Sourcebook for Ministerial Development

**Africa Region
Manual Extension**

2003 - 2006

Africa Region Course of Study Advisory Committee

(ARCOSAC)

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Introduction

While the Church of the Nazarene affirms that all believers are called to ministry, the church recognizes that God calls some to the more official and public work of the ministry. This office of the ministry is a high calling that is of vital importance for the health and growth of the Body of Christ. To function effectively as a minister in the 21st century in Africa requires adequate educational preparation as well as spiritual formation. The purpose of this *Sourcebook* is to describe the structures that the Church of the Nazarene in Africa is developing to facilitate that process. It should be useful to local church leadership, District Boards of Ministerial Studies, District Advisory Boards, Educational Providers, and to ministers-in-formation.

Sourcebooks are relatively new. In 1997 the General Assembly made significant changes[1] in what the Church of the Nazarene prescribes for the Education of Ministers. Among these changes was the creation of the *International Sourcebook on Development Standards for Ordination*. This is a guide which sets the essential universal expectations to be followed in the development of Nazarene ministers. Each World Region was made responsible to develop a regional *Sourcebook* to provide guidelines for programmes that are culturally relevant both in content and teaching methodologies.   Each regional *Sourcebook* reflects the diversity that exists within the wider church. In each world area the regional standards established may not be less than

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[1] The changes are worded in the *Manual* paragraphs 424.1 through 424.6. A comparison reading of the paragraphs in the 1993-1997 *Manual* to the same numbered paragraphs in the 1997-2001 *Manual* reflect the shift that took place then which is still being put into effect.

the minimums listed in the *International Sourcebook*.   In many world areas the educational and societal expectations would require standards that considerably exceed the guidelines of the *International Sourcebook.*   It is the responsibility of the Region to see that these expectations are satisfied for the appropriate cultures or countries.

In order to guide the providers of ministerial education, the General Assembly established the International Course of Study Advisory Committee (ICOSAC), and Regional Course of Study Advisory Committees. The Africa Region Course of Study Advisory Committee (ARCOSAC) has prepared this *Sourcebook for Ministerial Development*.

This *Sourcebook* becomes an extension of the *Manual* valid for the Africa Region.   It is therefore numbered as a continuation of the *Manual.*   There are six main paragraphs shared by all *Sourcebooks*, ¶ 436 to 442, but the subdivisions differ from region to region.

Philosophy

The Church of the Nazarene believes that education is one of the pillars of Christian life which is fundamental to discipleship. We also believe that applicable education be made available to everyone who feels a call to ministry regardless of educational background. It is imperative that everyone has access to learning. The educational needs of all parts of the Body of Christ will determine the nature of our educational model and the programmes presented.

We believe that ministerial development of any individual is a joint effort on the part of several partners/stakeholders in a process which is on-going. The partners include:

- the individual,
- the family,

- the local church,
- the district and its leaders,
- the educational provider, and
- instructors and mentors.

Each partner/stakeholder in this divinely-appointed undertaking should seek to support the individual in any way possible through prayer support, letter writing, ministry opportunities, scholarship funds, and educational budget payments.

We believe that education should exercise a formative influence upon the lives of those called into ministry. Our ultimate aim is Christlikeness.

It is desired that learners discover the God given potential that is inherent in them and realise their purpose in Christ. The learner will be assisted in becoming an informed, integrated, equipped individual who will be an asset to the Kingdom of God. Inherent skills must be developed to the degree that the person is made competent in the performance of distinct tasks.

It is hoped that the initial involvement in the chosen course of study will be motivational to the student and result in life-long learning.

It is intended that ongoing education will result in the life of the learner giving expression to desired ministerial competencies (also called programme outcomes) in terms of Content, Competency, Character and Context.

It is believed that ministers can be sources from which all in their sphere of influence may be resourced.

It is expected that the learners apply Christian principles of stewardship to the education that they receive. They will be encouraged to share their learning with others who also need the resources.

Stages of Ministerial Preparation

The Africa Region *Sourcebook* is designed as a guide for the development of ministers in Africa. Preparation for the ministry is a lifetime process. Ministry is a lifetime commitment. Every person's journey in ministry is different - right from the beginning, but there are certain steps and stages that are shared by all. The journey of service can be described in four main stages.

1. **The Call** - when you first become aware of your call you need to begin your ministerial development with the registration of your call with your church leaders. The call can vary from person to person. Some struggle to know if they have truly been called. Some re-evaluate their call as they develop. Some find their call is clear and consistent and are eager to get into the ministry. Some are uncertain which of the options of ministry are for them. Feel free to talk with your pastor, your mentor, your teachers, and your superintendent about all of your uncertainties. The church will affirm your call and give guidance and opportunities for service. Your call is further acknowledged by a Local Minister's License given by the local church board. They have been down similar paths and will be glad to listen and guide.

2. **Educational Preparation for Ordination or Certification -** Your development continues with enrolment in a theological education programme. While you may graduate from an educational programme, ministerial education never ends. Effective ministry requires an understanding of the Bible, the church, Christian theology, yourself, your community, and much more. It requires the development of the skills related to the ministry and of character becoming to a minister. The Church of the Nazarene is committed to the education of

the ministry. There are several paths by which you can attain the purpose God desires for you. These are outlined in this *Sourcebook*. You want to understand the path before you embark upon it.

3. **Candidacy for Ordination or Certification** - This begins when the District Ministerial Studies Board (DMSB) or District Advisory Board (DAB) joins with the institution providing your education to assess your ministerial gifts and graces. It ends with your ordination or certification by the denomination. When you have progressed in foundational education preparation, or even while you are still attaining this knowledge and these skills, you need to become involved in the ministry. By using formal and informal assessment of your ministry gifts you will find your place or assignment in the ministry. You will begin to grow in your ability to actually do ministry and to develop in character as a minister while others mentor and evaluate you. The culmination of this process is ordination for the pastoral minister or the deacon, and certification for the lay minister and various other Christian workers.

4. **Lifelong Learning** - This is the process of continuing growth in your mental and spiritual life and multiplies your ministry throughout your life. Any person moves through a series of changes in the course of a lifetime. The combination of changes in society, ministry assignments, technology, aging, and personal development mean that a minister is constantly in need of more preparation. Often that preparation is informal, but the Church of the Nazarene also asks that its ministers provide accountability for lifelong learning through a more formal process of continuing education.

436 **The Call**

Welcome to the company of the "called". You have probably talked with your pastor, district superintendent or teacher and discussed your call with them. They have felt that it would be good for you to read this *Sourcebook*. The following comments and exercises are designed to help you get your bearings as you begin the journey of ministry preparation. There are a number of forms to help you in Appendix III.

As you begin this journey toward the ministry, it may be helpful to keep a record of significant events. You may even find it helpful to keep a journal of your thoughts, actions, and events. When the journey becomes difficult or confusing it will be helpful to review these pages and your journal entries. The starting point is to accept that you are called of God to the ministry. Do not worry if you do not completely understand all of the material in a course of study. There will come a day in your journey when you understand it quite well. You will even begin to guide others on the journey.

436.1 Registration: When you are comfortable with your call and are ready to move ahead, you should communicate your sense of call to your local and district leadership. A form will be filed with your District Board of Ministerial Studies (DBMS) or with the District Advisory Board (DAB) when your district does not have a Board of Ministerial Studies. It will make the Church of the Nazarene aware of your call.

During the first few years of your ministry you may be asked to describe your call to various representatives of the church. In difficult times, your call will serve as an anchor point. To help you establish your confidence in your calling, write a description of God's call to this point, including the date or

period of time and the experience(s) that lead you to sense that God is calling you to Christian ministry. What is your response to God's call? With whom have you discussed this? What was said to encourage you to follow God's call into ministry?

436.2 Exploring Your Call: The Church of the Nazarene believes in both the individual experience of a call and the confirmation of that call by other Christians who know you. The church assumes that your call is genuine, but every testimony to a call must be confirmed by God giving "gifts and graces" appropriate for the ministry to persons He calls.

You will need to acquire a current copy of the *Manual* of the Church of the Nazarene. A new edition of the *Manual* is published in the year following each General Assembly of the church. The new edition is current until the next *Manual* is published. Your pastor can inform you how to obtain a copy of the current *Manual*.

Read *Manual* ¶ 400-401.5 on the "Call and Qualifications of the Minister." The Church of the Nazarene recognizes three levels of the ministry. An *ordained elder* is a person with a call to lifetime ministry with a preaching commitment. An *ordained deacon* is a person with a call to a lifetime ministry that does not necessarily include a call to "preach." A third category is the certified *lay minister*. People with this designation are called to minister but do not feel called to prepare for ordination. (*Manual* ¶ 408)

Ministers can fulfil a wide variety of roles in the church: Pastor, associate pastor, assistant pastor, minister of Christian education, minister of visitation, minister of music, minister of youth, evangelist, song evangelist, missionary, chaplain, deaconess, lay minister, administrator, or special service. (Refer to *Manual* ¶ 403-423.)

In your journal summarize the ministry options. Note the spiritual qualifications which you already possess. Note the areas where you need to grow in response to your call. Ask God to help you mature during the next few years. Pray regularly about those areas requiring growth. If you feel clear about the ministry role to which you are called, write a description in your journal of the confirmation of your call. If you do not feel clear, you are certainly not alone. Many people are uncertain about the role which God wants them to fulfil. Write a paragraph about the most appealing ministry roles and why they are attractive to you. In every case commit yourself to God's guidance and the church's suggestions regarding the ministry role you should fulfil at the various stages of your journey into ministry.

436.3 Discovering Your Gifts and Graces: Periodically you should ask yourself some questions about your own sense of gifts and graces for the ministry. These questions are not barriers you must overcome before you enter the ministry, but rather they are areas of accountability throughout the lifetime journey of your ministry. Plan to review these questions every six to twelve months during the rest of your ministry. They will help you to be aware of those areas of your life which need attention. You should be experiencing growth in your ability to give a sincere and positive answer to the following questions:

Examine yourself:

1. Have I learned to pray?
2. Are the means of grace like worship, Scripture, and the sacraments becoming deeply ingrained in my lifestyle?
3. Can I speak intelligibly?
4. Can I think clearly and logically?
5. Are my intellectual abilities up to the task of the ministry?

6. How much am I willing to give up in order to serve the poor and the sick?
7. Am I willing to take up the cross and die to self and the world?
8. Do I handle my finances and personal obligations and debts with integrity?
9. How effectively can I empathize with another person's hurts?
10. Is genuine and sacrificial love growing in my heart?
11. Does my personal life reflect the moral integrity of Christ?
12. Am I competent to lead a community in faith?
13. Can I communicate the Christian message with persuasiveness and integrity?
14. Am I a person in whom the community of faith can place its full trust?
15. Do I love to read and study Scripture?
16. Am I learning the disciplines to be a competent interpreter of Scripture?
17. Am I willing to be instructed by the traditions and history of the church?
18. Can I present the Christian faith in an understandable way to a variety of people?
19. Am I willing to be accountable to the policies and governing procedures of the Church of the Nazarene?
20. Are my ministry gifts being demonstrated in public teaching and service?
21. How does the community of faith respond to my initial efforts at ministry?

Should you begin to question your call as you ask these questions you will not be the first to do so. Prayerfully consider your sense of calling. Talk with trustworthy and mature Christian friends about your questions. Do not be hasty in deciding that you misinterpreted a call. If, after careful prayer, counsel, and consideration, you decide that

you misinterpreted the call or are no longer called, do not take it as a sign of spiritual failure. God will use what you have learned and what you have developed. It is better to deal with a mistaken call, or a new direction in life, when you know that it has happened rather than to continue to prepare out of a false sense of duty or out of the desire to please someone else.

436.4 Discovering Your Church: You agreed to the basic statements of faith of the church when you became a member of the Church of the Nazarene. You need to review the "Church Constitution" found in Part II, and "The Covenant of Christian Conduct" found in Part III of the *Manual*.   If you discover something that you do not understand or that you do not agree with, make a note to ask for help on that subject from your pastor, district superintendent, or teacher. It is not unusual for a person to question certain teachings and positions of the church. However, in order to actually enter the ministry in the Church of the Nazarene you will need to come to agreement with its doctrines, standards, and procedures. If you keep a journal this is a good time to record the doctrines and standards which seem most distinctive and important to you.

The church is the primary context of the ministry. While a significant part of your ministry may be in the world, your purpose is to win persons to Christ and to integrate them into the life of the church. It is extremely important that you understand the church. Every church, whether independent or a part of a denomination, develops a structure to preserve and advance the spiritual life of its members. You will need to learn the institutional structures and policies of the Church of the Nazarene. They are important resources for your ministry. If you find yourself in strong disagreement with the beliefs, policies, or procedures in the Church of the Nazarene, then the Church of the Nazarene probably is not the church in which you should serve. You should explore other churches

which have different forms of government or different understandings of Scripture. The *Manual* of the Church of the Nazarene is divided into sections dealing with policies and structure of the church on the Local, District and General levels. You may want to review these sections which help the church to function effectively for Christ and outline the responsibilities of the various officers and boards of the church.

Even more important than the administrative and institutional structures of the church is your understanding and taking to heart God's vision for the church. If you have been a part of a healthy church you have already experienced some of the key elements of God's vision for the church. You will want to give special attention to the theology of the church in your preparation for the ministry. You should be aware that the church is both a human organization and a divine reality. It is the "body of Christ". The New Testament, especially the book of Ephesians, envisions the church as an alternative reality to typical human existence. The church in I Peter is described as "resident aliens" - those who live in this world but whose allegiance is to the Kingdom of God.

   436.5 Ministry Specialties: The ministry specialties in the Church of the Nazarene are listed in ¶ 403 to 423 of the *Manual*. Some of these apply only to well developed large churches and districts. Some apply to the mission outreach structure, the Fields, or the Regions of the church.

1.   **The Administrator**: An elder or deacon who has been elected or employed by the General Assembly, the General Board, the Region, or the District Assembly as an administrative official in full time service is an administrator and is an assigned minister. The operations of the local church, the district, the field, the region, the general church and other church affiliated entities are held to a high standard in the area of

administration and organization. Larger churches or entities may find it necessary to employ an individual whose primary assignment is to be the administrator of the organization. This can be a business administrator or an executive pastor in a local church, or even an administrator of a Nazarene college or university. Regardless of the specific title, the church acknowledges that certain individuals may be specifically called to use their administrative gifts in service to the church. Full time administrators in a local church are assigned as an associate pastor or pastor of the local church. The church has a course of study to assist in the preparation of such individuals for service to the church. Usually such a person pursues the deacon track, but may pursue the elder track depending on the specific role to be filled by such an individual.

2. **The Chaplain**: Chaplaincy takes many forms. It can be chaplain to the military services of your country, chaplain in a hospital, to the prisoners in a correctional facility, or even chaplain in a corporate business. The type of chaplaincy open to you will determine whether you would take an elder or deacon track to fulfil this calling.

3. **The Deaconess**: A woman who is a member of the Church of the Nazarene and believes that she is divinely led to engage in ministering to the sick and needy, comforting the sorrowing and doing other works of Christian benevolence, and who has given evidence in her life of ability, grace and usefulness, may complete the requirements for ordination to the order of deacon.   Women desiring a credential for compassionate ministries may pursue the requirements for a lay minister.

4. **The Educator**: The educator is a member of the clergy, or also a lay person serving as an educator. When an educator having a ministerial credential has been employed to serve on the administrative or teaching staff of one of the educational institutions of the Church of the Nazarene, the district shall designate such a person as an assigned minister.

5. **The Evangelist**: The evangelist is an elder or licensed minister devoted to travelling and preaching the gospel, and who is authorized by the church to promote revivals. A *registered* evangelist is an elder or licensed minister who has indicated a desire to pursue evangelism as his or her primary ministry. Such registration is for one year. Renewal by the district assembly is granted on the basis of the quality and quantity of work of evangelism in the year prior to the assembly. (*Manual* ¶ 407.1) A *commissioned* evangelist is an elder who has met all the requirements of a registered evangelist for two full years. The commission is for one year and may be renewed by subsequent district assemblies for one who meets the requirements. (*Manual* ¶ 407.2) A *tenured* evangelist is an elder who has met all the requirements of a commissioned evangelist for four full and consecutive years immediately prior to the application for tenured status, and has been recommended by the District Ministerial Credentials Board (DMCB) and approved by the Committee on the Interests of the God-Called Evangelist and the Board of General Superintendents. This role shall continue until such time as the evangelist no longer meets the requirements of a commissioned evangelist or until he or she is granted retired status. (*Manual* ¶ 228.2, 407, 431) If you feel called to be an evangelist you need to contact your district superintendent for instructions and the

requirements for the field of evangelism. Your District Ministerial Studies Board (DMSB) and your educational provider will help you with your course of study.

6. **The Lay Minister**: "All Christians should consider themselves ministers of Christ and seek to know the will of God concerning their appropriate avenues of service." (*Manual* ¶ 408). Any member of the Church of the Nazarene who feels called to serve as a church planter, bi-vocational pastor, teacher, lay evangelist, lay song evangelist, stewardship minister, church staff minister, and/or in other specialized ministry on behalf of the church may pursue a course of study leading to a certificate of lay ministry. A lay minister is a member of the Church of the Nazarene whom the local church, after careful examination, has granted a certificate of lay ministry and serves under the direction of an elder. A lay minister who serves under district assignment shall be amenable to the district, especially regarding the annual renewal of the license. All lay ministers shall enrol in an appropriate course of study recommended by district leadership. Lay ministers who subsequently feel a call to prepare for ordination as a deacon or elder would be well prepared to enter such preparation.

7. **The Minister of Christian Education**: Ministers of Christian Education usually take the course of study for deacons with specialization in education. This minister leads the effort in organizing effective educational programmes in the local church or on the district. They develop curriculum and equip lay persons for leadership, teaching and discipleship. The programmes include traditional ministries like Sunday School, holiday Bible schools as well as small group ministries,

Bible studies, spiritual formation, and weekday Christian education. Our educational providers offer courses to fulfil the Christian education role.

8. **The Minister of Music**: Persons called to special music ministry may qualify for a commission as a minister of music. Such a commission is voted by the district assembly upon the recommendation of the District Ministerial Credentials Board. Ministers of music must fulfil the requirements for the course of study which includes voice training, a year of experience, and enrolment in a music ministry course of study. (*Manual* ¶ 410)

9. **The Pastor:** The primary role of ministry is the role of pastor of a local church. An elder or licensed minister can be appointed/elected as the pastor of the church by action of the congregation, the church board and approval of the District Superintendent. The pastor is responsible for all aspects of the work of the local church. All local church leaders are responsible to him or her.   The responsibilities of the pastor and the selection of a pastor are outlined in the *Manual* ¶ 115 to 123 and ¶ 412 to 421.

10. **The Song Evangelist**: A song evangelist is a member of the Church of the Nazarene whose intention is to devote a major portion of his or her time to the ministry of evangelism through music. If such a song evangelist holds a ministerial credential they are classified as an assigned minister. A *commissioned* song evangelist is an ordained deacon who devotes full time to this ministry. A *registered* song evangelist is one who is in the process of studying for ordination as a deacon, or one whose talents and abilities qualify him or her to give support and impetus to evangelism through music. This role is recognized by the district assembly

annually.   There is a study programme which all candidates for registered song evangelist must enrol in and which must have been completed, together with requirements for a deacon, by all commissioned song evangelists.

11. **The Youth Minister**: More than half of the population of Africa is under the age of fifteen. Youth ministry should be a primary focus of the church throughout the Region.   The youth minister provides the full complement of pastoral leadership to adolescents in their various contexts. While the youth minister serves directly with the youth, he or she must also develop a support system of other spiritually strong adults and learners who provide leadership in worship, discipleship, fellowship, mission, and evangelism. Persons interested in becoming a minister of youth should seek significant ministry experiences by actively participating in the youth ministry of the local church. They should enrol in the ministerial training programme with an emphasis upon youth.

12. **Compassionate Ministries**: There is a growing role of deacons in the area of compassionate ministry. This requires the basic core common to all deacon programmes and specialization in the area of compassion being practiced.

13. **The Missionary**: There is always need for those who spread the Gospel to other cultures, peoples, and language groups. The preparation of the missionary whether clergy or laity may lead to appointment by the General Board to minister through the World Mission/Evangelism Committee of through the USA/Canada mission/Evangelism Committee.

436.6 Certifying Your Ministry: The theology of the Church of the Nazarene makes it important for its ministers to be properly connected to the church. You have begun that process by speaking to your pastor, district superintendent or teacher, and by studying this *Sourcebook*. The church has developed a system by which your connection is certified at various stages. Note *Manual* ¶ 426 through 435.8. The first board that you need to meet is the Church Board of your local church. They issue the first license. It is a good idea to record the date, location, church, board members present and comments that they may share during the interview process. The second step is to acquire a district license. The process to do this varies from district to district. In a district with a sufficient number of ministers, the candidate will meet with two different boards – the District Ministerial Studies Board (DMSB) and the District Ministerial Credentials Board. The DMSB checks and supervises the training of ministers in conjunction with the educational provider, and the District Ministerial Credentials Board is concerned with evidence of the gifts and graces of the minister. You will be interacting with these two boards for some years. In the absence of either of these boards, the District Advisory Board (DAB) serves in these capacities. Information relating to application for license or renewal of license may be available through your pastor or district superintendent. One of the strongest expressions of connection between you and the church in your journey of ministry is the Local Covenant Service. Your pastor will be responsible for the time and structure of that service and to publicly present you with your local minister's license. You will want to enter in your journal the significant details and your responses and feelings about the service.

437   Educational Preparation

The Church of the Nazarene has always believed that a call to the ministry is also a call to prepare. The continuance of the Church of the Nazarene depends largely upon the spiritual qualifications, the character, and the manner of life of its ministers. (*Manual* ¶ 401) Educational preparation is part of the development of this life style. An opportunity for ministry and mentoring within the District or Local Church is also part of this development. Hence, a working partnership between the District Ministerial Studies Board, the Local Church, and the Educational Provider is essential.

District Ministerial Studies Boards and Educational Providers use a wide variety of systems to reach developing ministers. While this is often necessitated by rapid growth or vast geographical areas, it is also proven useful within more established urban areas.   In all systems, there must be procedures for insuring the quality of teachers, curriculum, and record keeping.   Thus the system used must have the elements of a central authority, sometimes called a "hub", to monitor teacher selection, curriculum implementation and student records.   The teaching then can be done in various locations.

On-campus learning in a College or University is appropriate for some. When such an opportunity exists, both the District Ministerial Studies Board and the Institution must work cooperatively to encourage and guide the learner through the developmental process.

Preparation for ministry includes both general education, which enables a minister to speak effectively, and theological education, which equips the minister to bring the resources of the Christian church to bear on the needs of the world, are

needed. This commitment to education led to the founding of colleges, universities and institutes even before the various groups that became the Church of the Nazarene joined each other. The result is that there are higher education institutions of your denomination throughout the world.

In Africa we have a university, theological colleges, distance education systems which are in most cases extensions of our residential institutions, as well as various primary, secondary, trade, and professional education institutions which have been started by the church.

   437.1 Preparation Choices: On the Africa Region, there are several educational systems in several languages. Different terms are used in each of these systems for the various programmes that fulfil the educational requirements for ordination. A listing of the terms used within the English context is given below.   This list is used to assist in communicating the type of programme. The exact details of each system will vary.   Though other terms are in use throughout Africa, these are provided here to identify three types of programmes used to meet the educational requirements for ordination. Any programme offered to fulfil the educational requirements for ordination must be approved as described in the *Manual*.

For development of ministers outside the ordination tracks, there are many and varied opportunities. Such programmes may not fit into these particular categories.

The appropriate programme would depend on the educational background of the learner and the availability of the programme.   However, the learner should seek the programme available with the highest entrance requirements for which he or she qualifies.

- **Certificate:**
  A Certificate is given upon completion of a programme that the learner can begin without reference to prior learning. Such programmes are designed to fit the local context. External accreditation is not always needed for such programmes.

- **Diploma:**
  A Diploma is given upon completion of a programme that the learner enters with a minimum of 8 years of basic education or the equivalent. Diploma programmes often must meet some form of accreditation.

- **Degree:**
  An accredited college or university grants a Degree after completion of a programme designed for learners to begin with at least 12 years of basic education or the equivalent. A Degree programme includes coursework beyond the Course of Study for ordination, and thus at least four years full time study is normally required for completion.

1. **Bachelor of Theology**: A programme leading toward ordination as an elder or a deacon. Learners wanting further preparation in administration or education can continue their education for a Master of Arts in Religion at Africa Nazarene University (ANU). For a listing of educational providers offering this programme, see Appendix I.

2. **Diploma in Theology**: A programme leading toward ordination as an elder or a deacon. The Diploma in Theology has been designed to meet all of the requirements for ordination as an elder or, with additional specialized requirements, for deacon. It varies to some

extent in content from one area of Africa to another according to the needs of each area. It is offered in English, French, Afrikaans, and Portuguese at selected institutions or distance education systems, and may be entered in some areas in a vernacular. This route is available through all five theological colleges and ANU. (See Appendix I)

3. **Certificate of Ministry**: This course has been designed to meet all requirements for the preparation and certification for ordination. It may be offered in the vernacular. It may also be used as a preparatory course for candidates who do not have an adequate secular education background to enter the Diploma in Theology programme. It may be taken through any of the distance education systems or at a Nazarene Theological College or ANU. (See Appendix I)

4. **Other Certificates**: The educational providers offer a variety of other certificates for the fulfilment of the various ministry specialties. Contact the individual education provider for details of their offerings. (See Appendix I for addresses)

437.2 Study Method Choices: There are several different ways that the above courses can be taken. Learners can enrol at a college or university and take the entire programme studying full time, in three to four years. Alternatively, learners may choose to continue in their jobs or pastoral roles and study through a distance education programme.

437.3 Colleges, Distance Education, and District Relationships: Each distance education system should be attached to a "hub". This hub may be a college, university or the designated major centre of an established and connected network of teaching centres. The "hub" college or university issues the degrees, diplomas and certificates and is

responsible to develop and secure approval of their ministerial programmes from the ARCOSAC.   District Ministerial Studies Boards are responsible to see that their candidates have met the requirements for ordination.   This means that they must encourage prospective ministers to enrol in a college, university or distance education system to complete the appropriate course of study.   They need to provide encouragement and moral support to the learner.   They need to receive reports from the learner on progress made.

It is suggested that each District Board of Ministerial Studies collaborate with the extension system of the field in the establishment of an educational centre or centres in the district.   In this way an effective link is established which integrates the college/university, distance education programme and district.   The college/university exists to meet the needs of the church, and in this way they become much more aware of those needs and concerns.   The DMSB/DAB also becomes an effective link with those learners from the district who are enrolled in the residential system.   This enables both college/university and district to serve the education needs of candidates much more effectively.   It also eliminates difficulties in determining the way in which learners who start in the distance education system are affected if they should change to continue in the residential system, or vice versa.

437.4 The Mentor: "Graduation from the ministerial course of study requires the partnering of the educational provider and a local church to direct learners in ministerial practices and competency development" (*Manual* ¶ 424.3). The District Board of Ministerial Studies (DBMS), or the District Advisory Board (DAB), plays a key role in assisting candidates to secure a suitable mentor.   This is done in conjunction with the college/university or distance education system providing the instruction.   The pastor of a Local

Church is often such a mentor. The DBMS or DAB is responsible to assist distance education learners directly with this connection, and to advise the college or university regarding local church connections for candidates enrolled in the residential programmes. The college/university or distance education system will provide guidelines and an evaluation system for the mentor-learner relationship. The DMSB or DAB should monitor this relationship for distance education learners and candidates enrolled in residential programmes together with the appropriate distance education or college/ university personnel. It may be advisable, in the case of some learners, to place them under the supervision of a mentor on another district. Such cases would be worked out through the college/university administration, and reports would be transferred to the district on which the learner is a candidate. Other types of mentor-learner relationships may have to be arranged.

The ministry internship programme of each college/university, and the Ministry Internship Handbook of the Region, are designed to meet these requirements.

437.5 Basic Candidate Library: Every learner is encouraged to begin to acquire a personal library which can enrich the ministry. Standard reference volumes should be those which can be used for the rest of life. A basic library would consist of a reliable translation of the Bible, a Bible Dictionary, a Dictionary of Theology, a good book on Pastoral Theology, an exhaustive concordance, a topical Bible, and a basic commentary. Learners should continue to strengthen their libraries as possible.

437.6 College, University, and Distance Education Curriculum: Though curriculum is often thought of only as academic programmes and course content, the concept is much larger. The character of the instructor, the relationship of the learners and instructor, the environment, and learners'

past experiences join with the course content to create a full curriculum.   Nevertheless, a curriculum for ministerial preparation will include a minimal set of courses that provide educational foundations for the ministry. (*Manual* ¶ 424.3)

437.7   **Expectations of a Nazarene Minister:** The goal which we are pursuing for the development of the candidate into a minister of the gospel of Jesus Christ is never fully reached. It is a goal toward which we grow. Continuing education does help us make progress, but the most vital aspect lies in the growth and development of our continuing fellowship with the Lord. The "goal" can be expressed in what we expect a minister to **be**, to **know,** and to **do**.

BEING

1. A loving servant: Humble. Vulnerable. Expressing love for God (piety) by prayerfulness, availability to the Holy Spirit, being called, being obedient, experiencing the church's confirmation of the call. Expressing love for people through compassion and sensitivity.

2. Transformed by the power of Christ administered by the Holy Spirit into a person fully given to God.

3. Honourable: A person of integrity, morally unimpaired, trustworthy, honest, genuine, transparent, loyal, reliable and non-manipulative.

4. Wise: Expressed through ability to discern the will of God, common sense and objectivity.

5. Self disciplined: Expressed in maturity, self awareness, self control, a sense of the appropriate, perseverance, patience, courage, boldness, being a self starter, rightly ordering priorities, commitment, and passion for the truth.

KNOWING

1. The Truth: As expressed in scripture, life and the church.

2. Liberal Arts: As expressed in human behaviour, sociology, psychology, anthropology, communication and persuasion.

3. History and Tradition: Contextualization, awareness of the contemporary world, aware of diversity of peoples and societies.

4. Methods of Research: Exegesis of congregations and communities.

5. Classic Theological Disciplines: Spirituality, theology, ecclesiology, worship, music, Bible, gospel, ethics, church history, mission, Christian education.

6. Relational Disciplines: Leadership, management, authority, power, conflict management, knowledge of human brokenness.

DOING

1. Personal skills: Critical thinking, ministerial thinking, modelling servanthood, love, reconciliation, faithful behaviour, ability to change, grow and adapt, risk taking.

2. Pastoral care: Develop solid personal relationships, counsel, guide, heal.

3. Teaching: Mentoring, directing and imagining a better future, interpreting faith.

4. Evangelising: Discipling, nurturing.

5. Preaching: Exegetically, narrative style, Biblically.

6. Communicate: Interpersonal communications, public and private communication, listening actively, vision casting.

7. Leadership: Ability to administrate and handle polity, provide vision, articulate goals, lead worship, assess, plan, evaluate, facilitate organizational development, lead in

team building, lead in educational ministry, promote mission, do mission.

437.8 Mission of Ministerial Courses of Study: Cultural differences and a variety of resources will require differing details in curriculum structures. However, all programmes for providing educational foundations for the ordained ministry that seek approval by Clergy Services should give careful attention to the 4 C's: Content, Competency, Character, and Context.   All courses involve all four elements in varying degrees.   The purpose of an approved programme of study is to contain courses that will help ministers fulfil the mission statement of the Church of the Nazarene as agreed upon by the Board of General Superintendents as follows from the *Manual* ¶ 424.3:

> "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, NIV).

> "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'".

437.9 Approval Process of Ministerial Courses of Study: In Africa, every course of study leading to ordination must be validated by ARCOSAC, which then submits for approval to the ICOSAC.   Complete guidelines for this process may be requested from the ARCOSAC.   A course of

study that fulfils ordination requirements must give expression to the following elements: "partnering", "mentoring", "spiritual formation", "articulation", and "the 4 C's". The meaning of these is clarified in the Credentialing Terms section of Appendix II. The programme outcomes are organized by aspects of the 4 C's: Content, Competency, Character and Context. Elective courses may be offered. These elective courses are also included in the balance of the 4 C's. These courses allow a programme to meet any special needs within an education zone, and to enable a learner to expand knowledge and skills within a given area of interest or need of the learner, e.g. languages, biblical studies, theology, pastoral ministries, education, evangelism, missions, administration, etc. The ARCOSAC will evaluate each course of study leading to ordination. A list of education providers will be included in the Appendix of this Region's *Sourcebook for Ministerial Studies* which in turn will be submitted to Clergy Services and the ICOSAC for approval. The new programmes will go into effect upon receipt of approval from Clergy Services.

437.10 Revisions of Ministerial Courses of Study: With the intent to improve the quality of accessibility of Ministerial Development around the globe, the Church of the Nazarene shifted to Outcomes Based Education (OBE) by vote of the General Assembly of 1997. Every education provider is expected to review and rewrite their programmes for ministerial preparation to conform to OBE models. OBE means designing an educational system focused on what is essential for all learners to be able to succeed at the end of their learning experiences. This means starting with a clear picture of what is important for successful ministry, then organizing curriculum, learning activities, and assessment to make sure this learning ultimately happens.

In undertaking to re-develop their ministerial development programmes, educational providers are encouraged to start this process by looking at the desired end product, identifying the desired qualities and capabilities that the ministers will have as they leave the preparation track. With these outcomes in mind, then the educational provider, usually a committee for curriculum development, selects and defines the conditions and opportunities for the learners to achieve these outcomes.

Each educational provider in Africa whose ministerial course of study was approved before 2001 is required to rewrite the programme according to OBE standards and submit the revised curriculum to ARCOSAC by 2006.

Subsequent to this, the educational provider will constantly evaluate the outcomes of their curriculum and will submit revisions and updates to ARCOSAC periodically, every five to six years. (See Appendix IV, ARCOSAC Recommended Outline for Syllabus)

   437.11   Outcomes of Ministerial Courses of Study: Every programme of study in Nazarene Education which prepares candidates for ministry must meet the basic requirements for Content, Competency, Character, and Context as set forth in the *Manual* ¶424.3.
1. **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.
2. **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 counselling, worship, effective evangelism, 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 learners in ministerial practices and competency development.

3. **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.

4. **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.

437.12 Programme 0utcomes Statements: Based on the *Manual* description of the 4 C's and on Africa as the context for ministry of the learners in the courses of study, the ARCOSAC includes below a list of statements which describe the learner at the end of his or her educational preparation for ministry. Neither educational providers nor learners should be discouraged by reading the outcome statements. Instead of discouragement, the statements should help all partners to focus their joint efforts so that all may become excellent and available servants to God. Knowing the outcomes should help all to proceed toward them.

CONTENT Outcomes:
- Ability to describe the basic story of the Bible.

- Ability to describe the basic content of the Old Testament, identify the principal people and events and their roles in Old Testament history.
- Ability to describe the basic content of the New Testament, identify the principal people and events and their roles in New Testament history.
- Ability to demonstrate understanding of the basic principals of biblical interpretation.
- Ability to identify and explain the main characteristics of the theological foundations of Christianity.
- Ability to explain how the theological foundations of Christianity proceed from Scriptures.
- Ability to explain scriptural holiness from the Wesleyan perspective.
- Ability to identify and describe the events, personalities and main themes pf the history of the Christian Church.
- Ability to identify and describe the events, personalities and main themes of the history of the Christian Church in Africa.
- Ability to describe Nazarene history in terms of events, personalities and theology.
- Ability to describe the events, personalities and theology in the history of the Church of the Nazarene in Africa and other indigenous churches.
- Ability to explain the structure and mission of the Church of the Nazarene from both historical and current perspectives.
- Ability to explain the Nazarene position on speaking in tongues.

COMPETENCY Outcomes:
- Ability to communicate effectively in writing with cultural relevance.

- Ability to communicate effectively orally with cultural relevance.
- Ability to prepare Biblical messages for effective and sound Bible preaching.
- Ability to teach the Word of God.
- Ability to plan, participate in and conduct others in worship.
- Ability to present the Gospel in a clear and Biblical way.
- Ability to support and carry out church planting.
- Ability to express pastoral care to others including visiting the sick, conducting weddings, funerals, burials, baptisms, and dedications.
- Ability to do basic Biblical counselling with wisdom.
- Ability to determine directions and personnel for the building up of the Church.
- Ability to organize and promote Christian education for all ages.
- Ability to act like a leader and to encourage other leaders.
- Ability to administrate finances, to prepare reports and statistics.
- Ability to be approved in a supervised ministerial practicum.

CHARACTER Outcomes:
- Ability to take responsibility for one's own spiritual growth with the goal of becoming like Christ.
- Ability to find, understand and utilize resources for one's own spiritual growth, in prayer, Bible study, and personal devotion.
- Ability to practice personal Christian ethics in faithful stewardship, in personal relationships, and in finances.
- Ability to teach and model sexual purity.

- Ability to demonstrate oneself consistently in public Christian ethics, in decision making and in conducting oneself as a Christian in a pagan society.
- Ability to carry out and/or support Christian marriage in all aspects and to counsel others in respect to polygamy.
- Ability to give value to the interrelated aspects (ethical, personal, social, and environmental) in the development of persons in any social structure.

CONTEXT Outcomes:
- Ability to identify and describe the events, personalities, and main themes of national history in the context of world history and African history.
- Ability to identify in current events some main trends in science, politics, and civil education.
- Ability to apply this current information to the ministries of the Church.
- Basic Ability to analyse and describe communities and churches.
- Basic ability to identify elements of culture.
- Ability to support missionary and trans-cultural principles.
- Ability to distinguish between world views – African, Biblical and Western.
- Ability to make an integrated presentation of divine creation.
- Ability to interpret with scientific bases the Christian positions toward magic, spiritism, divine cure, and medicine.

437.13 Use of ARCOSAC 0utcomes Statements: The above statements are suggested by ARCOSAC as wording of an Africa contextualization of Manual ¶ 424.3.   The statements are intended to provide a base to assist educational

providers and learners to put the outcomes into practical words. An educational provider may desire to write or adopt other statements, in order to better fit the population of the learners in their context. The set of statements chosen must take into consideration each and every outcome predicted in the *Manual* ¶ 424.3.

The members of ARCOSAC live and minister in several parts of Africa. They are open to help answer questions which educational providers may have as they are developing a course of study.

437.14 Internship: All curricula must include the equivalent of at least six credits of evaluated internship following the programme which is laid out in the Ministry Internship Manual for the Africa Region.

437.15 District Ministerial Studies Board: The principle responsibility for the development of a minister resides with the District Ministerial Studies Board (DMSB), as provided by the *Manual.* When a member of the District expresses God's call on his or her life for full-time, public ministry, the candidate should register with the Secretary of the Ministerial Studies Board. The chairman will assign a member of the board the responsibility for and the supervision of the candidate.

This Board must maintain a close partnership with Educational Providers in their area. The Board works with the provider to either schedule educational opportunities on the District, or to guide the learner in entry into a programme.

The DMSB is also charged with responsibility to foster continuing education among the ministers of the district. This board is the crucial link between the educational provider and the minister. It is recommended that all members of the DMSB should be involved in training other ministers.

437.16   Nominees to the District Ministerial Studies Board: 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 responsibility of guiding the education of others. 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. 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 this capacity for detail, and a willingness to devote the necessary time.

437.17   Distance Learning Centre: It is recommended that the District Board of Ministerial Studies and the distance learning centre(s) serving the district work together in partnership. The secretary of the Board should be able to fulfil requirements to be the Registrar for the distance learning centre. In this way the full services of the distance education system are effectively made available to the candidates on the district and the educational and church systems are fully integrated. Each distance education system is a part of the structure of the hub which issues the diplomas and certificates. The Registrar of the educational provider is responsible to enrol and keep records of all candidates and continuing education learners enrolled at their centre, including candidates enrolled in a college/university. These records must be reported to the principal/superintendent of the distance education programme serving the district. Permanent-up-to-date records of all candidates showing their standing in the course of study is required at all times. **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.**

437.18   Districts in Development: In districts where there is still no Board of Ministerial Studies the **District Advisory Board takes those responsibilities marked DAB**, and the distance education system takes the balance of the *Manual* responsibilities of the District Board of Ministerial Studies listed below.

437.19   Duties of the District Board of Ministerial Studies:

1. The Board is responsible to determine the appropriate training programme for each candidate, whether distance education or residential college, and the secretary is responsible to inform the learner of the action of the Board regarding the approved course of study for the candidate, and to make that action a part of the record of the candidate. This should be done in harmony with the policies and procedures of the college/university and distance education programme serving the district. **DAB**

2. The Board is responsible to establish a budget for the Board together with the district superintendent and in harmony with the rules of the distance education system operating on that district.

3. The Board is responsible to develop and maintain the resource library for the distance education and continuing education programme on their district.

4. The Board is responsible to assist distance education learners to secure a training relationship with a local church, and to advise the college/university regarding local church connections for candidates enrolled in the residential programmes. This is in fulfilment of the *Manual* requirements for ministerial experience and competency. **DAB**

5. The Board is responsible to encourage pastors and lay persons on the district to qualify as teachers in the

distance education system and to offer their services as a ministry to the candidates on their district. **DAB**

6. The Board is responsible to evaluate the education of ministers who transfer to the district. They may request such evaluation from the Principal/ Superintendent of the distance education programme.   The secretary shall inform each transfer candidate of the requirements for full acceptance of their education credentials.

7. The Chair of the District Board of Ministerial Studies is responsible to be familiar with the *Manual* and the *Sourcebook for Ministerial Development* for the Africa Region. The *Sourcebook* is an official extension of the *Manual* that outlines the course of study and administrative procedures for the study programmes on the region. The chair is responsible to see that all members of the committee have copies of the *Manual* and *Sourcebook*, and that they are qualified teachers or working on becoming qualified teachers as a part of their ministry to the district. **DAB**

8. The chair is responsible to make the report of the Board to the District Assembly, the District Superintendent and the District Board of Ministerial Credentials. **DAB**

9. The chair is responsible to assign an advisor/mentor to each enrolled candidate, including those candidates studying at a residential institution. The advisor shall be charged with responsibility to encourage and guide their candidate through all levels of their programme.

10. The secretary is responsible to keep the minutes of all meetings of the Board, and the records of academic progress of all learners who are members on the district.

11. The secretary is responsible to inform each candidate of who his or her advisor is. The advisor is responsible to

pray for the learner and to give understanding and encouragement. Some candidates may need reminders of district deadlines and reports, especially those enrolled in the colleges away from the district.

12. The secretary is responsible to prepare a page, with the chairman, for the *District Journal* to advise the candidates about the District Board of Ministerial Studies and its requirements. **DAB**

13. The secretary, under the direction of the DAB, is responsible to arrange for classes to be offered on the district through the distance education system for the ministerial and the continuing education programmes.

14. The secretary is responsible to arrange for certified teachers to teach each class at the appropriate level.

15. The secretary is responsible to transfer all information and records to the receiving District Ministerial Studies Board and to the Principal/Superintendent of the education programme when a licensee or elder transfers to another district. **DAB**

16. The registrar is responsible to arrange for examinations in accord with the rules of the distance education system serving the district.

438   Candidacy for Ordination or Certification

[The Church of the Nazarene recognizes three levels of the ministry. An *ordained elder* is a person with a call to lifetime ministry with a preaching commitment. An *ordained deacon* is a person with a call to a lifetime ministry that does not necessarily include a call to "preach." A third category is the certified lay minister. People with this designation are called to minister but do not feel called to prepare for ordination. (*Manual* ¶ 408)]

Upon completion of the course of study for ministers and the internship programme the candidate is graduated from the course by the District Board of Ministerial Studies. However, the relationship to the District Board of Credentials continues, for it is their responsibility to assure the character qualifications of the candidate for the ministry and to make recommendation to the District Assembly. There are several steps in this process with the District Assembly and its Boards.[2] These steps may happen at the same time as the learners educational formation. In fact, in some cases, a learner may be required to have taken one or more of these steps prior to beginning his or her ministerial education.

438.1   Steps Toward Fulfilment of the Call:

Local Minister: The first step is to secure a Local License from the local church where you are a member. This provides recognition from the Church Board, the Pastor and the congregation that you do have a call from God to serve as a minister. You then must become involved in the ministry work of the local church under the direction of the Pastor. This first year will be a time of assessment of your ministry and testing of your call and certifying of your gifts and graces. The Church Board should thoughtfully and prayerfully

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[2] See section 436.6, page 21 for the various District Boards.

evaluate the validity of the applicant's professed call. Such evaluation should include the candidates Christian experience, reputation, conduct, personal and financial integrity, spiritual stability, doctrinal soundness, and those gifts and graces that belong to such a high office. The Bible makes clear that the two primary issues confronting humankind are the use of possessions, including money, and personal sexual conduct.   The Local Minister, and all ministers, should be above reproach in these areas.   The Church Board should be just as careful not to reject an applicant without sufficient reason.   Within the bounds of prudence and proper procedure, every encouragement should be given to those who sincerely believe themselves to be called to the Christian ministry. Beginners in the ministry should be nurtured with wise counsel and loving patience.

A local minister's license must be renewed each year by action of the Church Board. Every local preacher must start into the ministerial course of study through one of the avenues provided. Registration with the District Board of Ministerial Studies is necessary. This also registers the learner with the distance education programme on the district. Should the learner wish to study full time they should consult with their District Board of Ministerial Studies and secure their recommendation. If they so recommend then the learner may apply to enrol full time at an educational institution. It may be advisable for some learners to take courses through the distance education system at first to establish their ability to study. **DAB**

The local minister is expected to continue preparation for service throughout his or her lifetime, working toward a district license and then ordination as an elder or deacon. No local minister's license may be renewed for a third year unless the learner has been taking the necessary subjects in the ministerial course of study. (*Manual* ¶ 426.3) The written

approval of the district superintendent must be secured if the learner has not taken at least two subjects in the Course of Study each year. No license may be issued if the learner fails to take two courses per year for three years.

438.2 District Licensed Minister: When a local minister has served in that capacity for at least one year, and has completed at least one fourth of the course of study for ministers, then that minister may apply for a district minister's license.

1. The applicant must be recommended to the District Assembly by the board of the local church where they hold their local license. The proper form of recommendation, signed by the pastor, must be filed with the district secretary.

2. An application form must be obtained from the district secretary, carefully completed, and returned to the district secretary at the time prescribed.

3. The applicant must assure that up-to-date records of the studies of the applicant are in the hands of the secretary of the Ministerial Studies Board. The Ministerial Studies Board or distance education system must be able to confirm to the Assembly that the applicant has completed at least one fourth of the course of study for ministers. The Ministerial Studies Board may require an interview with the applicant. Exceptions to this requirement on Phase three districts may be made by the District Ministerial Credentials Board provided the candidate is pastoring an organized church and is enrolled in a system of approved studies, and provided the candidate annually fulfils the minimum requirement of two courses for the renewal of a license, and provided the District Superintendent approves the exception. Where Phase one

or two districts are involved, exception also requires the approval of the Field Director. **DAB**

4. The applicant must appear before the Board of Ministerial Credentials when and where the Board designates. No district license can be given without the favourable report and formal recommendation of this board.

438.3 Renewal of District Licenses: The district minister's license is issued for one year. It requires an annual review. If the licensed ministers desire the annual renewal of their licenses then the original process must be repeated. They must not assume that the district will renew the license automatically - even if serving as a pastor. In addition, they must have passed at least two subjects in the ministerial course of study, or must submit a satisfactory explanation to the Ministerial Credentials Board for failure to pass at least two courses. If enrolled in a college or university, they must be sure that the transcript of work taken has been submitted to the Board of Ministerial Studies.

438.4 Privileges and obligations of a District Minister: Every district licensed minister should be fully acquainted with the regulations governing his or her office as set forth in the *Manual* ¶ 427-427.10. All district licensed ministers are required to report annually to the District Assembly wherein their membership is held and are amenable to the district superintendent and the District Advisory Board. (*Manual* ¶ 427-427.10)   District licensed ministers are ministerial members of the district, with all the rights and privileges of such ministerial standing.   However, only "assigned" ministers shall be voting members of the District Assembly. (*Manual* ¶ 402)

438.5 Qualifying for ordination as a Deacon or Elder: Two consecutive years as a full-time pastor is the minimum, not the maximum, requirement for ordination. A pastor who

has worked in secular employment during the two years of qualifying service or who has served a church that is not fully organized may be required by the Ministerial Credentials Board to defer ordination. In the case of associate ministers, the *Manual* stipulation "consecutive years" should be strictly interpreted. This means that little or no secular employment should be allowed without extending the in-service time required. Reason: The associate or assistant does not carry the full weight of responsibility as does the pastor. The ministerial Credentials Board is not obligated to recommend ordination upon completion of the minimal in-service time required, but has the right to consider each case on its own merits. It should be noted that the in-service requirement is in addition to the "Internship" which is a part of the training programme for the ministry.

The licensed minister is expected to be thoroughly familiar with all *Manual* stipulations concerning ordination.

1. The usual procedures for renewal of district license must be repeated and all relevant documents submitted to the district secretary. The candidate who believes himself or herself to be ready for ordination is not exempt from applying for license renewal.

2. All educational qualifications must be fully met as evidenced by a validating certificate of Graduation from the course of study.

3. The service qualifications as specified in the *Manual* must have been met to the satisfaction of the district superintendent and the District Ministerial Credentials Board. (*Manual* ¶ 428.3, 429.3)

4. Any previous disqualification imposed by a District Assembly must have been removed according to *Manual* ¶ 429.3, 428.3.

5. A primary consideration of the Ministerial Credentials Board is the suitability of the individual for the ministry. The spiritual qualifications and the moral and financial integrity of the candidate must be unquestioned.

6. The candidate must be personally examined by the Ministerial Credentials Board and recommended by this board to the District Assembly for ordination, with the approval of the presiding General Superintendent.

7. The District Assembly must elect the candidate to the elder or deacon order by a two-thirds vote. When so elected, he or she is an ordinand. (*Manual ¶* 428.3, 429.3)

8. The ordinands must then participate in a public ordination service, at which time the elders will lay hands on them and the presiding General Superintendent or his designee will ordain them, investing the candidate with the authority of the ministerial office, charging the ordinands with their obligations, and publicly presenting them with a certificate of ordination.

> **Ordination should be viewed as a privilege, not a right. Candidates should never assume that passing the prescribed course of study and serving the required number of years automatically entitles them to ordination or imposes some legal obligation on the church. Election to ordination as elder or deacon is the prerogative of the District Assembly.**

438.6 Transfer of Ministers from Other Denominations: When a minister who has been trained in the institutions of another denomination, or been licensed by another denomination applies for transfer to the Church of the Nazarene then that prospective minister must be evaluated by the Board of Ministerial Studies and the Board of Ministerial

Credentials. The Board of Ministerial Studies in consultation with the educational provider will determine what the applicant must still complete educationally in order to secure a license and to complete qualifications for ordination. Such a candidate may be issued a Certificate of Completion by the DMSB rather than a Diploma in Theology by the educational provider, when the candidate has met all requirements for the Course of Study for Ministers. All such transferees must take at least a course in the *Manual*, and one in the History and Polity of the Church of the Nazarene, and in Holiness theology regardless of the level of education which they present. **DAB**

438.7 Recognition of Elder's Orders: Requirements for the recognition of elder's orders granted by a sister denomination are set forth in *Manual* ¶ 430. They include passing an examination on the Nazarene *Manual* and Nazarene history and polity, which examination is supplied and marked by the distance education programme on the Field, and includes a period of six months internship under the guidance of the District Superintendent and District Advisory Board. Recognition is only granted by the District Assembly and the General Superintendent in jurisdiction upon recommendation of the District Ministerial Credentials Board subsequent to meeting this requirement.

> **If for any reason, at any time an elder or deacon, a licensed minister or lay minister should find themselves out of harmony with the doctrine and polity of the Church of the Nazarene, or practising conduct unbecoming to a minister, or chooses to unite with another denomination that elder, deacon or minister is committed to surrender their credentials to the authorities of the Church of the Nazarene.**

438.8 Lay Minister: There are those who feel called to preach the gospel, evangelise and plant churches, but who do not feel that God would have them to prepare as an ordained elder or deacon in the church. Such persons may secure a Lay Minister's license. The procedure the first year is the same as that for a Local Minister. Lay ministers are expected to take the Course of Study for certification as a Lay Minister. This can be done through the distance education system or through the residential colleges. They should register with the District Board of Ministerial Studies for assistance with the Course of Study. They are also expected to continue their education throughout their lifetime. Renewal of a Lay Minister's license can be done the first two years by the Church Board, following the same procedures as for a Local Minister. Renewal of Lay Minister's Licenses for a fourth and successive years must be done with the recommendation of the District Superintendent and the District Board of Credentials by the District Assembly.

Note: Where a Lay Minister or a Local Minister have been given charge of a local church such ministers immediately fall under the supervision of the District Superintendent and must seek the approval of the District Board of Credentials rather than the local Church Board.

438.9 Certification of a Lay Minister: A Lay Minister who has completed the Course of Study for Lay Minister may be recognized by the District at the District Assembly and given a Certificate signifying that the holder is a Lay Minister of that District of the Church of the Nazarene.   Such certificates are renewable each year on recommendation of the District Superintendent, the District Board of Ministerial Studies and the District Board of Credentials.

439   **Life Long Learning**

The ministry of the Church of the Nazarene is constantly changing. The world in which we live is changing. The composition of society is changing. The percentage of youth in society is increasing annually on the Africa Region. The percentage of city dwellers is rising rapidly in Africa. The mechanization and sophistication of society is increasing. Nazarene ministers must keep up with the developments in their world of service and this is done through a programme of continuing education. This programme is developed and administered through the Distance Education system on the Region. Each District Board of Ministerial Studies is a part of that system and is the avenue through which the system reaches the pastors of each district. The needs of the pastors on the district are met by the particular programme developed in harmony with the District Board of Ministerial Studies.

Every licensed and ordained minister who has completed their course of study is expected to take at least two continuing education credits each year. One continuing education credit is defined as ten hours of class time or the equivalent. The credits taken will be recorded by the registrar of the distance education programme.

   439.1 Records of Continuing Education: All continuing education credits should be kept by the DMSB of each district where the minister's membership is held. Where there is no DMSB, it becomes the responsibility of the DAB. These records must be available to the Regional Education Coordinator and/or the Field Education Coordinator (FEC) who will forward the record for all ordained ministers to the general secretary of the denomination, or his or her designee, for the minister's permanent record. Each minister is responsible to report the work that is done to the FEC in

conjunction with the DMSB or DAB and the distance education programme.

439.2 Continuing Education Programme: The programme of study for each minister should be tailor made for that minister in consultation with each minister. Initiative should be taken by the minister. Encouragement to and opportunity for earning credits can be given from various sources - the District, the Field, the Region, and the education structures. A successful continuing education programme requires the cooperation of all parties. It must however always begin with the individual minister.

439.3 Procedure to Establish a Personal Development Programme: It is important for you to set up you own development plan. You can do it like this:

1. *Self evaluation*. The first step for all ministers is to take a good look at your own abilities and needs. What is your present situation? What do you need to learn to meet the needs of this situation? What are your God given goals? What skills do you need to develop to meet these goals? What are your weaknesses? How can they be corrected? What are your strengths? How can they be developed? It is helpful to talk these over with your colleagues and mentors. It is very important that those you consult will be open and honest with you, not only about your strengths, but especially about your weaknesses. This can be trying, but it is vital because you cannot correct what you do not recognize to be a need. As an adult you tend to learn only those things that you recognize you personally need to learn. Perhaps your first need is for a brief course in how to do a self evaluation. Self evaluation involves a hard look at yourself to assess your spiritual condition, your pastoral competence, your marriage, your family relationships, your relationship to your society and community, your physical condition, your Biblical

knowledge, your social and political understanding, your communication expertise, your leadership abilities, your management skills, your study skills, your office skills, etc. It also involves a realistic look at your community, society and culture.   This becomes the base for your knowledge of your strengths and weaknesses, and the situation in which you function.

2. *Setting your own personal development goals*: Once you have completed a self evaluation you will probably be aware of many areas where you see that you need to develop. It is not advisable to try to improve in all areas at once. You can learn better if you focus on learning a few things at a time. You need to choose those areas that you want to improve at first - that is, you need to prioritise your development.   Choose one or two areas that you consider the most important, or the most urgent, for you to study or improve. Make those your immediate goal and start to plan how you will develop in those areas. You should continue to choose the second, third and fourth sets of priorities for your future development, but remember, every now and again review and revise both your own development   and   the   priorities   which   you   have established.   You may find that several other ministers near you have similar priorities. You might be able to meet common needs more easily by working with them - even if these are not your first priority. In this process it is important to recognize the difference between urgency and importance.   There are times when urgency must be considered first. For instance, it is important to have a good knowledge of theology and the Bible. Improving in these areas is always a high priority. But if you have several couples facing a crisis in their marriages and you do not know how to counsel them then you must make learning about marriage counselling a high priority because of its urgency or you will not be able to meet the

needs of your people. You must also take care though to be sure that your life and development is not always directed by the urgent, because the urgent can sometimes be unimportant. Your task is to develop so that you can more effectively serve.

3. *Planning with your leaders.* When you have established your priorities it is important for you to share these with your **district leadership**. It will help them to plan for district events that can meet your own and other ministers' needs.   They can also share with you out of their experience.   It is also crucial for you to share your priorities with your **distance education leaders**.   Their whole mission is to assist ministers with their development. They will help you to determine what you will need to do on your own, what you can take through distance education or at various conferences, and what you can take through various avenues of secular education. They will also seek approval on your behalf for any secular education studies which need to be counted for continuing education credit.

439.4 Objectives of a Continuing Education Programme: The primary objective of a development programme is to continue the growth and effectiveness of a minister. There are several facets to this.

1. It is the opportunity to help us deal with the continual changes that are taking place in the world in which we live and in ourselves as we age. Nothing remains static. Failure to update will soon mean that a minister will become irrelevant to the people among whom he or she lives and works.

2. It is the opportunity to improve our future effectiveness. A good education programme is not aimed at meeting just the current situation, but looks toward the future and the

challenges which will arise in the future.   A good education programme prepares effective pastors to handle future challenges with better knowledge, ability, and character whatever the context.

3. It is also the opportunity to expand your knowledge and develop understanding so that you are able to be more effective in your ministry. You may be able to develop your specialty through which you can serve better.

4. For some ministers, continuing education is the opportunity to upgrade basic education through completion of diploma-level degrees or entry into degree-level programmes or higher.

5. As an individual you are strengthened by your work. The local church, the district, the field, the region and the denomination all benefit as the ministers of the church improve their abilities.   The church is in need of competent leaders for its vast array of responsibilities.

439.5 Procedure for Implementing Development Programmes: Setting up programmes for the development of Nazarene ministers is primarily the responsibility of the College/University and Distance Education system on the Field in connection with the DMSB. However, programmes may be developed by the Region, Field, District, or even the local church.   The Distance Education system has the responsibility to determine the credit value of a programme and to keep the records of credits earned, and should therefore be involved in the planning and coordination of all development programmes.   There is a relatively standard procedure in the setting up of a programme.

1. *Determine the needs.* A collection of personal evaluations from a district or field will be a great help in determining the specific needs for ministers in a particular location. A study of ministerial needs will determine what courses can

be provided and how the courses can be delivered. For instance, if there are significant numbers of ministers with similar needs then they can e delivered a course in a common setting, such as a campus classroom. If ministers with similar needs are scattered over a wide area, then other delivery systems should be implemented. In the case of a minister who needs a specific course, a tutor or independent study may be used. If a secular institution or educational provider offers the course, it can be considered for continuing education credit.

2. ***Preparation of materials***: Materials for courses consist of textbooks, study guides, distance education manuals, video lectures, and correspondence guides. There is a great need to develop more and better materials. The materials needed include textbooks written by African holiness scholars, partnerships with organizations to provide necessary resources such as video lectures, and schools to provide and share study manuals for common course work. Qualified persons may produce such materials. However, the academic committees for each school or distance education programme must approve the materials before they are used in a specific course. The Field Education Coordinator (FEC) acts as the first step in the approval process for those interested in submitting new course materials, especially for use in distance ministerial training programmes.

3. ***Setting up courses***: The most efficient way to meet the needs of people is to arrange courses that can meet the needs of many people at the same time. Any gathering of ministers should be viewed as a possible time to include continuing education in the programme - Assemblies and pastors' conferences can easily have a credit course attached to them. This can be arranged through the distance education programme. Special training

gatherings such as conferences or seminars can also be arranged to meet continuing education needs. Educational providers can arrange seminars or block courses taught over a short period of time to enhance the ability of active pastors to participate in such courses for continuing education credit. It may be helpful to arrange to offer courses across the borders of districts or even of fields. It is important for distance education leaders to keep track of the courses being offered in other areas so that they can take advantage of such courses for learners under their care. Such cooperative endeavours will strengthen all of the districts that participate. Any course offered in the distance education programmes can be taken for continuing education credit if the learner has not taken that course in the recent past.

440   Validation Procedures

440.1 Validation of Regional *Sourcebook*:   This *Sourcebook* has been validated by submission to the International Course of Study Advisory Committee (ICOSAC) which recommended it for approval to Clergy Services 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.

440.2 Validation of Ministerial Courses of Study: Educational providers within the Africa Region must submit their curricula to the ARCOSAC for approval. Ministerial study programmes will include syllabi developed in the form of the ARCOSAC Recommended Outline for Syllabus included as Appendix IV. ARCOSAC suggests submitting one syllabus for evaluation before writing more syllabi. ARCOSAC has model syllabi available upon request. Curricula must adhere to ARCOSAC Guidelines for Submissions. Instructions may e obtained on request from ARCOSAC, PO Box 1558, Florida, 1710, South Africa, by fax [27] (11) 472-2111 or E-mail the Chair or the Recording Secretary at the appropriate email address.

The ARCOSAC will evaluate the programme and, if approved, they will send the curriculum to ICOSAC, Clergy Services, the General Board, and the Board of General Superintendents for validation.   Any learner who has completed such a programme is graduated from a ministerial course of study. (*Manual* ¶ 424.1, 2)

Approved courses of study on the Africa region are listed in Appendix I of this *Sourcebook*. Each educational provider in consultation with the Regional Education Coordinator should review courses of study at least once every four years. When a General Assembly has made changes in ministerial requirements there should be a revision of curriculum submitted during the following year. Revisions need to follow the procedure outlined above.

Appendix I

Education Providers and Approved Courses of Study

Several educational providers on the region have submitted their courses of study to the ARCOSAC for approval. The following have been approved and detailed copies of the course of study can be secured from each institution. You will need to write to the educational provider of your choice for details about their course of study for your ministry and for the costs involved in enrolling in that study.

This information is provided to help you to choose where and how you want to study. Talk with your church leaders as well and get their advice on your plan. The cost of attending the various institutions or studying through the various distance Education programmes varies and can be secured through those institutions. <u>Note</u>**: Courses of Study for Ordination as an Elder or for meeting the Theological Requirements for Ordination as a Deacon are marked with an asterisk (*).**

AFRICA NAZARENE UNIVERSITY (ANU)
    Contact: Office of the Registrar
                PO Box 53067, Nairobi, Kenya
                Email: registrar@anu.ac.ke

Bachelor of Theology*
o *Admission Requirements*:
    O levels or the equivalent with a minimum of a C+ average.
    English medium instruction
o *Programme length*: 4 years full time

Master of Arts in Religion*
o *Admission Requirements*:
    Bachelor's degree or the equivalent
    English medium instruction
o *Programme length*: 2 years full time

NAZARENE COLLEGE OF THEOLOGY (NCT)
 Contact: The Registrar
          PO Box 121, Siteki, Swaziland
          Email: nct@realnet.co.sz

Bachelor of Theology*
o *Admission Requirements*:
  Standard 12 or 0 levels equivalent
  English medium instruction
o *Programme length*: 10 semesters

Diploma in Theology*
o *Admission Requirements*:
  Standard 8 or equivalent
  English medium instruction
o *Programme length*: 8 semesters

Certificate of Ministry*
o *Admission Requirements*:
  Basic Education
  Siswati medium instruction
o *Programme length*: 4 years

NAZARENE THEOLOGICAL COLLEGE (NTC)
 Contact: The Registrar
          PO Box 3083, Honeydew, 2040, South Africa
          Email: nazcol@global.co.za

Certificate in Ministry
o *Admission Requirements*:
  Grade 10 or equivalent
  English medium instruction
o *Programme length*: 1 year

Higher Certificate in Lay Ministry
o *Admission Requirements*:
  Grade 10 or equivalent, or Certificate in Ministry
o *Programme length*: 2 years

Diploma in Theology*
o *Admission Requirements*:
   Grade 10 or equivalent
   English medium instruction
o *Programme length*: 3 ½ years

Diploma in Youth Ministry*
o *Admission Requirements*:
   Grade 10 or equivalent
o *Programme length*: 3 ½ years

Advanced Diploma in Ministry*
o *Admission Requirements*:
   Grade 10 or equivalent, or Diploma in Theology
o *Programme length*: 4 years

Bachelor of Theology*
o *Admission Requirements*:
   Grade 12, University entrance or equivalent
o *Programme length*: 4 years

NAZARENE THEOLOGICAL COLLEGE OF CENTRAL AFRICA (NTCCA)
Contact: The Registrar
            PO Box 30713, Lilongwe, Malawi
            Email: NTCCA@eomw.net

Diploma in Theology*
o *Admission Requirements*:
   Standard 10 or equivalent
   English medium instruction
o *Programme length*: 4 years

Certificate of Ministry
o *Admission Requirements*:
   Standard 6 or equivalent
   Chichewa medium instruction
o *Programme length*: 2 years

SEMINARIO NAZARENO EM MOZAMBIQUE (SNM)
    Contact: The Registrar
                    CP 2317, Maputo, Mozambique
                    Email: filsam@teledata.mz

Diploma in Theology*
o *Admission Requirements*:
    Grade 10 or equivalent
    Portuguese medium instruction
o *Programme length*: 8 semesters

Certificate in Pastoral Ministry
o *Admission Requirements*:
    Basic Education
    Portuguese/Chichewa/Makua/Shangaan medium instruction
o *Programme length*: 3 – 6 years

Distance Education Providers:

Most distance education systems are linked to a specific hub and the diplomas, certificates and degrees offered are given by that institution. Requirements for admission and length of full time study to secure the credential can be noted from the parent institution.

CENTRAL FIELD
    Rev Gary Sidle, Field Education Coordinator
    Email: garysidle@hotmail.com

Africa Nazarene School of Extension (ANSE-NTCCA)
Linked to Nazarene Theological College of Central Africa
    Contact: The Registrar
                    PO Box 30713, Lilongwe, Malawi
    Serving Malawi, Zambia, Zimbabwe

Linked to Nazarene Theological College of South Africa
    Contact: The Registrar
                    8 Holmwood Rd, Woodlands, Bulawayo, Zimbabwe
    Serving Zimbabwe

EAST FIELD
Mrs Marilyn Clark, Field Education Coordinator
Email: aef-ww@aenaz.org

Africa Nazarene School of Extension (ANSE – AEF)
Contact: The Registrar
                 PO Box 20025, Nairobi, Kenya
Serving Kenya, Uganda, Tanzania

FRENCH EQUATORIAL FIELD
Dr Russell Lovett, Field Education Coordinator
Email: RLovett@awfcon.org

Institut Biblique Nazaréen
Contact: The Registrar
                 BP 3648 ENIR, Kigali, Rwanda
Serving DR Congo, Rwanda

Contact: The Registrar
                 BP 11094, Poste Boutique, Magri, Madagascar
   Serving Madagascar

HORN OF AFRICA FIELD
Dr Dan Miller, Field Education Coordinator
Email: efn@rjtl.org

**Africa Nazarene School of Extension - Creative
Leadership Institute (ANSE – CLI)**
Contact: The Registrar
                 PO Box 8974, Addis Ababa, Ethiopia
Serving Creative Access #4 & 5, Djibouti, Ethiopia, Eritrea

LUSOPHONE FIELD
Rev Margaret Scott, Field Education Coordinator
Email: jonpaulscott@cs.com

Instituto Biblico Nazareno na Africa Lusophone (IBNAL)
Linked to Seminario Nazareno de Mozambique (Portuguese)
Contact: The Registrar
                 CP 2334 Maputo 00100, Mozambique
Serving Angola, Mozambique, São Tomé

SOUTH FIELD
Rev Anna Sibeko, Field Education Coordinator
Email: anse-ntc@global.co.za

Africa Nazarene School of Extension (ANSE-NTC)
Linked to Nazarene Theological College, South Africa
Contact: The Registrar
                    PO Box 668, Honeydew, 2040, South Africa
Serving South Africa, Namibia, Botswana, Lesotho, Zimbabwe.

Distance Learning Centres:
Nasarener Teologiese Kollege, Vanderbijlpark (Afrikaans)
Contact: The Registrar
                    PO Box 4945, Vanderbijlpark, South Africa

Nazarene Extension College, Cape Town (English)
Contact: The Registrar
                    PO Box 718, Westridge, 7802, South Africa

WEST FIELD
Rev Fred Otto, Field Education Coordinator (English)
Email: FDOtto@compuserve.com

Dr Matthew Price, Field Education Coordinator (French)
Email: MPrice@awfcon.org

Africa Nazarene School of Extension (English)
Contact: The Registrar
                    25/5 Onyaa Crescent Rd, Accra North, Ghana
Serving Liberia, Ghana

Institut Biblique Nazaréen (IBN) (French)
Contact: The Registrar
                    01 BP 1350 Cotonou, Benin
                    Email: MPrice@awfcon.org
          Serving Côte d'Ivoire, Benin, Togo

Nigeria Nazarene Theological College (English)
Contact: The Registrar
                    PO Box 604, Abak, Akwa Ibom State, Nigeria
                    Email: jwatton@nma-awf.org

Seminario Nazareno de Cabo Verde (Portuguese)
> Contact: The Registrar
>   CP 134, Mindelo, Cape Verde
>   Serving Cape Verde

Courses of Study for Certification as a Lay Minister.

In most cases the first year of the Course of Study for Ministers can be used to qualify for the Lay Minister's Certificate. All of the Diploma programmes listed can be used this way. Contact the school or Field Education Coordinator for complete information.

Appendix II

Educational Terms

Educational terminology is complex and varies in meaning from area to area. It was therefore considered advisable to define the terms used in this *Sourcebook*. All terms are listed alphabetically.

Academic: Pertaining to an institution which provides training and/or education.

Accreditation: The recognition of a programme of study as meeting the requirements and standards of an external body which has examined the programme.

ARCOSAC: Africa Region Course of Study Advisory Committee; a board representing pastors, district superintendents, educators, laymen, learners and other leaders nominated from the fields by the Field Directors and selected by the Regional Education Coordinator to broadly represent the geography and cultural diversity of Africa to review the Africa Region *Sourcebook* and evaluate courses of study intended to prepare ministers for ordination in Africa.

Articulation: The plan for academic credit or equivalency established between two levels of instruction of the educational system or two educational institutions or system which defines how learners may transit from one to the other.

Bible College: An institution for preparation of ministers and Christian workers.   Usually a Bible College offers only certificate and diploma programmes.

Certificate: The credential provided for the completion of a class, course or lower level programme.

Certificate programmes: These are designed to meet a wide variety of needs. The academic level of the certificate programme may vary considerably from institution to institution and programme to programme.

Certificate of Ministry: is a programme designed to meet the requirements for recognition as a Lay Minister in the Church of the Nazarene.

Class: A gathering of learners under the guidance of a teacher.

Continuing Education: Planned study and learning which takes place throughout the lifetime of the individual, especially that which occurs following the completion of a formal education programme.

Continuing Education Unit (CEU): Ten contact hours of workshop or class time or thirty hours of private directed study is the equivalent of one CEU. All Nazarene Ministers are expected to earn two CEU's each year in order to keep them up-to-date. A continuing education credit does not have a mark attached to the credit and requires no examination. Degree and diploma courses valued at three credits provide the minister with four CEU credits. A one and a half credit module taken through the distance education system fulfils the annual requirement of two CEU's per year for a Nazarene minister.

COSAC: One of the regional Course of Study Advisory Committees set up to review the Regional *Sourcebook* and validate ministerial courses of study from the region.

Correspondence Course: A specially designed set of study guide materials and examinations for a course which can be provided through the postal service. Any person who has access to reliable postal service can take such courses. However, it is extremely difficult to evaluate the achievement

of all 4 C's via correspondence because of lack of contact between the instructor and learner.

Course:　The subject matter and material presented together to form a study unit of a programme.　Individual courses may be offered through a wide variety of styles of teaching and through a variety of structures.

Course Delivery:　Courses can be set up to be delivered in a variety of ways in any programme.　Classes can be arranged intensively or long-term.　The structure for an intensive course will be contained within two weeks meeting several hours per day.　Courses may be completed in a relatively short time.　Also, a course can be taught over a longer period of time, such as a semester with a course two or three days a week for several weeks.　The time structure needs to be arranged to suit the learners and the teacher. The qualifications of the teacher in the class session will determine the level of instruction which can be provided. Courses may also be delivered to individuals by Internet, video or correspondence.

Course of Study:　A programme of ministerial preparation that leads to ordination.　Also, the collection of courses and other formational activities which lead to the completion of the requirements for certificate, diploma, and degree programmes.

Credit:　A unit to measure instructional input.　Credits are defined differently according to the level of each programme of study and the country defining the units.　One credit is generally defined for degree purposes as 12 hours in class plus 24 hours of home work and passing examinations.　Most college/university courses are arranged to have three credits per semester.　Most distance education courses are arranged to have one and a half credits per module.　It usually takes about 120 credits to graduate from a diploma or degree programme,

and 30 credits to complete a one-year programme. More class time with less homework is normal for diploma level studies and a further increase of class time and lowering of homework is normal for certificate level study.   Credit requirements will vary from system to system.

Curriculum: The blueprint for learner teacher interaction by moving through a set of intended outcomes.   Also, the organization of materials, concepts, texts, and subject matter to be used in a programme of learning.

Deacon: An ordained deacon is a minister who is 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.

Decentralized Education: A system which operates with an office where records are kept but which has multiple locations for providing classes or other forms of education and training.

Degree: A credential issued by a university certifying that the person to whom the degree is issued has completed the specified academic programme.

Degree Programme: Tertiary level programmes of study which are offered at a variety of levels, each building upon the lower level. Bachelor, master and doctoral programmes must each meet the external academic requirements for the issue of that degree.   Such programmes are usually delivered on campuses through various types of courses - lecture, seminar, discussion, research and reading, and writing but may also be delivered at Distance Education Centres at which duly qualified educators and adequate library facilities may be available. The Bachelor of Theology offered at all Nazarene institutions in Africa is designed to meet the education

requirements for ordination as an elder, and all the theological education requirements for a deacon.

Delivery system: The system used to provide education opportunities to learners. The selection of a delivery system depends upon available resources and learners' needs. Residential campus, day or night school, extension schools, intensives, correspondence, video classes, Internet studies, can all be incorporated into a system.

Diploma: The credential issued by an institution to signify completion of a programme of study. The term may be used generically for all certificates, diplomas and degrees, but usually diploma indicates a level of study between that of certificate and degree.

Diploma Programme: Diploma programmes are normally not as rigid academically as degree programmes. Diplomas are issued for work which may begin at an education standard below the completion of high school but signify that the end result is equivalent to or superior to completion of high school. Quality work done in a diploma programme may be transferable to a degree programme. The Diploma in Theology at all Nazarene institutions in Africa is designed to meet the education requirements for ordination as an elder, and all of the theological education requirements for a deacon. Various other diploma programmes are offered which meet the need for other callings.

Directed Study: Personalized guidance for a learner by a qualified tutor.   It study results in a pre-determined examination over the material studied.

Discussion: A discussion class is very useful to help learners understand a lecture or other material that has been presented to them.   It provides opportunity for clarification and understanding of the information being discussed. It is vital

to have a leader in the discussion who understands the issues being discussed. Discussion is best done in small groups.

Distance Education: Classes taught by remote connection to the professor and the sponsoring institution by Internet, satellite, or other delivery system. A system of education which provides ways for learners at a distance from the institution to participate in the courses offered by that institution. Teaching staff of the institution may offer such courses at alternative locations.

Education: The process of instruction and training which brings about the development of an individual to the full potential of mind and ability.

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.

Electronic Media: The tools of radio, television, video, computer and Internet which can be utilized to provide instruction and stimulate learning among learners.

Extension Education: Full classes taught off-campus by a qualified instructor (certified Pastor/Teacher or Professor) under the auspices of an educational institution. A delivery system for education and training which reaches out from a campus to provide benefits of the campus to learners at various other locations. Such a system may use local personnel on a part time basis to teach or to administrate programmes. This is a type of programme which can provide on the job training for ministers, and enables the learner to continue in a job while in training.

Facilitator: A person who has the skills necessary to help a learner find their way in a personal study programme. TEE uses a facilitator to help the learner with programmed materials. Learners involved in Internet or computer classes often need a facilitator to help them with the technical aspects of the medium through which they are being instructed.

Faculty: The teaching staff, facilities, learners and administration which offer and take a particular programme.

Hub: The administrative centre of a Distance Education Programme, may be a college, university, or the designated major centre of an established and connected network of teaching centres. (See section 437.3, page 25)

ICOSAC: The International Course of Study Advisory Committee which meets annually to validate ministerial courses of study which have been recommended by the Regional COSAC's.

Intensive: A format for a class which provides instruction for several hours each day allowing the completion of the course in a short period of time ranging from one week to one month. Two three-credit courses can be completed this way in two weeks. Papers, examinations, readings and small group work can be handled separately from class time. This format is not suitable for all types of courses, particularly language courses.

Internet: An increasing number of courses are available on Internet for those fortunate enough to have access to a computer and telephone line. These courses are available on an individual basis but are an expensive way to take a course, especially where telephone costs are high. (The entire US and Canada course of study is available through the Nazarene Bible College in Colorado Springs, Colorado, USA via Internet.) Permission to take specific Internet courses for credit in Africa would need to be secured from your Distance Education provider.

Internship: The time which a learner spends working under the direction and supervision of a qualified person in the performance of the work for which the learner is preparing. Pastoral internship is spent under the direction of a pastor and of the institution providing the programme of study.   All ministerial students must take a minimum of a six-credit internship.

Learning: The transformation of information into practice in the life and thought of an individual. It is the objective of the teaching which hopes to bring about education and/or training.

Lecture: This is transforming change in the thoughts, attitudes, and behaviour of people.

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

Mentoring: The relationship of trust and sharing between a more experienced person who acts as a guide and a less-experienced person (mentoree) who responds.

Modular Course: A system of delivery that offers one or two subjects at a time with classes meeting several hours each week. This enables a subject to be completed in a short time. The purpose is to make it possible to use short term teaching staff and to enable pastors to take a month break to complete a course. This system can be used exclusively by an institution offering eight or ten brief terms a year, or in combination with traditional term or semester systems.

Module: A complete sourcebook containing all that is needed for the teaching of a course including syllabus, objectives, examinations, assignments, lecture notes, methodologies, overheads, bibliography, supplemental readings, etc.   A course may be divided into modules to simplify the offering

of the course in various settings. Usually a course is broken into two modules.

Ordination: The solemn act of confirmation by the elders and deacons of the church, led by a General Superintendent, which initiates an ordinand as an elder or deacon.

Outcomes Based Education (OBE):   Designing an educational system focused on what is essential for all learners to be able to succeed at the end of their learning experiences. This means starting with a clear picture of what is important for successful ministry, then organizing curriculum, learning activities, and assessment to make sure this learning ultimately happens.

Partnering: Collaboration between two entities towards a common cause or goal; in the case of partnering in ministerial education, the cause is the formation of a certain candidate for ministry and the partners include the candidate, his or her local church, district, educational provider, etc.

Practicum: Courses that involve the learner in practical performance of a responsibility or task.   The internship programmes are structured collections of practica relating to the work of a particular ministry. Learning by doing is an essential part of the training of any minister. A practicum is oriented to a specific individual, and is not done as a class activity.

Programme: The term refers to the collection of subjects taken over a period of time which lead to a credential.

Quality Point: The quality point system is a mathematical system devised to calculate average marks of the various courses taken by a learner even when the courses have varied credit values.   Points are granted according to the marks attained and are multiplied by the credit value of the course.

Total Quality Points earned are divided by the total credits taken to get the average mark.

Reading Course: A reading course is a directed study where the teacher assigns the learner a collection of readings. It needs to be accompanied by sessions where questions can be answered. This type of course needs to be highly structured with the teacher serving as a facilitator and guide to help the learner. Some prestigious British universities use this method almost exclusively. It is accompanied by examination or a paper on the material read.

Research: Research is essential for all learners. It is the key to future learning on the part of the learner. It requires that the student learn how to secure information.   It is very effective for mature learners. It also permits the learner to explore areas of special interest to that student. Research can be done by an individual or a group of individuals. It may involve taking an examination on the topic researched or more likely the writing of a paper on that topic. This method is a basic tool for the preparation of sermons and for discovery and analysis of the needs of a congregation.

Semester: A period of about 15 weeks which normally comprises half of a year of study at an institution.   It is possible to incorporate three semesters into a year, thereby reducing the traditional four years for a degree or diploma programme to two and two thirds years. This however can place a very heavy burden upon the teaching staff.

Seminar: This type of course is for small groups of advanced learners. It gives opportunity for the combination of reading, research, lecture and discussion.   All of the learners are expected to be involved in the preparation for the seminar and to present to the class papers, reports research, and lectures.

Seminary: An institution for the preparation of ministers.

Spiritual Formation: The process of molding or transforming the "inner man" or spirit in the life of a person. Spiritual Formation includes education, but also involvement of the individual ij the classical spiritual disciplines of worship, prayer, meditation, spiritual readings, fasting, sacraments, and in relational experiences like mentoring, accountability groups, retreats and camps.

Teaching Staff: The academic personnel of an educational institution or educational structure.

Teaching Style: Often there are elements of several styles of teaching used in a course in order to get material across most effectively.   The purpose of teaching is learning, and that takes place in the learner.   The focus of the teacher must be upon assisting the student to learn.

Term: The period of time when courses meet at an educational institution.   There are most frequently three terms to a year of study, but there can be as many as a term each month.   Normally there is a break between terms.

The 4 C's: Four words beginning with the letter "C" which provide the categories for the outcomes intended from a ministerial course of study: Content, Capacity, Character and Context.

Theological College: An institution that specializes in the preparation of ministers and deacons.   Such institutions usually offer at least diploma level programmes.

Theological Education by Extension (TEE):   A system of delivering training that relies primarily upon programmed learning with the guidance of a facilitator.   Thus far this system has worked best for more basic levels of education.

Training: The provision of instruction for the acquisition of skills essential to the performance of a task or responsibility.

Tutor: A teacher who provides individual instruction in a subject or for a course of study.

University: An institution which offers accredited degree level instruction and research in more than one area of study.

Validation: The examination, evaluation, and certification of a course or programme of study by a recognized body for a particular purpose.   The Commissioner of Education and International Board of Education are responsible to certify that the institutions carrying the name of the Church of the Nazarene are institutions which uphold Nazarene polity and practice.   The Commissioner makes quadrennial tours of all institutions in part to examine institutions for such a report.

Video teaching: Courses are available on video.   This provides quality lecture material from top teachers for viewing by groups or individuals.   It is best when accompanied by a workbook and by a facilitator who can assist learners to find answers to their questions.   Very little material is currently available in this format.

Year: The academic year begins with the opening of the institution for admission of learners to start the programme of study offered.

Credentialing Terms

For your convenience a listing of various technical terms and codes are listed in the following pages.   These terms are provided by the General Secretary's office.

Accusation - A written document signed by at least two members of the Church of the Nazarene accusing a member of the Church of the Nazarene of conduct that, if proven, would cause a member to be subject to discipline under the terms of the *Manual*.

Active - Fulfilling an assigned role.

Belief - A conclusion reached in good faith based upon knowledge and information.

Charges - A written document describing specifically the conduct of a member of the Church of the Nazarene that if proven would be the basis of discipline under the terms of the *Manual*.

Clergy – Elders, deacons, and licensed ministers.

Good Standing - The status of a member of clergy who have no unresolved accusations pending, are not currently under discipline, and have neither surrendered nor resigned their credentials.

Information - Facts learned from others.

Knowledge - The awareness of facts learned by the exercise of one's own senses.

Laity - Members of the Church of the Nazarene who are not clergy.

Rehabilitation - The process of bringing a minister or lay person who has been disciplined or has voluntarily surrendered the rights privileges and responsibilities of the clergy to a place of spiritual, emotional, mental and physical health and to place of usefulness and constructive activity. Rehabilitation does not necessarily include the restoration of the rights, privileges and responsibilities of the clergy.

Suspension - A type of disciplinary action that temporarily denies a member of the clergy the rights, privileges and responsibilities of the clergy.

Credential Codes:

LP: **Local (Preacher) Minister.** A local minister is a lay member of the Church of the Nazarene whom the local church

board has licensed for the ministry, under the pastor's direction. A lay minister may receive a license from the district and be placed under the District Superintendent if that minister is placed in charge of a congregation.

LM: **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. It is a step toward ordination as an elder or a deacon.

DCN: **Deacon (Ordained).** An ordained deacon is a minister who is called of God and whose gifts and usefulness have been demonstrated and enhanced by proper training and experience, and has been invested by the district and by the solemn act of ordination to perform certain functions of Christian ministry.

E: **Elder (Ordained).** An ordained 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 a vote of a district assembly and the solemn act of ordination.

ER: **Elder (Recognized).** A recognized elder is an ordained elder from another evangelical denomination who has been recognized by the district assembly and has met the requirements for recognition as set forth in the *Manual* ¶ 430.

NC: **No Credential.** Any person who does not possess one of the above named ministerial credentials recognized by the Church of the Nazarene shall be coded NC, No Credential.

Status Codes:

Persons who are involved in the work of the Church of the Nazarene are assigned a code which indicates their relationship to the district on which they hold membership. The following definitions are extracted from the *Manual* ¶

433.   The codes have been designated by the General Secretary of the Church of the Nazarene and are to be used in reports to the General Secretary and in the listings of ministers in District Journals.

A: **Assigned.** A licensed minister, deacon, elder, or lay/local minister who has been appointed as a pastor, is listed as assigned. The assigned code may be associated with any credential except NC, No credential.

U: **Unassigned**. A minister in good standing but not presently active full-time in a recognized assignment is classified unassigned. A lay pastor, or local minister who is not assigned as a pastor is coded as unassigned.

F: **Filed Credential**. A minister in good standing who, because of inactivity in the ministry, has voluntarily temporarily given up the rights, privileges and responsibilities of being a member of the clergy by filing his credential with the General Secretary. The person may request that the credential be returned in accord with Manual ¶ 435.2. This code may only be associated with a person having a credential of elder, elder recognized, or deacon.

DIS: **Disciplined**. The status of clergy who have been deprived of the rights, privileges and responsibilities of the clergy by disciplinary action.

RMV: **Removed**. The status of the credential of clergy whose names have been removed from the roll of ministers in accordance with the provision of *Manual* ¶ 434.3.

SUR: **Surrendered Credential**. A minister who because of misconduct, accusations, confessions, result of action by a board of discipline, or voluntary action because of the above, or for any reason other than inactivity in the ministry, has turned in his or her credential. The Surrendered credential

code may only be associated with a person having a credential of elder, elder recognized, or deacon.

*RET***: Returned Credential**. When a minister who has filed his or her credential desires the return of said credential for the purpose of return to active ministry, the returned credential code must be used.

*RES***: Restored Credential**. When the reinstatement of a surrendered credential is granted by the district assembly as set forth in *Manual* ¶ 435 through 435.8, the restored credential code must be used.

*RSG***: Resigned.** A minister in good standing who, for personal reasons, has decided that he or she no longer wishes to be considered as a minister, and gives up the rights, privileges and responsibilities of being members of the clergy to become a lay person on a permanent basis. The credential is filed with the General Secretary and me be reinstated in accordance with *Manual* ¶ 435.3.

*RA***: Retired Assigned**. The retired assigned code is applied only to ministers (elder, elder recognized, deacon or licensed minister) who are granted the retired relationship while serving an active assignment. Retired assigned is a permanent relationship and carries with it the privilege of lifetime participation in the business of the district assembly in accord with *Manual* ¶ 431.1.

*RU***: Retired Unassigned**. The retired unassigned code is reserved for use with ministers in good standing who are granted retired relationship while in an unassigned role. Ministers with a status of retired unassigned shall not have participation or voting privileges in the district assembly

*DR***: Dropped.** The dropped code is reserved for designation of a minister who has been removed but does not turn in their credential.

*NR***:   Not Renewed**.   This code is reserved for use with licensed ministers whose district license has not been renewed for whatever reason.

Appendix III

Developing a Personal File

It is important for you to start a personal file in which you keep copies of all of the important forms and certificates which relate to you personally, and to your ministry.

There are several forms which will be needed in the process of completing your education requirements and in applying for licenses. The following is a listing of the various forms and who to contact to get copies of the forms.

<u>**Forms for Personal Use:**</u>

Journal. It is good to keep a journal. A good notebook will serve this purpose. Simply write the date in the margin of the notebook and your comments at that time in the page. It is not necessary to write in a journal every day, but very useful to record special events and thoughts.

Call. You should write down the details of your call to ministry from God. It will help you to review it in difficult times of your ministry. Details would include when and how you were called and what your perception of your ministry should be. This can be done in your Journal, and should be updated as God further clarifies your calling.

Exercises: There are a few mental and spiritual exercises that will help you in the clarification of your call and ministry.

1. List the Qualifications of the Minister given in the *Manual* ¶ 400 to 401.5. Evaluate yourself personally using this list as your measure.

2. Note the Categories and Roles of Ministry in the *Manual* ¶ 402 to 423.1. Examine them carefully and note which category or role best fits your call. Discuss this with your

pastor and mentor and then evaluate yourself in terms of the requirements and duties of that ministry using the information in this section of the *Manual*.

3. Note carefully the gifts and graces necessary for the ministry listed in the Being Doing Knowing statements at the end of Stage Two of this *Sourcebook* and those given in Scripture: First Timothy is very useful here. Again, note where you need to grow and where you are strong. Study the various Biblical roles of a minister; Pastor (Acts 20:28; I Peter 4:2), Educator (I Timothy 3:2; 5:17), Worship leader (James 5:14), Representative (Acts 20:17), Administrator (I Timothy 5:7; I Peter 5:2, 3), and note your growth needs in these areas.

4. A final exercise is very important. Read carefully in the *Manual* the Constitution and Special Rules of the Church of the Nazarene. Note any differences and thoughts which you have on these matters and discuss them with your pastor and mentor. It is important for Nazarene pastors to be in agreement with the Constitution and Special Rules of the denomination.

Personal Education Records

There are several records relating to your educational progress that you should keep in your file:

Copies of Certificates, Diplomas and Degrees: The Bachelor of Theology, Diploma in Theology and Certificate of Ministry are all documents that establish the fact you have completed certain education qualifications for the ministry. You should keep them in your file. Other diplomas and certificates should also be kept since they are evidence of your continuing education.

Continuing Education Certificates.   When you have completed continuing education courses you need to keep in your file the record of that course.

Transcripts. It is useful to keep a copy of the transcript of your academic work. Such unofficial transcripts can be used in most instances where your qualifications are in question. (Universities require *official* transcripts - these must be sent directly from one institution to another and do not pass through the hands of the learner). Transcripts showing all of your continuing education work up to the time of issue can be secured from the Field Education Coordinator. Check the record and be sure that your work is recorded. It is good to get an update of this transcript every few years.

Curriculum Vitae (CV) or Resume: A concise record of who you are and what you have done. It simply lists information without comment: Where and when you were born; details of your spouse and children, where you currently live, where you have worked and what your job was; current work details; the schools, colleges and universities you have attended; when you attended and what you studied; what degrees and diplomas you have earned; any books or articles you have written; honours that have been granted to you. Some also include your concept of the ministry and the church. It can be helpful to give a copy of the CV to the District Superintendent and local church board when you are being considered as pastor of a church.

Addresses of the Field Directors: The forms listed in the next section can usually be secured from your District Superintendent. If not available there they can be obtained from your Field Director.

Central Field: PO Box 1055, Harare, Zimbabwe
                            Φ +2634 778 689

East Field:	PO Box 20025, Nairobi, Kenya
	Φ +2542 570 042/031
French Equatorial Field:	BP 5675, Dakar Fann, Senegal
	Φ +221 832 7356
Horn of Africa Field:	PO Box 8974, Addis Ababa, Ethiopia
	Φ +251 115 3472
Lusophone Field:	CP 2317, Maputo 00100, Mozambique
	Φ +258 144 2226
South Field:	PO Box 22406, Helderkruin 1733, SA
	Φ +2711 472 2282
West Field:	BP 5675, Dakar Fann, Senegal
	Φ +221 832 7356

Forms relating to the Local Church

You will need to write a letter to your pastor and the church board telling of your call to be a minister and requesting a **Local Minister's License**. This can be a simple statement about your call describing how and why you feel called, and what you believe your ministry to be. The church board will want to interview you and become sure of your calling before giving you a license*. License forms can be secured from your Field Director's office.*

After the church board has given you a local preacher's license you will need to have your pastor write a **letter** to the District Superintendent and to the Field Education Coordinator to inform them of your call and that you have been granted a license and are enrolling in a ministerial training programme.

Forms relating to the District

1. Application for a *District License* or renewal of the license. You can make this application to the District Board of Credentials and the District Advisory Board after

you have had a local preacher's license for a year. The district boards will interview you to be certain of your calling before issuing or renewing the license.   The District Assembly has to vote on the granting of the license.

2. Application for ***Certification of Role of Ministry*** or renewal of the certification. When your calling is to other than the pastoral role it is important to have this recognized by the district after you have served in the local church for a year. The district boards will interview you to be certain of your calling before issuing or renewing the certification. The District Assembly has to vote on the granting of the certification.

3. If you are pastoring as an elder, a licensed minister or a lay minister you must give a ***report to the district*** assembly. This should be done in person, in the format directed by the District Superintendent, by all active ministers.   All other ministers should submit a brief written ***annual report form***

4. When you have completed your educational requirements for ordination or recognition you will be asked to fill out an ***Ordination or Recognition Questionnaire*** and be interviewed in detail by the Board of Ministerial Credentials. This interview is a careful evaluation of your fitness for the permanent ministry and is done with great care. The Board, if satisfied, may choose to recommend you for ordination to the District Assembly and the General Superintendent.

Licenses and Certificates

The following license and certificate forms can be secured from your Field Director's office.

1. ***Certificate of standing***: A wallet size certificate that identifies you and your relationship to the Church of the Nazarene. Valid for one year.

2. ***Lay Minister's License***: Issued by the local Church with the approval of the District Superintendent and the District Advisory Board when a person is recognized as a minister. Valid for one year.

3. ***Local Preacher's License***: The license which can be issued when a person's call to the ministry is recognized by the Church and the District leadership. It is the first step on the path to ordination. Valid for one year.

4. ***Minister's License***. The license which is issued on the recommendation of the Board of Ministerial Credentials following the action of the District Assembly. At least two credits toward the course of study for ministers must be completed each year for the renewal of the license. Valid for one year.

5. ***Certification for Ministry***: Issued on the recommendation of the Board of Ministerial Credentials following the action of the District Assembly. At least two credits toward the course of study for the relevant ministry must be completed each year for the renewal of the license. Valid for one year.

6. ***Certificate of Ordination*** *as an elder*. This is granted by the General Superintendent following the ordination service. It is permanent.

7. ***Certificate of Ordination*** *as a deacon*. This is granted by the General Superintendent following the ordination service. It is permanent.

Appendix IV

ARCOSAC Recommended
Syllabus Outline

I. IDENTIFICATION ITEMS:

    A. Name of Education Provider:

    B. Programme Level: Certificate, Diploma or Degree

    C. Course Number and Name:

    D. Course Description: 3 or 4 lines

II. DIRECTIONAL ITEMS:

<u>Who</u> are the learners and <u>where</u> do we intend to take them?
Defining and describing the beginning and the end product.

    A. Course Rationale:
    Describes why the learners need to take this course
    Written to include the Ministerial Competencies
    (Programme Outcomes)
    Organized by the 4 C's (See Sourcebook ¶ 437.10-12)
    Example: "Ability to present the Gospel in a clear and biblical way."

    B. Intended Learning Outcomes: (Optional)
    Derived from the Programme Outcomes
    Example: "At the end of the course, the learner will be able to quote from memory a Gospel presentation outline."

    C. Percentage Distribution of 4 C's: (Based on Programme Outcomes)

III. PROCEDURAL ITEMS:

<u>How</u> do we intend to get there?
Qualifying and quantifying the means to achieve the ends.

    A. Instructor's Qualities:

    B. Bibliographical Resources:
        1. For Instructor Use
        2. For Learner Use

    C. Topics to be Covered:

     D.   *Suggested Educational Activities to be Employed:*
         (Optional)
     E.   *Course Requirements:*
     F.   *Course Duration:*

IV. EVALUATION ITEMS

Measuring each of the 4 C's

     A.   *Evaluation Criteria and Whole Course Evaluation:*

Appendix V

A Global Strategy for Theological Education[3]

MISSION STATEMENT: to develop a worldwide system of quality education to prepare pastors to carry out the mission of the church.

IMPLEMENTATION STRATEGY: to be accomplished through the church's 57 colleges, universities, seminaries, extensions, and distance education in collaboration with regional, national, and district leaders.

The Development of Seven Strategic Initiatives

1.   Module Courses for Theological Education
- Contextualized Core Courses

2.   Pastor/Teachers Contextualized Training Programme
- Extension and Non-Traditional Education

3.   Pastors' Ordination Libraries
- Library Scholarships for Two-thirds World Pastors

4.   Academy for Global Faculty
- Cross-cultural Faculty Development for 57 Campuses

5.   Bi-Vocational Ministry Preparation
- Design for District Centres and Seminary Campuses

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[3] Resource Institute for International Education, IBOE, Nazarene Theological Seminary, Clergy Services, World Mission Division

6.   Partnership Structures for Mentoring Students
- Connections between educational centres and ministry settings

7.   Area Technology Centre for Theology
- Regional/Field/District/Area Centres to Provide Theological Resources for Internet and Media Learning

Emerging Global Philosophy

An international gathering of representative Nazarene educators in 1995 at the Theological Education in the Two-Thirds World Conference adopted a statement known as *The Oxford Affirmation* which articulates important aspects of our emerging philosophy of education for the Church. It includes the statements to begin global dialogue:

Shared Responsibility for Theological Education
All Nazarene institutions of higher education who offer such training, Pastoral Ministries, and the various district boards of ministerial studies share the responsibility for Nazarene ministerial preparation.

Historical Framework for College and University Education
Phineas Bresee's early 20th century statement laid the foundation for the evolution of liberal arts institutions, schools of nursing, and teacher education.

Educational Mission
All educational entities must be committed to equipping all the people of God for ministry to the whole Church in its mission to the world.

Contextualized Educational Programmes
All higher educational institutions of the church are equal partners within the International Board of Education. We

affirm both the diversity and the kinship of our institutions. No attempt should be made to make all Nazarene educational institutions identical; each should be enabled to become the best possible institution in fulfilment of its unique mission.

Available Global Leadership
The gifts needed for the understanding, analysis, design, and implementation of a Nazarene global strategy and system of education are endowed in the body of leaders God has chosen to lead His Church into the 21st century.

Nazarene System
The institutions of the International Board of Education will be more effective as they are integrated more fully into a global network of inter-related institutions with the goal of moving beyond network to an integrated system of education.

Multi-Level Programmes
Our mission requires multi-level education, from certificate to doctoral Programmes, delivered in multiple settings and delivery systems including various forms of distance education along with campus-based Programmes.

New Technologies
Nazarene education must take advantage of modern technology in resourcing and delivering theological education.

Life-long Learning
Missionaries, regional educators, pastors, and other ministers have a need and desire for appropriate orientation, continuing education, and Programmes for personal and professional development.

Shared Resources
Nazarene Institutions around the world long for reciprocal sharing of resources and professionals from other countries and institutions.   This resourcing can be done without invading institutional autonomy, while facilitating

institutional development and the movement of institutions from primary dependence upon World Mission Division funding.

The Philosophy of Nazarene Education must affirm and protect BOTH --

>Campus Programmes AND Extension/Distance Programmes
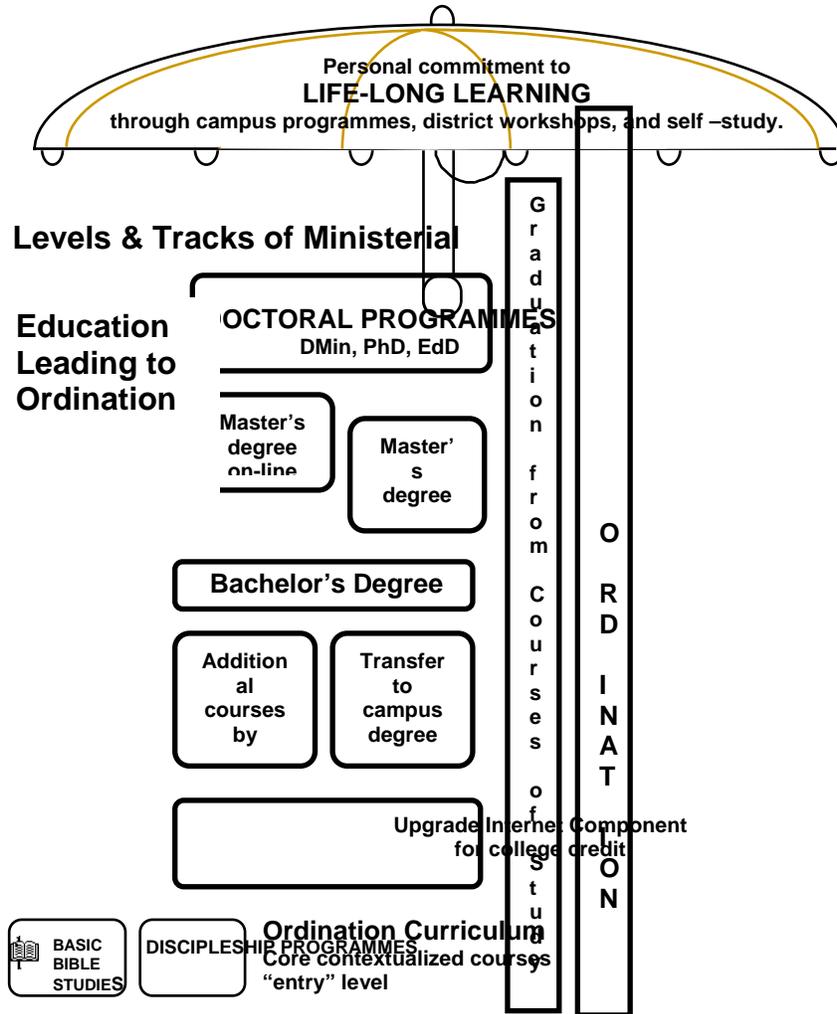
>Academic Theology AND Applied Theology

>"Education" AND "Training"

>Preparation of Full-time pastors AND Bi-vocational pastors

>Academic degrees AND Professional degrees

>Contextualized Education AND Multi-cultural Education

>**<u>Clergy Preparation AND Liberal Arts Education for Laity</u>**

Personal commitment to
LIFE-LONG LEARNING
through campus programmes, district workshops, and self –study.

Levels & Tracks of Ministerial

Education Leading to Ordination

DOCTORAL PROGRAMMES
DMin, PhD, EdD

Master's degree on-line

Master's degree

Bachelor's Degree

Additional courses by

Transfer to campus degree

Graduation from Courses of Study

O R D I N A T I O N

Upgrade Internet Component for college credit

Ordination Curriculum

BASIC BIBLE STUDIES

DISCIPLESHIP PROGRAMMES
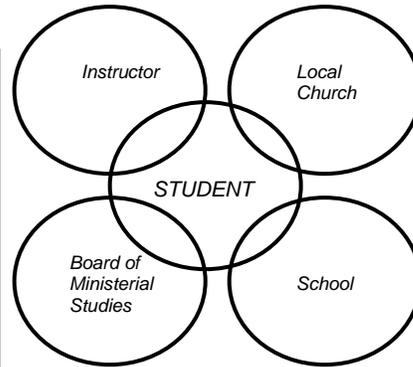**Core contextualized courses "entry" level**

A COOPERATIVE, INTEGRATED APPROACH TO MINISTERIAL EDUCATION

The Legislative Action of the 1997 General Assembly requires that the Nazarene education system must integrate all of the aspects of the person of the minister, and of the disciplines needed by the minister, and instructional arms of the church.

This curriculum must integrate the four "Cs" of ministerial preparation.

CONTENT KNOW Theological, Church History, Biblical, Studies, etc.	**CHARACTER** BE Spiritual Formation Christian Family etc
COMPETENCY DO Preaching, Administration, Evangelism, etc.	**CONTEXT** Sociology, Anthropology, etc.

Each course should integrate as much as possible of the four "Cs" of ministerial preparation.
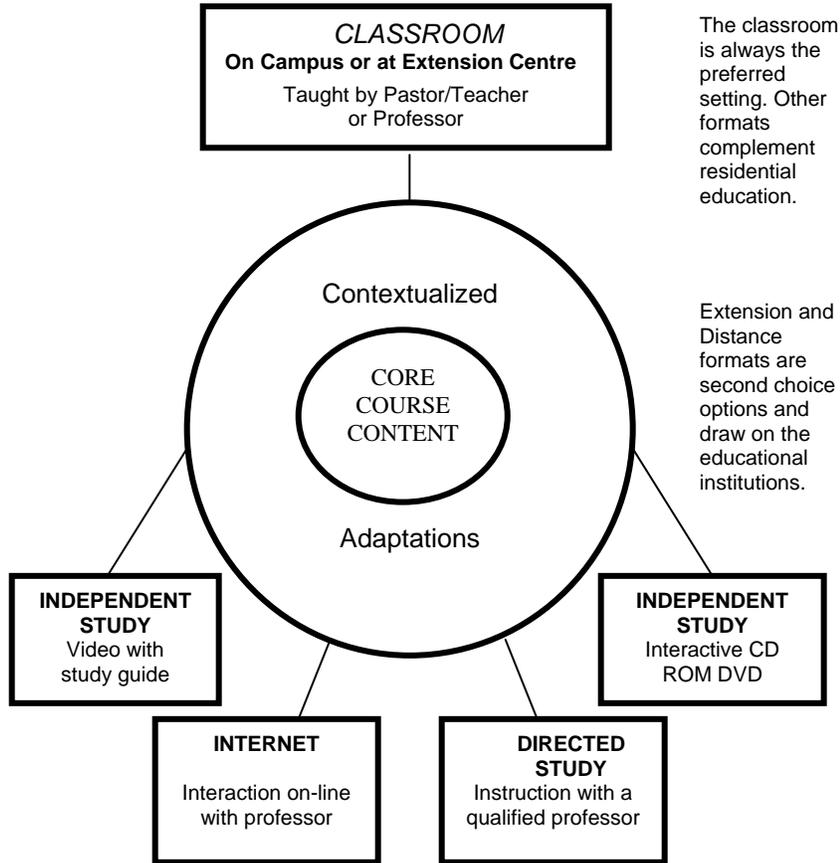
The philosophy underlying this approach builds on the following assumptions:

1.   The preferred educational setting is the classroom – replaced by other means only when needed.

2.   Theological education must be transforming and requires mentoring, modelling, and as much personal interaction as possible.

3.   Course modules must be designed so that even distance learning modules require interpersonal interaction, personal evaluation, and, where relevant, field experiences.

4.   Every minister is encouraged to move as far up the educational ladder as possible.

After completing the Course of Study, a minister is expected to be committed to a lifetime of study and development.

Multiple Delivery Systems
of the Same Course

Basic Course Content can be used in many parts of the world with added segments for contextualization. The Module Package (Sourcebook) can be massaged and delivered in a variety of formats. e.g. an Internet version can be recorded on CD ROM for areas without Internet access.

CLASSROOM
On Campus or at Extension Centre
Taught by Pastor/Teacher
or Professor

The classroom is always the preferred setting. Other formats complement residential education.

Contextualized

CORE
COURSE
CONTENT

Extension and Distance formats are second choice options and draw on the educational institutions.

Adaptations

INDEPENDENT STUDY
Video with
study guide

INDEPENDENT STUDY
Interactive CD
ROM DVD

INTERNET

Interaction on-line
with professor

DIRECTED STUDY
Instruction with a
qualified professor

THE PROGRAMMES

The accomplishment of the mission of the Church of the Nazarene will require that current ministerial educational Programmes must:

- be more intentionally integrated
- be more effectively staffed
- be more flexible in their approaches
- be transformational in nature
- be sensitive to the need for mentoring and modelling.

It will also require that new educational mechanisms for ministerial education will have to be developed that will be effective in locations that are remote or where the church is just emerging.

THE GLOSSARY

Since many terms are used differently in various settings, the following definitions indicate how some ambiguous terms are used in this document.

MODULE -- A complete sourcebook containing all that is needed for the teaching of a course including syllabus, objectives, examinations, assignments, lecture notes, methodologies, overheads, bibliography, supplemental readings, etc.

INTENSIVE -- A course presented in a brief, concentrated time period ranging from one week to one month.

EXTENSION CLASSES -- Full classes taught off-campus by a qualified instructor (certified Pastor/Teacher or Professor) under the auspices of an educational institution.

DISTANCE LEARNING -- Classes taught by remote connection to the professor and the sponsoring institution by Internet, satellite, or other delivery system.

NAZARENE EDUCATION SERVICES