



**GUIDE FOR ORDINATION
IN THE MID-AMERICA REGION OF THE
CHRISTIAN CHURCH (DISCIPLES OF CHRIST)**

AUGUST 2017

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A PROCESS GUIDE TO ORDINATION FOR THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST) MID-AMERICA

Introduction

In keeping with the Ordination policies of the Christian Church (Disciples of Christ), (see *Policies and Criteria for the Ordering of Ministry* at www.disciples.org), the Regional Commission on the Order of Ministry (RCOM) Christian Church of Mid-America has developed the following procedures. These policies are meant to guide Inquirers and Candidates for Ordination and those who walk with them through the process of preparation. An invaluable guide to this process is the Christian Church (DoC) document *A Handbook for Working with Candidates for Ordination*, which is included with this *Process Guide*. This *Mid-America Process Guide* is not meant to replace the *Handbook*, but seeks to adapt its recommended procedures to our Mid-America Regional structure and to move the process as close as possible to congregations by working to a considerable degree through Ordination Nurture Teams at the Regional offices throughout the State with congregational representation.

The Mid-America Regional Commission on the Order of Ministry [RCOM] remains committed to upholding the highest standards of qualification for representative ministry while responding to the needs and challenges of a new era. RCOM is committed to being a strong and helpful partner with local Congregations and Ordination Nurture Teams in assisting candidates for ordination.

Process Guide

- 1) A person newly inquiring [Inquirer] about Ordained ministry will begin by completing the Order of Ministry Application Form (Appendix 1), along with the Candidate's Growth and Education & Experiential History (Appendices 16 and 15). The Inquirer will then request an interview with his/her Regional Minister Team (RMT) member in the Regional Office with which their home congregation associates.
- 2) The RMT member interviews the Inquirer, completing the Regional Minister Team Report (Appendix 2) for this and any subsequent meetings with the Inquirer or Candidate.
- 3) The Inquirer should fill out the Minister's Profile with background check. The RCOM Coordinator will issue a Regional Directive for the Commission on the Order of Ministry on behalf of the Inquirer. The Inquirer will fill out and submit a Minister Change Form (Appendix 3) to the RCOM Coordinator. [Email to ccmasw@sbcglobal.net]

The Inquirer will also be required to complete Boundary Training and Pro-Reconciliation/Anti-Racism Training as soon as is possible. We would hope this task would be completed before meeting with the CMT, but availability is sometimes limited. This requirement must be completed prior to the Inquirer's visit with RCOM.

4.) Two letters of support need to be submitted from: 1) the home congregation [pastor or board], and 2) from the congregation of employment. If a congregation does not employ the Inquirer, a second letter from an elder of the home congregation is required.

In this initial exploratory phase, RMT members and Commissioning Ministry Teams are encouraged to begin using the assessment suggestions and materials beginning on page 22 of the Handbook.

If the Commissioning Ministry Team's decision is to move forward on the Inquirer's interest:

5) An Inquirer seeking ordination will need an Ordination Nurture Team [ONT] to continue the assessment and help the Inquirer prepare for Candidacy; the Team will consist of:

- A member of the Commissioning Ministry Team
- A member of the sponsoring congregation
- A member of a supporting congregation
- A minister to serve as mentor
- A member of the Mid-America RCOM
- A representative of the seminary, Mid-America Center for Ministry, or other institution when appropriate
- Other congregational members as deemed appropriate and necessary

(Members of the ONT, who are on RCOM, will not be allowed to vote when the candidates come to RCOM)

Once the Inquirer has a working Ordination Nurture Team (ONT) all work will be submitted to the RCOM Coordinator. The Ordination Nurture Team form (Appendix 5) should be submitted by CMT as soon as the appointments are made and accepted. All submissions should be sent to the Office of Ministerial Support and Accountability, ccmasw@sbcglobal.net.

6) With the help of the letters of reference and the Minister's Profile, the Ordination Nurture Team will work with the Inquirer on assessing the Inquirer's personal qualifications for ministry and knowledge and skills for ministry (Appendix 16). The ONT will assess her/his fitness for ministry by means of psychological testing and a criminal background check, and assessing the Inquirer's educational and experiential history (use Appendix 15) to develop and submit an Educational and Formational Plan for the Inquirer's development in ministry (*Guide*, p. 29).

Another important part of this assessment will be assessing the Inquirer's life circumstances (see *Guide*, pp. 28). This assessment is fundamental for helping the Inquirer and the Ordination Nurture Team determine which track to ordination is the most appropriate to pursue.

7) As a part of assessing the Inquirer's personal qualifications and her/his knowledge and skills, the Inquirer will be asked to document all significant experiences in her/his personal and professional development. Using Appendix 4 the Inquirer will build a portfolio of all such documentation (i.e., transcripts, teaching plans, sermon

tapes/manuscripts, clinical pastoral education evaluations, youth group mission trips led, etc.) (Appendix 16-15), and will add to that portfolio over the course of the person's development. This will be invaluable to the Ordination Nurture Team, the RCOM and the Inquirer in marking and documenting progress. (See *Guide*, p. 22)

8) The Ordination Nurture Team's assessment of the Inquirer's personal qualifications for ministry and her/his knowledge and skills is necessary for the development of an Educational and Formational Plan (pp. 29 ff.) tailored to the Inquirer's unique combination of gifts, knowledge, skills and her/his identified areas of inexperience and needs for further growth and development. This document must be submitted to RCOM before its first meeting with the Candidate.

9) When the Ordination Nurture Team has assisted the Inquirer in completing the necessary assessments, the ONT may recommend to RCOM that the Inquirer be accepted as a Candidate for Ordination.

As part of the decision to refer an Inquirer to RCOM as a Candidate for Ordination, the ONT will submit a recommendation as whether or not the person's assessment of circumstances and qualifications make the Apprentice Track to ordination an option. (See *Theological Foundation and Criteria*, pp. 22-23)

➤ The Mid-America's RCOM affirms *Theological Foundation and Criteria* p. 20, lines 695-700, which names the Seminary Track as the expected track, with the apprentice track to be used only in exceptional circumstances.

10) When an Ordination Nurture Team recommends an inquirer to RCOM, the Inquirer and Team shall ensure that RCOM has all necessary information including: the Inquirer's application, minister's profile and references, psychological profile, results of the criminal background check, narratives and the various assessment tools used, including Appendices 15 & 16, Candidate's Growth and Education & Experiential History, and the written Educational and Formational Plan. The ONT will use the Ordination Nurture Team Report and Recommendation Form (Appendix 7) to formally recommend the Inquirer for Candidacy.

11) RCOM, meeting in plenary session, will interview the inquirer and vote to receive her/him as a candidate for ordination on the appropriate track.

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| <p>a) If the Inquirer is accepted as a Candidate for Ordination, he/she will be referred back to the Ordination Nurture Team, which will continue the process of nurturing the Candidate toward meeting all standards for ordination. Nurture includes ongoing assessments and measurements of growth, providing accountability for meeting developmental goals and building the candidate's portfolio.</p> <p>b) If the inquirer is not accepted as a Candidate for Ordination, then the Ordination Nurture Team, Commissioning Ministry Team and the Regional Minister Team member will work with the inquirer in reassessing her/his role in</p> |
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ministry, (e.g., determining whether the inquirer will become a Commissioned Minister not seeking ordination, or will work with the Ordination Nurture Team to address areas of concern and prepare for a future recommendation to RCOM as a candidate for ordination).

c) RCOM will carefully evaluate an ONT's recommendation of the Apprentice Track due to exceptional circumstances; however, **RCOM retains the authority to determine when the Apprentice Track to ordination is appropriate.**

12) The process leading toward ordination is typically a lengthy one, and it should include:

- a) Regular meetings of the Candidate with her/his mentor (bi-monthly meetings are suggested) who will submit reports following each meeting. (Appendix 8)
- b) Regular meetings (quarterly is suggested) with the Ordination Nurture Team which will submit report following each meeting. (Appendix 7)
- c) Regular meetings (two times a year) with his/her Congregation's Elders who will submit reports following each meeting. (Appendix 9)
- d) Meetings with the RCOM in plenary session at the approximate mid-point of the Candidate's journey for a progress interview; such progress interviews shall occur bi-annually in the case of longer processes.

Appropriate use of distance meeting technology is encouraged to help these meetings happen with necessary timing and frequency.

13) When the Candidate has completed her/his preparations and the Ordination Nurture Team is confident of her/his personal qualifications and demonstrated competency, the ONT will contact the RCOM Coordinator to recommend the Candidate to RCOM for an Ordination Interview. At the Ordination interview, the Candidate is to bring 2 or 3 member her/his ONT to share in the conversation. RCOM will interview the Candidate in plenary session and will either vote to approve the Candidate for Ordination or to return the Candidate to the care of the Ordination Nurture Team. Confirmation that all papers and reports required for ordination are in the office on or before the dates set and published by the Office of Ministerial Support and Accountability.

14) Ongoing collaboration between the RCOM Coordinator, the Commissioning Ministry Team, Ordination Nurture Team members and RCOM shall be maintained to ensure an effective and collegial process that faithfully interprets and upholds high standards for ministry and offers guidance and support to candidates for ordination.

Conclusion

The Mid-America Regional Minister Team, leaders of Commissioning Ministry Teams and Regional Commission on the Ministry members have designed this process and developed or edited the documents recommended for use. It is our intent to make use of the opportunity significant change provides to re-think the basis for granting standing in

the Order of Ministry—personal qualifications, competencies and practices in ministry; rather than credentials and tradition—to improve substantially the nurture, preparation and accountability of those preparing for “set apart” ministry *and those* serving in ministry throughout their careers, and to involve more people from congregations in the identification, preparation, nurture and authorization of ministers of the Church.

The Mid-America Regional Minister Team and the members of the Regional Commission on the Order of Ministry welcome your comments and suggestions to improve the process and enhance the quality of partnership and communication among the various partners in this vital ministry.

It will be the responsibility of the Chair of the Regional COM in consultation with the RCOM Coordinator to continue annual conversations between RCOM and Commissioning Ministry Teams to evaluate the process in the Mid-America Region and to evaluate and improve as necessary the communication and cooperation between all parts of the Mid-America Region.

May the wisdom of God infuse this process and the inevitable changes that will be made in it, and may God bless our work together.



A Handbook for working with Candidates For Ordination

***FOR USE BY
REGIONAL COMMISSIONS ON MINISTRY OF THE
CHRISTIAN CHURCH (DISCIPLES OF CHRIST)***

*Prepared by the
General Commission on Ministry of the
Christian Church (Disciples of Christ) in the United States and Canada
Fall, 2010*

Concerning the Authorization for the
Church's Use of the



**Theological Foundations & Policies and Criteria
for the Ordering of Ministry
of the Christian Church (Disciples of Christ)**

The Design of the Christian Church (Disciples of Christ) is a document describing the ordering of our life together as church in its many expressions. Its purpose is to describe and guide our common ministry in the name of Jesus Christ and for the benefit of the whole people of God. Approved by action of the General Assembly, it speaks to the various structures of the church and their responsibilities. Therefore, as church it is important to recite critical points as common mission is undertaken in covenant with one another.

“Across national boundaries, this church expresses itself in covenantal relationships in congregations, regions, and general ministries of the Christian Church (Disciples of Christ), bound by God’s covenant of love. Each expression is characterized by its integrity, self-governance, authority, rights, and responsibilities, yet they relate to each other in a covenantal manner....We are committed to mutual accountability.”
(para. 2)

To enable and organize the church’s ministerial leadership, authorization for supporting documents such as the THEOLOGICAL FOUNDATIONS AND POLICIES AND CRITERIA FOR THE ORDERING OF MINISTRY is explicitly stated in *The Design*.

“In keeping with this Design, the Christian Church (Disciples of Christ) shall...define policies and criteria for its Order of Ministry...develop and recognize new forms of ministries for mission and witness...and engage in continuing renewal, reformation, and adaptation as necessary to minister in the world.” (para. 4)

This is ultimately accomplished not through committees, commissions, organizations, units, or other instrumentalities but through its General Assembly. This is affirmed specifically in *The Design’s* section on Ministry.

“The Christian Church (Disciples of Christ), through the General Assembly, shall approve general policies and criteria for the order of ministries...” (para. 86)

The Regions are assigned the responsibility of implementing these policies in covenant with the whole church.

“Within policies developed by the General Assembly, regions provide help, counsel, and pastoral care to ministers and congregations in such matters as standing and credentialing of ministers, ministerial search and call, ordination, licensing...” (para. 24)

A HANDBOOK FOR WORKING WITH CANDIDATES FOR ORDINATION

FOR USE BY REGIONAL COMMISSIONS ON MINISTRY

AN INTRODUCTION

This handbook is intended as a guide to Regional Commissions on Ministry as they implement Section II.C.3 of the Theological Foundations & Policies and Criteria for the Ordering of Ministry (TFPCOM2009) which assigns to Regions responsibility to “establish procedures to evaluate applicants for ordination.” The General Commission on Ministry is aware that this is a significant task for which the Handbook offers guidance and assistance. Some sections of this handbook may be more beneficial for some commissions than for others. If you already have an effective procedure, you may choose to continue with your existing process.

*This handbook draws heavily on the work of the United Church of Christ which has produced **Implementing the Pronouncement: ‘Ministry Issues: Forming and Preparing Pastoral Leaders For God’s Church,’** a portfolio of materials to assist them in evaluating their candidates for ministry. The General Commission on Ministry has selected and adapted materials that we believe will be of greatest benefit to our Regional Commissions.*

AN OVERVIEW

This handbook opens with a description of the UNDERLYING PHILOSOPHY and BASIC PRINCIPLES of this process, followed by two main sections: INITIAL ASSESSMENT and ONGOING ASSESSMENT.

During the INITIAL ASSESSMENT, the Commission and candidate review the candidate’s: a) *Personal Qualifications for the Order of Ministry*, b) *his/her Knowledge and Skills*, and, c) *her/his Life Circumstances*. These discussions will help you and the candidate determine the most appropriate means to prepare him/her for ordained ministry, which can be developed into an “**Individualized Educational and Formational Plan**”.

ONGOING ASSESSMENT offers the Commission and candidate the opportunity to periodically review the candidate’s progress. These reviews may lead to modifications in the candidate’s plan.

UNDERLYING PHILOSOPHY: A NEW PARADIGM

As a Regional Commission on Ministry meeting with a candidate for ordination, your focus is on evaluating the candidate in relationship to the ten Personal Qualifications for Ministry, the last of which is *“skills and abilities necessary for the rigorous, pastoral tasks of ministry”* (TFPCOM 2009: II.A.2j), that is the sixteen Areas of Ministerial Practice.

These Personal Qualifications might best be understood not so much as benchmarks which a minister achieves once and for all during candidacy or static personality characteristics exhibited in constant and unchanging fashion, but as areas in which a minister seeks to grow, personally and professionally, throughout life. Thus, for instance, an individual’s “call to ministry” and “understanding of pastoral identity” are subject to on-going



discernment and development as s/he listens for God’s leading in every season of life.

One of the most sweeping changes in the recently approved *“Theological Foundations and Policies & Criteria for the Ordering of Ministry”*

(TFPCOM2009) is a paradigm shift in how we view preparation for ordained ministry from a primary emphasis on completion of a program of study (normally a Master of Divinity degree from a seminary accredited by the Association of Theological Schools) to a focus integrating growth in the *“skills and abilities necessary for the rigorous, pastoral tasks of ministry”* (TFPCOM 2009: II.A.2j).

The *“Policies and Criteria for the Order of Ministry”* (2003) called for a breadth of theological study so that the candidate shows an understanding of the Christian faith, the Bible, the church, the history and polity of the Christian Church (Disciples of Christ), the world in theological perspective, and the Christian mission (Policies and Criteria 2003: I.C.2b.) and, for those

seeking ordination, *“the securing of a baccalaureate degree and the completion of a seminary program of study”* (Policies and

Criteria 2003: III.C.2). The new standard identifies sixteen Areas of Ministerial Practice in which candidates for ordination demonstrate competency and allows for flexibility in the methods of preparation by which that competency could be attained.

“...your focus is on evaluating the candidate in relationship to the ten Personal Qualifications for Ministry, the last of which is... the sixteen Areas of Ministerial Practice.”

The policy, which will go into effect August 1, 2011, still places a high premium on the M.Div. degree

(TFPCOM 2009: II.C.2.: *“Candidates for Ordination are expected to follow the seminary track, unless, in consultation with their Region, the Regional Ministry Commission determines that their economic, linguistic, vocational, or familial circumstances make the apprentice track more appropriate.”*), but **shifts the emphasis from completion of the degree itself to competence in the Areas of Ministerial Practice** which the candidate will demonstrate to the Regional Commission on Ministry.

This new paradigm encourages Regional Commissions on Ministry to assess the candidate’s competency in these sixteen

Areas of Ministerial Practice in the same manner as the other nine Personal Qualifications for the Order of Ministry.

One of the principles endorsed by the General Commission on Ministry is that a common denomination-wide assessment process be applied to all candidates for ordination regardless of their educational track. Although seminary programs provide a general structure for ministerial education and formation, they do not necessarily require students to demonstrate all ten Personal Qualifications for the Order of Ministry or to attain competency in all sixteen Areas of Ministerial Practice. Since each candidate is a unique human being with a unique set of gifts, skills and understandings, **the Church and the ministry are best served if candidates and Commissions work together to develop an individualized plan for education and formation for each candidate.**

BASIC PRINCIPLES FOR REGIONAL COMMISSIONS ON MINISTRY

The General Commission on Ministry recommends that Regional Commissions on Ministry adopt the following basic principles:

-  1. **Assess a candidate's personal qualifications, skills and abilities as an ongoing process throughout candidacy.** Do not save the assessment until the final step before ordination. This will allow you to engage the assessment task in manageable portions, and will promote the candidate's development more effectively because you and s/he will be in conversation about her/his gifts and growing edges all along the way.
-  2. **Assess particular personal qualifications, skills and abilities when it is most timely to do so.** Some of the personal qualifications may be appropriately assessed at any point during candidacy, but skills and abilities are most effectively assessed after the candidate has had sufficient education and/or experience to develop a level of competency in that area of ministerial practice.
-  3. **Assess candidates based on actual ministerial practice as much as possible.** Since the goal is faithful and effective ministry, the best assessment will focus on how the candidate functions in ministry, rather than on academic papers and exams. Reports from field education supervisors and mentors, sample sermons and Bible study lessons, and mock search committee interviews can be effective assessment tools.
-  4. **Gather information and evaluations from other persons and communities who have knowledge of the candidate.** Be especially attentive to draw members of a candidate's cultural community into your process of discernment, and to learn about the situation, needs and perspectives of distinct cultural communities in order to undergird your discernment about a particular candidate's readiness for ministry.
-  5. **Expect the candidate to take the initiative and responsibility for providing all materials and information requested by the commission.**
-  6. **Apply the standards dynamically.** No single individual will exhibit all of them equally well. No single minister who is currently ordained exhibits all of the personal qualifications, skills and abilities equally well. Instead, expect individuals to show different profiles of strength and growing edges, using the standards in ways that promote realistic assessment and encourage continuing development.
-  7. It is useful to think of the personal qualifications, skills and abilities as characteristics that a candidate might be expected to display with varying degrees of consistency or depth, rather than as things that a person displays either entirely or not at all. So for each personal qualification, skill or ability, **a Commission may find it more helpful to ask**

“How consistently does this person display any particular characteristic?” rather than “Does this person display this or that characteristic – yes or no?”



8. **Make your aim the promotion of growth**, and let the decision regarding when someone is ready for ordination emerge out of a process of mutual discernment of degrees of readiness and need for growth that is fed by these assessments. This means applying the standards developmentally, as a set of standards by which to measure where future growth is needed.




INITIAL ASSESSMENT

The initial assessment of a candidate is a critical step which sets the proper foundation for the journey of candidacy. In this first step the Commission works with the candidate to identify her/his gifts and abilities and to formulate an individualized plan for education and formation.

Preparation for ministry is not one-size-fits-all, but ideally takes into account each candidate's particular gifts, needs, life history and current circumstances. **The candidate will benefit from a collaborative engagement with the Regional Commission on Ministry** to develop an individualized educational and formational plan tailored to the needs of the church as well as to the particular gifts, needs and circumstances of the candidate.

The Commission will take ongoing responsibility for advising all candidates, whether on the Seminary Track or on the Apprentice Track.



Initial assessment serves the goal of identifying those areas where the candidate already demonstrates knowledge, skills, practices and personal qualifications needed for ordained ministry, and those areas where s/he needs to engage in intentional work of preparation. When combined with the Commission's assessment of educational and formational

programs available to and appropriate for the candidate, this initial assessment will allow you to develop an individualized educational and formational plan for the candidate. **This plan guides the candidate's work of preparation, and structures your Commission's evaluation of the candidate's emerging readiness for ordination in a manageable ongoing process as s/he completes each step in the plan.** This allows for mid-course

refinements in the plan and grounds your final assessment for ordination in a history of careful discernment of the candidate's readiness.

Initial assessment has two dimensions which interact and must be balanced to inform the development of an individualized educational and formational plan.

One dimension relates to the ten **PERSONAL QUALIFICATIONS** including the sixteen **AREAS OF MINISTERIAL PRACTICE** identified in *Theological*

Foundations & Policies and Criteria for the Ordering of Ministry. The result of this assessment will show the Commission on Ministry and the candidate where s/he is already well-prepared for ordination, and

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where s/he needs further education and formation to be a faithful and effective minister.

The other dimension looks at **THE CANDIDATE'S LIFE CIRCUMSTANCES**

(cultural, economic, linguistic, vocational, and familial). This assessment will help the Commission on Ministry determine the best educational and formational options for nurturing the candidate toward readiness for ordination whether in the seminary track or the apprentice track.


ASSESSING PERSONAL QUALIFICATIONS FOR MINISTRY

From the outset of your relationship with the candidate, his/her spiritual and personal formation will need to be the focus of assessment in relation to the Personal Qualifications for ministry. *Your assessment here should be based on your understanding of how the candidate sees her/himself, as well as how s/he is seen by others.* Several kinds of narratives are a useful way to gain a picture of the candidate's self-understanding:

- A spiritual autobiography, emphasizing significant transitions and developments in her/his spiritual life, and the persons, events and other factors that have shaped her/him spiritually;
- A detailed, written self-assessment of her/his spiritual formation in relation to the Personal Qualifications for ministry;
- A narrative about the place of God in the candidate's life, the practices s/he employs to nurture life in the Spirit, the candidate's prayer life and spiritual authorities.

Note: In some cases, these narratives will be better communicated to you orally. In such cases, record the narratives and keep the recording in the candidate's portfolio.

With any of these narratives that you ask of a candidate, you will want to discuss it with her/him before coming to an assessment of where s/he stands in relation to the qualifications.

You will also want to know how others see the spiritual formation of the candidate. The obvious device for obtaining this information is to obtain references. It is important that you not ask just for general references, but ask for persons' assessments of the candidate in relation to the specific personal qualifications for ministry. **The best practice would be to agree with the candidate on a wide variety of persons who know the candidate in different life settings from whom s/he would solicit and submit references.** This would include the candidate's pastor, lay leaders of her/his congregation, congregants who know the candidate well, co-workers, and friends. This is also the part of your assessment of the candidate where psychological inventories may be helpful, as long as cultural sensitivities are taken into consideration. 

The results of your discussion with the candidate of his/her narratives and the information from the references provide a good basis for determining the degree to which the candidate displays each of the personal qualifications for ministry.

Record these on the progress chart – **ASSESSMENT OF CANDIDATE'S GROWTH IN PERSONAL QUALIFICATIONS FOR MINISTRY.** [SEE APPENDIX 5] You can celebrate with the candidate those personal qualifications where you are satisfied that the candidate already demonstrates adequate development suitable for ordination. In the ordinary course of events, you will not need to devote attention to these until you review everything at final assessment for ordination. Those personal qualifications you believe the candidate needs to develop further before ordination should be added to the list of areas that the candidate's educational and formational plan needs to address.

ASSESSING KNOWLEDGE AND SKILLS FOR MINISTRY

Begin with the section on the sixteen Areas of Ministerial Practice. The knowledge, skills and behaviors described in this section are things that persons are typically able to acquire through intentional educational processes. Some may be acquired by guided or peer study. Some may also be acquired through practical experience. Indeed, some are best acquired in this way.

Throughout the Commission on Ministry's work with a candidate, your focus ought to be on what this individual actually knows and can do, and on what sort of person s/he is. When doing an initial assessment of the candidate for the purpose of developing the plan, you may want to begin by looking at the candidate's educational and experiential history. This lets you identify the areas where immediate assessment of the candidate's actual knowledge and abilities makes sense, and those where assessment should wait until after a program of study.

Here are some suggested things to look for in evaluating a candidate's educational and experiential history:

- What is the candidate's history of leadership in the church (or other contexts), noting especially any prior service as a licensed/commissioned minister?
- Does s/he have a high school diploma or GED?
- Does s/he have any education beyond high school? What courses? What concentration of subjects? What degree(s)?
- What, if any, Regional educational programs has the candidate completed or studied in (e.g., a licensed/commissioned minister's training program)? What were the contents of those programs?
- What formal, but perhaps non-academic educational or training programs has the candidate completed through her/his work site or for professional or technical certification? What were the contents of those programs?
- Are there other educational or training programs which the candidate has completed? What are they? What sorts of knowledge, skills, or understandings did they nurture?

Ask the candidate to compile for you his/her educational and experiential history, including these elements and documentation:

- Identification of all the educational credentials and programs s/he has received/completed and/or in which s/he has participated;
- For each academic degree or certificate received above the high school level, an official transcript (sent to you from the educational institution), along with full course titles and, if requested, course descriptions;
- For each non-academic program taken or credential received, appropriate documentation of the candidate's participation, and some description of the content of the educational experience;
- A narrative description of experiences of leadership in the church or other contexts. This narrative may be written or oral, but if oral, it should be recorded and the recording added to the candidate's portfolio.

Note: For individuals whose formal study occurred years ago, it may not always be possible for them to obtain every piece of information in this list. In that case, just work with what can be obtained.

**WITH THE INFORMATION CONTAINED IN THE CANDIDATE'S
EDUCATIONAL AND EXPERIENTIAL HISTORY, YOU WILL BE ABLE TO
IDENTIFY TWO THINGS:**



1. Those areas of knowledge, skill and behavior where the candidate seems to **HAVE HAD SUFFICIENT EDUCATIONAL EXPERIENCE TO BE READY FOR ASSESSMENT**;
2. Those areas of knowledge, skill and behavior where the candidate **HAS HAD RELATIVELY LITTLE EDUCATION OR EXPERIENCE**. Move to identifying educational work s/he needs to do.

Here is a simple procedure you can use to correlate educational experiences with the sixteen Areas of Ministerial Practice:

1. Make a table listing the sixteen Areas of Ministerial Practice. Leave space after each to write down the course(s), programs, and/or experiences from the candidate's history that you think might have covered the knowledge or skill identified in this area of practice. (See

sample chart – **CANDIDATE'S EDUCATIONAL AND EXPERIENTIAL HISTORY**.) [SEE APPENDIX 5]

2. For each area, go through the information from the CANDIDATE'S EDUCATIONAL AND EXPERIENTIAL HISTORY looking for courses, programs, and experiences that seem to you – based on the titles and/or descriptions – to have covered that area. Note also what kind of course or program that was [For example: a 3-credit graduate course, a licensed ministry training course, an afternoon workshop, or a period of time in a leadership role] so you have some general idea of the depth of knowledge and skill possibly acquired.

3. Once you have gone through all sixteen areas and identified the courses and programs that are relevant to each, you are ready to make two lists. The first list includes all those AREAS OF MINISTERIAL PRACTICE where the candidate's history has given her/him enough of a foundation that you think it is worthwhile to assess his/her performance. The second list includes all those AREAS OF MINISTERIAL PRACTICE where you think that there is not enough of a foundation in the candidate's previous history to make it worthwhile to assess him/her until s/he has completed further study.

Here are several rules of thumb that may give you clarification within this process:

- For a candidate with NO FORMAL GRADUATE THEOLOGICAL STUDY OR LICENSED/COMMISSIONED MINISTER'S TRAINING AND LITTLE LEADERSHIP EXPERIENCE, you can skip the rest of this section and proceed to assessing personal qualifications for ministry.
- For a candidate WHO HAS ENROLLED IN OR COMPLETED AN APPROPRIATE COLLEGE DEGREE AND/OR GRADUATE THEOLOGICAL WORK, you will want to do assessment in those areas where s/he has already done study.
- For a candidate WHO HAS PREVIOUSLY SERVED A NUMBER OF YEARS AS A LICENSED/COMMISSIONED MINISTER, AND IS NOW SEEKING ORDINATION, you will want to do assessment in those areas covered in his/her educational and experiential history.



REMINDER: Your work so far should generate two lists:

- The AREAS OF MINISTERIAL PRACTICE where the candidate HAS HAD EDUCATIONAL OR LIFE EXPERIENCES THAT GIVE HER/HIM ENOUGH PREPARATION TO ASSESS his/her knowledge, skills, practices and dispositions. This process will be described below.
- The areas of ministerial practice where the candidate HAS HAD NO PRIOR PREPARATION SO THAT EDUCATIONAL WORK IS NEEDED BEFORE FURTHER ASSESSMENT. Hold this list for the time being. You will add to it based on the rest of your initial assessment work.

Now, refer to the first list. [Areas for which the candidate HAS HAD EDUCATIONAL OR LIFE EXPERIENCES THAT GIVE HER/HIM ENOUGH PREPARATION]

To determine the candidate's level of achievement in relation to these areas it may be helpful to organize A SERIES OF ASSESSMENT ACTIVITIES:

- Ask the candidate to solicit and submit letters of reference from the instructors of those courses that directly address her/his achievement of those specific areas. You may wish to develop a form describing the expected outcomes for the particular area of practice and requesting feedback on the candidate's achievement with regard to each outcome.
- Invite the candidate to share copies of an assigned paper or project with you for discussion.
- Select a case study or scenario of ministerial practice to explore with the candidate.
- Ask the candidate to write and preach a sermon.
- Ask the candidate to develop and lead a worship service.
- Ask the candidate to develop and teach a Christian education class with the Commission members as students.
- Invite the candidate to solicit and submit letters of reference from persons who have observed his/her leadership.

Whatever the combination of assessment activities you use, you want to record your judgment of the degree to which the candidate displays competency in this area. **Use a chart for this purpose.** [See sample chart – **ASSESSMENT OF CANDIDATE'S GROWTH IN PERSONAL QUALIFICATIONS FOR MINISTRY.**] Add to it whatever notes or comments you think will be a helpful part of the record. For those outcomes where you are satisfied with the candidate's level of competence, there is no need

for further work. You can celebrate the candidate's achievements. Ordinarily, you will not need to assess these things again until you come to the final assessment for ordination.

Now you have a list of the specific areas in which the candidate needs further preparation to develop the knowledge and skills needed for ordained ministry. This chart is one of your foci in the candidate's individualized educational and formational plan.

ASSESSING LIFE CIRCUMSTANCES

FROM YOUR ASSESSMENT WORK SO FAR, YOU SHOULD HAVE A COMPLETE LIST OF THE AREAS WHERE YOU THINK FURTHER WORK IS NEEDED BY THE CANDIDATE WITH WHOM YOU ARE ENGAGED. This signals the content of the work [THE "WHAT"] that the candidate needs to do to be fully prepared for the vocation to which God calls her/him. **Before making an actual plan for that work, however, there are a few other factors to consider.** These factors will help you determine the best way for that work to be done [THE "HOW"]. In general, these factors have to do with the candidate's life circumstances.

Here are some questions you may find useful to consider with each candidate as you develop their educational plan together:

- If the candidate has a bachelor's degree or its equivalent, is it a degree from an accredited undergraduate institution(s)?
- If the candidate does not have a completed bachelor's degree, but some college study and substantial life experience or on-the-job training, does your state/region have a university that specializes in assessing such experience and training for the purpose of granting it college credit? Can the candidate connect with this institution?
- If s/he does not have a bachelor's degree, might s/he apply to a seminary that will accept applications from students without a finished undergraduate program? (The Association of Theological Schools allows theological schools to accept up to 10% of any class without a bachelor's degree, provided the student demonstrates the ability to perform work at the graduate level.)
- Can the candidate go to seminary, i.e., can s/he move to the campus of a suitable seminary, or is there a suitable school to which s/he can commute effectively, or is there a suitable seminary with an M.Div. degree that s/he can obtain through distance education? If at first glance the answer to this question seems to be "no," does that answer change with some additional research of the options, or with concrete support for the candidate from your Region or other source (e.g., financial aid)?

- How long can the Regional church wait for the candidate to go through a process of preparation before taking up his/her ministry, or is there an urgent need in specific ministerial settings for her/his ministry now – while continuing preparation?
- Are there factors (age, economic, etc.) that affect the balance between what the candidate would invest in preparation and the number of years s/he will spend in ministry after ordination?
- Of the available options for ministerial formation, including, but not limited to, seminaries, Regional educational programs and mentoring opportunities, which will be the most culturally effective preparation for this particular candidate?
- If the candidate has already done some other theological or graduate education, and going to seminary is the most appropriate way to complete his/her preparation for ordination, which option makes the most sense:
 - a. completing the M.Div.,
 - b. completing a different (and shorter) theological masters degree,
 - c. completing specific courses designed to complement the work s/he has already done?

These questions highlight factors that you will want to weigh as you develop an educational and formational plan for each candidate with whom you journey. There is no formula whereby certain answers always mean that a candidate must follow a particular educational path. Instead, you need to consider these factors as you strive to best meet the needs of the churches for which you are responsible so that they are served by the best leaders possible.

TURNING ALL THIS INTO AN EDUCATIONAL AND FORMATIONAL PLAN

A simple way to think about how all this information comes together in a plan is to see all this assessment work as providing the Commission on Ministry with two kinds of information and guidance:

- Your assessment of the candidate's gifts and growing edges tells you what the candidate needs to learn and develop.
- Your assessment of her/his life circumstances helps you define the educational contexts within which s/he can best do that learning and development.



Your aim is to develop, together with the candidate, an individual educational and formational plan that will identify the various activities

required for the candidate to experience the growth you believe is needed for ordination.
The plan should be put in writing, including:

- the PERSONAL QUALIFICATIONS and AREAS OF MINISTERIAL PRACTICE that are to be addressed,
- the educational and formational content that needs to be learned, and
- the specific educational contexts in which that learning will occur.

The purpose of such a plan is to give the candidate clear guidance about what s/he needs to do, and to give the Commission a clear process for monitoring and assessing the candidate's progress.



Deciding the best combination of educational and formational contexts in which a candidate might accomplish goals of his/her educational and formational plan is not a neat, formulaic process. In many cases, the candidate will be going to seminary (and before that, college) to study for an M.Div. degree, and the critical questions will be: WHICH SEMINARY IS THE BEST CHOICE FOR THAT INDIVIDUAL, AND WHAT ELSE SHOULD S/HE DO IN ORDER TO BE BEST PREPARED FOR ORDINATION. In some other cases, the educational and formational plan will be more of a combination of several different approaches, with a particular educational program (seminary, Regional educational program or mentoring opportunity) at its core. In yet other cases, the plan will probably be very much *ad hoc*. Nevertheless, **there are some useful rules of thumb that can guide you through the decision-making process:**

1. *If the candidate has no college degree, or has a college degree that lacks courses in the humanities and social sciences, then the plan will probably need to include some college courses, or their equivalent, in those areas.* These topics are not typically covered in Regional educational or mentoring programs. However, such courses would be readily available at most community colleges, and therefore are usually accessible for the candidate.
2. **If the candidate needs further preparation related to most of the 16 AREAS OF MINISTERIAL PRACTICE, then s/he needs to do an organized program of study** (whether by going to seminary or through some other program). Note: In some circumstances, a seminary M.A. degree may cover enough of what is needed.
3. *If the candidate needs to do work related only to a portion of the 16 AREAS OF MINISTERIAL PRACTICE, then s/he needs only specific courses of study,* whether taken at a seminary, in a Regional educational program or through mentoring.
4. **If the candidate is going to seminary, but needs significant work in spiritual and/or personal formation for ministry, you will need to make specific provisions in the candidate's educational and formational plan for activities that ensure the candidate**

is supported in her/his growth in these Areas. Be aware that M.Div. programs will vary widely in the degree to which they attend to such matters.

5. In general, as long as the candidate:
- a. can get to a college and seminary,
 - b. can gain admittance to the necessary programs of study,
 - c. can afford that education,

 - d. will have a reasonable number of years of service after graduation,
 - e. finds the schools culturally appropriate; and,
 - f. as long as the Regional church does not have an urgent and immediate need for his/her ministry,
- sending the candidate to do the study s/he needs at college and seminary is the preferred approach.

For these candidates, the educational and formational plan will consist centrally of enrollment in one or more educational institutions for particular degree programs. The rest of the plan may include guidance about particular courses to take and instructions about activities, in order to fully address all the educational and formational needs you and the candidate have identified.

It is important to keep these three questions in front of your decision-making:

- What are the strengths of the candidate's core program?
- How good a match is that for this candidate's educational/formational needs and circumstances?
- How do we need to supplement this program for this candidate to be well prepared for leading the church?

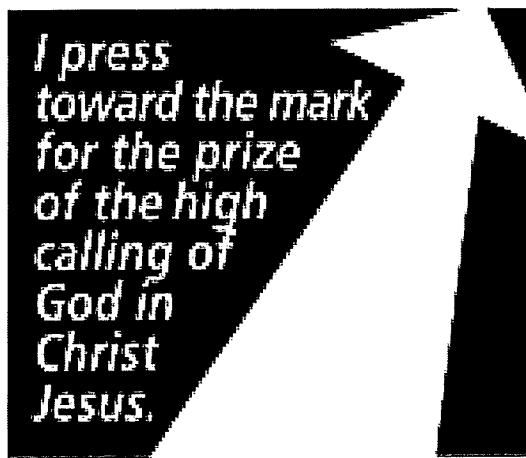
At the same time, you must remember that all the conditions identified in the section on "ASSESSING LIFE CIRCUMSTANCES" (see above) need to be taken seriously as well. You will have candidates where simply packing them off to

college and seminary is not the answer to their needs. *For example, circumstances may genuinely prevent them from attending the relevant educational institution; or, college and seminary cannot provide the education and formation they need to be*

effective ministers in the contexts where they are likely to be

called. In many of these cases, life circumstances, distance to educational institutions, and the cultural appropriateness of available educational programs may loom large. In these cases, you will need to be more creative to meet the needs of the individual. You are encouraged to ask for help from resource persons among Regional, General, college/university and seminary staff, and in the candidate's own cultural community, especially the General Church executives of the Disciples racial/ethnic ministries.

In each of these cases, the EDUCATIONAL AND FORMATIONAL PLAN you develop with the candidate will be much more highly individualized, and may literally be a longer document because you will need to develop it in much greater detail. As the church's educational institutions continue to progress toward becoming more truly multi-racial and multi-cultural, and as they provide more venues for distance learning, there may be more and more resources available for your work with candidates who need such highly individualized plans.




Philippians 3:14

ONGOING ASSESSMENT OF A CANDIDATE FOR
ORDINATION WHILE IN AN EDUCATIONAL PROGRAM

Introduction

“Ongoing Assessment” refers to the periodic assessment of the progress toward ordination a candidate makes as s/he pursues the tasks in the individualized educational and formational plan developed in the process of initial assessment. It focuses on growth and development in identified areas and should be part of every review that the Commission on Ministry, or its authorized representative(s), conducts with the candidate. This ongoing assessment allows you to do several things:

- Monitor a candidate’s development as s/he works through the agreed educational and formational experiences in preparation for possible ordination;
- Make mid-course adjustments in the candidate’s educational and formational plan to maximize the candidate’s growth during the process of preparation;
- Contribute – by a more refined and ongoing discernment of gifts for ministry – to your continuing discernment of the appropriateness of ordination for this candidate;
- Compile a history of assessment that creates a solid foundation for the final assessment and decision for ordination.

 **Effective *ONGOING ASSESSMENT* presupposes that your Commission will ask each candidate in your care to provide you in advance of the meeting for her/his review with certain specified materials.** It also presupposes that you will spend a good amount of time discussing those materials with the candidate and reaching a mutual assessment of his/her progress in relation to the Personal Qualifications and Areas of Ministerial Practice. **These meetings are occasions for celebrating the progress made, for affirming or revising the candidate’s educational and formational plan to ensure that s/he receives the best possible preparation, and for continuing discernment of the nature of the call the candidate has received.**

THE ONGOING ASSESSMENT IN THE CONTEXT OF PERIODIC REVIEW

Remember that ongoing assessment of a candidate is a targeted process. In any given review, you are not assessing the candidate in relation to all ten Personal Qualifications and sixteen Areas of Ministerial Practice. **You focus on those qualifications and areas of practice that set the agenda for the past year’s work in the candidate’s educational and formational plan.** Those areas where you judge the candidate to have already reached a satisfactory level need not concern you greatly, and it is premature to assess the candidate’s achievement of areas for which the educational and formational work is in the future.

However, it does make sense to keep all ten PERSONAL QUALIFICATIONS and all sixteen AREAS OF MINISTERIAL PRACTICE always in view. Your attention to these need not be as intense as in the initial assessment unless they were part of the past year’s learning agenda. The best combination of assessment resources you need to use will probably vary from year to year based on the areas on which you are focusing. [Refer back to the section on “INITIAL ASSESSMENT.”]



For your assessment of the candidate's work on the educational and formational plan, you will certainly want to ask for this information:

- The **candidate's written self-assessment** of their progress in relation to the AREAS OF MINISTERIAL PRACTICE that set the year's agenda;
- **References from instructors, supervisors and others** who worked with the candidate during the year [These references should address specifically the areas and outcomes engaged by the work they did with the candidate.];
- **Various forms of information from the candidate's educational program or experiences** [Depending on the nature of the program and the year's work, these would include transcripts, evaluations of the student in course work, evaluations of his or her supervised practice of ministry, various assessment processes, and – if the candidate completed a unit of Clinical Pastoral Education (CPE) – CPE evaluations.]
- Evaluations, reflections and counsel from the cultural community of which the candidate is a member
- Any information that the candidate wants to share with the Commission
Especially in the middle and later years of the student's educational and formational plan (such as the last two thirds of full-time seminary education), you may find it fruitful to **send the candidate a case study in pastoral leadership and ask for an analysis of it from various perspectives.**

You want to receive all of these materials in advance of the review conversation, which then should include a discussion with the candidate of this information about the candidate's progress in relation to the sixteen AREAS OF MINISTERIAL PRACTICE. The results of your mutual assessment of progress should be recorded on a progress chart. That and all the written materials should go into the candidate's file.



If you want to keep the other PERSONAL QUALIFICATIONS for the Ordering of Ministry in view annually, even when they are not in the year's learning agenda, **then you will want to seek additional assessment information.** From the candidate you can ask for her/his:

- Assessment of how s/he stands in relation to PERSONAL QUALIFICATIONS.
- Brief narratives concerning:
 - the candidate's spiritual life and practices during the last year,
 - the candidate's emotional and relational life, and/or
 - any experiences of significant impact on the candidate's life during the last year and how s/he responded.

To this you should add **references that speak to the candidate's conduct and disposition** in relation to the PERSONAL QUALIFICATIONS. These materials should then also become a subject of discussion with the candidate during the review. Your judgments about the degree to which the candidate is displaying each of these ten Personal Qualifications should be recorded on a progress chart, and that record should be added to the candidate's file.

ADDITIONAL RESOURCES FOR IMPLEMENTATION

The United Church of Christ has prepared a portfolio of materials to assist their associations and congregations in working with candidates for authorized ministry. Although the portfolio is still a work-in-progress, it reflects careful theological and practical reflection on the process of working in covenant with candidates around discernment of call and preparation for ministry. The portfolio cannot simply be appropriated as a whole for use by Regions in the Christian Church (Disciples of Christ) due to differences in polity, policies and procedures, and understandings of ministry. Nonetheless, *the General Commission on Ministry has drawn extensively on the wisdom, insights, and practical tips developed by the United Church of Christ in preparing this set of resources for use by the Regions.* The United Church of Christ's portfolio includes an extensive discussion of how discernment has been understood and practiced in the life of the Church. *Regional Commissions and candidates for ordination are encouraged to read and reflect upon this discussion and the literature cited as a background for entering into the discernment process.*

The portfolio is posted on the UCC website at <http://www.ucc.org/ministers/ministry-issues/Draft-3-1-MIIC-May-09-no-watermark-REVISED.pdf>. The relevant section begins on page 36 and continues through page 44.

This handbook is based on the work of the *Implementation Committee* and has been authorized by the General Commission on Ministry, Christian Church (Disciples of Christ), in its meeting of August 31, 2010.

THE ORDER OF MINISTRY APPLICATION FORM
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Name of applicant _____ Date: _____

Permanent address _____

City _____ State _____ Zip _____

Telephone _____ Email _____

Present mailing address _____

City _____ State _____ Zip _____

Telephone _____ Email _____

I hereby apply to the Commission on the Order of Ministry of the Christian Church (Disciples of Christ) of Mid-America for:

(Commissioning/Ordination Options)

- Commissioned
 Commissioned as a Theological Student
(Name of Seminary): _____

(Standing Options)

- Reinstated lapsed standing
 Recognition of Ordination by other Church/Denomination, except UCC
 Partner Standing (ordained UCC ministers)
- Candidacy for Ordination
 Seminary Track Apprentice Track

By signing below I am making application as indicated above. I attest that I have received the Policies and Criteria of the Christian Church (Disciples of Christ) of Mid-America and understand that it is my responsibility to meet all requirements as indicated in the Policies and Criteria document.

Signature of applicant _____ Date _____

Sponsoring congregation (if applicable) _____

All written materials must be received in the Office of Ministerial Support and Accountability before a meeting with the Mid-America Ministry Team member or the Commission on the Order of Ministry will be scheduled for the candidate.

Christian Church of Mid-America, Southwest
500 South Avenue
Springfield, MO 65806

Or

ccmasaw@sbcglobal.net

****Please see reverse side for additional documentation requirements. ****

Please attach the documents listed for your specific request.

Commissioned (not seeking ordination)

1. A letter from church board requesting the commissioning for the ministerial position.
2. Reading list and continuing education since the last interview.
3. Complete the form below (first time commissioning only).

Church or institution where serving in ministry: _____

Address: _____

Name of supervising person or body: _____

When did you **begin serving in this ministry**? _____

What are your **duties**? (please attach a copy of your job description)

Are you **enrolled in seminary**? Yes No

If yes, which seminary? _____

If not, do you **plan to enroll**? Yes No

Are you enrolled in any other course of study? Yes No If yes, where? _____

Briefly describe the course of study: _____

Please attach a statement that discusses your **view of ministry**, your **current goals in ministry**, and your **concept of how commissioning will impact your ministry** (one full page).

Commissioned as a Theological Student or Candidacy for Ordination (seminary track)

1. A personal resume including education and employment history.
2. A brief statement of 500-1,000 words explaining why the candidate is interested in exploring ordination. It shall include: critical theological reflection on one's call, assessment of one's gifts or ministry, goals and visions of ministry, type of ministry anticipated following ordination, understanding of the Church and the Church's ministry and mission..
3. A letter of reference from home congregation.

Reinstate lapsed standing

1. Letter to the Christian Church (Disciples of Christ) of Mid-America a minimum of one year after the date of relinquishment, requesting consideration of such action by the Commission on the Order of Ministry.

Recognition of Ordination by other Church/Denomination, except UCC

1. Ministerial Record Form and Relocation Assistance Form
2. Documentation of ordination and standing with present denomination
3. Official transcripts from college(s), university(ies), and seminary(ies) attended
4. A summary of recent psychological tests
5. Letters of reference, including clergy and laity, from the denomination of present standing and at least one from a representative of the sponsoring Christian Church (Disciples of Christ) congregation.
6. A statement of the candidate's reasons for seeking standing with the Christian Church (Disciples of Christ) and his/her understanding of ministry within our denomination.

Partner Standing (ordained UCC ministers)

1. Completed application
2. Documentation of seminary degree
3. Interview with the Regional Minister Team member.
4. Documentation of ordination and standing with UCC
5. Ministerial profile
6. History and Polity

MID-AMERICA MINISTRY TEAM [RMT] REPORT
(FROM MEETING WITH CANDIDATE)
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate Name _____

Date of interview _____ by _____

Interview summary notes: (major issues/significant points) _____

Affirmations

Summary of recommendations

Documents required BEFORE next meeting (be specific)

Date of NEXT interview _____ Type of NEXT interview _____

Candidates Signature _____

THE ORDER OF MINISTRY
MINISTER INFORMATION FORM
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Date _____ Reason for completing form _____

Geographically which office you _____ NE NW SEG SW

Title: Dr. Reverend Dr. Reverend _____ Gender Male Female

Date of Birth (mm/dd/yy) _____

First Name _____ Middle _____ Last _____

Nick Name or familiar first name used _____

Ethnicity African America Asian European Descent/Caucasian Haitian
check all that apply Hispanic Middle Eastern Native American Pacific Islander Other

Minister's Email _____

Current Residential Street Address _____

City _____ State _____ Postal Code _____

Home Phone _____ Cell Phone _____

New Place of Employment _____

Date Position Started (mm/dd/yy) _____

Current work address _____

City _____ State _____ Postal Code _____

Status Active Retired-Active Retired-Inactive If retired – date went into retirement (mm/dd/yy) _____

Professional Code *[listed on the back]* _____

Ordained	Commissioned
Ordination Date (mm/dd/yy) _____	Date of original Commissioning (mm/dd/yy) _____
Ordaining Region _____	Date Commissioning was renewed (mm/dd/yy) _____
	Date Commissioning Expires (mm/dd/yy) _____

Previous Place of Employment _____

Previous Work Address _____

City _____ State _____ Postal Code _____

Start Date _____ End Date _____

Professional Codes

P	Pastor of a recognized (DOC) congregation
A	Associate Minister
C-a	Armed Services Chaplain
C-f	Chaplain – Federal
C-n	Chaplain – Institutional
CE	Christian Educator
CM	Campus Minister
D	Disciple Minister serving non – DOC congregation
DU	Disciple Minister with UCC standing serving a UCC congregation
EM	Minister employed by national ecumenical organization
ER	Minister employed by regional ecumenical organization
G	Minister employed by general ministry
GU	Disciples General Ministry minister with UCC standing
HE	Minister in Higher Education
I	Interim Minister
M	Missionary
MC	Minister of Counseling
MM	Minister of Music
NP	Non-Parish Minister
OP	Other employment but preaching
R-a	Retired Active Minister
R-i	Retired Inactive Minister
RG	Senior Regional Minister
RM	Regional Minister (other than RG)
SA	Student Associate Minister
SP	Student Pastor
SZ	Ordained minister returning to school for a limited time for or Ordained student not presently employed in ministry
UC	UCC General Minister with Disciple standing
UD	UCC minister with Disciple standing serving a DOC congregation

Building A Portfolio

A tool designed to aid in preparation for entering into the assessment process for candidacy for Ordination

- ③ This is a resource for building a portfolio that you will want to present to the Regional Commission on the order of Ministry (RCOM) at the beginning of the assessment process.



You will want to make sure you make copies of you portfolio for yourself as well as the RCOM

1. Complete the general information page (attached)

2. Gather the information on each of your previous educational and formational experiences. Use a separate form for each experience (attached).

3. For those life/ministerial experiences that are subjective in nature, please submit a letter, as appropriate, from any of the following who have a strong knowledge of your strengths and growing edges related to any of the Personal Qualifications/Areas of Ministerial Practice

- Senior minister of congregations served
- elders of congregations served
- current or past congregant's
- current personal/community relationships
- colleagues
- judicatory leaders
- supervisors

4. For ministerial experiences, please submit any materials that would demonstrate your strengths related to any of the Areas of Ministerial practice, such as:

- Sermons you have preached (written text or recording)
- Worship materials you have developed
- Curricular materials you've created for courses you have taught
- Newsletters or other publications you have written
- Programs you've developed

5. Please submit materials from outside your ministerial practice³ that are relevant to your preparation for ministry.

General Information

First Name		Middle		Last	
Current Address					
City		State		Zip	
Email Address					
Home #		Mobile #		Office #	

Commissioned Minister		Yes		No		Date of Commissioning	
If yes presently serving as:							
Position						Years Served	
Location							
Address							
City		State		Zip			
Phone #							
List of Previous ministry sites (copy the information below for each ministry site)							
Position						Years Served	
Location							
Address							
City		State		Zip			
Phone #							

Documentation of Educational/Formational Experience

Section on Education History (Mark all that apply)										
High School Diploma	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		GED	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input type="checkbox"/>	Trade School or other professional certification					Area of Study				
<input type="checkbox"/>	Some undergrad work					Area of Study				
<input type="checkbox"/>	Associate's degree					Area of Study				
<input type="checkbox"/>	Bachelor's degree					Area of Study				
<input type="checkbox"/>	Some post grad work					Area of Study				
<input type="checkbox"/>	Master's degree					Area of Study				
<input type="checkbox"/>	Doctorate					Area of Study				
Military Service, if any <input type="checkbox"/> Yes <input type="checkbox"/> No										
If yes, please give brief description:										

Other employment history (copy the information below for each entry provided)					
Position				Years Served	
Location					
Address					
City			State		
Dates employed					
Duties					
Briefly describe your present family:					
Briefly describe your faith journey:					
Tell us a little about your call to ministry:					
A short description of what you do on a consistent basis to keep yourself Spiritually, physically & emotionally healthy:					
A description of your community involvement beyond the congregation:					
A description of your church involvement beyond the congregation, especially the Disciples of Christ:					

Fill out and attach one of these sheets with each educational/formation experience

Name of Educational/formation experience							
Offered by (sponsoring organization)							
Website of sponsoring organization if any							
Dates taken							
Instructor name(s)							
Instructors' Credentials, if known							
Location of experience		City			State		
Certifications		Yes	No	If yes please attach a copy of the certificate			
Contact Hours (face to face hours)							
CEUs if earned							

Content covered:
Personal Qualifications/Areas of Ministerial Practice addressed:
What activities did you do within the context of this experience (test, paper, individual or group projects, power point, etc.?)
How was this experience helpful in your ministry?

ORDINATION NURTURE TEAM MEMBERS
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate name: _____
 Apprentice Track Seminary Track

Beginning Date: _____

Chair

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Email Address: _____

RCoM Representative

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Email Address: _____

Commissioning Ministry Team Representative

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Email Address: _____

Sponsoring Congregation Representative

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Email Address: _____

Supporting Congregation Representative

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Mentor

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Educational Representative

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Other Member Agreed Upon

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Other Members Agreed Upon

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

ORDINATION NURTURE TEAM'S REPORT AND RECOMMENDATION
FORM
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate name _____

Apprentice Track Seminary Track

Mentor _____

ONT leader _____ Date of interview _____

Commissioned student minister Yes No Needs to be

Interview summary notes: (major issues/significant points)
Competencies/Personal Qualification worked on
Ministry Practices Reviewed
Affirmations
Summary of recommendations
Summary of requirements

Documents required BEFORE next meeting (be specific)			
Date of NEXT interview		Type of NEXT interview	
Name of recorder			
Candidates Signature			
Recommendations to RCOM			
	Candidacy	Mid-Point	Ordination
Reason			

MENTOR REPORT FORM
(FROM MEETING WITH CANDIDATE)
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate name _____ Date _____

Apprentice Track Seminary Track

Mentor _____

Interview summary notes: (major issues/significant points)

Competencies/Personal Qualification worked on

Affirmations

Summary of recommendations

Summary of requirements

Documents required BEFORE next meeting (be specific)

Date of NEXT interview		Type of NEXT interview	
Candidate's Signature			
Mentor's Signature			

CONGREGATIONAL/ELDER TEAM REPORT
 (FROM MEETING WITH CANDIDATE)
 THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate Name: _____ Date _____

Apprentice Track Seminary Track

Team leader/Elder Chair _____

Date of interview _____

Interview summary notes: (major issues/significant points)	
Affirmations	
Summary of recommendations	
How will the team be in communication and support of your candidate?	
Date of NEXT interview	
Candidate's Signature	
Signature of Elder	

PROGRESS CHART FOR ORDINATION
 (SEMINARY TRACK)
 THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name:

Date:

Date
Sent

- Guide for Ordination and Commission
- Theological Foundation and Polity

Please check each document as it is received and note the date received on the line

Date
Received File

Preparation for Meeting with Mid-America Ministry Team member

- Application
- Personal assessment of personal qualification and life situation
- Brief statement of 500-1000 words including why exploring ordination
- Interview with MMT In Person Other

Preparation for Meeting with Commissioning Ministry Team

- Psychological profile
 - Ministerial Profile with references and background check
- Letters of recommendation and support from two sponsoring (DOC) congregations, speaking to the journey of the candidate with congregational support groups.
- Sponsoring Congregation
 - Supportive Congregation
 - Meeting with the Commissioning Ministry Team

Continuing the Process

- Ordination Nurture Team formed [Appendix 5]
 [At this point a full team can be appointed or a smaller group identified to work with the Inquirer until the meeting with the RCOM. Once an Inquirer is identified as a Candidate, a full compliment of members should be identified.]
- Write an "Education and Formation Plan, [Guide, pp 27 ff]
- Assessment of Minister's Growth [Appendix 16]

	Date Received	File
<input type="checkbox"/> Assessment of "life circumstance" [<i>Guide</i> , pp 26 ff]		
<input type="checkbox"/> Begin building a portfolio [Appendix 4]		
<input type="checkbox"/> Ongoing Assessment of Candidate [<i>Guide</i> , pp. 31 ff]		

Preparation for Candidacy Interview [First meeting with the RCOM]

- Letter of support from Regional Minister Team Member [Appendix 2]

A second letter of recommendation and support from two sponsoring (DOC) congregations, speaking to the journey of the candidate with congregational support groups.

- Sponsoring Congregation
- Supportive Congregation
- Ordination Nurture Committee report and recommendation
- Boundary Training
- Meet with the RCOM for Candidacy

Action of RCOM

- Accepted into Candidacy
- Denied Candidacy
- Asked to return with the following attended to
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 -
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Continuing the Process

- Assessment of Minister's Growth [*Appendix 16*]
- Assessment of "life circumstance" [*Guide*, pp 26 ff]
- Begin building a portfolio [Appendix 4]
- Evaluate an "Education and Formation Plan, [*Guide*, pp 27 ff]
- Ongoing Assessment of Candidate [*Guide*, pp. 31 ff]

Preparation for Mid-Point Interview

- Seminary reports and/or field education evaluations
- Congregational/elder team reports [*Appendix 9*]
- Mentor reports [*Appendix 8*]
- Report on 16 Ministry Practices [*Appendix 16*]
- Meeting with RCoM for Mid-point interview

	Date Received	File
Continuing the Process		
<input type="checkbox"/>	Reach a final acceptable Assessment of Minister's Growth [<i>Appendix 16</i>] [<i>Appendix 16</i>]	
<input type="checkbox"/>	Reach a final acceptable assessment of "life circumstance" [<i>Guide</i> , pp 26 ff]	
<input type="checkbox"/>	Complete building a portfolio [Appendix 4]	
<input type="checkbox"/>	Show sustained and appropriate completion of the "Education and Formation Plan Guide, [<i>Guide</i> , pp 27 ff]	
<input type="checkbox"/>	Complete a course of Disciple History and Polity	
<input type="checkbox"/>	Final Assessment of Candidate for Ordination [<i>Guide</i> , pp. 31 ff]	
In Preparation for the Ordination Interview		
<input type="checkbox"/>	Ministerial profile for search and call	
<input type="checkbox"/>	1000-1500 word ordination statement	
<input type="checkbox"/>	Seminary dean's letter indicating date of MDiv completion and graduation	
<input type="checkbox"/>	Letter from sponsor congregation supporting the ordination of the candidate	
<input type="checkbox"/>		
<input type="checkbox"/>	Letter from congregation hosting the Service of Ordination	
<input type="checkbox"/>		
<input type="checkbox"/>	Meet with RCoM for Ordination Interview	
Conclusion of RCOM		
<input type="checkbox"/>	Accepted for Ordination	
<input type="checkbox"/>	Denied Ordination	
<input type="checkbox"/>	Request to return with the following items corrected	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

PROGRESS CHART FOR ORDINATION
(APPRENTICE TRACK)
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name: _____

Date: _____

Date Sent

- Guide for Ordination and Commission
- Theological Foundation and Polity

Please check each document as it is received and note the date received on the line

Date Received File

Preparation for Meeting with Mid-America Ministry Team member

- Application
- Personal assessment of personal qualification and life situation
- Brief statement of 500-1000 words including why exploring ordination
- Interview with MMT In Person Other

Preparation for Meeting with Commissioning Ministry Team

- Psychological profile
 - Ministerial Profile with references and background check
- Letters of recommendation and support from two sponsoring (DOC) congregations, speaking to the journey of the candidate with congregational support groups.
- Sponsoring Congregation
 - Supportive Congregation
 - Meeting with the Commissioning Ministry Team

Continuing the Process

- Ordination Nurture Team formed [Appendix 5]
[At this point a full team can be appointed or a smaller group identified to work with the Inquirer until the meeting with the RCoM. Once an Inquirer is identified as a Candidate a full complement of members should be identified.]
- Assessment of Minister's Growth [Appendix 16]
- Assessment of "life circumstance" [Guide, pp 26 ff]
- Begin building a portfolio [Appendix 4]

	Date Received	File
<input type="checkbox"/> Write an "Education and Formation Plan, [<i>Guide</i> , pp 27 ff]		
<input type="checkbox"/> Ongoing Assessment of Candidate [<i>Guide</i> , pp. 31 ff]		

Preparation for Candidacy Interview [First meeting with the RCOM]

- Letter of support from Regional Minister Team Member [Appendix 2]

A second letter of recommendation and support from two sponsoring (DOC) congregations, speaking to the journey of the candidate with congregational support groups.

- Sponsoring Congregation
- Supportive Congregation
- Ordination Nurture Committee report and recommendation [Appendix 8]
- COM team reports
- Boundary Training
- Meet with the RCoM for Candidacy

Action of RCOM

- Accepted into Candidacy
- Denied Candidacy
- Asked to return with the following attended to

-
-
-

Continuing the Process

- Assessment of Minister's Growth [*Appendix 16*]
- Assessment of "life circumstance" [*Guide*, pp 26 ff]
- Begin building a portfolio [Appendix 4]
- Evaluate an "Education and Formation Plan, [*Guide*, pp 27 ff]
- Ongoing Assessment of Candidate [*Guide*, pp. 31 ff]

Preparation for Mid-Point Interview

- Annual Continuing Education Report
- Congregational or Elder Team Reports [*Appendix 9*]
- Mentor Reports [*Appendix 8*]
- Report on Assessment of Minister's Growth [*Appendix 16*]
- Meeting with RCoM for Mid-point interview

Date
Received

File

Continuing the Process

- Reach a final acceptable Assessment of Minister's Growth [*Appendix 16*]
- Reach a final acceptable assessment of "life circumstance" [*Guide*, pp 26 ff]
- Complete building a portfolio [Appendix 4]
- Show sustained and appropriate completion of the "Education and Formation Plan Guide, [*Guide*, pp 31 ff]
- Complete a course of Disciple History and Polity
- Final Assessment of Candidate for Ordination [*Guide*, pp. 31 ff]

In Preparation for the Ordination Interview

- Ministerial profile for search and call
- 1000-1500 word ordination statement
- Record of all educational classes/seminars/workshops completed
- Final Report on 16 Ministry Practices

Letter from sponsor congregation supporting the ordination of the candidate

Letter from congregation hosting the Service of Ordination

Meet with RCoM for Ordination Interview

Conclusion of RCOM

- Accepted for Ordination
- Denied Ordination
- Request to return with the following items corrected

**PROGRESS CHART FOR RECOGNITION OF
ORDINATION & STANDING
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)**

Candidate's Name:

Date:

Date Sent

- Policies and Criteria
- CoM 3

Please check each document as it is received and note the date received on the line.

Preparation for meeting with Mid-America Ministry Team Coordinator [MMTC]

Date
Received

File

- Application
- Documentation of seminary degree or equivalent
- Reference from at least one sponsoring DoC Congregation
- Interview with MMT In Person Other

Continuing the process from meeting with Regional Commission on the Order of Ministry

- Appendix 2 – MMTC
- Meet standards of policy (Appendix 16)
- Faith Statement (1000 -1500 words)
- Documentation of ordination and standing with present denomination
- Boundary Training
- Ministerial Profile
- Criminal Background Check
- 1st references from clergy/laity
- 2nd references from clergy/laity
- Reference from present denomination
- Official transcripts
- Written Statement of the understanding of the ministry within the Christian Church (DoC)

Preparation for Meeting with the Regional Commission on the Order of ministry

- 1st meeting with full committee of Commission
- Psychological Profile

Date
Received

- Pastor-Preceptor
- Reading List
- 2nd meeting with full committee of Commission
 - Report from Pastor-Preceptor
 - Written statement of education

Final Outcome

- Approved
- Rejected
- Deferred

Requested Action

-
-
-
-
-

PROGRESS CHART FOR ORDAINED PARTNER STANDING

THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name: _____

Date: _____

Please check each document as it is received and note the date received on the line

	Date Received	File
Preparation for meeting with MMTC		
<input type="checkbox"/> Completed Application	_____	
<input type="checkbox"/> Documentation of seminary degree	_____	
<input type="checkbox"/> Interview with MMTC	_____	

Preparation for meeting with the Regional Commission on the Order of Ministry		
<input type="checkbox"/> Documentation of ordination and standing with UCC	_____	
<input type="checkbox"/> Ministerial Profile	_____	
<input type="checkbox"/> Complete Course in Disciples History & Polity	_____	
<input type="checkbox"/> Boundaries Training	_____	
<input type="checkbox"/> Pro-Reconciliation/Anti-Racism	_____	
<input type="checkbox"/> Meet with Full Committee	_____	

Usual requirements for candidates seeking recognition of standing which may be waived in case of UCC ministers seeking partner standing

<input type="checkbox"/> Faith Statement (1000-1500 words)	<input type="checkbox"/> Waived	<input type="checkbox"/> Not Waived	_____
<input type="checkbox"/> Transcripts	<input type="checkbox"/> Waived	<input type="checkbox"/> Not Waived	_____
<input type="checkbox"/> Psychological Profile	<input type="checkbox"/> Waived	<input type="checkbox"/> Not Waived	_____
<input type="checkbox"/> Criminal Background Check	<input type="checkbox"/> Waived	<input type="checkbox"/> Not Waived	_____

Final Outcome

- Approved
- Rejected
- Deferred

PROGRESS CHART FOR REINSTATEMENT AFTER
VOLUNTARY LAPSE IN STANDING
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name _____ Date _____

Please check each document as it is received and note the date received on the line.

Requirements

Date Received

- | | |
|---|-------|
| <input type="checkbox"/> Ministerial Profile with references & background check | _____ |
| <input type="checkbox"/> Letter requesting consideration for reinstatement | _____ |
| <input type="checkbox"/> Boundary Training | _____ |
| <input type="checkbox"/> Pro-Reconciliation/Anti-Racism Training | _____ |
| <input type="checkbox"/> Committee Accepted Suitability | _____ |
| Other Requirements | |
| <input type="checkbox"/> _____ | _____ |
| <input type="checkbox"/> _____ | _____ |
| <input type="checkbox"/> _____ | _____ |
| <input type="checkbox"/> Meeting with Full Committee | _____ |

Final Outcome

- Approved
 Rejected
 Deferred

Requested Action

Lapse of Standing - In the event of lapse of standing, at the recommendation a member of the Mid-America Ministry Team, the Commission on the Order of Ministry may reinstate standing.



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DOCUMENTING YOUR EDUCATIONAL AND
EXPERIENTIAL HISTORY
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name: _____ Date: _____

Directions: Use the following to document the candidate's education and/or experience in the areas of ministerial practice. Feel free to use additional pages if necessary.

1. Biblical Knowledge

Courses, Workshops, Etc.	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences	Context	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Biblical Knowledge

Courses, Workshops, Etc.	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences	Context	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Communication

Courses, Workshops, Etc.

Where

Dates

Experiences

Context

Dates

4. Cross-Cultural & Anti-Racism Experiences

Courses, Workshops, Etc.

Where

Dates

Experiences

Context

Dates

5. Ecumenism

Courses, Workshops, Etc.

Where

Dates

Experiences

Context

Dates

6. Education & Leadership Development

Courses, Workshops, Etc.	Where	Dates

Experiences	Context	Dates

7. Ethics

Courses, Workshops, Etc.	Where	Dates

Experiences	Context	Dates

8. Evangelism

Courses, Workshops, Etc.	Where	Dates

Experiences	Context	Dates

9. Mission of the Church in the World

Courses, Workshops, Etc.	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences	Context	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Pastoral Care

Courses, Workshops, Etc.	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences	Context	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Proclamation of the Word

Courses, Workshops, Etc.	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences	Context	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Spiritual Development

Courses, Workshops, Etc.	Where	Dates
Experiences	Context	Dates

13. Stewardship

Courses, Workshops, Etc.	Where	Dates
Experiences	Context	Dates

14. Theology

Courses, Workshops, Etc.	Where	Dates
Experiences	Context	Dates

15. Understanding of Heritage

Courses, Workshops, Etc.

Where

Dates

Experiences

Context

Dates

16. Worship

Courses, Workshops, Etc.

Where

Dates

Experiences

Context

Dates

Candidates Signature _____ Date _____

ASSESSMENT OF CANDIDATE'S GROWTH
THE CHRISTIAN CHURCH (DISCIPLES OF CHRIST)

Candidate's Name _____ Date _____

Assessment of Candidate's Growth in Personal Qualifications for Ministry

Directions: Place select a number by using the drop down list to the right of each question that most accurately reflects the candidate's growth relative to each personal qualification or area of ministerial practice at this time. Use the space below each question for notes for further explication or to record the basis on which the assessment was made (e.g., self-assessment, review of transcripts, letter of reference, case study, direct observation, etc.). Remember, this is a developmental assessment tool and not a test. No individual is expected to demonstrate full expertise in all areas.

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	a. Faith in Jesus Christ, commitment to a life of Christian discipleship and nurturing spiritual practices
1 2 3 4	b. A sense of call to the ministry affirmed by the church
1 2 3 4	c. An understanding of pastoral identity
1 2 3 4	d. Capacity to engage in theological reflection
1 2 3 4	e. Strong moral character and personal integrity

1 2 3 4	f. Commitment to spiritual, physical and emotional wellness sufficient for healthy ministry
1 2 3 4	g. Care and compassion for all people with appropriate relational skills
1 2 3 4	h. Responsible personal financial management
1 2 3 4	i. Wise and generous stewardship in the use of God's gifts
1 2 3 4	j. Skills and abilities necessary for the rigorous, pastoral tasks of ministry

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	1. <u>Biblical Knowledge:</u> Be rooted and grounded in scripture and able to interpret and apply the scriptures in ways that are appropriate to original and contemporary contexts. <ul style="list-style-type: none">i. Practice regular Bible study as a spiritual disciplineii. Read biblical texts from both testaments effectively for preaching and worship, interpreting them in light of the gospel and relating them to the life of faith todayiii. Analyze biblical texts using current scholarly methodsiv. Describe in broad terms the historical development of the Bible, including the social, economic, and political contexts out of which biblical literature grewv. Distinguish literary genres and theological “schools of thought” that appear in the Bible
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Comments:

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	2. <u><i>Church Administration and Planning:</i></u> Be able to practice the principles of good administration, planning and implementing short- and long-range goals to enhance Congregational life in collaboration with teams and committees.
<ul style="list-style-type: none">i. Select an appropriate leadership style – adjusted according to the constituency and context – to maximize one’s personal potentialii. Develop a work plan that demonstrates an understanding of congregational/ contextual dynamicsiii. Identify how race, ethnicity, class, gender and orientation shape, define and influence leadership needs and expectationsiv. Perform necessary and appropriate administrative tasks (e.g., organizational analysis, working with ledgers and budgets, giving direction to a team, hiring practices, computer skills and electronic communication)v. Practice self-care and time management based on a well-grounded theological understanding	
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	3. <u>Communication:</u> Be an effective communicator and be able to facilitate effective communication within and on behalf of the church.
	<ul style="list-style-type: none"> i. Use appropriate and effective communication styles and tools in order to inspire, inform, and invite participation in the life, mission, and purposes of the Church ii. Effectively use communication skills for public and small group conversations and speaking iii. Employ the appropriate pastoral role, given the circumstance – when to guide and/or when to participate in conversations or discussion iv. Select and use appropriate technology and media to convey the message and mission of the congregation v. Utilize communication skills that promote effective, positive relations with staff, boards, agencies, congregation, and other relevant groups/communities vi. Distinguish between and clarify the formal (explicit) from the informal (tacit) roles, rules, rituals and relationships in any church structure with which you are working
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	<p>4. <u><i>Cross-Cultural and Anti-Racism Experience:</i></u> Be sensitive to the different manifestations of racism and prejudice in the culture and be committed to confronting and overcoming them.</p>
	<ul style="list-style-type: none"> i. Articulate images of a God who is manifest and present among members of every culture and race ii. Practice ministry, both within one's own culture and the Church universal, informed by domestic and global response to the needs of God's people iii. Nurture faith in others, understanding and teaching that everyone's faith is contextual and influenced by such factors as, race, gender, class, and culture iv. Utilize scriptural resources, theology, tradition, and personal experience, to identify and oppose racism as both unchristian and ungodly v. Model ministry that enhances the church and the world, by embracing and celebrating racial and cultural diversity vi. Help those with whom you do ministry to understand that racism is essentially systemic, but influences the attitudes and behavior of people of all races vii. Draw on the ministry of Jesus Christ, to present the opposition to racism and the embrace of every culture, as "welcoming the stranger"
<p>Comments:</p>	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1	2	3	4	
				<p>5. <u><i>Ecumenism:</i></u> Exhibit a commitment to working with other Christians and denominations and with other faiths in programs of common witness and service, and to articulating the vision of the ecumenical and global church as a starting place for mission.</p> <ul style="list-style-type: none"><li data-bbox="532 367 1534 436">i. Articulate why the Christian Church (Disciples of Christ) highly values ecumenism, drawing on resources from our tradition<li data-bbox="532 436 1534 506">ii. Articulate a theology of ecumenism, drawing on resources from scripture and tradition<li data-bbox="532 506 1534 638">iii. Articulate a theology of Christians relating to non-Christian faiths, a theology that is respectful and truthful, a theology that reflects the candidate's own faith stance, all the while recognizing multiple ways in which such relationship can be construed<li data-bbox="532 638 1534 667">iv. Use ecumenical resources and design ecumenical worship services<li data-bbox="532 667 1534 772">v. Describe and theologically reflect upon at least one significant ecumenical experience, be it a worship service, a social justice activity, or a dialogical activity in which you took an active role
<p>Comments:</p>				

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	6. <u><i>Education and Leader Development:</i></u> Know the foundations of Christian education and the principles of leader development. Show competency in teaching children, youth, and adults, including lay leaders and staff.
	<ul style="list-style-type: none"><i>i.</i> Use analytical skills for assessing, evaluating and selecting curriculum and Christian education materials best suited for a ministry context<i>ii.</i> Practice respect for the ways culture, community and experience, inform and shape the teaching task<i>iii.</i> Participate in the dynamic educational process that involves both teaching and learning for the teacher and the learner<i>iv.</i> Utilize knowledge of the foundations for Christian education and principles for leader development when teaching children, youth and adults<i>v.</i> Employ an understanding of the issues characteristic of each stage of human development and how those issues impact learning and shape various learning styles
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	7. <u>Ethics:</u> Be able to help parishioners think critically about the relationship of their faith to issues of justice, ethics and morality.
<ul style="list-style-type: none">i. Adhere to The Ministerial Code of Ethics in the conduct of ministry, and model personal behavior consistent with the fundamental principles of Christian ethicsii. Lead in ways that call forth ethical conduct among individuals and groups within the churchiii. Relate resources from scripture and tradition to specific ethical issues todayiv. Preach and teach effectively about social and economic justice as core concerns of Christian faithv. Address ethical issues raised by culturally-imbedded racism, sexism, heterosexism, and classismvi. Describe the role personal/communal experience and cultural perspective play in ethical reasoning and be able to apply a variety of approaches	
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	8. <u>Evangelism:</u> Be able to motivate Congregational members to share their faith through word and action.
	<ul style="list-style-type: none"> <i>i.</i> Articulate a theological and biblical basis for evangelism consistent with the faith perspectives and approaches of the Christian Church (Disciples of Christ) <i>ii.</i> Understand evangelism as it is linked to discipleship and faith development <i>iii.</i> Use various media and technologies in proclaiming the gospel in current contexts and social milieus <i>iv.</i> Show sensitivity to how cultural and generational differences call for a variety of evangelistic approaches <i>v.</i> Implement evangelistic expressions that are informed by the pluralistic realities of contemporary life, being respectful of matters of race, culture, and interfaith relationships <i>vi.</i> Understand the church as an evangelical community in which people are invited to participate to become good news for one another and the world <i>vii.</i> Understand the differences between evangelism and church growth strategies
<p>Comments:</p>	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	9. <i>Mission of the Church in the World:</i> Be able to understand and articulate the centrality of the call to mission given by Jesus Christ and the prophets. Be able to empower congregations engage in mission from our doorsteps to the ends of the earth.
	<ul style="list-style-type: none"> <i>i.</i> Articulate an understanding of the world as a place of God’s activity—witnessing and participating in God’s mission of redemption, liberation, reconciliation, and renewal of creation in our immediate communities and in the world <i>ii.</i> Teach and practice in the Christian community what it means to be participants in and recipients of God’s mission activity in the varied contexts of congregation, community and the world <i>iii.</i> Articulate a theology of mission which is consistent with both our immediate Christian community’s context, as expressed in our Church’s document “From our doorsteps. . .,” and our global mission philosophy as proposed by Global Ministries/DOM <i>iv.</i> Identify an array of practices of Christian mission in the immediate and global community and discover connections with theologies that undergird those practices <i>v.</i> Exercise an understanding of the Disciples of Christ Division of Overseas Ministry’s understanding of “critical presence” in its global work and the role of congregations to serve as “Global Mission Partners” in the mission of the church worldwide <i>vi.</i> Articulate the long history of Disciples mission practices and theologies that shaped, and continue to shape, Disciples of Christ ecumenical relationships, cross-cultural encounters, interfaith encounters and dialogues <i>vii.</i> Show an appreciation for and commitment to ministries and mission practices that nourish and sustain healthy local Christian and non-Christian communities, develop global mission partner congregations, promote justice, foster peace, seek reconciliation, and live in the expectation of the coming Reign of God
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	<p>10. <u>Pastoral Care:</u> Be able to engage other persons with empathy and assess situations and relationships with the compassion of Christ, with sensitivity to culture and context. Be able to convey the healing power of God to those who suffer.</p>
	<ul style="list-style-type: none"> <i>i.</i> Possess self-knowledge that permits pastoral care to be offered within the context of one's strengths and limitations and within the resources of the volunteer and professional communities of the church <i>ii.</i> Articulate an understanding of pastoral authority and its relevance to pastoral care <i>iii.</i> Offer care that is respectful of diversity and differences, including age, culture, disability, economic status, ethnicity, sexual orientation, social status and religious beliefs and practices <i>iv.</i> Provide effective pastoral care to those suffering grief and loss, with particular attention to the dynamics of death and dying <i>v.</i> Reflect theologically on pastoral care situations, inviting the parties involved into that reflection as is fitting <i>vi.</i> Assess pastoral situations and make suitable referrals from the broad range of available services by developing a comprehensive list of, and relationships with (programs names and descriptions, personnel, locations, and contact data) referral resources (community, county, state and national) that are available given the locale where you are ministering <i>vii.</i> Employ a working knowledge of psychological and sociological disciplines, human development and spiritual growth
<p>Comments:</p>	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	11. <i>Proclamation of the Word:</i> Know the practice and theory of Christian preaching. Be able to proclaim the Word of God, share the Good News of Jesus Christ, and help Congregational members apply their faith to daily life.
	<ul style="list-style-type: none">i. Develop sermons that help congregations recognize and respond to God's presence and purpose as the divine as experienced in the stories of the faithii. Use diverse homiletic possibilities relating appropriate form and styles of preaching to different situationsiii. Employ an understanding of homiletic possibilities with respect to form and genre relating appropriate form and styles to different situationsiv. Manifest a warm and engaging bodily presence in the pulpitv. Be sensitive to the use and impact of words, employing language and idioms that are meaningful – and not offensive – to listenersvi. Engage a biblical text in ways that respect its historical and theological integrity and preach so as to help the listener celebrate the diversity of the faith of the biblical community
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1	2	3	4	
				12. <i>Spiritual Development:</i> Establish and maintain spiritual disciplines that lead to personal growth and help others develop a rich spiritual life.
				<i>i.</i> Develop and draw from a broad awareness of the full range of spiritual practices, freely using practices which emerge from one's own tradition
				<i>ii.</i> Engage in a variety of spiritual practices, as a faithful response to God's calling and continued creation
				<i>iii.</i> Practice spiritual discipline(s) that engage one with the world
				<i>iv.</i> Use spiritual practices to deepen and maintain a vision for justice and compassion
				<i>v.</i> Teach spiritual practices and advise about their use in pastoral care contexts both one-on-one or in groups
				<i>vi.</i> Identify individuals and groups with whom spiritual practices can be engaged in accountable relationships
Comments:				

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1	2	3	4	13. <u>Stewardship</u> : Be able to develop and encourage healthy stewards who recognize and share generously God's abundant gifts for all creation.
				<ul style="list-style-type: none"> <i>i.</i> Practice the spiritual discipline of giving and serving <i>ii.</i> Identify and use pertinent biblical texts, Christian traditions, and spiritual practices to foster generosity and giving <i>iii.</i> Articulate a coherent theology of wealth, work, and care for creation, rooted in biblical themes of abundance, generosity, Sabbath rest, and economic justice <i>iv.</i> Teach and preach effectively about money <i>v.</i> Teach and preach effectively about giving time, talent, and money to help accomplish the ministry and mission of the church <i>vi.</i> Describe how mission is accomplished and funded beyond the local congregation in the Regional and General expressions of the Christian Church (Disciples of Christ). This includes the ability to explain how Disciples Mission Fund works, the purposes of Reconciliation Offering and Week of Compassion Offering, and what the four special offerings (Christmas, Easter, Thanksgiving, Pentecost) support <i>vii.</i> Employ denominational and ecumenical resources for stewardship education and for helping a congregation conduct a stewardship campaign. This includes the ability to articulate the difference between stewardship and fundraising
<p>Comments:</p>				

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	<p>14. <u>Theology:</u> Be able to articulate a coherent view of God's nature and activity in relation to the Christian tradition, to critically engage human situations from a perspective of faith, and to help persons recognize theological issues in their daily lives.</p>
	<ul style="list-style-type: none"> <i>i.</i> Give a coherent description of the gospel and relate it to the life of Christian faith <i>ii.</i> Articulate foundational theological principles of the Christian Church (Disciples of Christ), particularly as reflected in the Preamble and first four paragraphs of The Design of the Christian Church (Disciples of Christ) <i>iii.</i> Reflect theologically on contemporary issues related to the church's pastoral practice and mission in the world <i>iv.</i> Read and critically evaluate theological texts in order to work with multiple theological approaches from a variety of cultural perspectives <i>v.</i> Describe in general terms theological distinctions and similarities of the major Christian traditions -- Orthodox, Roman Catholic, Protestant/Ecumenical, Protestant/Neo-Evangelical, and Pentecostal -- and be able to situate Disciples theology accordingly. This includes the ability to identify points of difference and agreement between Disciples and the other major branches of the Stone-Campbell movement <i>vi.</i> Describe the basic theological issues at stake in the modern ecumenical movement and in the major periods of church history outlined in the "Understanding Heritage" area
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	15. <u>Understanding of Heritage:</u> Have knowledge of and appreciation for the history and thought of Christianity and of the history, structure, practices, and ethos of the Christian Church (Disciples of Christ).
	<ul style="list-style-type: none"> <i>i.</i> Describe the historical context and institutional expressions of Christianity in the first four centuries <i>ii.</i> Describe the general development of the Medieval Church in Europe (5th–15th centuries), especially with respect to the formation of monasticism and the relationship between the papacy and state <i>iii.</i> Compare and contrast major reform movements in sixteenth century Europe, both Protestant and Catholic <i>iv.</i> Describe major developments in early modern history of Christianity, including the rise and decline of Puritanism, the impact of the Enlightenment on the faith, and the rise and spread of Pietism-Methodism-Revivalism <i>v.</i> Describe general developments of Christian movement in Africa, Asia, and Latin America, paying particular attention to the missions of the Stone-Campbell Movement <i>vi.</i> Articulate the general outline of the formation, development, and contributions of diverse communities of the Stone-Campbell Movement globally (not just the U.S. Canada), paying particular attention to the founding principles of the movement <i>vii.</i> Tell the story of key women in the Stone-Campbell Movement and in the Christian tradition throughout the world
Comments:	

(1=Occasional or Beginning; 2=Periodic or Moderate; 3=Consistent or Deep; 4= No Progress Evident)

1 2 3 4	<p>16. <u>Worship:</u> Know the purpose and elements of Christian worship. Have the ability to plan and lead meaningful worship by working with the worship team, musicians, and Congregational members.</p>
	<ul style="list-style-type: none"> <i>i.</i> Articulate a theology of worship. The candidate will be able to answer the question, "What is worship?" <i>ii.</i> Reflect theologically on the various rituals and elements of a worship service. The candidate will be able to answer the questions, "What are the significant elements and rituals of worship? Why do we do them? And what do they mean?" <i>iii.</i> Recognize the structure of particular worship services and demonstrate the ability to plan worship services for varying occasions in the life of the church. This includes a demonstrated knowledge of an array of worship resources <i>iv.</i> Integrate the various dimensions and styles of worship (emotional, aesthetic, social) with the specific needs of the local ministry context <i>v.</i> Demonstrate the ability to speak about the history of worship, styles, and elements within the Christian tradition and within the traditions of the Christian Church (Disciples of Christ) <i>vi.</i> Be competent in performing the rituals of the Christian Church (Disciples of Christ) including presiding at the communion table, performing baptisms, presiding at weddings and funerals, etc. <i>vii.</i> Exercise an understanding of how the church's worship offers a vision of Christian discipleship--how it relates to and is completed in life and work in "the world"
Comments:	