



## Quiz: An Introduction to the Capstone Curriculum

### I. Objectives of the Capstone Orientation DVD.

- A. Understand that the foundational principle of the Capstone Curriculum is “divine irony in \_\_\_\_\_selection.”
- B. Be able to describe the shape and scope of the Capstone Curriculum.
- C. Be able to articulate the \_\_\_\_\_components common to all 16 modules.
- D. Recognize the importance of each lesson’s objectives and be able to describe the fourfold format common to all Capstone classroom sessions.

### II. Three Introductory Convictions about Inner City Ministry.

- A. Profound respect for \_\_\_\_\_.
- B. Great \_\_\_\_\_for the urban poor
- C. Leadership development over \_\_\_\_\_.

### III. Divine Irony in Leadership Selection.

- A. Psalm \_\_\_\_\_: “The stone the Builders rejected has become the capstone; the Lord has done this, and it is marvelous in our eyes.” (cf. Matt. 21:42; Mark 12:10; Luke 20:17; Acts 4:11; Eph 2:20; I Pet. 2:4-7)
- B. “While man looks at the outward appearance God looks at the \_\_\_\_\_” (1 Samuel 16:7).

### IV. The Shape and Scope of Capstone Curriculum.

- A. This curriculum is not a tool for discipling new church members, but rather an instrument to help leaders develop further in their service to Jesus Christ.
- B. An Overview of the Capstone Curriculum
  - 1. Two pillars upon which the curriculum is built:
    - a. Nicene Creed
    - b. The \_\_\_\_\_ of God.

2. Sixteen modules in four subject areas
  - a. \_\_\_\_\_:
  - b. \_\_\_\_\_:
  - c. \_\_\_\_\_:
  - d. \_\_\_\_\_:

#### V. Six Components Common to all Sixteen Modules.

- A. **Class Attendance.**
- B. **Scripture** \_\_\_\_\_.
- C. **Exegetical Papers** using the “Three \_\_\_\_\_ Model.”
  1. What did the passage mean in its original context?
  2. What universal principles can be drawn from the passage?
  3. How do those principles apply to a particular situation today?
- D. **Ministry Integration.** In order for students to enroll in TUMI they must already be serving their local body of Christ, and be able to:
  1. Identify their leadership \_\_\_\_\_.
  2. Demonstrate that their pastoral overseers acknowledge them as \_\_\_\_\_.
  3. Identify where they can apply their theological and ministerial \_\_\_\_\_.
- E. **Reading Assignments.** (*Mentors should encourage creative ways to approach reading assignments, and remind students that reading only accounts for 10% of their grade.*)
- F. **Additional Mentor Resources** (Mentor notes, Module appendices, and \_\_\_\_\_).

#### VI. Objectives and Fourfold Format of a Typical Capstone Class.

- A. First Establish the Lesson’s **O**\_\_\_\_\_.
- B. The **D**\_\_\_\_\_.
- C. The **C**\_\_\_\_\_. Answers the question, “Why is this material important?”
- D. The **C**\_\_\_\_\_. Answers the question, “What is the truth on this topic?”
- E. The **C**\_\_\_\_\_. Answers the question, “What does the content of this class mean for me, and what should I do about it?”