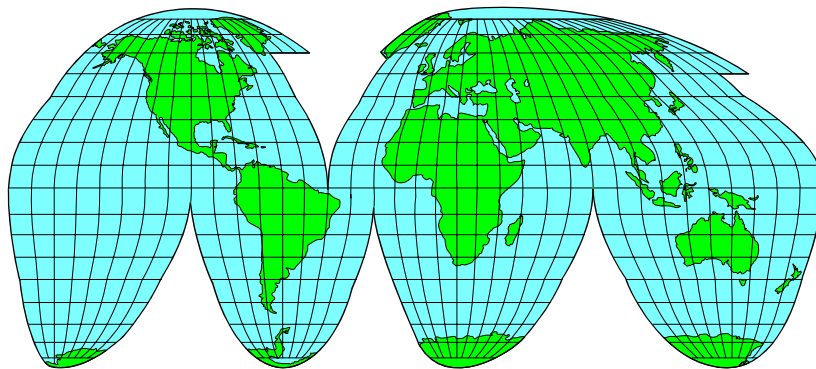


*International Sourcebook
on
Developmental Standards
for Ordained Ministers*



*Church of the Nazarene
Adopted February 1999
Revised 2005*

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¹ Refers to *International Sourcebook on Developmental Standards for Ordained Ministers*

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INTRODUCTION

The Purpose of the *International Sourcebook on Developmental Standards for Ordained Ministers*

This *International Sourcebook* is designed to assist world areas in developing their own *Sourcebook on Ordination*, and sets minimal standards for ordination and ongoing education across the regions (*Manual* 424.1):

The variety of cultural contexts around the world makes one curriculum unsuited for all world areas. Each region of the world will be responsible for the development of specific curricular requirements for providing the educational foundations for ministry in a way that reflects the resources and the expectations of that world area (*Manual* 424.2).

The Church of the Nazarene recognizes the diversity of worldviews and contexts between and within regions—and it is the desire of the church to see ministerial education contextually appropriate for each individual setting. Thus, it is inappropriate to provide one model that would be transplanted to the various world areas and cultures. Nevertheless, the Church of the Nazarene also recognizes the essential universal expectations of ministers throughout the denomination.

It is the responsibility of each region to ensure that the *Sourcebook on Ordination* they develop will provide programs that are culturally relevant both in content and in teaching methodologies. Thus, the regional *Sourcebook on Ordination* will reflect the diversity that exists within the wider church.

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 the process of preparation and continuing education for Nazarene ministers. This *Sourcebook on Ordination* becomes an extension of the *Manual* valid for the region for which it is prepared. The *International Sourcebook on Developmental Standards for Ordained Ministers* is authorized by the *Manual* as the guide and statement of standards for each regional *Sourcebook on Ordination* (*Manual* 424.5).

Therefore, all *Sourcebooks* will be numbered sequentially as a continuation of the *Manual* starting with paragraph 436. The paragraph numbers, excluding extensions used for the designation of each section of the *International Sourcebook*, should be used for the corresponding sections of each regional *Sourcebook*. The paragraph number extensions used in a regional *Sourcebook* will probably differ from that of the *International Sourcebook* and other regional *Sourcebooks* because the number of explanatory paragraphs will vary.

Relationship to General Board

The International Course of Study Advisory Committee (ICOSAC) is related administratively to the General Board through Clergy Development and the USA/Canada Mission/Evangelism Department.

Relationship to General Church

ICOSAC will serve as an advocate to the General Church to support activities and needs of regional COSACs.

The Standard for Ministerial Preparation

This *International Sourcebook on Developmental Standards for Ordained Ministers* 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 Use of the *International Sourcebook on Developmental Standards for Ordained Ministers*

This *International Sourcebook on Developmental Standards for Ordained Ministers* is a template upon which regional *Sourcebooks* can be designed. Each regional *Sourcebook on Ordination* needs to deal with the elements found in this document; namely, the call, the educational preparation, the candidacy for ordination and the lifelong learning of the minister. The resources within this book set the minimum expectation in each of these areas.

In each world area, the regional standards established should not be less than the minimums listed in this *Sourcebook*. In many world areas, the educational and societal expectations would require standards that considerably exceed the guidelines within this document. It is incumbent upon each region to assure that these additional expectations are satisfied for the appropriate cultures or countries.

The elements of this *Sourcebook* which extend the *Manual* are:

- ¶436: The Call
- ¶437: Educational Preparation
- ¶438: District Ministerial Studies Board
- ¶439: Candidacy for Ordination or Certification
- ¶440: Lifelong Learning
- ¶441: Validation Procedures

The Contextualization of the Elements of the *Sourcebook on Ordination*

Each of the elements of the *Sourcebook on Ordination* will require different levels of contextualization. The Educational Preparation, the District Ministerial Studies Board and Lifelong Learning elements will probably require more cultural adaptation than the other elements. Further, Lifelong Learning should be adapted not only culturally, but also individually. That is to say, the life and ministerial situations of each person should shape the design of the plan for continuing education. Geographic, financial, and cultural issues all impinge upon the nature of continuing education.

Validation

The regional *Sourcebook on Ordination* and curricula are validated through a process involving approval by the regional COSAC, ICOSAC, Clergy Development, the General Board, and the Board of General Superintendents. This process is spelled out in chapter six.

CHAPTER ONE

436

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).

436.1 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.

436.2 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.

436.3 Three Types of Ministries

The Church of the Nazarene recognizes three types of ministry. An ordained elder is a person with a call to lifetime ministry with a preaching commitment (*Manual* 429). An ordained deacon is a person with a call to a lifetime of ministry that does not necessarily include a call to preach (*Manual* 428).

A third category is the Certificate of Lay Ministry (*Manual* 402). Persons thus recognized are called to essential roles of ministry on behalf of the local church but do not feel called to the official and public work of the ministry and do not plan to devote full time to the ministry. Specific information on lay ministry is found in the regional *Handbook for Christian Ministries*.

436.4 The Church and the Minister's Call

We recognize the universal truth that the call to ministry comes from God rather than the church. Nevertheless each regional *Sourcebook on Ordination* needs to make clear the role of the church in stimulating the call among believers and the appropriate validation procedure before, during, and after the formal education of the minister. The church has the responsibility to validate the call and to confirm the genuineness of that call

by observing that the called person demonstrates fruitful ministry in the local church, and continues to show growth in competency (*Manual* 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 lead the congregation in mentoring the called person. The pastor or a designated person may fulfill the role of personal mentor.

CHAPTER TWO

437

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 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.

437.1 **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 440-440.4). The following educational goals are the desired results of the four curricular elements of ministerial preparation.

For the minister “**to be**”, the desired outcomes are expressed in:

1. loving God with all the heart, soul, mind, and strength and the 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 outcomes 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 her 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 outcomes 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

437.2 Curricular Elements of Educational Preparation

There are four major elements of the educational preparation of 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 elements 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 424.3).

The Manual describes each of these four educational elements 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 424.3).

437.3 Study Schemes for the Desired Outcomes

Any scheme of study should be designed to assist the candidate to develop the principles expressed above. 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.

Regions should designate approximately $\frac{1}{4}$ of the units within the course of study as the first stage.

Candidates who have completed the first stage of the scheme of study should have been introduced to all components necessary for effective 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 content, competency, character, and context.

437.4 Minimal Educational Requirements

The minimum educational requirement for the recommendation of a candidate for ordination is the minimum of three years of full-time ministerial preparation or its part-time equivalent. Ministers who have completed the course of study need to have achieved the expectations set out below. The following grid arranges units according to the dominant classification in that unit. The minimal percentage of time allocated to each group of units is indicated, with the recognition that various world areas or regions may adjust these percentages upwards, utilizing the undesignated percentage balance. All programs should equal one hundred percent.

<i>Minimal Educational Requirements</i>	
%	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* 424.3, “**Competency** . . . *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.”

CHAPTER THREE

438

DISTRICT MINISTRY BOARDS

The *Manual* has established a District Ministerial Studies Board (DMSB) and a District Ministerial Credentials Board (DMCB) to oversee the education and development of ministerial candidates.

438.1 District Ministerial Studies Board

By the *Manual*, the DMSB is charged with administration of the educational program for the candidate (*Manual* 229-231.4). Each region is responsible to outline how these boards and their educational structures work together to provide the educational program for their candidates.

Where the primary provider of education is the DMSB, the responsibilities of this board need to be carefully outlined in harmony with the provisions of the *Manual*. Where regions or districts have chosen an educational structure as primary provider, the relationship of the education provider to the District Advisory Board, the DMSB, and the DMCB needs to be developed by the region in harmony with the *Manual*.

438.2 Assessing Transferring Students

Ordination by the church is accepted on every region. However, students engaged in a validated course of study covered by one regional *Sourcebook* might transfer to another location with a different regional *Sourcebook* prior to being ordained. The receiving DMSB or Board of Ministry will make every effort to assess prior learning and assist candidates in completing the validated course of study in the receiving district. Ultimately, every candidate must meet the regional *Sourcebook* requirements of the ordaining district (See also 441.2).

438.3 District Ministerial Credentials Board

The DMCB is charged with examining and evaluating all who apply for licensing and credentialing in the Church of the Nazarene. The DMCB will investigate each candidate in the following areas:

- personal experience of salvation and sanctification
- knowledge of the Bible and theology
- acceptance of the doctrines
- polity of the Church of the Nazarene
- gifts and graces
- evidence of ministerial abilities
- intellectual, moral, and spiritual qualifications
- general fitness for ministry
- general rules and the Covenant of Christian Conduct of the Church of the Nazarene.

438.4 District Board of Ministry

The *Manual* of the Church of the Nazarene has made provision for the duties of these two boards to be combined into one Board of Ministry (*Manual* 203.17).

CHAPTER FOUR

439 CANDIDACY FOR ORDINATION OR CERTIFICATION

439.1 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. The board should evaluate thoughtfully and prayerfully 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 426*).

See *Handbook for Christian Ministries* for applicants who do not feel called to the official and public work of the ministry and do not plan to devote full time to the ministry.

439.2 Renewal of Local Minister's License

A local minister's license may be renewed upon recommendation of the pastor and the local church board and approved by the district superintendent. If a locally 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. A local license cannot be reviewed after two years without written approval from the district superintendent, if the candidate has not completed at least two subjects per year in a validated course of study (*Manual 426.3-.4*).

439.3 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 426*.

439.4 District Licensed Minister

To qualify as a district-licensed minister, the candidate must have held a local minister's license for 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.
 3. The candidate must provide the DMSB with an up-to-date record of his or her studies.
 4. The candidate must appear before the DMCB 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.

439.5 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 427.5*), even if currently serving as an assigned minister. A minister’s license may be renewed provided the candidate shall have passed a minimum of two subjects in the prescribed, validated course of study, or shall have presented a satisfactory written explanation to the DMCB (*Manual 427.3*). The DMSB shall inform the DMCB of the academic progress of the candidate (*Manual 231.3*).

439.6 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. 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 *Manual* stipulations concerning ordination (*Manual 428-29.3*). The candidate for ordination must meet the requirements of the validated educational program, 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.

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 ordinands with the authority of the ministerial office, charging them with its obligations and publicly presenting them with a certificate of ordination.

439.7 Recognition of Elder's Orders

Ordained ministers from other evangelical denominations desiring to transfer their ordination to the Church of the Nazarene must meet the requirements of *Manual* 430, 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

440

LIFELONG LEARNING

440.1 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.

440.2 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.

440.3 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: The minister's responsibility is best assured by:
 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.

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

The continuing education of the minister is the responsibility of the local church congregation as well as that of the district, field, 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.

The educational structures serving the church should not limit their service to the formation of new ministers. They should also participate in providing needed continuing education opportunities for existing church leadership.

440.4 Establishing a Regional or District Continuing Education Program

Every 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, field, or regional activities, by cooperating with an education provider or by arranging special learning events.

It is essential for each region to interpret the various applications and forms of learning which can fulfill requirements for the Continuing Education Unit (CEU) for their region. *Manual* 424.6 sets a minimum of 10 contact hours as 1 CEU:

Once a minister has fulfilled the requirement 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*.

Each regional *Sourcebook on Ordination*, in harmony with the *Manual* provision, can determine what comprises a CEU. Credit may be given for mentoring sessions as well as classes, workshops, conferences, approved involvement in literature or research (be it individual or group), and other activities deemed relevant by the region. Auditing subjects offered by educational institutions is a valid means of fulfilling continuing education requirements.

The district or appropriate regional body 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 regional *Sourcebook on Ordination* establish a record-keeping system for this work.

CHAPTER SIX

441

VALIDATION PROCEDURES

441.1 Validation of a Regional Sourcebook on Ordination

When a region has developed its *Sourcebook on Ordination*, it must be submitted to ICOSAC for approval as required by *Manual 424.5*.

ICOSAC will examine the *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*. If approved, ICOSAC will recommend approval to Clergy Development for presentation to the General Board and Board of General Superintendents.

Sourcebooks must be re-evaluated by each region every four years. Any revisions should be submitted to ICOSAC following each General Assembly. Revisions should reflect action of the General Assembly as well as respective cultural and societal changes.

441.2 Validation of Courses of Study

Educational providers within a region desiring approval for their programs should submit their curricula to their Regional COSAC (RCOSAC) for approval. Curriculum submitted must include the descriptions and objectives of each subject and show how content, competency, character, and context are addressed. The submission must include the approved summary sheet as well as the RCOSAC report form. Both of these documents are found in the Appendix.

The RCOSAC shall then evaluate the program. Submission to ICOSAC will include an extract from the RCOSAC minutes showing the action in English concerning the submission. If the regional authority and ICOSAC approve the curriculum, then ICOSAC through Clergy Development shall submit the curriculum for validation to the General Board and the Board of General Superintendents.

Licensed ministers shall be graduated from a validated 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 through Clergy Development, for adoption by the General Board and approval by the Board of General Superintendents (*Manual 424.1*).

Cultural adaptations of each region's program for providing educational foundations for ministry will be approved by Clergy Development and the

International Course of Study Advisory Committee in consultation with the regional education coordinator (*Manual 424.2*).

Approved courses of study are valid for the region covered by the regional *Sourcebook on Ordination*. Other regional *Sourcebooks* may vary in their contextualized requirements. Care should be taken to ensure that all *Sourcebook* requirements on the receiving district are met when students transfer from an approved course of study in one region to a course of study in another region. Approved courses of study on the region become a part of the *Sourcebook on Ordination* for that region.

441.3 Period of Validation

Initial validation of an approved course of study remains in effect for a period of ten years, subject to mid-term reevaluation and reaffirmation by the RCOSAC.

Courses of study should be re-evaluated periodically by each institution in consultation with the regional education coordinator. Also, when a General Assembly action requires a change in ministerial curriculum, submission of adjustments should be made following each General Assembly and the revision submitted to the RCOSAC and ICOSAC.

441.4 Reaffirmation of Courses of Study

Ministerial education providers who have received approval by their respective RCOSAC and ICOSAC shall apply for mid-term reaffirmation of their curriculum by their RCOSAC approximately five years after they receive the initial approval.

The reaffirmation process is designed to provide a brief review of the existing program, noting any changes, and to assist administrators in preparing for the next approval process. The reaffirmation process will include an abbreviated written analysis to be provided to RCOSAC.

The submission must include the approved ICOSAC summary form as well as the RCOSAC report form. Samples of both of these documents are found in the Appendix.

The RCOSAC shall then evaluate the program. If the regional authority approves the curriculum, then a report will be made to the ICOSAC.

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 a 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* 428-.4).

District Board of Ministry

The Board of Ministry oversees the preparation of candidates for ordination. The Board of Ministry assumes the duties of the DMCB and the DMSB (see *Manual* 203.17, 226, 229-31.4).

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* 427).

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
- general rules 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* 2269-28.10).

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 who is 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* 429).

Local Minister

A local minister is a lay member of the Church of the Nazarene whom the local church board or the District Advisory Board has recognized with a lay ministry certificate, under the pastor's or district superintendent's direction and as opportunity affords, thus providing for the demonstration, employment, and development of ministerial gifts and usefulness (*Manual* 426).

Manual

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

APPENDIX B: PROGRAM SUMMARY

Instructions for Summary of Course Offerings

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.

Program Summary

Region:

Program Title:

Provider:

Program Component	Description & Outcomes Summary	Content*	Competency*	Character*	Context*
BS 113 New Testament Survey	An examination of the historical, literary, political, social, and religious setting of the N.T. An introduction to the major types of literature in the N.T. as well as major themes. Application of historical context to Biblical interpretation.	6	1	2	1
SOSC 233 Pastoral Care & Counseling	A study of the theory and practice of pastoral care and counseling in the local church. Components include:	2	5	2	1
Accountability Group	Required participation in small accountability group. Improve personal spiritual formation skills, group interaction, journal writing	1	2	5	2
Program Weighting Summary:					
	Total:	9	8	9	4
	<i>Prescribed Minimum:</i>	30	25	10	10
	<i>% of Program Total:</i>	30	27	30	13

* Each component has a total of 10 value points. Allocate a maximum of 10 points to the 4 Cs to represent the weight given to each C.

APPENDIX C: RCOSAC REPORT TO ICOSAC

Validation Date: _____ to _____

Region: _____

Educational Provider _____

Program Name: _____

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 242.3*. It is assumed that 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 COS 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:

We recommend this program for endorsement by ICOSAC.

» Yes _____ No _____

Members of COSAC: (Type name and occupation)

_____	_____
_____	_____
_____	_____
_____	_____

Respectfully submitted this _____ day of _____, _____

COSAC Member

COSAC Member

Regional Director

REC

APPENDIX D: MANUAL

424.3. 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 for providing educational foundations for the ordained ministry that seek approval by 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 key 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*, Foreward).

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, worship, biblical exegesis, 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.

Validation Date: _____ to _____

Region: _____

Educational Provider _____

Program Name: _____

Appendix E:
REAFFIRMATION REPORT TO ICOSAC

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?

» **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 COS 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

Is there provision for character formation outside the classroom experience?

» **Yes** _____ **No** _____

5. Program Depth and Availability

- 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. _____

AREAS FOR IMPROVEMENT: What progress has been made on the areas marked for improvement?

PROGRAM CHANGES: List specific changes made to your curriculum since the original submission?

We recommend this program for endorsement by ICOSAC.

» **Yes** _____ **No** _____

Members of COSAC: (Type name and occupation)

_____	_____
_____	_____
_____	_____
_____	_____

Respectfully submitted,

COSAC Member

Regional Director

COSAC Member

REC

Date: _____