

Sourcebook on Ordination

United States of America Edition



Course of Study Advisory Committee—USA
Church of the Nazarene
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Introduction

The *Sourcebook for Ministerial Development* was produced in 1999 by the Course of Study Advisory Committee-USA (COSAC) to guide students through the formal stages leading from a call to ministry, through educational preparation and licensing, to ordination. Simultaneously, the *Sourcebook* defined the curricula educational providers were to develop, and the procedures district boards should follow to guide students through the formal stages.

Action by the International Course of Study Advisory Committee (ICOSAC) in 2004, required that the *Sourcebook* be revised. ICOSAC recommended that a *Handbook for Christian Ministries* be created to help those newly called to ministry to explore their call and understand how to prepare to answer the call. If you have a call to ministry or are coaching someone with a call to ministry, use the *Handbook for Christian Ministries* as you work with the potential minister. Electronic copies of the *Handbook* and instructional guides for the Modular Course of Study may be obtained from the Global Clergy Development website, www.nazarenepastor.org, or from the Global Clergy Development office.

If you are an educational provider or a district ministry board member, this *Sourcebook* is the technical guide you need to create/select and operate an educational program for ministry that meets the international and the USA regional requirements of the Church of the Nazarene.

The USA *Sourcebook on Ordination* guides educational providers in developing curricula to meet the educational requirements for ordination and describes the procedures for submitting curricula to the regional COSAC for validation.

The Purpose of the *Sourcebook on Ordination*

The *Sourcebook on Ordination—USA* describes the minimum educational requirements for ordination in the USA, establishes criteria and procedures for creating and validating educational preparation for ordination, and describes the roles and responsibilities of church entities in the licensing and ordination of ministers.

The USA *Sourcebook on Ordination* is modeled on the *International Sourcebook on Developmental Standards for Ordained Ministers*, which outlines the essential common traits that establish the doctrine and practice of ministerial life consistent with the holiness message. It also maintains the integrity and stature of the ministry upheld in the church, and sets a standard for levels of educational and personal expectation throughout the life of the minister.

The *Sourcebook on Ordination* defines the minimum denominational standards for ordination and ongoing education, while reflecting the resources and expectations of the USA region of the church (see: *Manual* 426.1, 426.2). In the United States of America the educational and societal expectations require standards that exceed the minimum guidelines of the *International Sourcebook* and this document meets the additional expectations for our culture and our country.

The *Sourcebook on Ordination* as a Regional Extension of the *Manual*

The *Manual* of the Church of the Nazarene establishes the requirement for each region or language group to prepare a *Sourcebook on Ordination* that will guide their process of preparation and continuing education for Nazarene ministers. This *Sourcebook on Ordination* becomes an extension of the *Manual* valid for the United States of America. The *International Sourcebook on Developmental Standards for Ordained Ministers* is authorized by the *Manual* as the guide and statement of standards for this regional *Sourcebook on Ordination* (*Manual* 426.5).

Therefore, the USA *Sourcebook* is sequentially numbered as a continuation of the *Manual*, starting with paragraph 438. The paragraph numbers, excluding extensions used for the designation of each section of the *International Sourcebook*, are used for the corresponding sections of the USA *Sourcebook*.

Validation of the *Sourcebook on Ordination*—USA

The procedures of the USA *Sourcebook on Ordination* are subject to review and approval by ICOSAC and the General Board of the Church of the Nazarene. ICOSAC is related administratively to the General Board through Global Clergy Development and the USA/Canada Regional Office.

The regional *Sourcebook on Ordination* and curricula are validated through a process involving approval by the regional COSAC, ICOSAC, Global Clergy Development, the General Board, and the Board of General Superintendents.

CHAPTER ONE

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THE CALL

Jesus went up on a mountainside and called to him those he wanted, and they came to him. He appointed twelve—designating them apostles—that they might be with him and that he might send them out to preach and to have authority to drive out demons (Mark 3: 13-15, NIV).

438.1 The Church in Ministry

In the Church of the Nazarene, it is expected that all Christians will be involved in ministry. We believe all Christians are called to take up the Cross, the means of salvation and transformation, and follow the way of Jesus Christ. We believe God has given spiritual gifts to all believers, which enable them to be involved actively in evangelism and ministry. In this respect all Christians are called to be involved in the ministry of the Church.

438.2 The Special Call to Ministry

The Church, however, recognizes that God calls and sends out messengers of the gospel. The Church, illuminated by the Holy Spirit, will recognize the Lord's call (*Manual* 400). This call can be to pastor, to take the gospel to another culture, to evangelize, to teach the truth of God, to care for people, and a myriad of different purposes and ministries which serve the Church and the world.

438.3 Three Types of Ministries

The Church of the Nazarene recognizes three types of ministry. The first type is the general call God places on all Christians to be His disciples (*Sourcebook* 438.1). Laypeople who wish to seek specialized training for some aspect of lay ministry may seek a Certificate of Lay Ministry (*Manual* 402.1). Persons thus recognized are called to serve in essential roles of ministry on behalf of the local church, but do not feel a primary call to the official and public work of the ministry, and do not plan to devote full time to the ministry. Lay ministers may serve as volunteers or full- or part-time staff members, but are not interested in pursuing ordination as either Elder or Deacon.

Certificates of Lay Ministry are issued by a local church and lay ministry is viewed as a separate educational track that does not lead to ordination. The preparation program to be a lay minister is defined and supervised by Sunday School Ministries through Christian Lay Training, rather than by Global Clergy Development. Additional information on lay ministry is found in the regional *Handbook for Christian Ministries* and on the Sunday School Ministries website, www.thediscipleshipplace.org.

The Church of the Nazarene recognizes two types of clergy: elders and deacons. An ordained elder is a person with a call to lifetime ministry with a preaching commitment (*Manual* 431). An ordained deacon is a person with a call to a lifetime of ministry that does not necessarily include a call to preach (*Manual* 430).

Districts may issue a district license not leading to ordination (*Manual* 429). All licensed ministers, including those not on an ordination track, are responsible to the district and its boards of ministry.

438.4 The Church and the Minister's Call

We recognize the universal truth that the call to ministry comes from God rather than the church. Local church pastors, district church leaders, and Nazarene college/university professors are in ideal places to identify those who are experiencing the call of God to Christian ministry. These representatives of the church are responsible for praying with and counseling the called individual. They may help the individual identify the gifts and graces God is providing for ministry or help the individual experience various ministry opportunities. The church has the responsibility to validate the call and to confirm the genuineness of that call by observing if the called person demonstrates fruitful ministry in the local church, and continues to show growth in competency (*Manual* 401.3-401.4).

When the church discovers a divine call [on an individual,] the proper steps should be taken for its recognition and endorsement, and all suitable help should be given to open the way for the candidate to enter the ministry (*Manual* 400).

Historically, the Church of the Nazarene has recognized the importance of the fact that Christ spent His public ministry proclaiming the kingdom of God and equipping His disciples for mission and ministry. From its inception the Church has committed itself to excellence in ministry and has provided educational opportunities to equip those Christ has called. The one called is thus to be engaged in a lifetime learning endeavor. The local church, under the leadership of the pastor and the church board, is encouraged to provide varied opportunities for service and to lead the congregation in mentoring the called person. The pastor or a designated person may fulfill the role of personal mentor.

438.5 Registration

All persons called to ministry should be registered with the Church of the Nazarene. Registration forms are available from Global Clergy Development or online at www.nazarenepastor.org. (See "Registration of My call to Ministry" form in the Handbook for Christian Ministries.) Copies of the registration form should be given to the local pastor, district superintendent, district ministerial studies board secretary, and Global Clergy Development.

CHAPTER TWO

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EDUCATIONAL PREPARATION

The Church of the Nazarene believes a call to the ministry is also a call to prepare. A significant part of the preparation is education. This has led our church from the beginning to establish institutions and systems of education.

Education for ministry in the Church of the Nazarene includes both general and theological education. General education fosters a growing understanding of the historical and current context in which the minister is called to serve. Theological education is an essential part of spiritual development and character formation. It also makes accessible to the individual the rich resources of the Christian faith, enabling the minister to serve humankind and meet societal needs redemptively.

This commitment to education led to the founding of colleges and institutes even before the various groups that became the Church of the Nazarene joined each other. The result is eight liberal arts colleges and universities (hereafter referred to as college), a seminary for graduate professional preparation for ministry, and a Bible college. Each is fully accredited by the appropriate accrediting agencies. Around the world the Church of the Nazarene has more than 50 educational institutions providing educational preparation for ministry at various levels.

439.1 Minimum Educational Expectations to Begin the Course of Study

Within the United States the educational alternatives for preparing for ministry assume students have a high school diploma or equivalent General Education Diploma (GED). In obtaining the diploma, students have attained the level of mental development, maturity, reading and writing skills so they can be expected to succeed in their ministerial studies. If students do not have a high school diploma at this time, the District Ministerial Studies Board (DMSB) must be prepared to help students pursue the diploma and guide them in acquiring the needed skills to succeed in the prescribed course of study.

439.2 The Educational Level of the Course of Study

“Course of study” is a descriptive term for the educational curriculum students follow to prepare for ministry and ordination in the Church of the Nazarene. While the *Manual* defines one course of study for the whole church, it allows cultural adaptations to meet the needs of ministers all around the globe. There is one course of study, but it has many expressions and various methods of distribution. These expressions are represented by curricula reviewed by the regional COSAC and validated by the ICOSAC, General Board, and Board of General Superintendents. The course of study is distributed through college classrooms, college extension programs, online and distance programs, and district-directed, pastor-led groups.

The course of study is a significant educational experience. Each course of study curriculum, however it is delivered, must be equivalent to three years of full-time, college-level study. It will take time and effort to complete. The District Ministerial Studies Board (DMSB) is responsible to determine the delivery methods best suited to the needs of their students and to help students choose the best options to acquire the knowledge and skills to succeed in ministry.

439.3 Study Schemes for the Desired Outcomes

Any scheme of study should be designed to assist the candidate to develop the knowledge and skills to succeed in ministry. Any such scheme is merely the beginning point of a lifetime of formal and informal development. It is important that each scheme of study have a means of ensuring coherence within the curriculum and progression through the curriculum.

The first stage of the course of study is designated as approximately $\frac{1}{4}$ of the instructional courses/modules in a validated curriculum.

Candidates who have completed the first stage of the scheme of study should have been introduced to all of the components necessary for effective pastoral or other ministry, and thus be eligible for the granting of the relevant district license. Successive stages of study build upon this coherent basis with a progressive development of the major curricular areas of ministry preparation: content, competency, character, and context (*Sourcebook* 439.15).

439.4 Educational Paths

The Church of the Nazarene offers choices for ministerial preparation. These alternatives allow a more flexible approach to prepare ministers to lead multicultural groups, and allow for the special needs of women and men whom God is calling to ministry. Although Nazarene educational institutions are the preferred agencies for preparing Nazarene ministers and Christian workers, the church recognizes the need for alternative training methods under the direction of the DMSB.

439.5 Approved Programs

The ideal path of educational preparation for ministry in the Church of the Nazarene is a bachelor's degree from one of the Nazarene colleges and a graduate degree from Nazarene Theological Seminary. At least one of these degrees must be validated by COSAC and ICOSAC as meeting all the educational requirements for ordination. If the student has not entered or completed college, he or she should contact the nearest Nazarene college and discover what its educational program can contribute to his or her preparation for ministry. If the student has an accredited bachelor's degree, he or she should contact Nazarene Theological Seminary and investigate graduate preparation for ministry. The student should work with an academic adviser to select a major or coursework that allows him or her to complete the validated educational

requirements for ordination as he or she completes the academic degree.

If the student receives God's calling after passing the traditional college age and has little or no college work, the student should contact his or her regional college or Nazarene Bible College for information about its programs. If English is not the student's first language, or if his or her culture values staying with his or her own people rather than moving across country, the student may contact Global Clergy Development, Nazarene Bible College, or the nearest Nazarene college to find a helpful center for extension education. The DMSB can also advise the student of the availability of a non-degree program that meets the educational requirements for ministry preparation.

Regardless of the educational preparation track students pursue, they are accountable to the DMSB to show evidence they are working toward the fulfillment of educational requirements described in this chapter. Each year, students are responsible to provide this board with a transcript or a letter that affirms their progress from the Nazarene college or seminary where they are enrolled. If students are pursuing educational preparation for ministry through non-Nazarene schools, they need to provide transcripts and course descriptions to the board. The DMSB will advise degree and non-degree students of the appropriate information they need to provide.

439.6 College Involvement

The educational institutions of the church are the primary agencies in preparing Nazarene ministers and Christian workers. The church colleges may be involved in ministerial preparation in three ways.

1. The college major must be validated by COSAC and ICOSAC as meeting all the educational requirements for ordination. If the major is not validated, the district may require the candidate to take additional instructional units to complete the educational requirements. The candidate, with the direction of the district, may decide to complete the educational requirements by supplementing his or her undergraduate program with additional seminary study and/or district-directed instruction.
2. Nazarene colleges may offer a validated, three-year certificate program rather than a baccalaureate degree. Contact the nearest Nazarene college or Nazarene Bible College about ways to graduate from the course of study in this manner.
3. Nazarene colleges may act as an auxiliary agent in cooperation with DMSBs on the region to offer a validated course of study for pastors and associates already in active ministry.

A list of validated college and seminary degree programs will be maintained by Global Clergy Development, posted on the official Global Clergy Development website.

439.7 Mixed Programs

When a college student seeks and is granted permission to complete his or her ministerial preparation by means of a validated, district-directed course of study, transcripts of all college work shall be forwarded to the DMSB secretary, which shall determine the courses yet needed. Similarly, a candidate, who has completed part of a validated course of study under the district board and transfers to a Nazarene institution, shall have the district determine the balance of the validated college or college-seminary program yet to be completed for the course of study. Any credit received from the college or seminary shall then be applied to the educational requirements for graduation from the course of study for licensed ministers by the DMSB. The colleges and seminary reserve the right to determine what courses they require for a given degree. Any possible recognition of private study by a college will be strictly the decision of the institution.

439.8 District-Directed Course of Study

The local minister may pursue the course of study through a validated curriculum directed by the DMSB under the supervision of Global Clergy Development and in conformity both to the *Manual* and to this *Sourcebook* (*Manual* 230.1, 231-231.3, 426.1-426.2).

The DMSB is responsible for selecting and following a validated course of study. Should the district choose not to use an existing, validated curriculum, the district may develop a curriculum and submit it to COSAC-USA for confirmation that the curriculum is in compliance with the USA *Sourcebook on Ordination*. Curricula submitted by a district are not officially validated until reviewed and recommended by COSAC—USA, ICOSAC, the General Board, and the Board of General Superintendents.

Candidates will not be ordained without the assurance of the DMSB that they have completed a validated course of study, and on the recommendation and action of the District Ministerial Credentials Board (DMCB), the District Assembly, and the presiding General Superintendent.

The course of study will be maintained by Global Clergy Development and posted on the official Global Clergy Development website. The Modular Course of Study is an example of a validated curriculum and is available for use by district ministerial boards. Global Clergy Development is responsible for submitting the Modular Course of Study to COSAC and ICOSAC for validation. Other curricula may be validated for use in non-degree district programs.

439.9 Transferability of Academic Degree Credit

Achievement of a ministerial outcome (ability) via one path does not necessarily provide interchangeable credit to another path. That is, the Nazarene Bible College, the liberal arts colleges, and Nazarene Theological Seminary are answerable to their individual accrediting agencies for academic credit given. Thus, an outcome a student might

achieve in district-directed study does not translate into college credit for the courses that deal with the same outcome. Credit earned at an undergraduate level cannot become seminary credit.

439.10 Partnering with a Local Church

“Graduation from a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development” (*Manual* 426.3).

Evidence of satisfactory work completed in this partnership and competency development will be submitted to the DMSB for evaluation; for example, learning objectives, ministry projects, and supervisory evaluations. The student should keep the syllabi of the instructors and/or supervisors or completed assignments, covenants, projects, and reflection papers for evaluation.

The *Supervised Ministry Experience* module of the Modular Course of Study is a ministry internship program developed by Global Clergy Development and designed for district supervision. The module provides a model for managing the required partnership between educational providers and the local church. The module guide can be downloaded from the Global Clergy Development website, www.nazarenepastor.org.

439.11 Time Limitations

From the granting of the first district license, a period of 10 years is allowed for the completion of a validated ministerial course of study, by whatever mode (*Manual* 429.4).

439.12 Lifelong Learning

The minister’s responsibility for education does not conclude with graduation from the course of study. It is the responsibility of the pastoral staff, along with the encouragement and support of the local church, to fulfill the expectation for lifelong learning (*Manual* 129.9, 129.10, 435.15). A minimum yearly expectation is 20 contact hours, or two accredited Continuing Education Units (CEUs) (*Manual* 426.6, 435.15).

Many programs of continuing education are offered by our colleges, seminaries, districts, and various divisions of the general church. These programs culminate in the awarding of CEUs. Every serious minister will want to inquire into these opportunities for further training.

The yearly Pastor’s Report form requests information from every minister regarding his or her involvement in continuing education. The DMSB is charged with the task of nurturing these programs on the district level.

It is also the minister’s responsibility “to nurture his or her own call through the years of ministry, to maintain a life of personal devotion

that enriches his or her own soul, and, if married, to guard the integrity and vitality of that marriage relationship" (*Manual* 413.12).

When an ordained minister is completing a degree program (e.g., bachelor's, master's, or doctorate), he or she may be excluded from the continuing education expectation for the years he or she is in the program, as long as he or she is completing at least 10 credit hours per year. Although he or she does not receive continuing education credit, his or her pastor's report should reflect the degree completion work.

Those enrolled in a validated course of study are excluded from the continuing education expectation for the years they are in the program as long as they are completing at least 2 units (courses or modules) per year. Although they do not receive CEUs, their pastor's report should reflect their studies.

439.13 Basic Library

Every serious-minded candidate for the ministry will desire to build an adequate library. The student should begin with basic "work tools"—standard reference volumes the minister will use for the rest of his or her life.

439.14 Desired Goals of Educational Preparation

Education for service will assist the minister in the process of "being," "knowing," and "doing." Educational preparation for ordination enables an ordinand to begin ministry. Lifelong learning is required of every licensed minister (also see *Sourcebook* 442-442.8). The following educational goals are the desired results of the four curricular areas of ministerial preparation (content, character, competency, context).

For the minister "to be", the desired goals are expressed by:

1. loving God with all the heart, soul, mind, and strength and neighbor as oneself as expressed in Christian holiness
2. spirituality with an abiding sense of God's call
3. existence as a person in relationship to the community of faith
4. unquestioned integrity and honor
5. compassion, patience, and perseverance
6. self-discipline and self-control
7. humility, gentleness, and sensitivity to others
8. passion and courage
9. wisdom and discernment
10. vision and commitment

For the minister "to know", the desired goals are to have:

1. a knowledge of the Holy Scripture and methods of interpretation
2. an understanding of Christian theology and especially the place of

Christian holiness within it

3. a grasp of the history of the Christian church and its mission through the centuries
4. a knowledge of the Wesleyan theological heritage and traditions
5. a knowledge of the disciplines of the spiritual life
6. an understanding of the significance, forms, and place of Christian worship in the community of faith
7. an understanding of Christian personal and social ethics
8. a knowledge of communication theory and skills, especially preaching, and including teaching and interpersonal skills
9. an understanding of the dynamics of Christian servant leadership, local church administration, and models of mission and ministry; and the similarities to and distinctions from secular models of leadership and management
10. an awareness of the brokenness of the human condition, both personal and societal
11. an understanding of the dynamics of the human life, groups within the local church and society, including marriage and family
12. a grasp of the span of human history and culture, particularly of the minister's own context
13. an awareness of cultural trends and influences in contemporary society including religious pluralism
14. a knowledge of the operation of the polity and practice of the Church of the Nazarene
15. an awareness of the legal framework in the society in which the congregation functions

For the minister "to do", desired goals are to:

1. model a godly life and vital piety
2. think prayerfully about personal, familial, and congregational development
3. act with integrity and honor in all relationships
4. respond to others with the love of God
5. lead the people of God in worship, mission, and service
6. equip the saints for the work of ministry
7. preach the Word of God with clarity in a culturally appropriate fashion
8. teach by word and example
9. evangelize the lost, feed the flock
10. articulate clearly the mission of the congregation and the Church
11. minister to the brokenness of persons and society
12. communicate the truth in love
13. listen with care and discretion
14. facilitate the ministry of all the people of God at the local level
15. organize the local congregation as needed and appropriate
16. assess the effectiveness of programs and plans
17. acquire skills in information technology and other media essential for ministry and mission
18. pursue lifelong learning

439.15 Curricular Areas of Educational Preparation

There are four major areas of educational preparation for ministers. Content represents the acquisition of the biblical, theological, and historical knowledge necessary for the minister. Competency involves the acquisition and development of skills for ministry. Character refers to the personal qualities of the minister, while Context deals with the environment. These four areas must be embodied in each curriculum program leading to ordination.

Though curriculum is often thought of only as academic programs and course content, the concept is much larger. The character of the instructor, the relationship of the students and instructor, the environment, and students' past experiences join with the course content to create the full curriculum. Nevertheless, a curriculum for ministerial preparation will include a minimal set of courses that provide educational foundations for ministry (*Manual* 426.3).

The *Manual* describes each of these four educational areas and their value to the educational preparation of the minister:

Content—Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and the history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included in these courses.

Competency—Skills in oral and written communication, management and leadership, finance, and analytical thinking are also essential for ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counseling, biblical exegesis, worship, effective evangelism, biblical stewardship of life resources, Christian education, and church administration must be included. Graduation from a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.

Character—Personal growth in character, ethics, spirituality, and personal and family relationship is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.

Context—The minister must understand both the historical and contemporary context and interpret the worldview and social environment of the culture where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included (*Manual* 426.3).

439.16 Course of Study Outcomes

To accomplish the goals the Church of the Nazarene has for all of its ministers, the church has adopted a course of study that gives attention educationally to content, competency, character, and context. This course of study has been organized as a series of measurable outcomes (abilities) listed under content, competency, character, and context. These are minimum outcomes that must be achieved regardless of whether a student pursues educational preparation via the college and seminary path or the district-directed path.

Nazarene Bible College, each of the Nazarene liberal arts colleges, and Nazarene Theological Seminary have degree programs especially designed to help students achieve these required outcomes of educational preparation for ministry. These programs have been recommended by the ICOSAC, adopted by the General Board, and approved by the Board of General Superintendents to meet the educational requirements for preparation for ministry. When a program has been through all these steps it is considered validated. A licensed minister who has completed a validated course of study through a degree program at any of these Nazarene schools will have satisfied the education requirements for ordination. *Manual* 424.3 also requires that the student's educational preparation through one of the tracks must work in partnership with a local church. This requirement is included in every validated program. Students should take care early in their educational preparation to learn how they are to begin working in and with a local church to achieve this requirement.

Although Chapter Two is primarily concerned with educational preparation, the church understands that significant parts of ministry preparation occur in actual ministry rather than through traditional academic means. Some of the required outcomes can only be introduced in a theoretical way in an academic setting or district-directed study. Chapter Three, "Candidacy," will provide the practice arena in which students develop important skills required in ministry.

The minimum outcomes for any track of ministry preparation are identified by the ability statements (*Sourcebook* 439.17) that appear above the double lines in each category. Desirable higher outcomes are listed under the double lines. These higher outcomes may be achieved through advanced academic programs or through a program of lifelong learning. While the degree of performance is not specified, adequate performance to ensure success in early ministry is expected.

The list of minimum ministry abilities also appears in the *Handbook for Christian Ministries*, so students can study these outcomes both as they begin the course of study and periodically throughout their educational preparation for ministry. By studying these outcomes students and ministers will discover areas where they need to work and improve throughout a lifetime of service to God.

439.17 Ability Statements

CONTENT

Old Testament

CN1	Ability to identify the literary structure and the main story line of the OT
CN2	Ability to identify the books of the OT by genre
CN3	Ability to identify the basic thrust of each major section of the OT
CN4	Ability to identify the main characters of the OT and their role in the story
CN5	Ability to describe the historical context of the major sections of the OT
CN6	Ability to order the main events and persons of the OT chronologically
CN7	Ability to describe the major theological concepts of the OT

Ability to discuss the significant issues in OT theology

Ability to identify and illustrate appropriate ways of relating the Old and New Testaments

Ability to use the OT in preaching, teaching, worship, and spiritual formation in theologically appropriate ways

New Testament

CN8	Ability to identify the literary structure of the NT
CN9	Ability to identify the genre and basic thrust of each NT book
CN10	Ability to summarize the significant life events of Jesus and Paul
CN11	Ability to identify the significant elements of the message of Jesus and Paul
CN12	Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul
CN13	Ability to order the significant events and persons of the NT chronologically
CN14	Ability to identify and describe the major theological concepts of the NT

Ability to discuss NT theology

Interpretation of Scripture

CN15	Ability to describe how the Bible came into being up to contemporary translations
CN16	Ability to identify the steps of historical, literary, and theological analysis used in exegesis
CN17	Ability to exegete a passage of Scripture using the steps listed above

Ability to show how doctrine is developed from Scripture

Ability to move from exegesis to expository sermon

Theology (General)

CN18	Ability to list and explain the Nazarene Articles of Faith
CN19	Ability to identify and explain the main characteristics of the nature of God, Christ, the Holy Spirit, the Human Person, Sin, Salvation, the Christian Life, the Church and Sacraments, and Eschatology
CN20	Ability to reflect theologically on life and ministry
CN21	Ability to demonstrate understanding of the sources of theological reflection, its historical development, and its contemporary expressions
CN22	Ability to articulate the distinctive characteristics of Wesleyan theology

Doctrine of Holiness

CN23	Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective
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Ability to teach and relate the doctrine of sanctification; initial, gradual, and entire sanctification

Ability to articulate a biblically based and historically informed theology of worship

Ability to do critical theological thinking/constructive theological thinking

Ability to relate theology to one's cultural context

Ability to describe and illustrate the relationship of Philosophy and Theology

Church History

CN24	Ability to describe the general story line of church history and the development of the major doctrines and creeds
CN25	Ability to identify and describe the significance of the major figures, themes, and events of the: Patristic, Medieval, Reformation, Puritan,

	Pietist, Wesleyan, and Modern periods of church history
CN26	Ability to describe how the Church implemented its mission in the various periods of church history

Ability to describe the life and practice of the Church through its history

Ability to describe and explain the rise of Pietism, the Evangelical revival (including Wesley's and Methodism), and the Great Awakening in the context of general church history

Ability to describe and explain the evolution of American church history, including American Methodism and the rise of the Holiness Movement

The History and Polity of the Church of the Nazarene

CN27	Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene
CN28	Ability to identify and explain the significance of the major figures and events in the Church of the Nazarene
CN29	Ability to identify the directives of the <i>Manual</i> of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels
CN30	Ability to explain the governance systems of the church at local, district, and general levels

COMPETENCY

Oral and Written Communication

CP1	Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
CP2	Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
CP3	Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts

Ability to deliver a quality presentation using multiple methodologies, media, and materials

Management, Leadership, Finance, and Church Administration

CP4	Ability to write an integrative philosophy of ministry that will answer "why I do what I do when I do it"
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CP5	Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration
CP6	Ability to manage resources of one's ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics
CP7	Ability to conceive and articulate purpose, mission, and vision, and to develop strategic plans ways that strengthen a unified vision
CP8	Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, and diagnose and intervene in problems
CP9	Ability to lead congregations in developing principles for biblical stewardship of life resources

Ability to discuss the essential elements of leadership theory: perception, motivation, communication, culture and climate of organizations, problem solving, decision making, conflict management, power, change, effectiveness, and situational leadership

Ability to define and implement a servant philosophy of leadership that would include the equipping and empowering of the laity to do the work of ministry

Analytical Thinking

CP10	Ability to synthesize, analyze, and reason logically for discernment, assessment, and problem solving, and live with ambiguity
CP11	Ability to analyze the validity of arguments and to identify their presuppositions and consequences

Ability to think in major philosophical categories of ontology, epistemology, ethics, etc.

Congregational Care and Counseling

CP12	Ability to express appropriately pastoral care and concern for individuals and families in crises, passages, and the normal routines of life
CP13	Ability to offer spiritual counsel and to discern for referral counseling needs beyond the minister's ability
CP14	Ability to apply the knowledge of basic helping skills gained from historic Christian and appropriate contemporary models

Effective Evangelism

CP15	Ability to think globally and engage cross-culturally for the purpose of mission
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CP16	Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism
CP17	Ability to lead in discipling and assimilating new converts into the church
CP18	Ability to identify social and congregational factors that influence church health and growth

Christian Education

CP19	Ability to describe the stages of human development and to apply that knowledge in leading people to Christian maturity
CP20	Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving in it

Ability to identify and describe the significance for ministry of personality types

Ability to name the stages of human development and integrate a developmental theory with ministry. Special attention should be given to child and youth development

Ability to explain the nature of development stages and tasks and their implications for ministry of lay development

Ability to explain and demonstrate competent group process skills

Ability to describe the role of curriculum in the spiritual formation of congregations and to evaluate specific curricula in light of that goal

Ability to develop ways by which individuals and congregations may be formed/shaped by Scripture

Ability to develop recreational and social events that lead to koinonia

Worship

CP21	Ability to envision, order, and participate in contextualized, theologically grounded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's Supper)
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Ability to evaluate and relate the development of worship in the Judeo-Christian tradition and history including contemporary models

Ability to lead a congregation in the major forms of prayer

Ability to use the Christian music traditions strategically to educate and inspire a congregation in worship

Ability to create readings of Scripture in worship so that it is highly respected for its inspiration and authority

Ability to create liturgies that move people to worship God

Ability to articulate the theology of baptism, to form catechism, and carry out orthodox baptismal practice

Ability to articulate a Wesleyan theology of the Lord's Supper and create liturgies that will enable people to appropriate grace through it

Ability to plan worship for a coming year so all major areas of Christian doctrine are addressed and attention given to the church calendar

Ability to understand the Christian wedding as a worship service and create services consistent with this understanding

Ability to understand the Christian funeral as a worship service and create services that lead mourners to trust God

MINISTRY EMPHASIS (Preaching/Chaplain)

CP22	Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways
CP23	Ability to develop and utilize existing ministry forms such as evangelistic preaching, pastoral care preaching, doctrinal/teaching preaching and preaching Christian seasons/calendar by which individuals, families, and congregations may be formed into Christlikeness
CP24	Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

MINISTRY EMPHASIS (Christian Education/Children's/Youth)

CP25	Ability to prepare, organize, and deliver a biblically sound, basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways
CP26	Ability to develop and utilize existing, age-appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness
CP27	Ability to assess and implement emerging, age-appropriate ministry approaches to ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

Ability to identify and describe the significance for ministry of personality types (such as those identified by the Meyer/Briggs instrument)

Ability to name the stages of human development and integrate a developmental theory with ministry. Special attention should be given to child and youth development.

Ability to explain the nature of developmental stages and tasks and their implications for a ministry of lay development

Ability to explain and demonstrate competent group process skills

Ability to describe the role of curriculum in the spiritual formation of congregations and to evaluate specific curricula in light of that goal

Ability to develop ways by which individuals and congregations may be formed/shaped by Scripture

Ability to develop recreational and social events that lead to *koinonia*

MINISTRY EMPHASIS (Compassionate Ministry)

CP28	Ability to prepare, organize, and deliver a biblically sound, basic scheme for compassionate practice in culturally appropriate ways, using appropriate techniques and skills
CP29	Ability to develop and utilize existing ministry forms for compassionate ministry (such as community assessment, networking, ministry resource development, social programming, etc.) by which individuals, families, and congregations may be formed into Christlikeness
CP30	Ability to assess and implement emerging approaches to compassionate ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

MINISTRY EMPHASIS (Music)

CP31	Ability to prepare, organize, and deliver a biblically sound, basic scheme for music leadership in culturally appropriate ways, using appropriate techniques and skills
CP32	Ability to develop and utilize existing ministry forms in church music (such as choral composition and instruction, voice and instrumental performance, worship planning, etc.) by which individuals, families, and congregations may be formed into Christlikeness
CP33	Ability to assess and implement emerging approaches to church music in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

MINISTRY EMPHASIS (Administration)

CP34	Ability to prepare, organize, and deliver a biblically sound, basic scheme of administrative oversight in culturally appropriate ways, using appropriate techniques and skills
CP35	Ability to develop and utilize existing ministry forms (such as facilities management and safety assessment, personnel development, basic recordkeeping, maintaining church policies, etc.) by which individuals, families, and congregations may be formed into Christlikeness
CP36	Ability to assess and implement emerging approaches to administration in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

CHARACTER

Personal Growth

	The development of a portfolio for assessing personal growth in character. This portfolio would include periodic self-assessment and assessment by significant others. These assessments would evaluate the minister in the "BE" categories
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Christian Ethics

CH1	Ability to apply basic understanding of ethical theories to teach and nurture ethical behavior in the Christian community
CH2	Ability to discern and make theologically based ethical decisions in the midst of a complex and/or paradoxical context
CH3	Ability to teach and model sexual purity
CH4	Ability to understand and apply the unique ethical dimensions of spiritual leadership in the church
CH5	Ability to apply Christian ethics to the issues of integrity, specifically as they relate to ministers and laity, for authentic Christian faithfulness and public witness

Spiritual Formation

CH6	Ability to pursue holy character (Christlikeness) by practicing faith formation and the classic Christian disciplines as means of grace
CH7	Ability to locate, understand, and use the resources for individual and corporate spiritual formation
CH8	Ability to take responsibility for his or her own continuing spiritual development

Ability to identify and explain the history and movements of Christian spirituality

Person of the Minister

CH9	Ability to apply understanding of ongoing developmental needs across the life of the minister to the pursuit of holy character
CH10	Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth
CH11	Ability to maintain the practice of Sabbath and healthy self-care

CH12	Ability to practice faithful stewardship of personal relations including gender relationships, marriage and family, personal finance, and professional conduct
CH13	Ability to describe and cultivate healthy inter-personal relationships through personal communication skills, conflict resolution skills, nurturing relational strategies for marriage/family, and congregational interaction
CH14	Ability to maintain a healthy balance between family, church, and community commitments

CONTEXT

Contemporary Context and Social Environment

CX1	Ability to discover sociological dynamics and trends and to apply that information to specific ministry settings
CX2	Ability to analyze and describe congregations and communities
CX3	Ability to describe socialization and to apply its dynamics to the life of the Christian community
CX4	Ability to explain the operational culture

Ability to explain the major themes, figures, and theories of modern psychology

Ability to describe the function of religion in sociological categories

Ability to explain the operational culture

Anthropology and Cross-Cultural Communication

CX5	Ability to describe and interpret the relationship between culture and individual behavior
CX6	Ability to understand, appreciate, and work sensitively to explain the nature of cultures and sub-cultures
CX7	Ability to identify and apply the principles of cross-cultural communications

Historical Context

CX8	Ability to place the ministry context in light of the large schemes of world and national history
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CX9	Ability to apply historical analysis to the life of a local congregation in order to describe its historical and cultural context
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Ability to describe the human experience as expressed in literature, art, music, philosophy, and religion from the prehistoric through the Classical, Medieval, Renaissance, and Modern periods

Ability to identify and describe the significance of the major figures, themes, and events in the history of philosophy

Missions

CX10	Ability to understand and articulate the biblical, historical, and theological bases for Christian mission
CX11	Ability to describe basic missiological principles and to apply them to the development of ministry in the local church

Ability to identify key issues and trends in contemporary missions thinking and practice

Ability to grasp what it means to be a world Christian, and to enable members of a local congregation to discover their roles and to participate in the global mission of the Church

439.18 Minimal Educational Requirements

The minimum educational requirement for the recommendation of a candidate for ordination is the equivalent of three years of full-time, college-level ministerial study. Ministers who have completed the course of study should be able to demonstrate abilities found in *Sourcebook* 439.17.

The following grid arranges units according to the dominant curriculum area in that unit. Within the course of study the minimal percentage of time allocated to each curriculum area is indicated, with the recognition that various educational providers may adjust these percentages upwards, utilizing the undesignated percentage balance.

%	COURSE OF STUDY
30	Content
	Biblical
	Theological
	Historical
	Ministerial
25	Competency
	Communication Skills
	Pastoral Skills
	Management Skills
	Analytical Skills
	Leadership Skills
10	Character
	Ethical, Spiritual, & Personal Growth
	Incarnational Leadership
	Commitment to God and Church
	Passion for the Lost
	Covenantal Lifestyle
10	Context
	Information, System, and Environments of Learning
	Pluralism: Religious, Historical, and Cultural
	Community Interface
	Social, Ethical, Legal, & Judicial
	Church and Ministry
25	Undesignated—to be assigned as appropriate to the student and the setting

These expectations and abilities may be developed through a variety of courses or structures. These structures must include a partnership with the local church as expressed in *Manual* 426.3, "Competency . . . Graduation from a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development."

CHAPTER THREE

440 DISTRICT MINISTERIAL STUDIES BOARD

According to the *Manual*, the DMSB is charged with administration of the educational program for the candidate (*Manual* 229-231.4).

This board is composed of five or more ordained ministers, elected for a period of four years by the District Assembly (*Manual* 203.16), for the purpose of aiding and guiding all candidates on its district in preparation for the various forms of ministry. The board's responsibility extends to licensees enrolled in colleges as well as those enrolled in the district-directed programs. In addition, this board is charged with the task of fostering continuing education on the district for licensed and ordained ministers. The manner of election and organization is detailed in the *Manual* 229-231.4.

440.1 Duties of the District Ministerial Studies Board

A summary of the duties of the DMSB is found in *Manual* 229-231.4.

440.2 Qualifications

In selecting nominees for this board, care should be exercised to assure a board composed of mature ministers. They should themselves be educationally qualified to assume the responsibilities of being educators. They should hold high standards for the ministry and exemplify those standards. It is essential that they be willing to maintain a continuous, personal interest in the educational progress of their candidates.

Furthermore, these should be persons who believe in the government of their church and work happily within its structure.

Particularly crucial to the success of the board is the keeping of meticulous records and the prompt, efficient conduct of the necessary correspondence. The one elected to serve as secretary must have both this capacity for detail and a willingness to devote the necessary time.

440.3 Duties of the District Ministerial Studies Board Chairperson

The duties of the DMSB chair are:

1. To become familiar with the current *Manual*, the *Sourcebook on Ordination*, and the *Handbook for Christian Ministries*. The *Sourcebook* is an official extension of the *Manual* that outlines the course of study administrative procedures. The *Handbook* guides candidates and those who advise them through ministry preparation stages.

2. To arrange with the district superintendent a system of funding board expenses, including providing *Sourcebooks* and *Handbooks*, as well as clerical and travel expense.
3. To see that each member of the board has copies of the *Sourcebook on Ordination* and the *Handbook for Christian Ministries*.
4. To work with the secretary of the board in preparing the report for the District Assembly and Journal.
5. To assign advisers to all enrolled candidates including district-licensed college and/or seminary students. If at all possible, assigned advisers should work with the same candidate through the entire course of study.

440.4 Duties of the District Ministerial Studies Board Secretary

The duties of the secretary are:

1. To acquire materials, secure and maintain all individual files and records, including the minutes of previous board actions, and the course records on every enrollee.
2. To acquire materials, miscellaneous forms, transcripts, enrollment forms, a copy of the current *Manual*, the *Sourcebook on Ordination*, *Handbook for Christian Ministries*, curriculum guides, and any additional administration forms (*Manual* 400-437.8).
3. To record in detail minutes of each meeting.
4. To enroll new candidates in the course of study (*Sourcebook* 441.1).
5. To keep permanent, up-to-date records so a candidate's standing is available at all times. Records of ministers and candidates no longer active on the district should be permanently archived. (A person's discontinuance of the course of study, or a failure to renew the district license, does not justify destruction of the candidate's records.)
6. To inform each candidate of the name of his or her adviser.
7. To work with the chair of the board in preparing reports for the District Assembly and Journal.
8. To work with the DMSB chair and district superintendent to prepare a special page in the District Journal to inform candidates about board personnel changes.
9. To transfer a copy of all information and records as soon as possible to the receiving DMSB when a licensee is transferred to another district.

Special Matters

1. Certificates of Completion — A student graduating from a validated program, one that addresses all academic requirements for ordination, may receive either a certificate of completion or a transcript of classes to use in guiding the candidate's final assessment by the District Ministerial Studies Board for ordination. The DMSB secretary may use the certificate or transcript to verify the student's academic progress through the educational provider. However, candidates who demonstrate a lack of basic knowledge during interviews with the DMSB may be asked to take supplemental coursework in order to graduate from the course of study. Boards may request this additional work only if the candidate demonstrates a lack of understanding of either content or context, a loss of performance of basic competencies, or a change of character following their graduation from the validated program. Supplemental study should reflect an assessment of a change in the candidate during the ordination process, not a deficiency in the validated program.

“When a licensed minister satisfactorily completes a validated course of study, the education provider shall issue a certificate of completion to the licensed minister. The licensed minister shall present the certificate of completion to the District Ministerial Studies Board responsible for considering recommendation to the district assembly for graduation from a validated course of study.”

- *Manual* 426.1

440.5 Duties of Adviser to Assigned Candidates

The adviser shall be responsible to guide assigned candidates through the course of study. The adviser's participation in this ministerial development project will provide a great opportunity to expand his or her ministry through the training of other ministers.

The adviser should encourage those in his or her care and support them with prayer and understanding. There are times when the candidate will be discouraged and need that extra handshake or pat on the back.

The *Sourcebook on Ordination, Handbook for Christian Ministries*, and portions of the *Manual* (400-437.8) are tools that will make the adviser's task easier. Some candidates may need to be reminded of district deadlines and district regulations.

Those persons in college will appreciate receiving a friendly letter from their adviser reminding them to plan courses according to the *Manual* 426.1, 426.3. Advisers should urge them to secure a copy of the *Handbook for Christian Ministries*.

440.6 Records to Be Kept

In the permanent record book, authorized in *Manual* 230.4, the secretary shall enter the full name (no nickname should be used) and address of each candidate committed to a course of study, whether the district-directed program or a college program. The full name should be

used on all correspondence to the DMSB. This includes local-licensed ministers and district-licensed ministers. The record should provide for current and complete information concerning the type of course or classification, adviser, courses/modules passed, interviews, and official actions.

A file should be established for each candidate with transcripts, correspondence, and other relevant documents. In addition, a standard, permanently-bound minute book should be kept containing the minutes of all meetings of the DMSB. All such accessories, student files and documents, and DMSB minutes are the property of the district and are to be turned over promptly to the succeeding secretary.

440.7 Granting of Permission

The DMSB should insist that a newly licensed minister who desires to prepare for ordination by means of the district-directed program or other district-acceptable delivery methods shall apply for permission in writing, and in his or her application state fully the reasons for choosing this route. The request should be considered in light of (1) the judgment of the district superintendent and (2) the basic principles expressed in *Sourcebook* 439.4. Permission should not be granted for reasons purely of personal convenience or preference. If an applicant is not established in a pastorate, is reasonably unencumbered, and does not require special preparation, the DMSB will do both the candidate and the church a great service by insisting that training for the ministry be done in the church's educational institutions.

440.8 Coaching

When practical and wise, the DMSB should foster (1) a supervisory relationship between a candidate-pastor and an older, more experienced, ordained pastor as a form of coaching, or (2) the licensed minister not serving as pastor might profit from a kind of staff relationship status in his or her local church.

The minister should respond to opportunities to mentor future ministers and to nurture the call to ministry of those who have obvious gifts and graces for ministry or who are hearing the call of God to Christian ministry (*Manual* 401.5, 426).

440.9 College Students

Licensed persons enrolled in college or seminary are also to be assigned to DMSB members as advisees. In numerous ways—prayer, letters, and occasional interviews—the adviser can show a warm interest in the student's progress. The adviser can encourage the student to plan their academic program in harmony with the ministerial educational requirements, remind the candidate of annual obligations respecting the district, and in other ways seek to strengthen the tie with the district and in turn strengthen ties with the church. Students need to be advised that to fulfill the educational requirements for ordination, they must complete a degree program from their college that has been validated for the course of study. Institutions of higher education are developing programs that have been validated to meet the educational

requirements for ministerial preparation. (*Manual* 426.1).

440.10 Unlicensed Students

An "off the record" service can be rendered by the DMSB by making itself available to the district superintendent to establish contacts with college students not yet licensed but who indicate a call to full-time ministry in the Church of the Nazarene. Many of these young people are uninformed about ecclesiastical procedures and are unaware of the importance of establishing and maintaining official relationship with their district during their college and seminary years. DMSB members can assist in disseminating information and aiding them in taking the first necessary steps.

440.11 Student Fees for District-Directed Programs

Establishing fees for district-directed programs is at the sole discretion of the district.

440.12 Continuing Education

Manual 231.4 assigns to the DMSB the responsibility of cooperating with the district superintendent in promoting continuing education among ministers. One method would be to elect or appoint one member of the board or two or three as a committee to this special assignment, relieving them, if need be, of other responsibilities. Such a plan, on most districts, would necessitate enlarging the board. If this special work is to be done congruently with the denomination, those designated should acquaint themselves thoroughly with the ministerial development work of the USA/Canada Mission/Evangelism Department and Global Clergy Development and the available offerings of the regional college. Where desired by the district superintendent, the board could sponsor special district or zone seminars or other forms of learning experience designed for special needs. Application forms and instructions for the granting of CEUs may be obtained from Global Clergy Development.

CHAPTER FOUR

441 LICENSING AND CANDIDACY FOR ORDINATION

441.1 Local Minister

The official process leading toward ordination, whether elder or deacon, begins with the local minister's license. The local church board, upon request of the candidate and the recommendation of the pastor, grants this license (*Manual* 129.12). The board should thoughtfully and prayerfully evaluate the validity of the professed call of the applicant. Such evaluation should include the candidate's Christian experience, reputation, conduct, spiritual stability, doctrinal soundness, and the evidence of those gifts and graces that belong to such a high calling (*Manual* 428-428.3).

Information regarding the Local Minister's License is available online at www.nazarenepastor.org.

You may also call the Global Clergy Development office toll free: 800-306-7651.

Upon favorable local church board vote, the local church pastor should mail a copy of the completed "Interview Guidelines" to the district superintendent along with a copy of the local church board's written recommendation. The local church pastor also enrolls the licensee with the DMSB (*Manual* 231.1), who will advise the candidate on the recommended validated Course of Study. The DMSB will offer guidance to the local church pastor and the new local minister on "next steps" relative to the Ministerial Course of Study. It is recommended that the local license be presented in a public service by the local church pastor.

The *Handbook for Christian Ministries* helps guide applicants through the journey of preparing for ministry. The *Handbook* also describes a Certificate for Lay Ministry that may be appropriate for applicants who are called to serve in essential roles of ministry on behalf of the local church, but do not feel a primary call to the official and public work of the ministry and do not plan to devote full time to the ministry. The Certificate for Lay Ministry is not part of the ordination track.

Each local minister candidate who requests a local church license shall complete an online application that checks a person's credential through the General Secretary's office. This form is NOT a criminal background check, but is intended for all new applications. Local pastors will work with their district office with LOCAL/DISTRICT MINISTER'S LICENSE CANDIDATE FORM.

The District Office may obtain the online form for **Local/District License Application** from this website: <http://nazarene.org/ministries/qensec>

Select from the menus:

<District forms><District Forms Group 3>< Local/District Minister's License Candidate >

441.2 Renewal of Local Minister's License

A local minister's license is valid for one year. A local minister's license may be renewed annually upon recommendation of the pastor, the local church board, and in certain circumstances, upon approval by the district superintendent (*Manual 428.3*). If a local-licensed minister is called to serve under a district assignment, he or she is reviewed and may be issued a license by the District Advisory Board upon recommendation of the district superintendent (*Manual 428.2*). A local license cannot be renewed after two years without written approval from the district superintendent if the candidate has not completed at least two courses/modules in a validated course of study (*Manual 428.4*).

If the church board grants renewal of the license, the pastor should mail a copy of the completed "Interview Guidelines for Renewing the Local Minister's License" to the district superintendent.

441.3 Qualities of the Local Minister

The candidate who has secured a local minister's license must be involved in the ministry work of the local church under the direction of the pastor or a designated person. The local minister should be above reproach in all areas of conduct and demonstrate the gifts, graces, and usefulness that evidence the call. The local minister should be engaged in a validated course of study under the direction of the DMSB. A local minister is subject to the privileges and restrictions of *Manual 428-428.7*.

441.4 District-Licensed Minister

To qualify as a district-licensed minister, the candidate must have held a local minister's license for at least one full year and have completed one-fourth of a validated course of study for ministers. The following four actions must be taken:

1. The candidate must have the local church board's recommendation to the district assembly, the proper

recommendation form signed by the pastor, and filed with the district secretary in advance of the district assembly.

2. The candidate must obtain the "Application for District Minister's License" and return the completed application at such time as prescribed. Candidates may obtain an application form from the district office.

*The District Office may obtain the online form for **Local/District License Application** from this website: <http://nazarene.org/ministries/qensec>*

Select from the menus:

<District forms><District Forms Group 1><District Minister License Application>

3. The candidate must provide the DMSB and DMCB with an up-to-date record of his or her studies.
4. The candidate must appear before the DMSB when and where the board designates. No license can be given by the district assembly without the favorable report and formal recommendation of this board.

441.5 Renewal of District License

The district minister's license is issued for one year. The candidate must not assume the district assembly will renew the license automatically (*Manual 429.3*), even if currently serving as an assigned minister. A minister's license may be renewed provided the candidate has completed a minimum of two courses/modules in the prescribed, validated course of study, or has presented a satisfactory written explanation to the DMCB (*Manual 429.3*). The DMSB shall inform the DMCB of the academic progress of the candidate (*Manual 231.3*).

441.6 Assessment of Learning

Assessment of student learning in the course of study is the shared responsibility of instructors, educational providers, the local pastor and congregation, DMSB, and DMCB. While the DMSB is responsible for assessing and recording successful progress of each candidate through the course of study, the DMCB is responsible for gathering patterns of evidence that candidates are acquiring the needed abilities to be expected reasonably to succeed in their first ministry assignments.

The DMCB will establish periodic observation and interview procedures adequate to make informed recommendations to the district assembly concerning renewal of a candidate's district license.

When a candidate has graduated from a validated course of study and completed the requisite ministerial experience (*Manual* 430.3, 431.3), the DMCB will interview the candidate for evidence of the candidate's personal life, maturity, spiritual growth, professional competence, theological understanding, family life, and ministry experience. An extended interview to supplement and affirm earlier patterns of evidence of a candidate's preparedness for ordination may be required prior to the DMCB's recommendation to the district assembly that a candidate be ordained.

441.7 Ordination

Ordination is the confirmation by the Church that the candidate demonstrates the gifts and graces that validate his or her call. Ordination is a privilege and not a right. This means the DMCB is not obligated to recommend ordination upon completion of the validated educational program and the minimal requirement of years of service (*Manual* 430.3, 431.3). Election to ordination as elder or deacon is the prerogative of the District Assembly. Election to the order of elder or deacon is by two-thirds vote.

The district-licensed ministerial candidate for ordination is expected to be thoroughly familiar with all the *Manual* stipulations concerning ordination (*Manual* 430-431.3). The candidate for ordination must have graduated from a validated course of study, fulfilled the ministry experience requirements as stated in the *Manual*, exhibit the appropriate gifts and graces, and be recognized and confirmed by the Church.

The DMCB has the responsibility to assess the suitability of the candidate for ministry. The board shall personally and carefully examine the candidate on his or her fitness for ministry, spiritual and moral qualifications, financial integrity, and mental maturity. Only candidates who clearly exhibit these qualifications will be recommended for ordination.

The ordinands must participate in a public ordination service. The elders and deacons will lay hands on the candidates and the presiding general superintendent or designee will ordain them. In this way they will invest the candidates with the authority of the ministerial office, charging the ordinands with its obligations and publicly presenting them with a certificate of ordination.

441.8 The District Assembly

If the DMCB recommends a candidate for a district minister's license, that recommendation will go to the district assembly for a vote (*Manual* 203.23, 203.4, 429.1). If the district assembly votes to recommend a candidate, the final decision for issuing a district minister's license will be made by the general superintendent presiding over that assembly. If the candidate is approved at each step, he or she will receive a district minister's license.

On recommendation of the DMCB, the District Assembly will vote to approve candidates for ordination. If the district assembly recommends

ordination of a candidate by a two-thirds favorable vote, the final decision will be made by the general superintendent presiding over that assembly. If the candidate is approved at each step, he or she will be ordained.

441.9 Recognition of Credentials

Ordained ministers from other evangelical denominations desiring to transfer their ordination to the Church of the Nazarene must meet the requirements of *Manual* 432, as well as demonstrate appreciation, comprehension, and application of the *Manual*, doctrine of holiness, and the history of the Church of the Nazarene by successfully completing the related portions of a validated course of study.

CHAPTER FIVE

442

LIFELONG LEARNING

442.1 Philosophy of Lifelong Learning

Lifelong learning should occur prior to, during, and following formal education. Within the institutional programs, the educational approach should stimulate the desire for ongoing education and provide the tools for personal development. Formal education is just another step in a life of educational pursuit. It is imperative for Nazarene ministers to value and to implement growth in skill and in knowledge throughout their ministerial life. Not only is lifelong learning necessary to understand developments within the wider church and the surrounding society, but it is also foundational to increased personal growth, thus preventing stagnation in the spiritual, mental, and skill development of the individual.

442.2 Purpose of Lifelong Learning

Lifelong learning enhances:

- the development of the minister
- the development of young ministers within the congregation
- edification of the church
- the relevant approach of the church to society

For the minister to be effective throughout a lifetime of service, there must be a commitment to lifelong learning.

442.3 Responsibility for Lifelong Learning

While ministers have primary responsibility for their own continuing education, the church will also provide opportunities for them to fulfill this goal.

A. Minister's Responsibility:

1. Self-Evaluation: Do a self-evaluation to determine abilities and needs. This procedure is based upon careful and prayerful analysis and is often assisted by an impartial colleague or consultant in evaluating and designing a developmental program for the individual.
2. Establishing Goals: Set realistic developmental goals for lifelong learning in light of the self-evaluation. These goals should address content, competency, character, and context issues. It is valuable to establish long-term as well as short-term goals. These goals need to be revisited as maturity and growth continues. These goals should also be in harmony with the purpose and direction of the church: local, district, regional, and general.

3. Planning with Leaders: Plan for personal development. This will be improved and extended if done in consultation with church leadership. Increased opportunities for implementation of the plans are often multiplied by coordination through the leadership.
4. Mentoring: Ministers should not lose sight of the fact that if personal learning is coupled with mentoring prospective ministers within a congregation, they will enhance not only their own learning, but the development of prospective ministers as well. Mentoring is crucial to the future of the church and instructive to the growth of the minister.

Within this mentoring relationship, it is possible the person being developed will eventually surpass the mentor in knowledge or in skill. This is not to be discouraged, but rather is a mark of success in a mentoring relationship. The minister as mentor should invest his or her life, goals, and education in the disciples. The mentor should rejoice and not be threatened when the understanding and expertise of the disciples surpass that of the mentor.

- B. Responsibility of the Church for Continuing Education:
1. The continuing education of the minister is the responsibility of the local church congregation as well as that of the district and regional leadership. Local churches may assist ministers with continuing education opportunities by providing funds for books, journals, conferences, and classes. The enriched ministry of their minister will uplift the congregation.
 2. The educational structures serving the church should not limit their service to the formation of new ministers. They should participate in providing needed continuing education opportunities for existing church leadership.

442.4 Personal Lifelong Learning Program

As both an ordained minister and a professional, the church expects the minister to develop a program of lifelong learning appropriate to his or her own developmental and professional needs. The lifelong learning expectations of the Church of the Nazarene are built on the assumptions of adult learning rather than education designed for children and youth. This means the church expects the minister to be self-directed and self-motivated in his or her learning. A variety of learning opportunities will be available, but it must be the minister's vision and drive for improving stewardship of ministry that shapes the individual program.

The church recommends that ministers include some continuing education in each of the content, competency, character, and context areas every ten years. How he or she organizes and acquires that rotation is up to the individual and his or her vision for ministry. However, it would be shortsighted to plan a continuing education program that only focused on one or two of the four broad curriculum

areas. Continuing education assumes ordination is not the end of ministerial education but rather the foundation from which to grow.

The church has designed its lifelong learning requirements with sufficient flexibility that any minister working in any size congregation will be able to fulfill the continuing education expectations.

442.5 Reporting Lifelong Learning

All assigned and unassigned licensed and ordained ministers shall report on their progress in a program of lifelong learning as part of their report to the district assembly. An up-to-date report on his or her lifelong learning program will be used in the church/pastoral review process and in the process of calling a pastor (*Manual 426.6*)

442.6 Establishing District Continuing Education Program

Every educational region or district should establish a continuing education program for the enrichment of their ministers. This can be done by including learning opportunities in existing district activities, by cooperating with an education provider, or by arranging special learning events.

Manual 426.6 sets a minimum of 10 contact hours as 1 CEU:

Once a minister has fulfilled the requirements of a validated course of study for ministry, he or she will continue a pattern of lifelong learning to enhance the ministry to which God has called him or her. A minimum expectation is 20 contact hours each year (2 accredited Continuing Education Units {CEUs}) or the equivalent determined by the region/language group and stated in their regional *Sourcebook on Ordination*.

Credit may be given for teaching within the district-directed program as well as classes, workshops, conferences, approved involvement in literature or research (be it individual or group), and other activities deemed relevant by the district (See Appendix B: District Continuing Education Guidelines). Auditing subjects offered by educational institutions is a valid means of fulfilling continuing education requirements.

The district must approve individual continuing education programs to deem them eligible for credit.

It is also important to establish a record-keeping system. While all ordained ministers are required to report on their lifelong learning in their district assembly report, it is essential that the minister maintain records for this work. Appendix C provides a sample form to maintain and communicate lifelong learning.

442.7 District Continuing Education Coordinator

The DMSB is charged with the task of fostering continuing education on the district for licensed and ordained ministers. The DMSB may choose to elect or appoint one member of the board as the district continuing education coordinator. The coordinator's primary tasks are

- to work with the district superintendent, district boards, and district ministers to identify continuing education needs
- to promote and facilitate district continuing education events
- to receive reports of participants in continuing education activities
- to report participant involvement in continuing education events to Global Clergy Development to obtain CEU certificates and maintain minister profiles

442.8 Maintaining Continuing Education Records

The annual church/pastor's report to the district assembly provides a place for the minister to report continuing education. Global Clergy Development will record every accredited CEU reported to them by the district CE coordinator.

Districts that report CEUs of their ministers to Global Clergy Development will be able to obtain cumulative records of their ministers' continuing education. Global Clergy Development will update continuing education on the minister's profile.

CHAPTER SIX

443

VALIDATION PROCEDURES

443.1 Validation of the USA *Sourcebook on Ordination*

This USA *Sourcebook on Ordination* was developed by COSAC-USA and submitted to ICOSAC for approval as required by *Manual* 424.5.

ICOSAC has examined the USA *Sourcebook on Ordination* to ascertain if it upholds the minimum standards, purpose, and philosophy as outlined in the *International Sourcebook on Developmental Standards for Ordained Ministers*. The USA *Sourcebook* was approved and ICOSAC recommended approval to Global Clergy Development for presentation to the General Board and Board of General Superintendents. Approval of the USA *Sourcebook on Ordination* was granted in February 2006.

Any revisions will be submitted to ICOSAC following each General Assembly. Revisions will reflect action of the General Assembly as well as respective cultural and societal changes.

443.2 Validation of Courses of Study

Educational providers within the United States of America desiring approval for their programs should submit their curricula to COSAC-USA for approval. The new program submission must include a proposal outlining the program, a catalogue description of the program/major showing all required and elective courses, the evaluation worksheet, and the ICOSAC Summary Form. Curricula submitted must also include individual course syllabi containing descriptions and objectives of each subject, and show how content, competency, character, and context are addressed. Syllabi must show a clear connection of assessment procedures and learning activities to outcomes/ability statements. The evaluation worksheet and ICOSAC Summary Form are found in Appendices D and E.

The COSAC-USA will then evaluate the program. If COSAC-USA and ICOSAC approve the curriculum, then ICOSAC through Global Clergy Development will submit the curriculum for validation to the General Board and the Board of General Superintendents.

Approved course of study curricula in the USA become a part of the USA *Sourcebook on Ordination*.

443.3 Required Course of Study Validation

The *Manual* requires all candidates for ordination to complete a validated course of study as the educational requirement for ordination.

Licensed ministers shall be graduated from the course of study when they have satisfactorily completed a validated course of study leading toward ordination by Bible, theological, and liberal arts colleges/universities and seminaries, whose ordination programs

have been validated by the Regional Course of Study Advisory Committee, recommended by the International Course of Study Advisory Committee (ICOSAC) through Global Clergy Development, for adoption by the General Board and approval by the Board of General Superintendents (*Manual 426.1*).

Cultural adaptations of each region's program for providing educational foundations for ministry will be approved by Global Clergy Development and the International Course of Study Advisory Committee in consultation with the regional educational coordinator (*Manual 426.2*).

Educational institutions must submit their degree curricula for religious studies for validation so their graduates will also have graduated from the course of study. Additionally, any district that offers a district-directed program must select and follow a validated course of study, or the district must prepare and submit its own curriculum for validation following the same criteria as educational institutions. Global Clergy Development maintains a current list of approved institutional programs and non-degree programs on its official website. Districts may choose from the list of non-degree programs or partner with educational institutions to offer instruction for academic credit.

443.4 Timetable for Submitting Programs for Validation

COSAC-USA normally holds its meetings annually with submissions due at least two months prior to the meeting. Please contact the USA Regional Education Coordinator through Global Clergy Development for exact dates for submissions.

443.5 Steps to Submit Programs for Validation

Preparing and submitting documents to validate a curriculum is the responsibility of the educational provider. The educational provider should contact Global Clergy Development for submission deadlines. Preparation of submission documents for validation requires comprehensive curriculum review. The time to gather documentation and complete the application should not be underestimated.

443.6 Program Reaffirmation

Course of study curricula will be re-evaluated periodically by each institution in consultation with Global Clergy Development and the regional education coordinator. Reaffirmation will include:

- reaffirmation application
- review of all syllabi and submission of changes
- review of the evaluation worksheet showing correlation between the educational provider's program components and *Sourcebook* ability statements (Appendix D)
- ICOSAC Summary Form (Appendix E)
- RCOSAC Report to ICOSAC (Appendix F)
- an explanation of any substantive changes in the educational provider's program since validation

Every effort will be made to coordinate the reaffirmation schedule with an

educational institution's accreditation schedule in order to reduce the workload. Reaffirmation must take place at least every five years. When General Assembly action requires a change in ministerial curriculum, adjustments should be made following each General Assembly and the revision submitted to the COSAC-USA and ICOSAC.

Global Clergy Development will notify the educational provider of the need for reaffirmation, providing sufficient time to complete the curriculum review and application prior to the scheduled COSAC-USA meeting. Reaffirmation forms are available in Appendices or from Global Clergy Development's official website, www.nazarenepastor.org.

443.7 Revising the USA *Sourcebook on Ordination*

Revisions in policy and procedures to the USA *Sourcebook on Ordination* require simple majority action by COSAC-USA and validation by ICOSAC. Editorial changes of the USA *Sourcebook* and related forms and appendices required between meetings of COSAC-USA and ICOSAC will be made by Global Clergy Development. A current version of the USA *Sourcebook on Ordination* and related forms and appendices will be maintained on the Global Clergy Development website.

**Form 1:
REGISTRATION
of Your Call to Ministry**

Full Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ E-mail: _____

I feel called to minister in the following areas:

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> Church Administrator | <input type="checkbox"/> Chaplain | <input type="checkbox"/> Educator |
| <input type="checkbox"/> Evangelist | <input type="checkbox"/> Christian Ed. | <input type="checkbox"/> Music |
| <input type="checkbox"/> Missionary | <input type="checkbox"/> Pastor | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Song Evangelist | <input type="checkbox"/> Lay Minister | |

My local pastor is: _____

District: _____

Complete the form and print five copies. Keep one copy.
Send one copy to each of the following:
your local pastor, the District Ministerial Studies Board,
your district superintendent, Global Clergy
Development¹.

¹ Church of the Nazarene, Global Clergy Development, 17001 Prairie Star Parkway, Lenexa, KS 66220

**Form 2:
Sample Local Minister's License**



Local Minister's License

SAMPLE

THIS IS TO CERTIFY THAT

Marsha Berry

is licensed as a Local Minister

in the Church of the Nazarene for one year, provided that
her spirit and practice are such as become the gospel of Christ,
and her teachings correspond with the established doctrines
of the Holy Scriptures as held by said church.

By Order of the Church Board of the
Community Church of the Nazarene.

Done at Trenton, Missouri this 5th day of August, 2012

Pastor

Church Board Secretary

Form 3:
Sample District Minister's License

Minister's License

This is to certify that Minister's Name is made a

Licensed Minister of the Gospel
in the
Church of the Nazarene

Preparation: Elder

for one year, provided that his spirit and practice are such as become the gospel of Christ, and that his ministry corresponds with the established doctrines of the Holy Scriptures as held by said church.

By order of District Name District Assembly of the Church of the Nazarene.

Done at City, State, the 1st day of January, 2012.



SAMPLE
General Superintendent

District Superintendent

District Secretary

Minister's License

This is to certify that Minister's Name is made a

Licensed Minister of the Gospel
in the
Church of the Nazarene

Preparation: Deacon

for one year, provided that his spirit and practice are such as become the gospel of Christ, and that his ministry corresponds with the established doctrines of the Holy Scriptures as held by said church.

By order of District Name District Assembly of the Church of the Nazarene.

Done at City, State, the 1st day of January, 2012.



SAMPLE
General Superintendent

District Superintendent

District Secretary

**Form 4:
Sample Certificate of Ordination
(Elder)**

Certificate of Ordination

Know all men by these presents, that under the protection of
Almighty God, and with an eye single to His glory,
by prayer and other religious services,

Gloria Melcher Coffin

has this day been set apart and ordained an Elder in the
Church of God according to the rules of the

Church of the Nazarene

being judged worthy and well qualified for that work by the
Southern Florida District Assembly,
and she is hereby recommended to all whom it may concern as a
proper person to administer the sacraments and ordinances
and to feed the flock of God so long as her spirit and
practice are such as become the gospel of Christ
and she continues to hold fast the form of sound words
according to the established doctrines of the gospel.

In Testimony Whereof we have hereunto set our hands and the
seal of the Church of the Nazarene
this 22nd day of May in
the year of our Lord, two thousand
and six.

Done at
Pompano Beach, Florida.



James D. Pate
General Superintendent
Gloria Melcher Coffin
District Superintendent
James W. Pate
District Secretary

**Form 5:
Certificate of Ordination (Deacon)**

Certificate of Ordination

Know all men by these presents, that under the protection of
Almighty God, and with an eye single to His glory,
by prayer and other religious services,

Gloria Melcher Coffin

has this day been set apart and ordained a Deacon in the
Church of God according to the rules of the

Church of the Nazarene

being judged worthy and well qualified for that work by the
Southern Florida District Assembly,
and she is hereby recommended to all whom it may concern as a
proper person to administer the sacraments and ordinances
and to feed the flock of God so long as her spirit and
practice are such as become the gospel of Christ
and she continues to hold fast the form of sound words
according to the established doctrines of the gospel.

In Testimony Whereof we have hereunto set our hands and the
seal of the Church of the Nazarene
this 22nd day of May in
the year of our Lord, two thousand
and six.

Done at
Pompano Beach, Florida.



James E. Pate
General Superintendent
John H. Coffin
District Superintendent
James W. Spear
District Secretary

**Form 6:
Sample Continuing Education Document**

Sample

Nazarene Headquarters CE Courses Completed

Category	Completed	Courses	Credits	Instructor	Sponsor	District	Current Year
22	4/14/2011	Creating a Culture of Continual Improvement	0.20	Andy Stanley	Northwestern Illinois	Northwestern Illinois	2011
Totals	1		0.20				
23	3/10/2011	Making Disciples	0.20	Rev. Hal Perkins	Northwestern Illinois	Northwestern Illinois	2011
Totals	1		0.20				

Page 1 of 1


Categories are as follows: 21-Content 22-Competency 23-Character 24-Context

This certifies that

Timothy Paul George

has been awarded 0.20 unit(s) of CE credit.

District:	Northwestern Illinois
4Cs:	Competency
Course:	Creating a Culture of Continual Improvement
Sponsor:	Northwestern Illinois
Date:	4/14/2011
Current Year:	2011


 Clergy Development Director

APPENDIX A: DEFINITION OF TERMS

Continuing Education

Continuing education is an approved program of study, which both precedes and follows pre-practitioner education such as seminary, college, or validated course of study.

Continuing Education Unit (CEU)

CEUs provide quantitative measurements for continuing education. The minimal criterion for one CEU is 10 "contact hours" of workshops or classes. If education is pursued in other ways such as reading, research, or planned mentoring, 30 hours of private study is equivalent to 1 CEU.

Curriculum

Curriculum is a program or plan for learning with all of its components and experiences, both formal and informal.

Deacon

An ordained deacon is a minister called of God to Christian ministry, whose gifts, graces, and usefulness have been demonstrated and enhanced by proper training and experience, who has been separated to the service of Christ by a vote of the district assembly and by the solemn act of ordination, and who has been invested to perform certain functions of Christian ministry (*Manual* 430, 430.2).

District Board of Ministry

The Board of Ministry oversees the preparation of candidates for ordination. The Board of Ministry assumes the duties of the District Ministerial Credentials Board and the District Ministerial Studies Board (see *Manual* 203.17, 226, 229-231.4).

District-Licensed Minister

A licensed minister is one whose ministerial calling and gifts have been formally recognized by the district assembly through the granting of a ministerial license, authorizing the minister for, and appointing him or her to, a larger sphere of service and to greater rights and responsibilities than those pertaining to a local minister, as a step toward ordination as an elder or a deacon (*Manual* 429).

District Ministerial Credentials Board (DMCB)

The DMCB consists of ordained ministers elected by the district assembly and in case of vacancies appointed by the district superintendent. It has the responsibility to examine and evaluate all persons who have been properly presented to the district assembly for election to the order of elder, the order of deacon, or for the recognized lay minister beyond the local church. This board is responsible to investigate the following:

- personal experience of salvation and sanctification
- knowledge of the Bible and theology
- acceptance of the doctrines
- the Covenant of Christian Character and the Covenant of Christian Conduct of the Church of the Nazarene
- polity of the Church of the Nazarene
- gifts and graces

- intellectual, moral, and spiritual qualifications
 - general fitness for ministry
- (*Manual* 226-228.10).

District Ministerial Studies Board (DMSB)

The DMSB consists of ordained ministers elected by the district assembly and in case of vacancies appointed by the district superintendent. It is to assist the district by providing and supervising an educational program for the preparation of ministers and continuing education for those who have completed the course of study for their ordination. The board shall monitor the academic progress of persons preparing for ministry and in continuing education programs. The board shall keep performance records of all course work done and report to the DMCB (*Manual* 229-231.4).

Elder

An elder is a minister called of God to preach, whose gifts and usefulness have been demonstrated and enhanced by proper training and experience, and who has been separated to the service of Christ through His church by the vote of a district assembly and by the solemn act of ordination, and thus has been fully invested to perform all functions of the Christian ministry (*Manual* 431).

Local Minister

A local minister is a lay member of the Church of the Nazarene whom the local church board has licensed for ministry under the pastor's direction and as opportunity affords, thus providing for the demonstration, employment, and development of ministerial gifts and usefulness (*Manual* 428).

Manual

This refers to the current edition of the *Manual* of the Church of the Nazarene.

Appendix B: District Continuing Education Guidelines

DISTRICT OFFICE GUIDELINES FOR EVALUATING & GRANTING CONTINUING EDUCATION UNITS (CEUs) (Edited 2012)

1. You will need one of the following items listed below to evaluate continuing education (CE) seminars and events.
 - Brochure showing name, topic, and schedule of the seminar.
 - Course syllabus providing information on the depth of the topic covered.
 - Certificate showing number of CEUs awarded, if available. *(If the certificate shows the number of CEUs given for the seminar [not contact hours] you may accept that number of CEUs).*

- NOTE:** A minimum expectation is 20 contact hours each year, two accredited CEUs (*Manual 424.6*). Academic programs are considered continuing education and as such can earn CE credit. However, it is important to report credit hours earned for continuing education records. Those having earned at least three semester hours (four quarter hours) per year for academic credit will have exceeded the minimum continuing education expectations as stated in the *Manual 424.6*. Graduate programs are not recorded as continuing education through Global Clergy Development. However, the minister's report should reflect involvement in graduate programs. Those who meet the above guidelines while in a degree program are exempt from earning the minimum expectation of 20 contact hours each year, two accredited CEUs (*Manual 424.6*).

2. ***Please note: Only district-licensed ministers, ordained elders, and ordained deacons are eligible to receive CEUs for conferences/seminars, etc. they attend.***

3. When reviewing the brochure, look for the name and theme/focus of the seminar. Please be certain the topic covered will be applicable to the ministry of the church and/or community.

4. When reviewing the syllabus, look at the subject matter covered, the depth and how it will be applied to the individual's ministry both in the church and the community.

5. When determining CEUs, ascertain the number of contact hours (50 minutes = one contact hour, ten contact hours = one CEU). Include ONLY regular sessions and plenary sessions (if applicable). In other words, do NOT include anything such as meals, breaks, openings, closings, etc. Again, if there is a certificate with a specific number of CEUs granted, you may accept that number of CEUs. (For information on the directed reading program, see #7. For information on a minister teaching a course, see #8).

6. CEUs are now assigned according to the 4 Cs (*Content, Competency, Character, and Context*). Content covers seminars dealing with the topics or matters of written work (*Bible, Theology, Sunday School Conferences, etc*). Competency

covers seminars dealing with learning abilities or qualities which will help the student function and/or respond in a certain way according to what he/she has learned (*Administration, Organization, Preaching, etc.*). Character covers seminars dealing with personal growth, including individual attributes and mental and ethical traits marking a person (*Faith Renewal, Mapping Your Style, Temperament, etc.*). Context covers seminars dealing with interrelated conditions in which something or someone exists or occurs (*Social Concerns, Ethics, Community Situations, etc.*).

7. For ministers unable to attend CE events due to circumstances beyond their control, the district may establish a directed reading program to fulfill the CE requirements. The books need to be evaluated according to the 4 Cs. Participants should try to read a variety of books which will grant them CE credit in all of the 4 Cs. For the directed reading program, 30 hours of reading would equal one CEU. Your DMSB would make the determination how many books should be read for a given amount of time that would earn the CEUs desired.
8. Ministers teaching a class for the first time may receive CE credit for the number of hours involved in preparation. Thirty (30) hours of preparation time are required to equal one CEU.
9. A variety of topics and brokers are available for ministers' use as resources when completing CE for the year. One determination for granting CEUs is finding out how it will be applied to the individual's ministry both in the church and the community.
10. Global Clergy Development is responsible for recording CE for pastors and will continue to issue CE credits and updated CE records as we receive the information in our office. **Any seminars or events the district office approves and sends us will be accepted by our office.**
11. We do suggest you set up a system whereby you send us a monthly or quarterly CE report for the ministers on your district who have earned CEUs. (*CE Report forms are available if you need them.*) When filling out the report, please submit the following information:
 - A. Minister's Legal Name—Please indicate the minister's legal or full name. For example, Rev. Timothy W. Green, not "Butch" Green or "Jr." Green. For ALL CE events (*whether district events or individual seminars*), we send CE cards and updated records to the district coordinator or district office for distribution to the participants. All the information we need to record CEUs is the CE district report sent to us by the district office or CE coordinator.
 - B. 4 Cs—Indicate which of the 4 Cs best fit the seminar taken. For example, "What's Your Temperament?" would be assigned to the *Character* category. Please note that some seminars/events may possibly fit in more than one assignment. Please choose the C that best fits that particular seminar. You may use a number for this category on the report form: 21 = Content, 22 = Competency, 23 = Character and 24 = Context.
 - C. Title of Event—What was the exact title of the CE event? Example: "K Church Conference."
 - D. CEUs—Record the number of CEUs granted for the seminar attended. If the minister has attended more than one CE event for the time period being

reported, each event must be listed separately with all of the information from A-E included.

- E. Instructor(s)—Who taught the class? If there was more than one teacher, then you can note “Various” on the report form.
 - F. Sponsor—Who sponsored the event? Was it sponsored by the district? For example, Kansas City District, John Maxwell Seminars, Injoy Ministries, School of Leadership Development (SLD), etc.
 - G. Event Date—What was the completion date of the continuing education event? For example, the Millennial Celebration was February 17-19, 1999. The date to be entered in the “Event Date” field is 2/19/99.
12. We are here to assist you in every way possible. If you are evaluating an event for CE and have questions, please email Darlene Friend (dfriend@nazarene.org) or call our office at 800-306-7651.

Appendix C:
Sample Continuing Education Grid
 Decadal Planning/Tracking
 2009-2018

Year	CONTENT	COMPENTENCY	CHARACTER	CONTEXT
	<i>Knowledge</i>	<i>Skills</i>	<i>Integrity</i>	<i>Social/Cultural</i>
	BS#1		PD#1	
2		AD#1		CI#1
3			ED#1	CI#2
4	HT#1		PD#2	
5		PS#1		XM#1
6	CE#1		SF#1	
7	CM#1	MM#1		
8		AD#2		CI#3
9			HM#1	CI#4
10	BS#2	PC#1		

Registered categories:

Content	Competency	Character	Context
BS=Biblical Studies CE=Christian Education HT=Holiness/Theology CM=Miscellaneous DRP=Directed Reading Program	AD=Administration PC=Pastoral Care PS=Preaching Skills MM=Miscellaneous DRP=Directed Reading Program	PD=Personal Development SF=Spiritual Formation Development ED=Ethical Development Program HM=Miscellaneous DRP=Directed Reading Program	CI=Contemporary Issues XM=Miscellaneous DRP=Directed Reading Program

PD#1 = How to Use the Internet in Ministry
 PD#1 = Managing the Pastoral Staff
 BS#1 = Book Series on Pauline Epistles
 CI#1 = Reaching Secular People
 CI#2 = Spiritual Formation of Families in a Complex Society
 XM#1 = Law for Clergy
 HT#1 = Holiness for the New Millennium
 ED#1 = Professional & Sexual Ethics
 PD#2 = Balancing the Pastor's Personal Life and Ministry
 PS#1 = Making Words Work for You
 CE#1 = Developing a Giving Church
 SF#1 = The Lord's Prayer
 MM#1 = Worship: Old and New
 CM#1 = Accounting for Pastors
 CI#1 = A Biblical Look at Divorce and Remarriage
 CI#3 = Domestic Violence Seminar
 AD#2 = Small Church Institute
 HM#1 = Avoiding Burnout
 CI#3 = Contemporary Religious Issues
 BS#2 = Resurrecting the Resurrection
 PC#1 = Grief, Death, and Dying

Appendix D: Evaluation Worksheet and Instructions

INSTRUCTIONS FOR NEW PROGRAM SUBMISSION AND REAFFIRMATION MINISTERIAL COURSE OF STUDY PROGRAMS FOR APPROVAL BY COSAC-USA¹

Enclosed is a sample syllabus and a copy of the Program Evaluation Worksheet. The Worksheet lists the outcomes that must be fulfilled for graduation from the course of study. You will notice the outcomes are organized by subject matter within the framework of the 4 Cs: Content, Competency, Character and Context. Each outcome within the "C" has been identified with a number (e.g. CN-1, CX-4, etc).

Some outcomes have been revised to apply to both the elder and deacon credentials. Outcomes related to a specific credential (Christian education, music, administration, etc.) have been moved to the end of the Competency section.

The two columns on the right of the Worksheet are left blank. Please supply the Course Title and Number and the specific objective and/or assignment from the syllabus of that course that shows the outcome being accomplished.

Evaluation Worksheet Example:

Outcomes for Graduation from the Course of Study		Course Title/ Number	Objective/ Assignment
<i>CONTENT</i>			
	<i>Interpretation of Scripture</i>		
CN-15	Ability to describe how the Bible came into being up to contemporary translations	BIB550 - Biblical Hermeneutics	Objective #5—describe how the Bible developed—from beginning to the various contemporary English versions Assignment 1—textbook Assignment 2—reading reports Assignment 4—weekly quizzes
CN-16	Ability to identify the steps of historical, literary, and theological analysis used in exegesis	BIB550 - Biblical Hermeneutics	Objective #9—describe a method of interpretation that incorporates the historical context, the literary structure and context, and theological content of a passage to arrive at the textual meaning Assignment 1—textbook Assignment 2—reading reports Assignment 4—weekly quizzes
CN-17	Ability to exegete a passage of Scripture using the steps listed above	BIB550 - Biblical Hermeneutics	Objective #10—proceed step-by-step through the process of exegeting a passage of Scripture Assignment 6—4,000- to 5,000-word exegetical presentation

¹ Course of Study Advisory Committee (COSAC)

Notice: For CN-15 and CN-16, specific assignments in the textbook reading (Assignment #1) and quizzes (Assignment #4) also could have been used to show accomplishment of objectives #5 and #9. CN-17 will be fulfilled by either Objective #10 or Assignment 6.

The following items should be returned to Global Clergy Development:

- proposal to COSAC-USA, outlining program
- completed and/or revised Evaluation Worksheet
- copies of syllabi for all courses listed under Course Title/Number showing appropriate objectives and/or assignments
- Submission Application for new programs or Reaffirmation Application for validated programs
- catalog copy of the degree program showing required courses to complete degree
- degree audit sheet

We have included an electronic version of the Evaluation Worksheet and Program Summary Form. You may use the electronic versions to enter your courses and objectives/assignments. Please return both hard copy and electronic copy with your application.

Once COSAC-USA has approved the degree program, schools with validated programs should provide students with a letter to present to their DMSB, reporting their enrollment in the approved program, along with their progress.

A student graduating from a validated program, one that addresses all academic requirements for ordination, may receive either a certificate of completion or a transcript of classes to use in guiding the candidate's final assessment by the District Ministerial Studies Board for ordination. The DMSB secretary may use the certificate or transcript to verify the student's academic progress through the educational provider. However, candidates who demonstrate a lack of basic knowledge during interviews with the DMSB may be asked to take supplemental coursework in order to graduate from the course of study. Boards may request this additional work only if the candidate demonstrates a lack of understanding of either content or context, a loss of performance of basic competencies, or a change of character following their graduation from the validated program. Supplemental study should reflect an assessment of a change in the candidate during the ordination process, not a deficiency in the validated program.

"The licensed minister shall present the certificate of completion to the District Ministerial Studies Board responsible for considering recommendation to the district assembly for graduation from a validated course of study." *Manual* 426.1

APPENDIX E: ICOSAC Summary Form and Instructions

Instructions for Completing the Program Summary

Heading:

Fill in your World Mission **Region**, the **Program Title** for this submission, and the name of your group as the Education **Provider**.

Columns:

Program Component: These are significant, identifiable, required components of the program. They may include courses, field experience, internship, accountability groups, etc.

Description & Outcomes Summary: Concisely describe each component. Include the intended learner outcomes in the description.

Weighting (Content/Competency/Character/Context): Each program component has a total program weighting of 10 points. Assign a number to each of the 4 Cs based on the portion of the total contributing to learner development in *Content*, *Competency*, *Character*, and *Context* (see the *Manual* definitions below). It may be helpful to think of the number as the percentage of the component that develops the learner's abilities in each of the 4 Cs (e.g., 1 is equal to 10%, 5 equals 50% and 10 equals 100%). Assign a total of exactly 10 points (100%) to each program component.

Additional Lines: In order to list all program components it will be necessary to add blank lines before the heavy black line at the top of the Program Weighting Summary.

Program Weighting Summary:

If you use the Excel spreadsheet provided, the Program Weighting Summary will be calculated automatically. If you do not use the spreadsheet, you can calculate the totals as follows:

Total: Add all of the numbers assigned to **Content** and place the total in the appropriate cell. Do the same for **Competency, Character, and Context**.

% of Total Program: Add the four numbers in the **Total** line. (The result should be 10 times the number of Program Components listed.) For the **Content % of Total Program**, divide the number in the Content Total cell by the total of the 4 Cs.

The Program Summary is available as a Microsoft Excel file on www.nazarenepastor.org or from Global Clergy Development.

**Appendix F:
RCOSAC REPORT TO ICOSAC**

Validation Date: _____ to _____

Region: _____

Educational Provider _____

Program Name: _____

APPLICATION FOR PROGRAM REAFFIRMATION

1. *Program Balance*

State the percentages assigned to each of the following areas:

»Content	_____	%
»Competency	_____	%
»Character	_____	%
»Context	_____	%

(Please see attached Program Summary)

2. *Outcomes and Assessment*

• **Intended Outcomes**

Does each subject, module, or component included in the program have measurable and/or observable outcomes stated for each of the 4 Cs? (See *Manual* 246.3. It is assumed each specific course unit should normally contain some element of all 4 Cs: Content, Competency, Character, and Context.)

» Yes _____ No _____

• **Assessment/Outcomes Linkage Documented**

Does COSAC have written documentation that shows the linkage of assessment/activity to Intended Outcomes?

» Yes _____ No _____

• **Educational Requirements**

Has COSAC verified this fulfills all *Manual* and regional *Sourcebook* requirements necessary for ordination?

» Yes _____ No _____

3. *Provider/Church Partnership*

• **The Partnership Plan**

Is there written documentation that shows how the districts and churches are involved as partners with the educational provider in the educational preparation of ministers in this submission?

» Yes _____ No _____

• **Partnership Implementation**

Is there written documentation describing how the district/church and the provider will communicate with one another and with the student during partnership arrangements?

» Yes _____ No _____

4. *Spiritual Formation*

- **Student:** Is there provision for character formation outside the classroom experience (i.e. chapel attendance, small focus groups, mentoring, journaling, portfolio composition, etc.)?

» Yes _____ No _____

- **Instructor:** Is there provision for character formation outside the classroom experience (i.e. chapel attendance, small focus groups, mentoring, journaling, portfolio composition, etc.)?

» Yes _____ No _____

5. *Program Depth, Availability, and Articulation*

• **Program Depth**

Does this program require a minimum of three years as a full-time student for completion?

» Yes _____ No _____

If No, please explain. _____

• **Program Availability**

Is the program offered in such a manner that it could be completed within six years?

» Yes _____ No _____

If No, please explain. _____

• **Program Articulation**

Is explanation given as to how this program articulates with other programs of the educational provider or other educational providers of the field or region?

» Yes _____ No _____

If No, please explain. _____

AREAS FOR IMPROVEMENT: We have identified the following areas for program improvement:

What progress has been made on the Areas for Improvement and responses to previous concerns?

List specific changes that have been made to this curriculum since the original submission:

We recommend this program for endorsement by ICOSAC.

» Yes _____ No _____

Members of COSAC: (Type name and occupation)

Respectfully submitted this _____ day of _____, _____

COSAC Member

Regional Director

COSAC Member

REC

APPENDIX G: MANUAL

426.3 General Curriculum Areas for Ministerial Preparation. Though curriculum is often thought of only as academic programs and course content, the concept is much larger. The character of the instructor, the relationship of the students and instructor, the environment, and students' past experiences join with the course content to create the full curriculum. Nevertheless, a curriculum for ministerial preparation will include a minimal set of courses that provide educational foundations for ministry.

Cultural differences and a variety of resources will require differing details in curriculum structures. However, all programs providing educational foundations for the ordained ministry that seek approval by Global Clergy Development should give careful attention to content, competency, character, and context. All courses involve all four elements in varying degrees. The purpose of an approved program of study is to contain courses that will help ministers fulfill the mission statement of the Church of the Nazarene as agreed upon by the Board of General Superintendents as follows:

The mission of the Church of the Nazarene is to respond to the Great Commission of Christ to "go and make disciples of all nations" (Matthew 28:19). The primary objective of the Church of the Nazarene is to advance God's Kingdom by the preservation and propagation of Christian holiness as set forth in the Scriptures.

The critical objectives of the Church of the Nazarene are "holy Christian fellowship, the conversion of sinners, the entire sanctification of believers, their upbuilding in holiness and the simplicity and spiritual power manifest in the primitive New Testament Church, together with the preaching of the gospel to every creature" (*Manual* Foreword).

The program of study is described in the following categories:

- **Content**—Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and the history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included in these courses.
- **Competency**—Skills in oral and written communication; management and leadership; finance; and analytical thinking are also essential for ministry. In addition to general education in these areas courses providing skills in preaching, pastoral care and counseling, biblical exegesis, worship, effective evangelism, biblical stewardship of life resources, Christian education, and Church administration must be included. Graduation from the course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.
- **Character**—Personal growth in character, ethics, spirituality, and personal and family relationship is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.

- **Context**—The minister must understand both the historical and contemporary context and interpret the worldview and social environment of the culture where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

**APPENDIX H:
SAMPLE LETTER FROM PASTOR/MENTOR TO DMSB
SECRETARY**

The pastor/mentor is responsible to meet with each person who senses a call to ministry and discuss the Church Constitution, the Covenant of Christian Conduct, Call and Qualifications of the Minister, and Categories and Roles of Ministry. The pastor/mentor should compose a letter to the DMSB secretary & district superintendent stating the called person's understanding of each of the above sections and topics. A sample letter is shown below will establish solid communication with district leaders and is an important addition to the **Registration of the Call to Ministry** (Form 1).

(DATE)

Rev. Robert L. Winset
Secretary, District Ministerial Studies Board
1111 N.E. 10th St. Jamesboro, MO
12345

Dear Rev. Winset:

I am writing today concerning Adam Right. Adam is a member of my congregation and has expressed his sense of God calling him into Christian ministry. Adam and I met this last Saturday. We discussed his call to the ministry and the role in which he may best serve. We also went over several portions of the **Manual** including the Church Constitution, the Covenant of Christian Conduct, Call and Qualifications of the Minister, and Categories and Roles of Ministry.

I want to let you know that Adam has a clear understanding of these items and is excited about the prospect of ministry. He is attending one of our Nazarene institutions in preparation for the ministry. Please keep him on a list of prospective ministers and possible enrollees in the Course of Study.

If you have any questions regarding Adam, please feel free to call me.

Sincerely,

Rev. Samantha J. Lansing
Pastor, New Day Community Church

APPENDIX I: Procedures for Issuing a Local Minister's License

1. The candidate should read Part II (Church Constitution), Part III (Covenant of Christian Conduct), Part IV (Government), 400-401.6, 428-428.7, and 903-903.19 in the 2009-2013 Manual of the Church of the Nazarene and become familiar with the Handbook for Christian Ministries.
2. The candidate completes the "Application for a Local Minister's License" and submits a copy to the local church pastor. (This form is located on www.nazarenepastor.org)
3. The local church pastor interviews the candidate regarding his or her gifts and graces for ministry and the call to ministry, as well as outlining the responsibilities of being a local minister (*Manual* 413.10). It is recommended the spouse be included in the interview with the local church pastor.
4. If the local church pastor finds the candidate has met the requirements for a local minister's license, the pastor will schedule a candidate interview with the local church board recommending the issuance of a local minister's license. It is recommended the spouse be included in the interview with the local church board.
5. The local church board interviews the candidate using the candidate's "Application" and the "Interview Guidelines for a Local Minister's License." The "Guidelines" form should be completed as the interview is conducted.
6. After the interview is completed, the candidate is dismissed from the meeting. The local church board discusses the interview and votes whether or not to issue a local minister's license (*Manual* 129.12, 402.3, 428.1).
7. Upon favorable local church board vote, a local minister's license is issued for a period of one year (*Manual* 129.12, 428.1).
8. Upon favorable local church board vote, the local church pastor mails a copy of the completed "Interview Guidelines" to the district superintendent along with a copy of the local church board's written recommendation.
9. The local church pastor enrolls the licensee with the DMSB (*Manual* 231.1), who will advise the candidate on the recommended validated Course of Study. The DMSB will give guidance to the local church pastor and the new Local Minister relative to the Ministerial Course of Study.
10. It is recommended that the local license be presented in a public service by the local church pastor.
11. The local church pastor is responsible as mentor to give continued encouragement to the candidate and to guide him or her in pursuing the Ministerial Course of Study and the requirements for re-licensure (*Manual* 413.10).
12. Local licensed ministers attending one of the Nazarene institutions of higher education will be required to inform both the local church pastor and the District Ministerial Studies Board of their status by providing (a) transcripts of courses completed and (b) the current subjects being studied.
13. Each local minister candidate who requests a local church license shall complete an online application that checks a person's credential through the General Secretary's office. This form is NOT a criminal background check, but is intended for all new applications. Local pastors will work with their district office with LOCAL/DISTRICT MINISTER'S LICENSE CANDIDATE FORM.

APPENDIX J: PROCEDURES FOR ISSUING A DISTRICT MINISTER'S LICENSE

1. When the minister has held a local minister's license for one full year and has completed the required studies, application may be made for a district minister's license (*Manual* 428.5).
2. The minister must request a recommendation for a district minister's license through the local church board (*Manual* 428.5, 429.1).
3. The signed recommendation form and the application for minister's license should be forwarded to the district secretary.
4. The District Ministerial Studies Board verifies to the District Ministerial Credentials Board that the necessary course work has been completed.
5. The minister will be interviewed by the District Ministerial Credentials Board.
6. If the minister has a background involving a divorce and/or remarriage, the District Ministerial Credentials Board must first offer their recommendation for the granting of a district license to said minister to the Board of General Superintendents for approval. The minister must also provide supporting documentation to the District Ministerial Credentials Board regarding the divorce and/or remarriage (*Manual* 320, 429.1).
7. The District Ministerial Credentials Board requests district assembly approval for granting the district minister's license.
8. A license signed by the general superintendent in jurisdiction of the district, the district superintendent, and the district secretary is issued to the minister (*Manual* 429.6). The license may be mailed to the minister after the district assembly.
9. The license may be renewed according to the procedures outlined in *Manual* 429.3. If the minister is also a pastor, the recommendation for renewal of the license must be obtained from the District Advisory Board, rather than the local church board (*Manual* 222.10, 429.5).

The recommendation form and the application for district minister's license are available from the district secretary.

*The District Office may obtain the online form for **Local/District License***

***Application** from this website: <http://nazarene.org/ministries/qensec>*

Select from the menus:

<District forms><District Forms Group 1><District Minister License Application>

**APPENDIX K:
THE NAZARENE MINISTER: *BE, KNOW, DO***

“BE”

1. A loving servant is:
 - Humble
 - Vulnerable
 - Love for God (piety) expressed in
 - Prayerfulness
 - Availability to the Holy Spirit
 - Being called
 - Obedience to the call
 - The church’s confirming the call
 - Love for people in
 - Compassion
 - Sensitivity

2. Transformed

3. Honorable (i.e., integrity = morally unimpaired)
 - Trustworthy
 - Honest
 - Genuine
 - Transparent
 - Loyal
 - Reliable
 - Non-manipulative

4. Wise (expressed in)
 - Discernment (will of God)
 - Common sense
 - Objectivity

5. Self-disciplined (expressed in)
 - Maturity
 - Self-awareness
 - Self-control
 - A sense of the appropriate
 - Perseverance
 - Patience
 - Courage boldness
 - Being a self-starter
 - Ordering priorities
 - Commitment
 - Passion

"KNOW"

1. The truth
2. Liberal Arts
 - Human behavior
 - Sociology
 - Psychology
 - Anthropology
 - Communication
 - Persuasion
3. History/Tradition
 - Contextualization, awareness of contemporary world, diversity
 - Sociology/anthropology
4. Methods of research (exegesis of congregations and communities)
5. Classical Theological Disciplines
 - Spirituality
 - Theology
 - Ecclesiology
 - Worship/music
 - Bible/gospel
 - Ethics
 - History
 - Mission
 - Christian education
6. Relational Disciplines
 - Leadership
 - Authority, power, conflict management
 - Knowledge of human brokenness

"DO"

1. Personal Skills
 - Think critically
 - Think like a minister
 - Model servanthood as pastor
 - Love
 - Minister reconciliation
 - Behave faithfully
 - Change, grow, adapt
 - Take risks
2. Pastoral Care
 - Develop solid personal relationships
 - Counsel, heal, guide
3. Teaching
 - Mentor
 - Imagine a better future
 - Interpret one's faith
4. Evangelize, Disciple, Nurture
5. Preach
 - Exegetically
 - In narrative style
 - Biblically
6. Communicate
 - Interpersonal communication
 - Listening actively
 - Vision casting
7. Leadership/Administration/Policy
 - Provide visioning
 - Articulate goals
 - Lead worship
 - Assess
 - Plan
 - Evaluate
 - Facilitate organizational development
 - Lead in team building
 - Lead educational ministry
 - Promote missions
 - Missions