofold: first, this paper will give the student an opportunity for reflection and application based on what they've learned through their internship and mentorship. Secondly, this paper will serve as a philosophy of ministry statement for the student to present to churches with which you may interview. This project allows the student to contemplate, arrive at, and then articulate a self-evaluation and beliefs about ministry. This paper should be outlined as follows:

Part One: Reflection and Application (8–10 pages)

- A. Reflection: What lessons did you learn from your internship and mentorship?10
- B. Application: How will you apply what you've learned?

Part Two: Philosophy of Ministry Statement (8–10 pages)

- A. Personal Sense of Call to the Ministry
- B. Personal Vision for Life and Ministry
- C. Personal Reflection (Strengths/Giftings, Weaknesses/Challenges)
- D. Foundational Theological Commitments
- E. Foundational Ministry Convictions

Expectations

Students must remember that they are receiving semester credit for their internship and mentorship. As such, they should treat the meetings and assignments as seriously as they do their classwork. The student's reading assignments, practical ministry exposure, and experience hours are all a significant portion of their overall training at MCS. Students take full advantage of the wealth of wisdom and the personalized leadership they are receiving. Below is a bulleted list of the expectations for both the mentor and the student.

Student Annual Review

In addition to the expectations, ministry topics and ministry actions, each student must complete an annual review. Once the review is filled out, it must be discussed with the student's mentor once a year. This review helps the student keep track of their internship hours and digest all of the lessons learned in the past year.

Mentor Annual Review

The mentor will fill out an annual report and offer their assessment on the student's character and skills development. They will answer a few general questions such as: How are they doing? Did they perform the requirements of the internship and mentorship? (This review should take no more than 30 minutes or so.)

Responsibilities and Structure

Below is a breakdown of the responsibilities shared by the mentor and the student as well as a summary of the structure of the field-based education.¹¹

The Field-Based Ministry Formation program (the internship and mentorship) works best when it is highly integrated. Since many of the student’s internship assignments will need to be observed and evaluated by either their mentor or by someone appointed by their mentor, it is suggested (though not required) that the student’s internship is located where the mentor serves.

However, when this is not possible the mentor may assist the student in finding another trustworthy leader to supervise the student’s internship and provide needed evaluation. For example, if your mentor does not work in the church in which you are serving, you will need to either design a way for them to be present at key moments during your internship, or the mentor will need to appoint someone to replace them (e.g. when you preach, lead a small group, go on a hospital visit, etc.). In this way, a “lead” mentor would work with secondary or supplemental mentors, creating a rich and textured dynamic for learning.

The structure for our mentorship and internship program can be summarized in two major categories: modeling and multiplying. Mentors model first, then multiply. They instruct in a given area by discussing their view on a given topic; then they demonstrate their views in front of the student. After that, they observe the student performing what they taught. And, lastly, they evaluate the student’s performance. This can be summed up in the table below.

| MODELING <i>The Mentor Serves as an Example</i> | MULTIPLYING <i>The Student Gains Experience</i> |
|--|---|
| Instruction <i>Mentor discusses one of the predetermined topics.</i> | Observation <i>Student performs the ministry action.</i> |
| Demonstration <i>Mentor demonstrates their teaching.</i> | Evaluation <i>Mentor & student evaluate the student’s performance..</i> |
| <i>Responsibilities of the Mentor</i> | <i>Responsibilities of the Student</i> |
| Meet with student 10 times/year for a 1.5 hour meeting. | Faithfully and punctually attend all monthly meetings. |
| Monitor the student’s progress in their assigned competencies and/or outsource this to others. | Complete all required competencies and discuss the key topics with your mentor. |
| Give guidance, discuss the workbook, and assist the student in processing their learning. | Be teachable to your mentor. Listen and Learn. |
| Nurture a strong relationship with the student. | Nurture a strong relationship with your mentor. |

¹¹ The MCS program has been largely influenced by Timothy Witmer’s work, *Mentored Ministry: Guide for Mentors* (<http://files1.wts.edu/uploads/pdf/GuideForMentors.pdf>). For examples of other seminaries who operate similarly, see [Metro Atlanta Seminary](#) and [Metro Baltimore Seminary](#).

Additional Information

1. **The student is on their honor.** It is up to the student to keep track of their experience hours. They will fill out an annual review once a year that asks what they have completed.
2. **The student must pace themselves.** MCS students can complete their degree in three to four years (depending on the program) if they choose. Though they can complete their internship and mentorship hours however they wish, we suggest students pace themselves throughout their time at MCS so that they can soak up the wisdom of their mentor.
3. **The student's internship can be paid or unpaid, full-time or part-time.** Students are responsible for securing their own internships in order to meet the "experience hours" requirement of the M.Div. and MABS degree programs. The student's "internship" can be a full-time job as a pastor or ministry worker, or it can be an un-paid internship at a church. As long as they have a mentor and are able to check off all of the competency requirements, their internship will be accepted.
4. **A student does not regularly receive credit for previous experience.** Their internship and mentorship hours begin when they enroll and submit their application. (Special circumstances may be considered.)

Ministry Formation Tracks

As part of our effort to fully equip leaders for gospel ministry, MCS is proud to offer several ministry-specific tracks (or emphases) in our Master of Arts in Biblical Studies (MABS) program. These tracks do not include any additional in-class course work, but rather offer different opportunities to choose your concentrated area of ministry for the internship and mentorship portion of the MABS.

Note: In order to understand the charts on the following pages, please review the table and explanation on page 12. A detailed description for each of the following tracks can be found in the pages that follow.

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Master of Divinity

The Master of Divinity in Theological Studies (M.Div.) is our flagship degree. The M.Div. is designed to prepare students to become pastors who serve in local churches. This comprehensive degree will equip you with the knowledge, character, skills, and vision that is required for a lifetime of ministry.

Additional Reading

| Books Required for All Tracks |
|--|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| M.Div. Books |
| <i>The Reformed Pastor</i> by Baxter |
| <i>Leading with a Limp</i> by Allender |
| <i>The New Pastor's Handbook</i> by Helopoulos |
| <i>Resilient Ministry by Burns</i> by Chapman and Guthrie |
| <i>The Imperfect Pastor</i> by Eswine |
| <i>Experiencing the Truth</i> by Carter |
| <i>The Cross and Christian Ministry</i> by Carson |
| <i>The Trellis and the Vine</i> by Marshall and Payne |
| <i>The Shepherd Leader</i> by Witmer |
| <i>Aliens in the Promised Land</i> by Bradley |
| <i>On Pastoring</i> by Charles Jr. |
| <i>The Hardest Sermons You'll Ever Have to Preach</i> by Chapell |
| <i>15 Things Seminary Couldn't Teach Me</i> by Hansen and Robinson |
| <i>Conduct Gospel Centered Funerals</i> by Croft and Newton |
| <i>Lectures to my Students</i> by Charles Spurgeon |

Mentorship & Internship Requirements | *M.Div.*

| Topic | Mentor 6 Credit Hours <i>60 experience hours</i> | | Student 12 Credit Hours <i>540 experience hours</i> | |
|--|---|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Preaching: Sermon Preparation, Presentation <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Preach / Teach 5 times | x | x | x | x |
| <p>Pastoral Counseling <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Observe a “mock” counseling appointment • Conduct 2 “mock” counseling appointments | x | x | x | x |
| <p>Hospital Visits <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Go on 3 hospital visits | x | x | x | x |
| <p>Evangelism, Discipleship and Service <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Lead 20 small group bible studies • Have 10 evangelistic conversations • Volunteer at a community ministry • Volunteer at an immigrant/refugee ministry | x | x | x | x |
| <p>Interacting with Senior Adults in the Church <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Visit 3 church members who are shut-ins | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|--|-------------|---------------|----------|------------|
| <p>Church Finances, Budget and Administration</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop a church budget | x | x | x | x |
| <p>Conducting Worship Services</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Plan and assist in 5 worship services • Attend 2 baptism services | x | x | x | x |
| <p>Personal Leadership</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop a personal weekly schedule • Develop a personal budget • Develop a personal mission statement • Develop a personal ministry plan • Meet with 3 pastors about pastoral ministry • Develop a personal devotional plan | x | x | x | x |
| <p>Children and Youth</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Lead children in Bible Study (Pre-K-5th) twice • Lead youth in Bible Study (6th-12th) twice | x | x | x | x |
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student's needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Complete the assigned tasks • Report your learning to your mentor | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|--|-------------|---------------|----------|------------|
| <p>Leading Staff and Elder Meetings</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend 5 church staff meetings • Attend 3 presbytery / denominational meetings • Attend a committee meeting | x | x | | |
| <p>Funerals</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend 2 funerals | x | x | | |
| <p>Weddings</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend 2 weddings • Observe a “mock” premarital counseling appointments | x | x | | |
| <p>Church Membership and Discipline</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend a new member class | x | x | | |
| <p>Marriage and Family in Ministry</p> <p><i>Mentor hosts student at their home in order to observe their family.</i></p> | x | x | | |
| <p>What is a Healthy Church?</p> <p><i>Mentor discusses.</i></p> | x | | | |
| <p>Search Committees - Candidate as a pastor</p> <p><i>Mentor discusses.</i></p> | x | | | |

Master of Arts in Biblical Studies

Women in Ministry

The Women in Ministry track is designed to equip women who desire to enter into full-time ministry in various capacities. This track will help safeguard women from potential pitfalls in ministry as well as prepare women to deal with relevant issues often faced in women's ministry.

Additional Reading

| Books Required for All Tracks |
|--|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Women in Ministry Books |
| <i>Running on Empty</i> by Bancroft |
| <i>Through His Eyes</i> by Barrs |
| <i>Feminine Threads</i> by Severance |
| <i>Jesus, Justice and Gender Roles</i> by Kathy Keller |
| <i>The Wounded Heart</i> by Allender |
| <i>His Testimonies, My Heritage</i> by Anyabwile |
| <i>Joyfully Spreading the Word</i> by Furman and Nielson |
| <i>Evidence Not Seen</i> by Diebler |
| <i>Word-Filled Women's Ministry</i> by Furman and Nielson |
| <i>The Trellis and The Vine</i> by Marshall and Payne |

Mentorship & Internship Requirements | *Women in Ministry*

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|---|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Teach 5 times | x | x | x | x |
| <p>Counseling <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Observe a “mock” counseling appointment Conduct 2 “mock” counseling appointments | x | x | x | x |
| <p>Women’s Ministry Opportunities <i>Student Actions:</i></p> <ul style="list-style-type: none"> Shadow a women’s ministry coordinator at a local church (3X’s). Help facilitate, plan and execute 3 women’s events (retreat, dinner, outreach event, etc). | x | x | x | x |
| <p>Evangelism, Discipleship and Service <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Lead 20 small group bible studies Have 10 evangelistic conversations Volunteer at a community ministry Develop a 3 minute personal testimony | x | x | x | x |
| <p>Personalized Assignments <i>Mentor assigns personalized assignments specific to the student’s needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Complete the assigned tasks Report your learning to your mentor | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|--|-------------|---------------|----------|------------|
| <p>Personal Leadership <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop a personal weekly schedule • Develop a personal budget • Develop a personal mission statement • Develop a personal ministry plan • Meet with 3 pastors/leaders • Develop a personal devotional plan | x | x | x | x |
| <p>Adult and Children's Ministry <i>Student Actions:</i></p> <ul style="list-style-type: none"> • Create a 4-week Bible study based upon a NT book. Use this Bible study in both an adult and a children's context, editing where appropriate. | | | x | x |
| <p>Trauma, Grief and Loss <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Learn the skills and principles with your mentor concerning these key areas. | x | x | | |
| <p>Depression and Anxiety <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop an understanding of the complexities of these mental health issues. | x | x | | |
| <p>Addictions <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Grow in your understanding of the nature of addictions and their impact on the person, their family and their community. • Observe how to come alongside someone ensnared in the addictive process. | x | x | | |
| <p>Marriage and Family in Ministry <i>Mentor hosts student at their home in order to observe their family.</i></p> | x | x | | |

Master of Arts in Biblical Studies

Campus Ministry

The Campus Ministry track is designed to equip men and women who desire to enter into full-time campus ministry. This track will introduce you to the various skills you need to sharpen as well as provide the long-term vision for and purpose of campus ministry. Evangelism, discipleship and leadership will be biblically analyzed and theologically supported.

Additional Reading

| Books Required for All Tracks |
|---|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Campus Ministry Books |
| <i>The Lost Art of Disciple-Making</i> by Eims |
| <i>Movements that Change the World</i> by Addison |
| <i>The Navigator</i> by Foster |
| <i>The Fuel and the Flame</i> by Shadrach |
| <i>The God Ask</i> by Shadrach |
| <i>What is the Mission of the Church?</i> by DeYoung |
| <i>Learning Evangelism from Jesus</i> by Barrs OR <i>Tell the Truth</i> by Metzger |
| <i>Generous Justice</i> by Keller |
| <i>Zeal without Burnout</i> by Ash |
| <i>Be the Leader You Were Meant To Be</i> by Eims OR <i>Mistakes Leaders Make</i> by Kraft |

Mentorship & Internship Requirements | *Campus Ministry*

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|--|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Teach 5 times | x | x | x | x |
| <p>Counseling</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Observe a “mock” counseling appointment • Conduct 2 “mock” counseling appointments | x | x | x | x |
| <p>The Importance of the Local Church</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Interview a pastor on this topic. • Interview an elder or deacon on this topic. • Bring a college student with you to church. | x | x | x | x |
| <p>Evangelism, Discipleship and Service</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Lead 20 small group bible studies • Have 20 evangelistic conversations • Volunteer at a community ministry | x | x | x | x |
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student’s needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Complete the assigned tasks • Report your learning to your mentor | x | x | x | x |

| Topic | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
|---|--------------------|----------------------|-----------------|-------------------|
| <p>Personal Leadership <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop a personal weekly schedule • Develop a personal budget • Develop a personal mission statement • Develop a personal ministry plan • Meet with 3 pastors/leaders • Develop a personal devotional plan | x | x | x | x |
| <p>Lead a Retreat <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Plan the schedule • Manage the finances | x | x | x | x |
| <p>Leading Staff Meetings <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend 5 church/ministry staff meetings • Lead a staff meeting | x | x | x | x |
| <p>Observe and Evaluate Another Ministry <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Visit another ministry's weekly meeting. • Interview 3 different campus ministers. | x | x | x | x |
| <p>Marriage and Family in Ministry <i>Mentor hosts student at their home in order to observe their family.</i></p> | x | x | | |

Master of Arts in Biblical Studies

Youth Ministry

The Youth Ministry track is designed to equip men and women who desire to enter into full-time youth ministry. This track will inform you concerning youth ministry best practices, give you a biblical theology of youth ministry, as well as expose you to current youth ministry debates.

Additional Reading

| Books Required for All Tracks |
|--|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Youth Ministry Books |
| <i>The Lost Art of Disciple-Making</i> by Eims |
| <i>Gospel Centered Youth Ministry</i> by Nielson |
| <i>A Biblical Theology of Youth Ministry</i> by McGarry |
| <i>Sustainable Youth Ministry</i> by Devries |
| <i>What do you think of me? Why do I care?</i> by Welch |
| <i>Giving Up Gimmicks</i> by Cosby |
| <i>Your First Two Years in Youth Ministry</i> by Fields |
| <i>Purpose Driven Youth Ministry</i> by Fields |
| <i>Almost Christian</i> by Dean |
| <i>Hurt 2.0</i> by Clark |

Mentorship & Internship Requirements | Youth Ministry

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|---|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Teach 5 times | x | x | x | x |
| <p>Counseling</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Observe a “mock” counseling appointment • Conduct 2 “mock” counseling appointments | x | x | x | x |
| <p>Shepherding Youth Alongside Parents</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Have 5 conversations with parents to learn from them about shepherding youth. | x | x | x | x |
| <p>Evangelism, Discipleship and Service</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Lead 20 small group bible studies • Have 10 evangelistic conversations • Volunteer at a community ministry | x | x | x | x |
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student’s needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Complete the assigned tasks • Report your learning to your mentor | x | x | x | x |

| Topic | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
|---|--------------------|----------------------|-----------------|-------------------|
| Personal Leadership <i>Mentor teaches and demonstrates.</i> <i>Student Actions:</i> <ul style="list-style-type: none"> • Develop a personal weekly schedule • Develop a personal budget • Develop a personal mission statement • Develop a personal ministry plan • Meet with 3 pastors/leaders • Develop a personal devotional plan | x | x | x | x |
| Lead a Retreat <i>Mentor teaches and demonstrates.</i> <i>Student Actions:</i> <ul style="list-style-type: none"> • Plan the schedule • Manage the finances | x | x | x | x |
| Leading staff meetings <i>Mentor teaches and demonstrates.</i> <i>Student Actions:</i> <ul style="list-style-type: none"> • Attend 5 church/ministry staff meetings • Lead a staff meeting | x | x | x | x |
| Children <i>Mentor teaches and demonstrates.</i> <i>Student Actions:</i> <ul style="list-style-type: none"> • Lead children (pre-K-5th) in Bible Studies (5X's) | x | x | x | x |
| Counseling Related Topics and Areas <i>Mentor teaches and demonstrates.</i> <i>Student Actions:</i> <ul style="list-style-type: none"> • Learn skills for Crisis Intervention • Develop an understanding of the complexities of anxiety, depression, addictions, and gender and sexuality. | x | x | | |
| Marriage and Family in Ministry <i>Mentor hosts student at their home in order to observe their family.</i> | x | x | | |

Master of Arts in Biblical Studies

Counseling Ministry

The Counseling Ministry track is designed to equip men and women who desire to become generally and informally equipped for a lifetime of counseling. While this program will not license or officially qualify you to be a full-time counselor, it will expose you to the broad categories you will need to become familiar with if you choose to pursue further studies in counseling.

Additional Reading

| Books Required for All Tracks |
|---|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Counseling Ministry Books |
| <i>Suffering and the Heart of God</i> by Langberg |
| <i>The Peacemaker</i> by Sande |
| <i>Lay Counseling</i> by Tan |
| <i>Crosstalk</i> by Emlet |
| <i>Toughest People to Love</i> by Degroat |
| <i>Descriptions and Prescriptions</i> by Emlet |
| <i>Wired for Intimacy</i> by Struthers |
| <i>God and Soul Care</i> by Johnson |
| <i>Rid of My Disgrace</i> by Holcomb |
| <i>Psychology and Christianity: Five Views</i> by Johnson and Myers |

Mentorship & Internship Requirements | *Counseling Ministry*

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|--|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Teach 5 times | x | x | x | x |
| <p>Counseling Overview</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Observe 10 counseling appointments Conduct 5 counseling appointments Develop a grasp on basic skills (self-awareness, counseling relationship fundamentals, confidentiality, the limits of counseling, etc.) | x | x | x | x |
| <p>Evangelism and Discipleship</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Lead 10 small group bible studies Have 10 evangelistic conversations | x | x | x | x |
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student's needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Complete the assigned tasks and report to mentor. | x | x | x | x |
| <p>Personal Leadership</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Develop a personal weekly schedule Develop a personal budget Develop a personal mission statement Meet with 3 pastors/leaders Develop a personal devotional plan | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|---|-------------|---------------|----------|------------|
| <p>Learn Skills for Crisis Intervention</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Read and discuss with your mentor the <i>Psychological First Aid Operations Guide</i>. | x | x | | |
| <p>Stress Management</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Grow in your understanding of the results of our pressure-packed society. | x | x | | |
| <p>Trauma, Grief and Loss</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Learn the skills and principles with your mentor concerning these key areas. | x | x | | |
| <p>Depression and Anxiety</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop an understanding of the complexities of these mental health issues. | x | x | | |
| <p>Addictions</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Grow in your understanding of the nature of addictions and their impact on the person, their family and their community. • Observe how to come alongside someone ensnared in the addictive process. | x | x | | |

Master of Arts in Biblical Studies

Community Ministry

The Community Ministry track is designed to equip those who are interested in serving in the areas of community development, workforce development and economic development. By placing yourself in the appropriate internship context, you can gain the exposure and training you need to fight against the prevalent systemic injustices in our city.

Additional Reading

| Books Required for All Tracks |
|---|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Community Ministry Books |
| <i>With Justice for All</i> by Perkins OR <i>Beyond Charity</i> by Perkins |
| <i>Generous Justice</i> by Keller OR <i>Ministries of Mercy: The Call of the Jericho Road</i> by Keller |
| <i>When Helping Hurts</i> by Corbett and Fikkert |
| <i>Exclusion and Embrace</i> by Volf |
| <i>Welcoming the Stranger</i> by Soerens |
| <i>Practicing the King's Economy</i> by Rhodes |
| <i>Theirs is the Kingdom</i> by Lupton |
| <i>Making Neighborhoods Whole</i> by Perkins and Gordon OR <i>Restoring At Risk Communities</i> by Perkins |
| <i>Suffering and the Heart of God</i> by Langberg |
| <i>A Massacre in Memphis</i> by Ash |

Mentorship & Internship Requirements | *Community Ministry*

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|--|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Teach 5 times | x | x | x | x |
| <p>Counseling Overview</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Observe a “mock” counseling appointment Conduct 2 “mock” counseling appointments | x | x | x | x |
| <p>Evangelism and Discipleship</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Have 20 evangelistic conversations | x | x | x | x |
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student's needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Complete the assigned tasks Report your learning to your mentor | x | x | x | x |
| <p>Personal Leadership</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> Develop a personal weekly schedule Develop a personal budget Develop a personal mission statement Develop a personal ministry plan Meet with 3 pastors/leaders Develop a personal devotional plan | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|---|-------------|---------------|----------|------------|
| <p>Take Opportunities to be a Reciprocal Learner <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Listen and learn from someone from a different socio-economic background. • Listen and learn from someone from a different ethnic background. | X | X | X | X |
| <p>Service and Community Ministry <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Find an organization that is focused on fighting injustices and serve regularly. (Talk with the MCS staff for assistance.) | X | X | X | X |
| <p>Leading staff meetings <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Attend 5 church/ministry staff meetings • Lead a staff meeting. | X | X | X | |
| <p>Trauma, Grief, Loss and Crisis Intervention <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Learn the skills and principles with your mentor concerning these key areas. • Read and discuss with your mentor the <i>Psychological First Aid Operations Guide</i>. | X | X | | |
| <p>Addictions <i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Grow in your understanding of the nature of addictions and their impact on the person, their family and their community. • Observe how to come alongside someone ensnared in the addictive process. | X | X | | |

Master of Arts in Biblical Studies

Global Ministry

The Global Ministry track is for those who are considering being full-time cross-cultural missionaries. This track will not fully qualify you to be a missionary, but it will certainly expose you to the types of issues you will need to develop in in order to be prepared to go overseas.

Additional Reading

| Books Required for All Tracks |
|---|
| <i>Master Plan of Evangelism</i> by Robert Coleman |
| <i>Dangerous Calling</i> by Paul David Tripp |
| <i>Spiritual Leadership</i> by J. Oswald Sanders |
| <i>Relationships: A Mess Worth Making</i> by Tim Lane |
| <i>Liberating Ministry from the Success Syndrome</i> by Hughes |
| Global Ministry Books |
| <i>From Jerusalem to Irian Jaya</i> by Ruth Tucker |
| <i>Pray for the World</i> by Patrick Johnstone |
| <i>Foreign to Familiar</i> by Sarah Lanier |
| <i>When Helping Hurts</i> by Corbett and Fikkert |
| <i>Salvation to the Ends of the Earth</i> by Kostenberger & OBrien |
| <i>When Everything is Missions</i> by Spitters and Ellison |
| <i>Let the Nations be Glad</i> by Piper |
| <i>A Fresh Vision for the Muslim World</i> by Kuhn |
| A classic missionary biography such as <i>To the Golden Shore</i> , <i>Peace Child</i> , <i>Lords of the Earth</i> , or <i>Shadow of the Almighty</i> |
| <i>Introducing Christian Mission Today</i> by Goheen OR <i>Invitation to World Missions</i> by Tennent |

Mentorship & Internship Requirements | *Global Ministry*

| Topic | Mentor 2 Credit Hours <i>20 experience hours</i> | | Student 6 Credit Hours <i>270 experience hours</i> | |
|--|--|----------------------|--|-------------------|
| | <i>Instruction</i> | <i>Demonstration</i> | <i>Practice</i> | <i>Evaluation</i> |
| <p>Teaching: Talk Preparation, Presentation</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Teach 5 times | x | x | x | x |
| <p>Missions Overview</p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Meet with a former or current missionary. • Grow in your general awareness of current strategies and practices in global missions. • Grow in your understanding of the role of language acquisition in global missions; assessment of one's own ability | x | x | x | x |
| <p>Short-Term Mission Trip</p> <p><i>Mentor Teaches and Demonstrates</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Gain personal experience in cross-cultural ministry by going on a 6–8 week mission trip; gain a basic grasp of issues in communication, relating, and presenting gospel truth. | x | x | x | x |
| <p>Evangelism, Discipleship and Service</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Lead 20 small group bible studies • Have 10 evangelistic conversations | x | x | x | x |
| <p>Personal Leadership</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Develop a personal weekly schedule • Develop a personal budget • Develop a personal mission statement • Develop a personal ministry plan • Meet with 3 pastors/leaders • Develop a personal devotional plan | x | x | x | x |

| Topic | Instruction | Demonstration | Practice | Evaluation |
|---|-------------|---------------|----------|------------|
| <p>Personalized Assignments</p> <p><i>Mentor assigns personalized assignments specific to the student's needs.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Complete the assigned tasks • Report your learning to your mentor | x | x | x | x |
| <p>World Religions</p> <p><i>Mentor teaches and demonstrates.</i></p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Discuss and grow in your general understanding of the major world religions • Have personal conversations and develop meaningful relationships with someone of a different religion. | x | x | x | |
| <p>Service in the Context of Missions</p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • Serve with a Welcoming Ministry such as World Relief, REP, or others and regularly rub shoulders with those from different cultures. | x | x | x | |
| <p>Regularly Pray for the Nations</p> <p><i>Student Actions:</i></p> <ul style="list-style-type: none"> • A regular practice of prayer for the nations, including a group, using <i>Pray for the World</i> by Johnstone. | x | x | | |