

SOURCEBOOK FOR MINISTERIAL DEVELOPMENT

**CARIBBEAN REGION
APPROVED BY ICOSAC
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INTRODUCTION

The Purpose Of The *Sourcebook*

The Caribbean Region *Sourcebook* for Ministerial Development is designed to assist the relevant boards and education providers on the Caribbean Region in addressing minimal standards for ordination and ongoing education for their districts, fields and language groups (*Manual* 424.1):

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

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

It is the responsibility of the Caribbean Regional Course of Study Advisory Committee (RCOSAC) to ensure that the *Sourcebook* provides for programs that are culturally relevant both in content and in teaching methodologies. Thus, the regional *Sourcebook* will reflect the diversity that exists within the wider church and provide latitude for meeting contextualized ministerial educational needs while maintaining quality within the outcomes. Each Field of the Caribbean region may contribute an appendix item for the *Sourcebook* that addresses the contextual requirements for education for ministry within its field.

The *Sourcebook* On Ministerial Development As A Regional Extension Of The *Manual*

The *Manual* of the Church of the Nazarene establishes the requirement for each region or language group to prepare a *Sourcebook for Ministerial Development* that will guide the process of preparation and continuing education of Nazarene ministers. This *Sourcebook* is an extension of the *Manual*, valid for the Caribbean region. Therefore, this *Sourcebook* is sequentially numbered as a continuation of the *Manual* starting with paragraph 436. The paragraph numbers used in this *Sourcebook* which extend the *Manual* are as follows:

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

The *International Sourcebook on Developmental Standards for Ordination* is authorized by the *Manual* as the guide and statement of standards for each regional *Sourcebook for Ministerial Development* (*Manual* 424.5).

The Standard For Ministerial Preparation

This *Sourcebook* outlines the essential common traits that establish the doctrine and practice of ministerial life consistent with the Holiness message within the Caribbean region. It also maintains

the integrity and stature of the ministry upheld in the church, and sets a standard for levels of educational and personal expectation throughout the life of the minister.

The Contextualization Of The Elements Of The *Sourcebook*

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

Validation

This *Sourcebook* and the curricula of any education provider to be considered are validated through a process involving approval by the Regional Course of Study Advisory Committee (RCOSAC), the Regional Advisory Council, the International Course of Study Advisory Committee (ICOSAC), Clergy Services, the General Board and the Board of General Superintendents. This process is further explained in Chapter Six.

CHAPTER ONE

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THE CALL TO THE MINISTRY

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

436.1 The Church In Ministry

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

436.2 The Call To Ministry

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

436.3 Three Types of Credentialed Ministers

The Church of the Nazarene recognizes three types of credentialed ministry. An ordained elder is a person with a call to lifetime ministry with a preaching commitment (*Manual* 429). An ordained deacon is a person with a call to a lifetime of ministry that does not necessarily include a call to preach (*Manual* 428). A third category is that of the lay minister (*Manual* 408). Persons thus recognized are called to minister but have not received a God-given call to become an ordained minister.

436.4 The Church And The Minister’s Call

We recognize the universal truth that the call to ministry comes from God rather than the church. Nevertheless, the church has the role of stimulating the call among believers. The church has the responsibility to validate the call and to confirm the genuineness of that call by observing that the called person demonstrates fruitful ministry in the local church, and continues to show growth in competency (*Manual* 401.4).

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

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

436.5 Ministry Categories

The ministry categories in the Church of the Nazarene are described in the *Manual* paragraphs 403-423.

Administrator	403
Chaplain	404
Deaconess	405
Educator	406
Evangelist	407-407.7
Lay Minister	408-408.8
Minister of Christian Education	409-409.1
Minister of Music	410-410.1
Missionary	411
Pastor	412-421
Song Evangelist	422-422.1

Refer to *Appendix VI* for further discussion of ministry categories.

CHAPTER TWO

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EDUCATIONAL PREPARATION

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

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

437.1 Elements Of Educational Preparation

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

Though curriculum is often thought of only as academic programs and course content, the concept is much larger. The character of the instructor, the relationship of the students and instructor, the environment, and students' past experiences join with the course content to create the full curriculum. Nevertheless, a curriculum for ministerial preparation will include a minimal set of courses that provide educational foundations for ministry . . . (Manual 424.3)

The *Manual* describes each of these four educational elements and their value to the educational preparation of the minister. (*Manual* 424.3).

437.2 Desired Outcomes Of Educational Preparation

In the Church of the Nazarene, we understand the biblical portrait of New Testament ministry to be composite in character, involving every aspect of the person's individual and communal life. The primary aspects may be described in terms of *being*, *knowing*, and *doing*, which together, encompass the whole person. Each of these aspects has a variety of expression. All three should be present in every minister, although some may be more evident, and some may be less evident, in each. Some may be present in more advanced form, while others may be present in less developed form.

Education for service, as described above, will assist the minister in the process of *being*, *knowing* and *doing*. These aspects must be integrated into the four elements of ministerial preparation.

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

- loving God with all the heart, soul, mind and strength and the neighbor as oneself as expressed in Christian holiness
- a deep spirituality with an abiding sense of God’s call
- existence as a person in relationship to the community of faith
- unquestioned integrity and honor
- compassion, patience and perseverance
- self-discipline and self-control
- humility, gentleness and sensitivity to others
- passion and courage
- wisdom and discernment
- vision and commitment

For the minister “**to know**”, the desired outcomes are to have:

- a thorough knowledge of the holy Scriptures and methods of interpretation
- a clear understanding of Christian theology and especially the place of Christian holiness within it
- a solid grasp of the history of the Christian church and its mission through the centuries
- a knowledge of the Wesleyan theological heritage and traditions
- a working knowledge of the disciplines of the spiritual life
- an understanding of the significance, forms and place of Christian worship in the community of faith
- a firm understanding of Christian personal and social ethics
- a knowledge of communication theory and skills, especially preaching and including teaching and interpersonal skills
- a clear understanding of the dynamics of Christian servant leadership, local church administration, and models of mission and ministry; and the similarities to and distinctions from secular models of leadership and management
- an awareness of the brokenness of the human condition – both personal and societal
- an understanding of the dynamics of the human life, groups within the local church and society, including marriage and family
- a grasp of the span of human history and culture, particularly of the minister’s own context
- an awareness of cultural trends and influences in contemporary society including religious pluralism
- a knowledge of the operation of the polity and practice of the Church of the Nazarene
- an awareness of the legal framework in the society in which the congregation functions.

For the minister “**to do**”, desired outcomes are to:

- model a godly life and vital piety
- think prayerfully about personal, familial and congregational development
- act with integrity and honor in all relationships
- respond to others with the love of God
- lead the people of God in worship, mission and service
- equip the saints for the work of ministry
- preach the Word of God with clarity in a culturally appropriate fashion

- teach by word and example
- evangelize the lost, feed the flock
- articulate clearly the mission of the congregation and the Church
- minister to the brokenness of persons and society
- communicate the truth in love
- listen with care and discretion
- facilitate the ministry of all the people of God at the local level
- organize the local congregation as needed and appropriate
- assess the effectiveness of programs and plans
- acquire skills in information technology and other media essential for ministry and mission
- pursue life-long learning

437.3 Curriculum Designs

Any curriculum should be designed to assist the candidate to develop the principles expressed above. Any such curriculum is merely the beginning point of a lifetime of formal and informal development. It is important that each scheme of study has a means of ensuring coherence within the curriculum and progression through the curriculum.

Every stage of the curriculum should be designed to address the desired outcomes (437.2) and to integrate the elements of content, competency, character and context.

437.4 Minimal Educational Requirements

The minimum educational requirements for the recommendation of a candidate for ordination are the equivalent of three years of full time ministerial study, as defined in that specific local culture's academic context. Ministers who have completed the course of study need to have achieved the expectations set out below. The following grid arranges units according to the dominant classification in that unit. The minimal percentage of time allocated to each group of units is indicated, with the recognition that various fields may adjust these percentages upwards, utilizing the undesignated percentage balance. All courses of study should equal one hundred percent.

%	COURSE OF STUDY
30	Content
	Biblical
	Theological
	Historical
	Ministerial
25	Competency

	Communication Skills
	Pastoral Skills
	Management Skills
	Analytical Skills
	Leadership Skills
10	Character
	Ethical, Spiritual & Personal Growth
	Incarnational Leadership
	Commitment to God and Church
	Passion for the Lost
	Covenantal Life Style
10	Context
	Information, System and Environments of Learning
	Pluralism: Religious, Historical and Cultural
	Community Interface
	Social, Ethical, Legal & Judicial
	Church and Ministry
25	Undesignated – to be assigned as appropriate to the student and the setting

These expectations and abilities may be developed through a variety of courses or structures. These structures must include a link with the local church as expressed in *Manual 424.3*.

Graduation from the course of study requires the partnering of the education provider and a local church to direct students in ministerial practices and competency development.

CHAPTER THREE

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DISTRICT MINISTERIAL STUDIES BOARD OR DISTRICT BOARD OF MINISTRY

The District Ministerial Studies Board is charged with administration of the course of study for the candidate (*Manual 229-231.5*).

The *International Sourcebook on Developmental Standards for Ordination* for the Church of the Nazarene states:

Each region is responsible to outline how these boards and their educational structures work together to provide the educational program for their candidate. . . Where regions . . . have chosen an educational structure as primary provider, the relationship of the education provider to . . . the District Ministerial Studies Board. . . needs to be developed by the region.

The Caribbean region has adopted the model of college (or seminary) and/or their extension centers as the provider of ministerial education. Based on that decision, the following clarifies the role and relationship of the District Ministerial Studies Board and the education provider.

438.1 Responsibility of the District Ministerial Studies Board

- To guide each student to the appropriate program while considering the person's educational background and life situation.
- To assure that each student completes two subjects per year in a validated program if they desire to continue to maintain their license and/or to pursue ordination within the Church of the Nazarene.
- To inform all district ministers of continuing education opportunities that would help fulfill their CEU requirements (*Manual 424.6*).
- To examine and advance candidates through the course of study for ordination and maintain a permanent record for each candidate in cooperation with the education provider (*Manual 230.1*).
- To recommend to the district assembly the placement and advancement in and graduation from the course of study (*Manual 231.4*).
- To cooperate with the education provider for the promotion of continuing education for ordained ministers (*Manual 231.5*).
- To evaluate the educational qualifications of any licensed or ordained person desiring to transfer to the Church of the Nazarene. The educational program will be acceptable if it fulfills the following criteria:
 - The program is equivalent to a three year, full-time course
 - The transcript reflects completion of subjects from a Nazarene Course of

Study including, but not limited to:

- The Doctrine of Holiness
- The History and Manual of the Church of the Nazarene
- Introduction to Doctrine or Theology

438.2 Responsibilities of the Education Provider

The District Ministerial Studies Board (DMSB) cooperates with the validated education provider (college, seminary, and extension program). It is the responsibility of the education provider to make various educational options available to candidates so they may pursue the call of God to minister. This may be accomplished through the means of a residential campus or an extension center. Education providers are encouraged to offer courses through residential campus programs as well as extension centers at various levels, utilizing a variety of delivery methods.

The education provider is responsible:

- To inform the DMSB regarding the progress of candidates who hold membership on the given district. Upon request, the education provider registrar will communicate this information to the DMSB.
- To keep a permanent record of each student enrolled in any of its programs.
- To offer Continuing Education opportunities to the district(s) with which it works.
- To keep a permanent record of ministerial CEU's completed under its direction, and to release this information, upon request, to the minister, the District Superintendent, and/or the DMSB.

438.3 Non-Nazarene Education Providers

Manual 424.4 states:

Preparation for the ordained ministry pursued in non-Nazarene schools or under non-Nazarene auspices shall be evaluated by the District Ministerial Studies Board in conformity with the curricular requirements stated in a Sourcebook for Ministerial Development developed by the region/language group.

The Caribbean region urges participation with Nazarene education providers. However, the District Ministerial Studies Board may grant permission for pursuit of educational preparation in institutions other than Nazarene institutions. When such permission is granted, the following must be adhered to:

- The non-Nazarene provider must be accredited to an academic standard equivalent to the Nazarene provider.
- The program being pursued must be evaluated against the set curriculum of the Nazarene provider for dynamic equivalence.
- The following subjects shall be studied through a Nazarene education provider prior to ordination requirements being met:
 - Doctrine of Holiness

- History and Manual of the Church of the Nazarene
- Introduction to Doctrine/Theology

The education provider may be called upon for assistance in interpreting equivalence to its own program if the DMSB so desires. Such action may be expedient in order to maintain equal standards for all candidates.

CHAPTER FOUR

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CANDIDACY FOR ORDINATION OR CERTIFICATION

439.1 Lay Minister

When an individual does not have a call to permanent ministry within the church but desires to serve as a church planter, a bi-vocational pastor, teacher, lay evangelist or in other such specialized ministries, that individual may pursue a course leading to a certificate of lay ministry and may apply to the local church board for recognition as a lay minister. The certificate of the lay minister does not lead toward ordination but each church board may renew the certificate of lay ministry annually (*Manual* 408-408.8).

439.2 Renewal of Lay Ministry Certificate

The certificate of the lay minister may be renewed annually by action of the local church board provided the candidate has completed the required educational subjects. If a lay minister is called to serve under a district assignment, he or she is reviewed and may be issued a certificate by the District Advisory Board upon recommendation of the district superintendent (*Manual* 408.3, 408.5, 408.7).

439.3 Local Minister

The official process leading toward ordination, whether elder or deacon, begins with the local minister's license. The local church board, upon request of the candidate and the recommendation of the pastor, grants this license. The board should thoughtfully and prayerfully evaluate the validity of the professed call of the applicant. Such evaluation should include the candidate's Christian experience, reputation, conduct, spiritual stability, doctrinal soundness and the evidence of those gifts and graces that belong to such a high calling (*Manual* 426).

439.4 Renewal of Local Minister's License

A local minister's license may be renewed upon recommendation of the pastor and the local church board and approved by the district superintendent. If a locally licensed minister is called to serve under a district assignment, he or she is reviewed and may be issued a license by the District Advisory Board upon recommendation of the district superintendent. A local license cannot be reviewed after two years without written approval from the district superintendent if the candidate has not completed at least two subjects in the course of study (*Manual* 426.3, 426.4).

439.5 Qualities Of The Local Minister

The candidate who has secured a local minister's license must be involved in the ministry work of the local church under the direction of the pastor or a designated person. The local minister should be above reproach in all areas of conduct and demonstrate the gifts, graces and usefulness that evidence the call. The local minister

should be engaged in the ministerial course of studies under the direction of the District Ministerial Studies Board. A local minister is subject to the privileges and restrictions of *Manual* 426-426.7.

439.6 District Licensed Minister

To qualify as a district licensed minister the candidate must have held a local minister's license for one full year and have completed one fourth of the course of study for ministers (*Manual* 427.1). The following four actions must be taken:

1. The candidate must have the local church board's recommendation to the District Assembly, the proper recommendation form signed by the pastor, and filed with the district secretary in advance of the District Assembly.
2. The candidate must obtain the Application for District Minister's License and return the completed application at such time as prescribed.
3. The candidate must provide the District Ministerial Studies Board with an up-to-date record of his or her studies.
4. The candidate must appear before the District Ministerial Credentials Board when and where the Board designates. No license may be given by the District Assembly without the favorable report and formal recommendation of this board.

439.7 Renewal Of District License

The district minister's license is issued for one year. The candidate must not assume that the District Assembly will renew the license automatically (*Manual* 427.5) even if serving as a pastor. A minister's license may be renewed provided the candidate shall have passed a minimum of two subjects in the prescribed ministerial course of study or shall have presented a satisfactory written explanation to the District Ministerial Credentials Board (*Manual* 427.3). The District Ministerial Studies Board shall inform the District Ministerial Credentials Board of the academic progress of the candidate (*Manual* 231.4).

439.8 Ordination

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

The district licensed ministerial candidate for ordination is expected to be thoroughly familiar with all the *Manual* stipulations concerning ordination (*Manual* 428-429.3). The candidate for ordination must meet the requirements of the educational program, exhibit the appropriate gifts and graces and be recognized and confirmed by the church.

The District Ministerial Credentials Board has the responsibility to assess the suitability of the candidate for the ministry. Such assessment will include an evaluation of the candidate's educational credentials, experience in ministry and the evidence of pertinent gifts and graces for ministry. The Board shall personally and carefully examine the

candidate on his or her fitness for ministry, spiritual and moral qualifications, financial integrity and mental maturity. Only candidates that clearly exhibit these qualifications will be recommended for ordination.

The ordinands must participate in a public ordination service. The elders, deacons and presiding General Superintendent, or designee, will lay hands on the candidates and will ordain them. The candidates will thereby be invested with the authority of the ministerial office, charged with its obligations and publicly presented with a certificate of ordination.

439.9 Recognition Of Elder's Orders

Ordained ministers from other denominations desiring to have their ordination recognized by the Church of the Nazarene must meet the requirements of *Manual* 430. In addition, the educational qualifications of the ordained person desiring to transfer to the Church of the Nazarene must be evaluated by the District Ministerial Studies Board. The educational program will be acceptable if it fulfills the following criteria:

- The program is equivalent to a three-year, full-time course
- The transcript reflects completion of subjects from a Nazarene Course of Study including, but not limited to:
 - The Doctrine of Holiness
 - The History and Manual of the Church of the Nazarene
 - Introduction to Doctrine or Theology

CHAPTER FIVE

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LIFELONG LEARNING

440.1 Philosophy Of Lifelong Learning

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

440.2 Purpose Of Lifelong Learning

Lifelong learning enhances:

- the development of the pastor;
- the development of young pastors within the congregation;
- edification of the church; and
- the relevant approach of the church to society.

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

440.3 Responsibility for Lifelong Learning

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

A. Minister's Responsibility:

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

B. Church's responsibility:

1. Local congregations: Local churches should assist pastors with continuing

education opportunities by providing funds for books, journals, conferences and classes.

2. Education providers: Education providers will offer needed continuing education opportunities for existing church leadership.

440.4 Establishing Regional or District Continuing Education Programs

Fields, districts or language groups should establish continuing education programs for the enrichment of their ministers. This can be done by including learning opportunities in existing districts, field or regional activities, by cooperating with an education provider or by arranging special learning events.

Once a minister has fulfilled the expectations of the educational foundations for ministry he or she will continue a pattern of lifelong learning to enhance the ministry to which God has called him or her (Manual 424.6).

The minimum expectation for continuing education is the equivalent of two accredited Continuing Education Units per year. One CEU equals 10 contact hours or 30 hours of supervised private study (*Manual 424.6*). This may be fulfilled in the following ways:

- Twenty (20) contact hours each year in classes, workshops and conferences approved by the region, district or language group. Auditing subjects offered by educational institutions is a valid means of fulfilling continuing education requirements.
- Supervised independent study including mentoring sessions as well as approved literature review or research that is equivalent to sixty (60) hours of private study. The appropriate district board must approve individual continuing education programs in order to earn credit.
- The appropriate district board may approve activities that fall outside the above perimeters.

Credit received through continuing education may not be applied as credit toward completing the required course of study for ordination.

Continuing education credit may not be granted for classes, workshops or conferences designed for lay training without the prior approval of the District Ministerial Studies Board and District Superintendent.

The District Ministerial Studies Board is responsible for keeping full and accurate records of the continuing education of each minister on its district. When an education provider offers a continuing education class, workshop or conference, records will be forwarded to the District Ministerial Studies Board on which district the minister serves. The District Ministerial Studies Board will forward all continuing education records to the Caribbean Regional Office that will keep a permanent record of all information received from the districts. The Caribbean Regional Office will forward this information to the General Secretary's office.

CHAPTER SIX

441

VALIDATION PROCEDURES

441.1 Validation of the Caribbean Regional *Sourcebook*

The Caribbean *Sourcebook for Ministerial Development* is developed on the template of the *International Sourcebook*. It is submitted to the International Course of Study Advisory Committee (ICOSAC) for approval as required by *Manual 424.5*. The ICOSAC examines the regional *Sourcebook* and confirms that it upholds the minimum standards, purpose and philosophy as outlined in the *International Sourcebook*. The Caribbean *Sourcebook* is then recommended for approval to the Office of the Ministry for presentation to the General Board and Board of General Superintendents.

The Caribbean regional *Sourcebook* must be re-evaluated by the Regional Course of Study Advisory Committee every four years following General Assembly. Any proposed revisions shall be submitted to ICOSAC. Revisions should reflect action of the General Assembly as well as respective cultural and societal changes.

441.2 Validation Of Courses Of Study

Education providers within the Caribbean region seeking validation of their course of study for ordination must submit their curricula to the Regional Course of Study Advisory Committee for approval. Curriculum submitted must include the descriptions and objectives of each subject and show how content, competency, character and context are addressed.

The Regional Course of Study Advisory Committee shall evaluate the program. Upon approval by the RCOSAC, the Regional Education Coordinator will present the course of study to the ICOSAC for approval. Office of the Ministry, the General Board and the Board of General Superintendents shall ratify the curriculum for validation.

The Regional Course of Study Advisory Committee will examine each course of study to confirm that it includes the following:

- Statement of purpose of the course of study.
- Demonstration of coherence and progression.
- Meets the minimum requirements of three years, full-time study or the equivalent in part-time study.
- The elements of content, competency, character and context are addressed with the curriculum at least to the minimum level set out in the Caribbean *Sourcebook*. Subjects, modules or components included in the program will have measurable and/or observable outcomes stated for each of the 4 C's.
- Appropriate cultural adaptations are incorporated within the curriculum.
- Partnership plan with local churches through field education or internship.

- The course syllabi show how the means of assessment measure the desired outcomes.
- Program summary grid. A sample is included in Appendix IV of this *Sourcebook*.

When a course of study is approved, licensed ministers who satisfactorily complete an approved course of study shall be graduated from the course of study by the District Assembly that granted their license (*Manual* 424.1).

441.3 Revision of Approved Courses of Study

Education providers on the Caribbean region should normally re-evaluate their approved course of study every four years in consultation with the Regional Education Coordinator. When a General Assembly action requires a change in ministerial curriculum, adjustments should be made to the course of study following the General Assembly and the revisions submitted to the RCOSAC for approval and submission to the ICOSAC.

APPENDIX I

DEFINITION OF TERMS

Continuing Education

Continuing education is an approved program of study, which both precedes and follows education that fulfills ordination requirements.

Continuing Education Unit (CEU)

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

Curriculum

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

Deacon

An ordained deacon is a minister 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 (*Manual* 428, 428.2).

District Board of Ministry (DBM)

Districts may decide to combine the District Ministerial Studies Board and District Ministerial Credentials Board into one District Board of Ministry (*Manual* 203.16).

District Licensed Minister

A licensed minister is one whose ministerial calling and gifts have been formally recognized by the district assembly through the granting of a ministerial license, authorizing the minister for, and appointing him or her to, a larger sphere of service and to greater rights and responsibilities than those pertaining to a local minister, as a step toward ordination as an elder or a deacon. (*Manual* 427).

District Ministerial Credentials Board (DMCB)

This board consists of ordained ministers elected by the district assembly and in case of vacancies appointed by the district superintendent. It has the responsibility to examine and evaluate all persons who have been properly presented to the district assembly for election to the order of elder, the order of deacon, or for the recognized lay minister beyond the local church as defined in *Manual* 408. This board is responsible to investigate the following:

- personal experience of salvation and sanctification
- knowledge of the Bible and theology
- acceptance of the doctrines of the Church of the Nazarene

- acceptance of the *The General Rules* and *The Covenant of Christian Conduct* of the Church of the Nazarene
- polity of the Church of the Nazarene
- gifts and graces
- intellectual, moral and spiritual qualifications
- general suitability for ministry.

District Ministerial Studies Board (DMSB)

This board consists of ordained ministers elected by the district assembly and in case of vacancies appointed by the district superintendent. It is to serve the district by providing and supervising an educational program for the preparation of ministers and continuing education for those who have completed the course of study for their ordination. The board shall monitor the academic progress of persons preparing for ministry and in continuing education programs. The board shall keep performance records of all course work done and report to the DMCB. (*Manual* 229-231.5)

Elder

An elder is a minister who is called of God to preach, whose gifts and usefulness have been demonstrated and enhanced by proper training and experience, and who has been separated to the service of Christ through His church by the vote of a district assembly and by the solemn act of ordination, and thus has been fully invested to perform all functions of the Christian ministry (*Manual* 429).

Local Minister

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

Manual

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

APPENDIX II

GUIDELINES FOR DEVELOPMENT AND SUBMISSION OF A COURSE OF STUDY TO REGIONAL COURSE OF STUDY ADVISORY COMMITTEE

The following guidelines are intended to assist educational providers in designing or revising courses of study for presentation to the Regional Course of Study Advisory Committee.

1. Documentation should include a statement on the educational philosophy that undergirds the course of study.
2. Documentation should include a statement on the ongoing consultation processes with
 - other educational providers in the Church of the Nazarene on the Caribbean Region as appropriate;
 - the constituency it is designed to serve;
 - the Regional Education Coordinator
3. Documentation should outline the resources available for the course of study including (but not limited to):
 - Teaching personnel
 - Library access
 - Information Technology and Communication resources
4. Documentation should include a syllabus summary for each unit, module or course in the course of study (see sample in Appendix III).
5. Documentation should include the “Program Summary Grid” (see Appendix IV).

APPENDIX III

SAMPLE SYLLABUS SUMMARY

INTRODUCTION TO CHRISTIAN LEADERSHIP

Course description:

The pastor of a congregation is called to lead the people of God. Ministry within a church requires an understanding of Christian leadership that will be looked at (1) in the context of a biblical and theological foundation; (2) in a comprehensive study of the traits and characteristics of spiritual leaders; (3) in relation to the key point of “servant leader”; (4) in the various styles of leadership.

Course objectives:

CONTENT (15%)

- 1.1 Identify the biblical foundation and principles of Christian leadership
- 1.2 Identify the characteristics of Christian leadership
- 1.3 Identify various styles of leadership theory
- 1.4 Explain the principle of “servant leader”

CONTEXT (10%)

- 2.1 Create a personal desire for the characteristics of Christian leadership in the context of the local evangelical community
- 2.2 Put forth both theory and practices of Christian leadership as catalyst within the local context

CHARACTER (30%)

- 3.1 Have the student evaluate his/her own leadership characteristics
- 3.2 Reflect on the spiritual impact of a Christian leader in the body of Christ as a whole

COMPETENCY (45%)

- 4.1 Observe and evaluate various styles of leadership in the body of Christ as a whole and learn to recognize that there exists styles of leadership that are more appropriate according to the situation and the maturity level of the group being led.
- 4.2 Develop responses as Christian leaders that are appropriate in different

situations within the church setting

4.3 Direct a variety of meetings within the church setting

Course methodology:

The methodology will include: lectures and presentations of appropriate materials; group discussions with entire class as well as small groups; reflection and evaluation of various leadership styles according to a variety of situations; homework as assigned; a journal of reflection and evaluation; practical leadership exercises.

Requirements and Evaluation:

1. Exam 1 following Section 1 of the course (20%) [Objectives 1.1, 1.2]
2. Exam 2 at the end of course (20%) [Objectives 1.3, 1.4]
3. Observe, analyze, evaluate characteristics and leadership styles of various leaders in the local context. Write the observations in a personal journal and participate orally in discussions. (25%) [Objectives 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2]
4. Participate in role-playing exercises as both leader and follower in a variety of meetings. Analyze conclusions drawn from the experiences. (25%) [Objectives 2.2, 3.2, 4.2, 4.3]
5. Complete the homework exercises as described (10%) [Objectives 1.1, 1.2, 1.3, 1.4, 3.1, 3.2]

APPENDIX V

Field/Language specific material will be placed in this appendix.

APPENDIX VI

MINISTRY CATEGORIES

Administrator

The Church of the Nazarene acknowledges that certain individuals may be specifically called to use their administrative gift in service to the church. Administration may range from Business Administrator (similar to a Chief of Operating Officer for the organization), or Executive Pastor (who may have more responsibility for ministry staff coordination and less responsibility for the operations of the organization) of a local church, to an administrator of a Nazarene college or university.

The church has a course of study to assist in the preparation of such individuals for service to the church. Whether such an individual pursues the elder or deacon track is dependant on the specific role to be filled.

The minimum requirement for service of this nature should include coursework in management and business law, as well as an understanding of financial management and the ability to effectively read and understand financial statements.

Chaplain

Chaplaincy takes many forms. It can be a chaplain to the military services of your country, chaplain in a hospital, to the inmates of a correctional facility, or any institution.

The type of chaplaincy chosen will determine whether the elder or deacon track is more appropriate. The District Advisory Board must interview and endorse all prospective chaplains who desire to minister full-time in any form of chaplaincy.

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 the needy, comforting the sorrowing, and doing other works of Christian benevolence, and who has given evidence in her life of ability, grace, and usefulness, and who was . . . called to active and assigned ministry but not called to preach shall complete the requirements for ordination to the order of deacon. Women desiring a credential for compassionate ministries may pursue the requirements for lay minister” (*Manual* 405).

Educator

The educator is a layperson, or member of the clergy, serving on the administrative staff or faculty of one of the educational institutions of the Church of the Nazarene. The district shall designate the elder, deacon, or licensed minister who is serving in such a position as an educator for their ministry assignment.

Evangelist

The evangelist is an elder or licensed minister who is “devoted to traveling and preaching the gospel, and who is authorized by the church to promote revivals and to spread the gospel of Jesus Christ abroad in the land. The Church of the Nazarene recognizes three levels of itinerant evangelism to which a district assembly may assign ministers: registered evangelist, commissioned evangelist, and tenured evangelist” (*Manual* 407).

“A *registered evangelist* is an elder, or a licensed minister, who has indicated a desire to pursue evangelism as his or her primary ministry. Such registration shall be for one year. Renewal by subsequent district assemblies shall be granted on both the quality and quantity of work in 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 complete years. The commission is for one year and may be renewed by subsequent district assemblies for one who continues to meet the requirements” (*Manual* 407.2).

“A *tenured evangelist* is an elder who has met all the requirements of a commissioned evangelist for four complete and consecutive years immediately prior to application for tenured evangelist status, and has been recommended by the District Ministerial Credentials Board and approved by the Committee on the Interests of the God-Called Evangelist and the Board of General Superintendents. This role designation 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* 407.3).

The district superintendent of the respective district may be contacted for instructions and requirements for service as an evangelist. The District Board of Ministerial Studies and the appropriate educational provider will help determine the course of study.

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 other specialized ministry on behalf of the church, but who does not at the present time feel a special call to become an ordained minister, may pursue a course leading to a certificate of lay ministry” (*Manual* 408.1).

The lay minister, whether serving in a local church or under a district assignment, shall pursue an appropriate course of study that is recommended by district leadership, in harmony with the *Manual* 408.3 and 408.7.

Minister of Christian Education

Ministers of Christian Education provide leadership for nurturing ministries in the local church or Christian educational agencies in the community. The minister leads the effort in organizing effective educational programs, developing appropriate curriculum, and equipping lay persons for leadership, teaching and discipleship. These programs include Sunday School and Vacation Bible School, as well as small group ministries, Bible studies, spiritual formation and weekday

Christian education.

Minister of Music

Persons called to special music ministry may qualify for a commission as a minister of music. The District Assembly, upon recommendation of the District Ministerial Credentials Board, votes such a commission.

Ministers of music desiring such a commission must fulfill the requirements as outlined in the *Manual* 410 which includes voice training, a year of experience as minister of music and enrollment in a music ministry course of study.

Missionary

“The missionary is a member of the clergy or a layperson who has been appointed by the General Board to minister for the church through the World Mission/Evangelism Committee or through the USA/Canada Mission/Evangelism Committee. A missionary with an appointment and having a ministerial credential shall be considered an assigned minister” (*Manual* 411).

Pastor

The selection and responsibilities of the pastor are outlined in the *Manual*, paragraphs 115-123 and 412-421. An elder or licensed minister may be elected/appointed as the pastor of a church by action of the church board, the congregation and with the approval of the district superintendent. The pastor is responsible for all aspects of the work of the local church.

Song Evangelist

“A song evangelist is a member of the Church of the Nazarene whose intention is to devote the major portion of his or her time to the ministry of evangelism through music. A song evangelist who has a ministerial credential” [*licensed minister, ordained elder, or ordained deacon*] “and who is involved in active ministry and has evangelism as his or her primary assignment, and who does not sustain a retired relationship with the church or any of its departments or institutions, shall be an assigned minister” (*Manual* 422).

A *registered song evangelist* is one who is in the process of studying for ordination as deacon, or one whose talents and abilities qualify him or her to give support to evangelism through music, and whose desire it is to work in campaigns as opportunity is afforded. One may be certified as a lay minister as outlined in the *Manual* 408. All registered song evangelists are to report to their District Assembly annually and must be recommended by their local church pastor.

A person desiring to become a registered song evangelist, and who holds either a local minister’s license or a district minister’s license, must follow the appropriate guidelines and procedures as outlined in the *Manual* 426-426.7 and 427-427.10, in order to maintain ministerial status. The District Ministerial Studies Board, in cooperation with the education provider, will recommend an appropriate course of study.

A *commissioned song evangelist* is an ordained deacon who devotes full time to this ministry. A

commissioned song evangelist who is a tenured evangelist (see paragraph 436.5.5 above) shall continue as a commissioned song evangelist without being renewed by subsequent district assemblies until such time as he or she no longer meets the requirements of commissioned song evangelist, tenured evangelist, or until he or she is granted retired status.

Completion of the course of study for ordained deacon, approval and recommendation of the District Ministerial Credentials Board, and favorable vote of the district assembly (*Manual* 203.9) are necessary in order to become a commissioned song evangelist.

All registered and commissioned song evangelists shall report annually to their respective district assembly (*Manual* 402.1).

The registration or commission of the song evangelist is valid for one year and may be renewed upon favorable recommendation of the Ministerial Credentials Board and favorable vote of the district assembly.

Youth Ministry

Youth ministry is an important part of the local church's ministry to the congregation and the community. The youth minister provides the full complement of pastoral leadership to adolescents in their various contexts. While the youth minister serves directly with youth, he or she must also develop a support system of other spiritually strong adults and students who provide leadership in worship, discipleship, fellowship, mission and evangelism.