

# Sourcebook on Ordination

CHURCH OF THE NAZARENE  
USA/Canada Region



**Global Education and  
Clergy Development**  
*Church of the Nazarene*

**USA/Canada Region Course of Study Advisory Committee  
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# Contents

	<u>Page</u>
<b>Introduction</b>	1
<b>Chapter One: The Call</b>	3
550.1 The Church and the Minister’s Call	3
550.2 Categories of Ministers	4
<b>Chapter Two: Educational Objectives of Ministerial Preparation</b>	6
551.1 Education and the Formation of the Minister	6
551.2 Developmental Focus of Educational Preparation	8
551.3 The Course of Study	9
551.4 Developmental Focus in Curriculum Design	9
551.5 Course of Study Ability Statements	11
<b>Chapter Three: Educational Preparation</b>	15
552.1 The Course of Study Design and Delivery	15
552.2 Timely Completion of the Course of Study	16
552.3 The Educational Level of the Course of Study	16
552.4 Educational Options for Acquiring the Desired Abilities	16
552.5 Nazarene Higher Education and the Course of Study	17
552.6 District-Directed Course of Study Programs	18
552.7 Awarding Course of Study Progress to Degree/Non-Degree Hybrids	18
552.8 Awarding Course of Study Progress for Non-Nazarene Programs	19
<b>Chapter Four: Procedures for Course of Study Validation</b>	20
553.1 The Goal of Validation	20
553.2 Granting and Recognition of Validation	20
553.3 Submission Guidelines for Validation of a Course of Study Program	21
553.4 The Course of Study Program Validation Process	21
553.5 Accountability Protocols: Reaffirmation and Revalidation	22
553.6 General Assembly Mandated Revisions to Validated Programs	23
553.7 Revising the USA/Canada Sourcebook on Ordination	23
<b>Chapter Five: The District Board of Ministry</b>	24
554.1 Qualifications of Board of Ministry Members	24
554.2 Duties of the Board of Ministry Chair	25
554.3 Board of Ministry Administrative Responsibilities	25
554.4 Conditions for Graduation from the Course of Study	26
554.5 Mentors and Internships	26
554.6 Role of the Board of Ministry in Lifelong Learning	27

	<u>Page</u>
<b>Chapter Six: Candidacy for Ordination</b>	28
555.1 Suitability for Candidacy	28
555.2 The Local Minister’s License	29
555.3 The District Minister’s License	30
555.4 District Board of Ministry Candidate Interviews	31
555.5 Ordination	31
555.6 Recognition of Credentials	32
<b>Chapter Seven: Lifelong Learning</b>	33
556.1 Philosophy and Purpose of Lifelong Learning	33
556.2 Expectation and Accountability for Lifelong Learning	33
556.3 Exemptions from the Lifelong Learning Requirement	34
556.4 Identifying Lifelong Learning Opportunities	34
556.5 Recording and Reporting Lifelong Learning Hours	36
<b>Appendix: Forms</b>	37

**Global Clergy Development**

Church of the Nazarene – Global Ministry Center  
17001 Prairie Star Parkway  
Lenexa, KS 66220  
Toll Free: 800-306-7651  
Email: [pastor@nazarene.org](mailto:pastor@nazarene.org)

## Introduction

Welcome to the *Sourcebook on Ordination* for the USA/Canada Region Church of the Nazarene. If you are an **education provider**, this is the guide for you to create and operate an educational program for ministry that meets the International and USA/Canada Region's requirements of the Church of the Nazarene. If you are a **district board of ministry member**, this guide will assist you in overseeing the education of women and men pursuing a call to ordained ministry.

If you are a **local pastor or candidate for ordination**, a separate resource, the *Handbook for Christian Ministries*, has been provided to guide you in the process of preparing for ordination in the Church of the Nazarene. Both the handbook and the *Regional Sourcebook on Ordination* can be accessed at [nazarenepastor.org](http://nazarenepastor.org).

To guide each of the global mission regions of the Church of the Nazarene in the preparation and resourcing of Nazarene ministers, *Manual 527.5* establishes that "All courses, academic requirements, and official administrative regulations shall be in a regional *Sourcebook on Ordination* developed by the region/language group in cooperation with Global Clergy Development." Since this *Sourcebook on Ordination* functions as an extension of the Manual, it begins with paragraph 550 thus continuing the 500 series of Manual paragraphs on clergy development. The small gap in the numbering sequence between the 2013-2017 Manual and the Sourcebook allows for possible expansion of this portion of the Manual (by action of the General Assembly) without necessitating a complete renumbering of Sourcebook paragraphs.

Notably, in recent years an overwhelming majority of districts on the USA/Canada Region have transitioned to a single District Board of Ministry. In view of this fact, references in this sourcebook to the District Board of Ministry encompass the applicable roles and responsibilities of the District Ministerial Studies Board and District Ministerial Credentials Board specified in the *Manual*.

In cooperation with Global Clergy Development, this USA/Canada Region *Sourcebook on Ordination* was developed by the USA/Canada Regional Course of Study Advisory Committee and subsequently submitted for review to the International Course of Study Advisory Committee as required by *Manual 527.5* (see *Manual 341, 345.6-345.7* for a description of the composition and duties of these advisory committees).

The International Course of Study Advisory Committee has examined this *Sourcebook on Ordination* to assure its compliance with the *International Sourcebook on Developmental Standards for Ordained Ministers*. The USA/Canada *Sourcebook* was subsequently endorsed by the International Course of Study Advisory Committee in November 2015 and approved by the General Board and Board of General Superintendents in February 2016. Following each General Assembly, revisions to the USA/Canada *Sourcebook on Ordination* reflecting actions of the General Assembly as well as appropriate adaptations to cultural and societal changes will be submitted to the International Course of Study Advisory Committee.

In this Sourcebook, references to paragraphs in the *Manual* will appear as follows: *Manual* xxx.x (where “x” is the paragraph number). Cross-references to paragraphs in the Sourcebook itself will generally appear alone (simply, xxx.x without *Sourcebook* preceding the paragraph number).

Questions about this *Sourcebook* or any of its directives should be directed to Global Clergy Development ([pastor@nazarene.org](mailto:pastor@nazarene.org); 800-306-7651; 17001 Prairie Star Parkway, Lenexa, Kansas 66219).

## CHAPTER ONE

550

### THE CALL

While affirming the universal priesthood and ministry of all believers, ordination reflects the biblical belief that God calls and gifts certain men and women for ministerial leadership. Ordination is the act of the Church, which recognizes and confirms God's call as stewards and proclaimers of the gospel and the Church of Jesus Christ. Ordination bears witness to the Church universal and the world at large that this candidate reveals a life of holiness, possesses gifts and graces for public ministry, demonstrates a thirst for knowledge, especially for the Word of God, and displays capacity to communicate sound doctrine. (Acts 13:1-3; 20:28; Romans 1:1-2; 1 Timothy 4:11-16; 5:22; 2 Timothy 1:6-7; 5:22) [*Manual*, 502]

#### 550.1 The Church and the Minister's Call

The Church is the authorizing and authenticating voice, affirming the call of God by observing whether the called person evidences gifts and graces for ministry.

Local church pastors, district leaders, and Nazarene college/university professors are in ideal places to identify those who, within the context of the community of faith, are experiencing the call of God to vocational Christian ministry. Representatives of the Church such as these are responsible for praying with and counseling these individuals as they discern and embrace the essence of their calling. Further, the local church, under the leadership of the pastor and the church board, is to provide varied opportunities for service to those who are called as well as to lead the congregation in encouraging and mentoring them.

## 550.2 Categories of Ministers

The Church of the Nazarene recognizes the following categories of ministers.

- A. *The Lay Minister.* The lay minister feels called to serve in ministry but not to become an ordained minister. Lay ministers are lay members of the church and may serve as full- or part-time staff members, paid or volunteer. Certificates of Lay Ministry are issued by a local church and lay ministry is viewed as a separate educational track that does not lead to ordination. The preparation program to be a lay minister is defined and supervised by Sunday School Ministries through Continuing Lay Training rather than by Global Clergy Development. Additional information on lay ministry is found in the regional *Handbook for Christian Ministries* and on the SDMI Ministries website, [www.thediscipleshipplace.org](http://www.thediscipleshipplace.org).
- B. *The Local Minister.* The local minister feels called to serve in ministry and to pursue the preparations required for ordination. Like lay ministers, local ministers are lay members of the church and may serve as full- or part-time staff members, paid or volunteer, while continuing their preparations for ordination. A local minister is one who has been granted a Local Minister's License by the local church and who is preparing for ministry under the direction of the District Board of Ministry.
- C. *The Licensed Minister.* Licensed ministers are persons who have been granted a District Minister's License by their respective district assemblies and, by virtue of the same, are members of the clergy. Licensed ministers serving in an assigned ministry as defined by the *Manual* may administer the sacraments of Baptism and of the Lord's Supper in their own congregations and may, unless otherwise prohibited, officiate at marriages. Licensed ministers continue preparations for ordination under the advice and direction of the District Board of Ministry. In cases where a licensed minister is not pursuing ordination or is disqualified by reason of failing to complete preparations within the established time limit, a district license may be issued and renewed annually by action of the District Advisory Board and District Board of Ministry (*Manual* 530.4)

- D. *The Ordained Minister*. Ordained ministers are members of the clergy who have completed the preparations for ministry including the required years of service, and have been subsequently elected to ordination by the district assembly and ordained as elder or deacon. The Church of the Nazarene recognizes two orders of ordination: elder and deacon. An elder is an ordained minister with a call to preach as an imperative feature of his or her calling to vocational ministry (*Manual* 532). A deacon is an ordained minister with a call to vocational ministry that does not necessarily include a call to preach (*Manual* 531).



## CHAPTER 2

### 551 EDUCATIONAL OBJECTIVES OF MINISTERIAL PREPARATION

#### 551.1 Education and the Formation of the Minister

Education for service is intended to assist the minister in “being,” “knowing,” and “doing.”

“Being” involves:

1. Loving God with all the heart, soul, mind, and strength and neighbor as oneself as expressed in Christian holiness
2. Enjoying an abiding sense of God’s call
3. Relating well to the community of faith
4. Maintaining integrity and honor
5. Exhibiting compassion, patience, and perseverance
6. Demonstrating self-discipline and self-control
7. Exemplifying humility, gentleness, and sensitivity to others
8. Portraying passion and courage
9. Evidencing wisdom, discernment, vision and commitment

“Knowing” involves:

1. A knowledge of the Holy Scripture and methods of interpretation
2. An understanding of Christian theology and especially the place of Christian holiness within it
3. A grasp of the history of the Christian Church and its mission through the centuries
4. A knowledge of the Wesleyan theological heritage and traditions
5. A knowledge of the disciplines of the spiritual life
6. An understanding of the significance, forms, and place of Christian worship in the community of faith
7. An understanding of Christian personal and social ethics

8. A knowledge of communication theory and skills, especially preaching, and including teaching and interpersonal skills
9. An understanding of the dynamics of Christian servant leadership, local church administration, and models of mission and ministry; and the similarities to and distinctions from secular models of leadership and management
10. An awareness of the brokenness of the human condition, both personal and societal
11. An understanding of the dynamics of the human life, groups within the local church and society, including marriage and family
12. A grasp of the span of human history and culture, particularly of the minister's own context
13. An awareness of cultural trends and influences in contemporary society including religious pluralism
14. A knowledge of the operation of the polity and practice of the Church of the Nazarene
15. An awareness of the legal framework in the society in which the congregation functions

"Doing" involves:

1. Modeling a godly life and vital piety
2. Thinking prayerfully about personal, familial, and congregational development
3. Acting with integrity and honor in all relationships
4. Responding to others with the love of God
5. Leading the people of God in worship, mission, and service
6. Equipping the saints for the work of ministry
7. Preaching the Word of God with clarity in a culturally appropriate fashion
8. Teaching by word and example
9. Evangelizing the lost
10. Articulating clearly the mission of the congregation and the Church
11. Ministering to the brokenness of persons and society
12. Communicating the truth in love
13. Listening with care and discretion
14. Facilitating the ministry of all the people of God at the local level
15. Organizing the local congregation as needed and appropriate
16. Assessing the effectiveness of programs and plans

17. Acquiring skills in information technology and other media essential for ministry and mission
18. Pursuing lifelong learning

## **551.2 Developmental Focus of Educational Preparation**

The educational preparation of Nazarene ministers includes the following four elements [see *Manual*, 527.3]. These elements provide a way to categorize the primary thrust or developmental focus of each learning opportunity.

- **Content** – the biblical, theological, and historical knowledge necessary for ministry;
- **Competency** – the development of skills for ministry;
- **Character** – the strengthening and enriching of the minister as a person; and
- **Context** – the deepening of the understanding of the ministry environment.

*Manual* 527.3 more specifically describes each of these elements and their value to the preparation of the minister as follows:

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

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

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

**Context**—Increased insight and understanding regarding cultural worldviews and the historical and contemporary contexts of the social environment where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

### **551.3 The Course of Study**

“Course of Study” serves as a descriptive term for the educational preparation required for ministry and ordination in the Church of the Nazarene. The Course of Study is organized as a series of abilities correlated to each curricular area: content, competency, character, and context (see 551.5).

A Course of Study *curriculum* is a curriculum designed to develop these abilities in those preparing for ministry. A curriculum that has been approved by the General Board and Board of General Superintendents is a *validated* Course of Study curriculum. (*Manual* 527.2, 5; see also *Sourcebook* 553).

### **551.4 Developmental Focus in Curriculum Design**

The grid on the following page specifies the minimum allocations to each developmental category required in the design of any Course of Study curriculum and the possible arenas of study that must comprise each category. Educational providers may adjust these percentages upwards, utilizing the undesignated percentage balance.

Minimum Allocations in Course of Study Curriculum Design	
30%	<b>Content</b>
	Biblical
	Theological
	Historical
	Ministerial
25%	<b>Competency</b>
	Communication Skills
	Pastoral Skills
	Management Skills
	Analytical Skills
	Leadership Skills
10%	<b>Character</b>
	Ethical, Spiritual, & Personal Growth
	Incarnational Leadership
	Commitment to God and Church
	Passion for the Lost
	Covenantal Lifestyle
10%	<b>Context</b>
	Information, System, and Environments of Learning
	Pluralism: Religious, Historical, and Cultural
	Community Interface
	Social, Ethical, Legal, & Judicial
	Church and Ministry
25%	<b>Undesignated</b> —to be assigned as appropriate to the student and setting, or proportioned as the design of the institutional program of study may dictate.

## 551.5 Course of Study Ability Statements

The abilities required of any track of ministry preparation are identified in the following statements. These ability statements also appear in the *Handbook for Christian Ministries* so candidates may become familiar with them throughout their educational preparation for ministry.

Programs seeking validation or revalidation should satisfy the ability statements listed below. Programs undergoing reaffirmation based on earlier ability statements should reference Appendix H.

### CONTENT: 14 Ability Statements

#### OLD TESTAMENT

<b>CN1</b> Ability to identify the literary structure, the theological concepts and main storyline of the Old Testament.
--

<b>CN2</b> Ability to describe the historical and cultural contexts of the major sections of the Old Testament.
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#### NEW TESTAMENT

<b>CN3</b> Ability to identify the literary structure, theological concepts and main storyline of the New Testament.
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<b>CN4</b> Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church.
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#### INTERPRETATION OF SCRIPTURE

<b>CN5</b> Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations.
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<b>CN6</b> Ability to exegete a passage of Scripture using contextual, literary, and theological analysis.
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#### THEOLOGY (General)

<b>CN7</b> Ability to articulate the Nazarene Articles of Faith.
--

<b>CN8</b> Ability to demonstrate an understanding of theological reflection, including its sources, its historical development, and its Wesleyan contemporary expressions.
---

#### DOCTRINE OF HOLINESS

<b>CN9</b> Ability to articulate the doctrine of holiness from a Wesleyan perspective.
--

#### CHURCH HISTORY

<b>CN10</b> Ability to tell the story of Christian history and the development of creeds and major doctrines.
---

<b>CN11</b> Ability to describe the mission and practice of the Church throughout its history.
--

**THE HISTORY AND POLITY OF THE CHURCH OF THE NAZARENE**

- CN12** Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene.
- CN13** Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene.
- CN14** Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church.

**COMPETENCY: 14 Ability Statements  
(using one ministry emphasis listed below)**

**ORAL AND WRITTEN COMMUNICATION**

- CP1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language.

**MANAGEMENT, LEADERSHIP, FINANCE, AND CHURCH ADMINISTRATION**

- CP2** Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building.
- CP3** Ability to cultivate, cast, and strategically implement vision.
- CP4** Ability to lead congregations in the biblical stewardship of life resources.

**ANALYTICAL THINKING**

- CP5** Ability to reason logically for discernment, assessment, and problem solving.

**CONGREGATIONAL CARE AND COUNSELING**

- CP6** Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required.

**EFFECTIVE EVANGELISM AND DISCIPLESHIP**

- CP7** Ability to lead evangelistically through preaching, modeling and equipping others.
- CP8** Ability to lead in discipling and assimilating new converts into the Church.

**CHRISTIAN EDUCATION**

- CP9** Ability to describe and apply knowledge of human development in leading people to Christian maturity.
- CP10** Ability to envision and implement Christian education in the local church.

**WORSHIP**

- CP11** Ability to envision, order, and participate in contextualized, theologically grounded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's Supper).

**MINISTRY EMPHASIS (Preaching/Chaplain)**

<b>CP12</b> Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity.
<b>CP13</b> Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.).
<b>CP14</b> Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives.

**MINISTRY EMPHASIS (Christian Education/Children/Youth/Adults)**

<b>CP15</b> Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive.
<b>CP16</b> Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives.

**MINISTRY EMPHASIS (Compassionate Ministry)**

<b>CP17</b> Ability to prepare and lead compassionate ministries that are biblically sound and culturally sensitive.
<b>CP18</b> Ability to exegete a community utilizing a Wesleyan paradigm for hospitable engagement.

**MINISTRY EMPHASIS (Music)**

<b>CP19</b> Ability to prepare and lead a music ministry that is biblically sound, utilizing appropriate techniques and skills demonstrating cultural sensitivity.
<b>CP20</b> Ability to assess contemporary approaches to church music in light of enduring theological and contextual perspectives.

**MINISTRY EMPHASIS (Administration)**

<b>CP21</b> Ability to manage and implement biblically sound church administration utilizing appropriate techniques and skills demonstrating cultural sensitivity.
<b>CP22</b> Ability to assess and implement contemporary approaches to administration in light of enduring theological and contextual perspectives.

**CHARACTER: 8 Ability Statements**

**CHRISTIAN ETHICS**

<b>CH1</b> Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community.
<b>CH2</b> Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework
<b>CH3</b> Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics.



**SPIRITUAL FORMATION**

- |   |
|---|
| <b>CH4</b> Ability to pursue holy character (Christlikeness) by practicing faith formation and the classic Christian disciplines as means of grace. |
| <b>CH5</b> Ability to locate, understand, and use resources for individual and corporate spiritual formation.                                       |

**PERSON OF THE MINISTER**

- |  |
|--|
| <b>CH6</b> Ability to articulate his or her call from God to ministry as affirmed by the Church.   |
| <b>CH7</b> Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth.  |
| <b>CH8</b> Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.). |

**CONTEXT: 8 Ability Statements**

**ANTHROPOLOGY AND CROSS-CULTURAL COMMUNICATION**

- |  |
|--|
| <b>CX1</b> Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. |
| <b>CX2</b> Ability to identify and apply the principles of cross-cultural communications.          |

**CONTEMPORARY CONTEXT AND SOCIAL ENVIRONMENT**

- |   |
|---|
| <b>CX3</b> Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. |
| <b>CX4</b> Ability to analyze and describe congregations and communities.   |

**HISTORICAL CONTEXT**

- |   |
|---|
| <b>CX5</b> Ability to place the ministry context in light of the large schemes of world and national history. |
| <b>CX6</b> Ability to analyze and describe the ministry context in light of its local history.                |

**MISSIONS**

- |   |
|---|
| <b>CX7</b> Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.              |
| <b>CX8</b> Ability to describe basic missiological principles and to apply them to the development of ministry in the local church. |

## CHAPTER THREE

552

### EDUCATIONAL PREPARATION

Even as Christ spent His public ministry proclaiming the kingdom of God and equipping His disciples for mission and ministry, the Church of the Nazarene believes a call to the ministry is also a call to prepare. A significant part of the preparation is education. For this reason, from its beginning, our church established institutions and systems of education.

#### 552.1 The Course of Study Design and Delivery

As noted above (551.5), the Course of Study is organized as a series of abilities correlated to each curricular area: content, competency, character, and context. A Course of Study *curriculum* is one designed to develop these abilities in persons preparing for ministry in the Church of the Nazarene. While the *Manual* allows cultural adaptations to meet the needs of ministers all around the globe, there is but one Course of Study. These expressions are represented by curricula reviewed by the Regional Course of Study Advisory Committee (RCOSAC) and validated by the International Course of Study Advisory Committee (ICOSAC), General Board, and Board of General Superintendents.

The Course of Study is distributed through college classrooms, college extension programs, online and distance programs, ministry training centers, and district-directed groups led by ordained ministers. The role of the local church is vital to the educational preparation of the candidate as noted in *Manual* 527.3: "Graduation from a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development".

## **552.2 Timely Completion of the Course of Study**

From the granting of the first district license, a period of 10 years is allowed for the completion of a validated Course of Study. Exceptions to the 10-year limit may be granted by the District Board of Ministry subject to the approval of the general superintendent in jurisdiction. Individuals failing to complete the Course of Study within this time frame or within the limits of any approved exception may be granted renewal of a district license but shall not be eligible for ordination (*Manual* 530.4).

## **552.3 The Educational Level of the Course of Study**

Each Course of Study curriculum, however delivered, must be equivalent to three years of full-time, college-level study. The Course of Study, then, is a significant educational experience that requires time and effort to complete. For this reason, within the United States and Canada the educational options for preparing for ministry assume students have a high school diploma or equivalent. Consequently, the District Board of Ministry must be prepared to help candidates acquire the skills essential to their successful completion of the Course of Study.

## **552.4 Educational Options for Acquiring the Desired Abilities**

The Course of Study is designed to assist the candidate in developing a prescribed set of abilities essential to effective ministry. To this end, the Church of the Nazarene offers a flexible approach in preparing women and men whom God is calling to ministry. Regardless of the educational path pursued, the District Board of Ministry is to evaluate annually the progress of each candidate toward completion of a validated Course of Study. Global Clergy Development and Nazarene higher education institutions can provide assistance to District Boards of Ministry seeking options for validated programs including those preparing for ministry whose first language is not English.

*Validated Degree Programs.* Educational preparation for ministry in the Church of the Nazarene is well-served by a liberal arts bachelor's degree from a Nazarene college/university and a graduate degree from Nazarene Theological Seminary. At least one of these degree programs must be validated in order for candidates to have satisfied the educational requirements for ordination.

Another path for completing a validated degree program is offered through Nazarene Bible College and is particularly suited to individuals answering God's calling later in life. For candidates whose educational preparation for ordination is through a district training center, a degree-completion option is also available through Nazarene Bible College if the training center uses validated Nazarene Bible College materials and has agreed to be accountable to the college's instructional standards.

*Validated Non-Degree Programs.* While all candidates are strongly encouraged to pursue a path of educational preparation that includes earning an academic degree, the completion of a validated, non-degree program also meets the educational requirements for ministry preparation and, in certain circumstances, may be the appropriate recommendation of the District Board of Ministry. The Modular Education Program provides the backbone of validated non-degree avenues for educational preparation. Global Clergy Development administers this program. See "District-Directed Course of Study Programs" below.

## **552.5 Nazarene Higher Education and the Course of Study**

Nazarene higher education institutions are the primary agencies for preparing ministers and Christian workers for service in the Church of the Nazarene, and may be involved in ministerial preparation in three ways:

1. By providing an academic major validated by action of the General Board and Board of General Superintendents which meets all the educational requirements for ordination.

Candidates completing a degree program that is *not* validated will likely be required by the District Board of Ministry to take additional instructional units (as determined by the District Board of Ministry to which the candidate is accountable) in order to satisfy the educational requirements of the Course of Study.

2. By offering a validated certificate program.
3. By acting as an auxiliary agent in cooperation with District Boards of Ministry to offer a validated Course of Study for candidates already in active ministry.

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

#### **552.6 District-Directed Course of Study Programs**

The candidate may pursue the Course of Study under the direction of the District Board of Ministry, providing the district is following a validated Course of Study program. Districts may select the validated Modular Education Program described below or partner with educational institutions to offer instruction for academic credit. Any district wishing to provide its own non-degree Course of Study program must submit its curriculum for validation following the same criteria as educational institutions (see Chapter 4).

The Modular Education Program noted above is a non-degree, validated Course of Study curriculum designed for candidates best served by district-directed delivery of the educational requirements for ordination (though some colleges/universities also offer the Modular Education Program in addition to their own validated degree programs). Global Clergy Development oversees the Modular Education Program through the regional Course of Study Advisory Committee in conformity with the validation standards established by the *Manual* and this *Sourcebook* (*Manual* 230.1, 231-231.3, 527.1-527.2). Global Clergy Development makes the program available through its official website.

The *Supervised Ministry Experience* module of the Modular Education Program is a ministry internship program developed by Global Clergy Development and designed for district supervision. The module provides a model for managing the required partnership between educational providers and the local church. As evidence of satisfactory work completed through this partnership in fulfillment of the requirements of this module, the candidate shall submit for evaluation to the District Board of Ministry a portfolio which shall include supervisory evaluations, syllabi, covenants, completed assignments, and projects.

#### **552.7 Awarding Course of Study Progress in Hybrids of Degree and Non-Degree programs**

A candidate, having begun the educational preparation for ordination through a validated degree program, may seek and receive permission to conclude his or her ministerial preparation by means of a validated, district-

directed Course of Study curriculum. The student must arrange to have transcripts of all college work forwarded to the District Board of Ministry secretary, who shall determine the coursework yet to be completed. Similarly, the secretary shall determine the courses yet to be completed by candidates who have completed part of a validated, district-directed Course of Study curriculum and who subsequently enroll in a validated degree program at a Nazarene institution. Any credit received from the college or seminary for coursework subsequently completed shall be applied by the District Board of Ministry against the educational requirements for graduation from the Course of Study.

It is important that District Boards of Ministry bear in mind that Nazarene higher education institutions remain answerable to their respective accrediting agencies for academic credit given. Thus, progress awarded a candidate in a validated district-directed Course of Study program is not likely to translate into academic credit even for those courses designed to equip the candidate with the same abilities. Also, students completing coursework at a college/university in order to meet district ministry requirements may not satisfy degree requirements at the educational institution. The District Board of Ministry secretary should consult with the educational provider to ensure that the courses selected reflect both the needs of the student in a timely manner, and the goals of the academic program.

#### **552.8 Awarding Course of Study Progress for Non-Nazarene Degree Programs**

Where educational preparation for ministry is pursued through degree programs at non-Nazarene institutions, credit toward completion of the Course of Study may be granted at the discretion of the District Board of Ministry pending its annual evaluation of official transcripts, course descriptions, and syllabi *based on Course of Study abilities satisfied by each course (Manual, 527.4)*.

## CHAPTER FOUR

### 553 PROCEDURES FOR COURSE OF STUDY VALIDATION

#### 553.1 The Goal of Validation

The Church of the Nazarene is committed to providing qualitative equivalence in the educational preparation of its ministers in all world areas. To achieve this goal, Course of Study curricula on every global mission region must undergo a validation process requiring approvals at global levels. Validation not only provides candidates a level of confidence in the integrity and intentionality of the educational program but also assures boards of ministry of the scope of the candidate's educational preparation for ministry.

#### 553.2 Granting and Recognition of Validation

Ministerial licensing and ordination in the Church of the Nazarene is contingent upon the candidate's enrollment in and timely completion of a validated Course of Study curriculum. Course of Study curricula endorsed by the International Course of Study Advisory Committee, adopted by the General Board, and approved by the Board of General Superintendents are considered validated as meeting all the educational requirements for ordination. *Therefore, a licensed minister who has completed any validated course of study will have satisfied the education requirements for ordination.* See also "Conditions for Graduation from the Course of Study" (554.4).

### **553.3 Submission Guidelines for Validation of a Course of Study Program**

Educational providers on the USA/Canada Region desiring approval for a program for which they are seeking validation must submit their curricula to the USA/Canada Regional Course of Study Advisory Committee for approval at least two months prior to its annual meeting. Please contact the USA/Canada Regional Education Coordinator for dates of submission deadlines or for further guidance on the process outlined below.

The program submission must include

- a proposal outlining the program,
- a catalogue description of the program showing all required and elective courses,
- the evaluation worksheet (see Appendix)
- the International Course of Study Advisory Committee Summary Form (see Appendix), and
- a syllabus for each course in the program.

Syllabi must contain descriptions and objectives of each subject along with detailed descriptions of how content, competency, character, and context are addressed in the course. Syllabi must also show a clear connection of assessment procedures and learning activities to the ability statements (see Chapter 2).

### **553.4 The Course of Study Program Validation Process**

Upon submission of a Course of Study program, the following approval process is initiated contingent upon the favorable evaluation of the submission by the USA/Canada Regional Course of Study Advisory Committee:

- Recommendation of the USA/Canada Regional Course of Study Advisory Committee to the International Course of Study Advisory Committee;
- Endorsement by the International Course of Study Committee Advisory Committee;
- Approval by the Church of the Nazarene General Board and the Board of General Superintendents.

Approval by the General Board and the Board of General Superintendents constitutes the validation of the program. Approved course of study



curricula in the USA become a part of the USA/Canada *Sourcebook on Ordination*. Validation of a Course of Study curriculum is for a period of 10 years from the date of its approval by the General Board, pending a favorable outcome at Reaffirmation.

### **553.5 Accountability Protocols for Validated Course of Study Programs: Reaffirmation and Revalidation**

*Reaffirmation* is the periodic re-evaluation of each educational provider's validated Course of Study curricula and is conducted by the USA/Canada Course of Study Advisory Committee. Reaffirmation must take place no more than five years after the program's most recent validation. Every effort will be made to coordinate the reaffirmation schedule with an educational institution's accreditation schedule in order to reduce the workload.

Global Clergy Development in consultation with the Regional Education Coordinator will notify the educational provider when a validated program is to be reaffirmed, providing sufficient time to complete the curriculum review and application prior to the scheduled meeting of the Regional Course of Study Advisory Committee.

For the education provider, reaffirmation involves the following:

- identifying and submitting changes to the syllabi of each course since the curricula was last validated;
- providing updates to the evaluation worksheet (see Appendix) highlighting any changes related to the correlation between the educational provider's program components and *Sourcebook* ability statements since the most recent validation of the curricula;
- submitting the International Course of Study Advisory Committee Summary Form (see Appendix); and
- providing an explanation of any substantive changes in the program since validation.

Reaffirmation forms are available in Appendices or from Global Clergy Development's official website, [www.nazarenepastor.org](http://www.nazarenepastor.org).

Following a review of the documents submitted by the educational provider for reaffirmation of its validated Course of Study programs, the USA/Canada Regional Course of Study Advisory Committee will report to the International Course of Study Advisory Committee using the *Application for Program Reaffirmation* (see Appendix).

*Revalidation* describes the process of renewing the validation of a Course of Study program nearing the expiration of its most recent 10-year validation term. Educational providers conduct the revalidation process in accordance with the procedures required when a program is initially validated.

Revalidation also requires endorsement by the International Course of Study Advisory Committee and the approval of the General Board and Board of General Superintendents. In consultation with Global Clergy Development, the Regional Education Coordinator will alert the school of any validated programs needing revalidation.

### **553.6 General Assembly Mandated Revisions to Validated Programs**

When General Assembly action requires a change in the ministerial curriculum, adjustments should be made following each General Assembly and the revision submitted to the USA/Canada Course of Study Advisory Committee.

### **553.7 Revising the USA/Canada Sourcebook on Ordination**

Revisions in policy and procedures to the USA/Canada *Sourcebook on Ordination* require a simple majority action by the USA/Canada Course of Study Advisory Committee and validation by the International Course of Study Advisory Committee. Editorial changes of the regional *Sourcebook* and related forms and appendices required between meetings of these two bodies will be made by Global Clergy Development. A current version of the USA/Canada *Sourcebook on Ordination* and related forms and appendices will be maintained on the Global Clergy Development website.

## CHAPTER FIVE

554

### THE DISTRICT BOARD OF MINISTRY

According to the *Manual*, the district assembly is to establish a District Board of Ministry to qualify, prepare, and credential those called to the ministry and to care for and resource those it credentials. The composition and duties of the board are detailed in the *Manual* 203.17, 226-231.4.

The District Board of Ministry is charged, in part, with guiding and monitoring the educational progress of those seeking ordination in the Church of the Nazarene (*Manual* 203.17, 229-231.3). The board's responsibility extends to all licensees under its jurisdiction whether the educational provider is a college/university, graduate school, or the district itself through a district-directed program.

In addition, this board is charged with the task of fostering lifelong learning on the district for licensed ministers who have been graduated from the Course of Study and for ordained ministers, whether assigned or unassigned (*Manual*, 231.4).

#### 554.1 Qualifications of Board of Ministry Members

In selecting nominees for this board, care should be exercised to assure a board composed of mature ministers willing to work with educational providers. They should themselves be educationally qualified to assume the responsibilities of being educators. They should hold high standards for the ministry and exemplify those standards. It is essential that they be willing to maintain a continuous, personal interest in the educational progress of their candidates within the context of the preparation and credentialing processes established by the Church of the Nazarene and stipulated in this sourcebook.

## **554.2 Duties of the District Board of Ministry Chair**

So far as the educational preparation of candidates for ordination is concerned, the duties of the District Board of Ministry chair are as follows:

1. To become familiar with the current *Manual*, with this *Sourcebook on Ordination*, and with the *Handbook for Christian Ministries*. The *Sourcebook* is an official extension of the *Manual* and outlines administrative procedures related to the Course of Study. The *Handbook* guides candidates and those who advise them through the process of preparing for credentialed ministry within the Church of the Nazarene.
2. To arrange with the district superintendent a system of funding board expenses, including providing *Sourcebooks* and *Handbooks*, as well as clerical and travel expense.
3. To see that each member of the board has copies of the *Sourcebook on Ordination* and the *Handbook for Christian Ministries*.
4. To work with the secretary of the board in preparing the annual report for the District Assembly and Journal.

## **554.3 Administrative Responsibilities of the District Board of Ministry for the Educational Preparation of Candidates for Ordination**

The District Board of Ministry shall organize itself to fulfill the following administrative responsibilities in preparing candidates for ordination:

1. To enroll all candidates for ordination in the Course of Study (*Sourcebook* 441.1).
2. To acquire, secure, and maintain all files and records relating to the work of the Board, including the minutes of previous board actions, as well as the detailed record of the educational progress of every enrollee. Records of ministers and candidates no longer active on the district should be permanently archived. (A person's discontinuance of the course of study, or a failure to renew the district license, does not justify destruction of the candidate's records).
3. To acquire all materials and forms necessary to properly administer and guide the educational preparation of all candidates under its care in collaboration with educational providers. Particularly crucial to the success of the board is the keeping of meticulous records and the prompt, efficient conduct of the necessary correspondence.

4. To assure the recording of detailed minutes of each meeting.
5. To arrange for the preparation of reports for the district assembly and for the assembly journal.
6. To provide a copy of all information and records as soon as possible to the receiving Board of Ministry when an enrollee is officially transferred to another district.

#### **554.4 Conditions for Graduation from the Course of Study**

Candidates completing a validated Course of Study curriculum and seeking to be graduated from the Course of Study shall present to the Board of Ministry either an official certificate of completion or an official transcript showing their successful completion of the program. The District Board of Ministry shall verify with the educational provider each candidate's completion of the program before recommending graduation from the Course of Study.

However, in the credentialing process, candidates having completed a validated Course of Study curriculum may demonstrate a deficiency in knowledge or understanding, contextual awareness, competency, or character expected of those licensed for ministry and seeking ordination. If deficient, the District Board of Ministry may require additional coursework before recommending assembly action to graduate the candidate from the Course of Study.

#### **554.5 Mentors and Internships**

When practical and wise, the Board of Ministry should foster (1) a supervisory relationship between a candidate-pastor and a more experienced, ordained pastor as a form of coaching, or (2) internships in local churches in order to provide significant, strategic development opportunities to licensed ministers not serving as pastors.

The minister should respond to opportunities to mentor future ministers and to nurture the call to ministry of those who have obvious gifts and graces for ministry or who are hearing the call of God to Christian ministry (*Manual* 502.5, 527).

## **554.6 The Role of the District Board of Ministry in Lifelong Learning**

*Manual* 527.6 stipulates that ministers, assigned and unassigned, whether licensed ministers who have been graduated from the Course of Study or ordained ministers, should complete at least 20 lifelong learning hours each year.

The *Manual* further stipulates the ongoing engagement of the District Board of Ministry in nurturing a culture of lifelong learning among its ministers, and specifies the scope of that engagement as follows:

1. By cooperating with the district superintendent in promoting and providing lifelong learning opportunities. The board is encouraged to develop such opportunities in cooperation with Nazarene higher education institutions dedicated to ministerial preparation (*Manual* 321.4).
2. By monitoring the level of participation of its ministers in lifelong learning events. The board is responsible to review such activity annually and to come alongside those ministers completing less than the 20 hours required for each of two consecutive years in order to assist them in developing a well-balanced program of lifelong learning and finding qualifying opportunities given their setting and capacities, financial, familial, and otherwise (*Manual*, 527.6)

Guidelines for reporting lifelong learning activity and obtaining lifelong learning records are available from the Global Clergy Development website or by contacting its office.

## CHAPTER SIX

555

### CANDIDACY FOR ORDINATION

In the Church of the Nazarene, candidacy for ordination begins with ministerial licensing as described in this chapter. The granting of a ministerial license is a significant expression of the confidence of the church that God is active in calling women and men to the ministry and of its readiness to participate with the called in discerning the contours and focus of their respective callings.

#### 555.1 Suitability for Candidacy

The local church is the primary laboratory where the call of God is observed and nurtured. For this reason, actions of the local church and its leadership in regard to licensing are to be undertaken with prudent and prayerful attention. The ongoing partnership of the local church with the District Board of Ministry assures the integrity of the credentialing process.

In this partnership, there are two special responsibilities related to determining an individual's suitability for candidacy that rest primarily with the local church board. However, the District Board of Ministry should attend to these responsibilities in the event the local church board fails to do so. These responsibilities are as follows:

1. To submit to the district office a *Request for Verification of Credentialing History* (see Appendix). This action is required of the church board at the time of its initial consideration\* of any individual seeking ministerial licensing. The credentialing history request should be forwarded to the Office of the General Secretary which shall verify whether any Nazarene ministerial credential was held previously by the applicant. This process serves as an additional measure of protection to local church boards and to district boards of ministry in their efforts to assure the safety of children and youth served by the local church. Any concerns arising from the

verification are to be promptly communicated to the local church pastor by the district.

\*“Initial consideration” refers most frequently to a church board’s consideration of an individual’s first-ever application for a local minister’s license. However, it is possible that someone *new* to the congregation may already hold a local minister’s license or even a district minister’s license. In this case, “initial consideration” means the first licensing consideration by the church board of this particular individual *since that individual became a member of that local church*.

2. To conduct a criminal background check on the applicant using a vendor or service that can provide a background check that is nationwide in its scope.

Pending the results of the credentialing history verification and of the criminal background check (see the final paragraph of *Manual* 530.1), the pastor may invite the person sensing a call to the ministry to apply for a local minister’s license or, as the case may be, to apply for renewal of license or recommendation for district licensing.

The District Board of Ministry is to assure that the verification and background check described above have been conducted on all those it enrolls in the Course of Study and those it recommends to the district assembly for licensing. The same is true for those seeking recognition of ordination. Supporting documentation should be part of the each licensee’s record held by the District Board of Ministry.

## **555.2 The Local Minister’s License**

The process leading toward ordination in the Church of the Nazarene begins with the called individual being licensed as a local minister. Upon request of the applicant and recommendation of the pastor, the local church board may grant this license after thoughtful and prayerful evaluation of the applicant’s professed call to the ministry, Christian experience and spiritual stability, reputation and conduct, doctrinal soundness, and evidence of those gifts and graces that belong to such a high calling (*Manual* 129.12, 529.1-529.3).

The local church pastor shall inform the District Board of Ministry when someone has been granted a local minister’s license. The local pastor shall also provide guidance, in cooperation with the District Board of Ministry, in selecting and pursuing a validated Course of Study. The District Board of Ministry is responsible to establish a record for all local and licensed



ministers and to track their progress in all aspects of their preparation for ministry, educationally and otherwise.

More information about the local minister's license along with downloadable forms and guides related to the licensing process is available in the *Handbook for Christian Ministries* and at the Global Clergy Development website: <http://nazarene.org/licensing-and-ordination>.

### **555.3 The District Minister's License**

To qualify for a district minister's license, the District Board of Ministry must ensure the candidate

1. has held a local minister's license for at least one full year,
2. has completed at least one-fourth of a validated Course of Study curriculum, and
3. has been granted approval by the Board of General Superintendents to pursue licensing (such approval is required only for candidates who have been divorced; *Manual* 320, 530.1).

In addition, the District Board of Ministry should receive the recommendation of the local church board, the candidate's application for district license, and an up-to-date record (preferably an official transcript) of the candidate's progress in the Course of Study before conducting its credentialing interview with the candidate.

In cases where the District Board of Ministry is to interview a district licensed minister recently transferring to the district, the board will confirm the minister's suitability for candidacy by assuring that the verification of credentialing history and criminal background check have been previously conducted or will initiate these actions (see 555.1)

More information about the district minister's license along with downloadable forms and guides related to the licensing process is available in the *Handbook for Christian Ministries* and at the Global Clergy Development website: <http://nazarene.org/licensing-and-ordination>.

#### **555.4 District Board of Ministry Candidate Interviews**

Assessment of a candidate's learning in the Course of Study is the shared responsibility of instructors, educational providers, the local pastor and congregation, and the District Board of Ministry. Through an annual interview process, the District Board of Ministry is responsible for assessing and recording successful progress of each candidate through the Course of Study. The District Board of Ministry is also responsible for gauging whether candidates are acquiring and integrating the abilities needed to serve effectively in their ministry assignments. A good interview explores the candidate's personal life, maturity, spiritual growth, professional competence, theological understanding, family life, and experience in ministry. The interview should indicate the candidate's fitness for district licensing.

#### **555.5 Ordination**

Ordination is the act of the Church, which recognizes and confirms God's call upon the candidate and bears witness that this candidate lives a life of holiness, possesses gifts and graces for public ministry, demonstrates a thirst for knowledge, especially for the Word of God, and displays a capacity to communicate sound doctrine (*Manual*, 502).

A candidate who successfully completes a validated Course of Study, and fulfills the minimum required years of service, may be ordained. However, fulfilling these requisites does not entitle the candidate to ordination. Rather, as an act of the Church, ordination is conferred at the discretion of the Church as it exercises its authority with the help and guidance of the Holy Spirit.

Completion of the Course of Study, and of the minimum required years of service, satisfies the conditions upon which the District Board of Ministry is authorized to consider whether the candidate has sufficiently progressed in his or her development as a minister to warrant ordination. To this end, the board shall personally and carefully examine the candidate on his or her fitness for ministry, spiritual and moral qualifications, doctrinal soundness, financial integrity, and mental capacity.

In the Church of the Nazarene, ordination becomes the act of the Church on the basis of the District Board of Ministry's recommendation to the district assembly of qualified candidates, a two-thirds favorable vote of the district assembly, and the approval of the general superintendent in jurisdiction.

## **555.6 Recognition of Credentials**

Ordained ministers from other evangelical denominations, having united with the Church of the Nazarene and desiring the recognition of their ordination by the Church of the Nazarene, must meet the requirements of *Manual* 533, as well as demonstrate appreciation, comprehension, and application of the *Manual*, the doctrine of holiness, and the history of the Church of the Nazarene by successfully completing the related portions of a validated Course of Study, as recommended by the District Board of Ministry.

## CHAPTER SEVEN

556

### LIFELONG LEARNING

#### 556.1 Philosophy and Purpose of Lifelong Learning

Lifelong Learning is an essential aspect of credentialed ministry in the Church of the Nazarene (*Manual*, 514.12, 527.6). Establishing a pattern of lifelong learning is necessary to understanding changes in the wider church and in society, and is foundational to furthering the spiritual, mental, and skill development of the minister. For this reason, each minister is accountable for pursuing a well-rounded lifelong learning plan aimed at increasing effectiveness in ministry and furthering personal growth. See also *Manual*, 129.9, 231.4, 514.12, 527.6, 536.15.

Each field and district is encouraged to establish a lifelong learning program for the enrichment of their ministers. This can be done by including learning opportunities in existing district activities, by cooperating with an educational provider, and by arranging special learning events.

#### 556.2 Expectation and Accountability for Lifelong Learning

Every Nazarene minister, assigned or unassigned, is to complete annually a minimum of twenty (20) Lifelong Learning Hours. The goal of this requirement is to establish and perpetuate a culture of learning fueled by a passion for effectiveness and excellence in making Christ-like disciples in the nations. *Manual* 657.6 states,

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

All assigned and unassigned licensed and ordained ministers shall report on their progress in a program of lifelong learning as part of their report to the district assembly. An up-to-date report on his or her lifelong learning program will be used in the church/pastoral review process and in the process of calling a pastor. The regional *Sourcebook on Ordination* for the region/language group will contain the details of the accrediting and reporting process.

Failure to complete these requirements for more than two consecutive years shall result in the ordained minister being required to meet with the District Ministerial Studies Board at their regular meeting time. The Ministerial Studies Board shall give guidance to the minister in completing the lifelong learning required. (115, 123, 514.12, 536.15)

### **556.3 Exemptions from the Lifelong Learning Requirement**

District-licensed ministers who have not yet been graduated from the Course of Study by action of their District Board of Ministry (or District Board of Ministerial Studies) are exempt from the requirement.

If a minister is currently enrolled in a degree program, his or her successful completion of at least 10 credit hours over the course of the year shall be considered a sufficient basis for exemption from the lifelong learning requirement for that year. A minister enrolled in a degree program must provide annually to the District Coordinator a transcript indicating his or her progress in the degree program. In reporting to the District Board of Ministry on the status of the lifelong learning endeavors of a minister enrolled in a degree program, the Coordinator may simply report "Currently enrolled in a degree program."

### **556.4 Identifying Lifelong Learning Opportunities**

Lifelong learning involves participating in opportunities that contribute significantly to the development of one's abilities and understanding as a minister of the gospel. Conferences, district training seminars, continuing education courses from educational institutions or professional groups, webcasts, reading a professional journal, and engaging in professional book discussions with other ministers are examples of activities that qualify as lifelong learning. Such activities qualify whether accessed online or attended in person.

A Lifelong Learning event does not have to be religious in nature; however, each learning opportunity in which a minister participates should contribute meaningfully to his or her overall development plan. In accordance with guidelines established by the International Course of Study Advisory Committee, a well-conceived lifelong learning plan will incorporate a balance of the following four elements:

**Content** – the biblical, theological, and historical knowledge necessary for ministry;

**Competency** – the development of skills for ministry;

**Character** – the strengthening and enriching of the minister as a person; and

**Context** – the deepening of the understanding of the ministry environment.

While there is a sense in which any pastoral activity (such as sermon preparation, counseling, preaching, visitation, etc.), serves as a learning opportunity, those activities and preparations that are part of the routine responsibilities of ministry do not qualify for lifelong learning hours just as an accountant's preparation of tax returns does not qualify as continuing education for the accountant.

Generally, a lifelong learning hour is awarded for every sixty (60) minutes of participation in a qualifying lifelong learning event or activity. For example, attending five and a half hours of an 8 hour preaching conference equates to 5.5 lifelong learning hours.

However, there are unique learning opportunities where this basic rule does not apply for a variety of reasons. Specific guidelines for reporting participation in the following learning activities (and others like them) may be found at <http://nazarene.org/lifelong-learning>, the Global Clergy Development website:

Reading a book or an article from a professional journal

Reading a book with a group

Teaching a class in the Course of Study

Presenting a workshop or seminar

Viewing a webinar

Attending a conference

Completing coursework in a degree program

Participating in a Mission trip

Questions regarding lifelong learning opportunities that may not fit established categories or about the special guidelines noted above should be directed to Global Clergy Development ([pastor@nazarene.org](mailto:pastor@nazarene.org); 800-306-7651; 17001 Prairie Star Parkway, Lenexa, Kansas 66219).

### **556.5 Recording and Reporting Lifelong Learning Hours**

Global Clergy Development administers systems for maintaining a record of lifelong learning hours completed by each Nazarene minister. Details are available at <http://nazarene.org/lifelong-learning>.

## **APPENDIX: Forms**

The following forms are available from the Global Clergy Development website <http://nazarene.org/global-clergy-development> (select Ministerial Sourcebooks) and are updated regularly to reflect applicable actions of the USA/Canada Regional Course of Study Advisory Committee, the International Course of Study Advisory Committee, the General Board, and the General Assembly.

### **PART 1 DISTRICT BOARD OF MINISTRY RESOURCES**

- 1 - Credentialing History Verification Request

### **PART 2 EDUCATIONAL PROVIDER RESOURCES**

- A - Instructions for Program Submission
- B - Program Summary Form Instructions
- C - Program Summary Form
- D - Program Summary Form (Sample)
- E - Application for Initial Validation
- F - Application for Reaffirmation
- G - Application for Revalidation
- H - 2004-2014 Ability Statements