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*Tell the Story*

Quality Preparation  
The Course of Study

# Preparing for Ministry

The health of the church depends on the Christlikeness of its ministers.

- **Character:** *who we become in Christ*
- **Content:** *what it means to be like Christ*
- **Competency:** *how we live in this world like Christ*
- **Context:** *learning to serve our world like Christ*

# Paradigm Shifts in Theological Education

- 2:2:2 mission counter acts the 2% practice.
- There are not two classes of Christians.
- We must practice what we believe: All people are called to make disciples.
- Every type of work is a “calling.”
- How will we meet the needs?

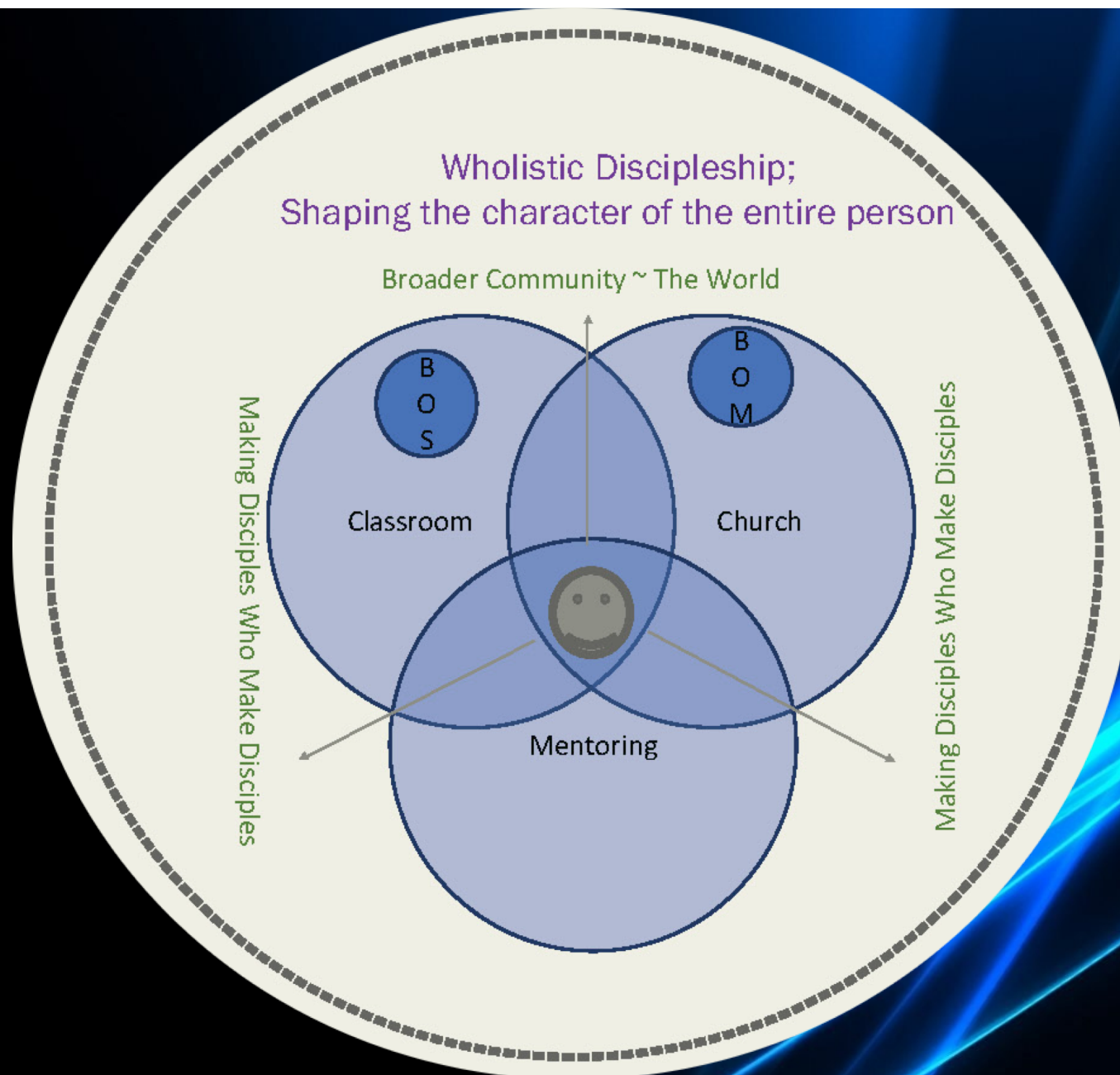


# Mission Driven theological education:

*to make Christlike disciples who are passionate and skilled to make other disciples.*

- Education is about discipleship.
- What hinders us is our present vision?
- Vision: Multi-level theological education.
- Train every believer in Bible, theology, and ministry.





Making disciples who make disciples through the church, classroom, and mentors

# The Regional Course of Study Advisory Committee

*Manual 346.7. Duties of the RCOSAC:*

1. Develop a regional Sourcebook on Ordination on minimum standards
2. Develop validation procedures
3. Collaborate with regional educational providers to interpret standards in ministerial education programs;
4. Review ministerial education program submissions
5. Endorse regional ministerial education programs to the ICOSAC

# Mission of the RCOSAC

- Assurance of quality for ordination through the validation process
- Assures minimum standards for ordination
- Provides helpful feedback for improvement
- Collaboration with the whole region and global church
- Encourage creative and appropriate methods of continuing education

**Every entity must be motivated by the mission of making Christlike disciples.**



# Resources for Schools:

- *Asia-Pacific Region Sourcebook on Ordination & Ministerial Development*
- Guide to Ministerial Preparation and Ordination
- Working together as a team in collaboration

# Partnership with Districts and Schools and Churches

- Each entity is important
- Clear communication crucial

# Problems:

- Schools prepare students but students have no contact with districts.
- Districts wonder why students do not return home to serve.
- Students are not granted local or district licenses until after graduation from the Course of Study.
- Students are disconnected during their studies from their sending church or district.



## 543.5 Relation of Districts and Educational Providers

Regular communication is crucial for the development and credentialing of students. Every educational provider that has received official validation of its course of study shall distribute annually to the appropriate District Board of Ministerial Studies: (1) a list of the courses in their course of study, (2) a list of all students from that district, regardless of being enrolled in the course of study, (3) a list of students enrolled in the COS and their progress in that course so far.

# The Roles of the Schools:

- Prepare curriculum.
- Insure quality
- Provide an educational opportunity to the church
- Equip district learning centers
- Provide resources and guides for teaching and learning
- Help develop continuing education
- Schools do not ordain but must work closely with districts to make this happen.

Schools have great assets, so how can they be used more?

# Scenarios for Course of Study:

## Traditional academic institution

- Face-to-face classroom
- Video
- Online

## Academic Institution extension sites

- Taught by institution faculty
- Taught by qualified adjunct professors

## District centers

- Taught by local teachers
- Taught by ordained pastors



# Creative blend of the above

## *By All Means!!*

### *Flexibility*

“...the Church will utilize as much flexibility in delivery systems as feasible to prepare every person called by God to ministry in the Church. Students may use a validated course of study, directed and supervised by the **District Ministerial Studies Board**, or one developed and delivered by a **Nazarene higher education institution**.” *Manual* 529.1

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Remember the importance of the District:

“The District Ministerial Studies Board shall determine the placement and evaluate the progress of each student in his or her validated course of study.” *Manual 529*

# Developing a Curriculum

- Read the Sourcebook
- Determine the needs of your context and the needed outcomes for this context.
- Prepare the curriculum to meet these outcomes.
- Submit curriculum to the RCOSAC to be validated.
- **Firm Deadline for validation submission: March 15,** recommend March 1.

Key Question: Are students being formed into disciples with the ability to make disciples?



# *Schools Needing Validated*

**INTC**

**PNC**

**KNU**

**SPNTC**

**MNBC**

**TNTC**

**VNBC**

# New Asia-Pacific Course of Study

- What it is: An example, to be adopted or adapted
- How it came about: Desire to be effective and relevant
- Why: Shift to more missional effectiveness.

# Basic Philosophy

- Focus on the congregation
- Integrated and cross-disciplinary
- Four engagements:
  - with themselves
  - other students
  - the church
  - the community
- Key emphasis: character formation
- Mentoring: guided accountability and encouragement
- Cohorts: learning together in community



# Goals:

- The formation of students who are prepared in being, knowing, and doing.
- Students are able to DO ministry after graduation
- Courses are practical, in depth, and appropriate
- Courses are contextually relevant
- Courses are designed for the diploma level with options for oral learners.
- Simple, international English
- Inclusive of elders and deacons

# Intended Outcomes (competencies)

## **18 major areas**

- Accountability
- Administration
- Continuing Education
- Counsel – Listen
- Dealing Biblically with the Spirit World
- Discipline – Personal and Family
- Disciple
- Evangelize
- Fasting
- Impact Community
- Leadership
- Ministry
- Personal Spiritual Development (Holiness)
- Prayer
- Preach
- Ritual
- Sabbath
- Small groups

**124 Activities:** What a pastor should be, know, and do

# 24 Courses

16 core

8 contextual

- Adaptable to local needs
- One size will not fit all but we can share the same message and mission.



# 6 Required courses for those transferring credentials:

- AD201 Nazarene Identity (History, Polity, Manual, Administration)
- TH102 Doctrine of Holiness
- TH203 Foundational Theology II (Wesleyan Theology II)
- PT301 Pastoral Theology
- PL203 Community Engagement
- B102 Wesleyan Interpretation of Scripture

# Types of Assignments

- Bible reading and prayer journaling
- Activities that a pastor actually does in a local church
- Key resource: The Bible

# Development

- Handbooks
- The core elements for learning
- Creative teaching methodologies
- Practical but in depth
- Scalable up or down
- Use various resources at [www.whdl.org](http://www.whdl.org)
- Future possibilities online, video, audio, phone app, and translation
- Repository Website:  
<http://equippingforservice.org/>



# How can you use this curriculum?

- Adopt it
- Adapt it
- Use it as a model for your own creative work

# Collaboration and Partnership

- 1) Assures theological coherence
- 2) Growth opportunities to the next level of education
- 3) Easier to transfer credits
- 4) COS is the glue that holds us together.



# Goal

*Effectiveness in the  
Mission*



# Discussion Questions

- Why is character important in theological education?
- What changes or challenges do you face in getting the Course of Study to where it is needed?
- What is at least one contextual issue, challenge, or topic that your area faces and that you are wrestling with as a school?
- How would education at your institution change if there was a change of perspective about ministry in your area, among leaders or local churches?
- How can your school be a resource to the districts and churches?
- What would success look like in ministry preparation for your school?
- What is at least one strategy you use to make the Course of Study effective in your setting?
- What resources are available to you for the Course of Study?
- How does your school help students graduate from the Course of Study?

