

Teachers Service Team
ICOC Annual Delegates Meeting
Miami 2010

Ministry Training Proposal
AS DISCUSSED IN A TEACHER TEAM MEETING
Nashville – August 15-17, 2010

Philosophical Discussions Regarding Teaching and Teachers

1. Ministry Training and a Unified Curriculum.
 - The BMF (Beem Missionary Foundation) has decided to invest money in leadership training, believing that such training is fundamental to the carrying out of the mission to evangelize the world.
 - Gordon Ferguson shared that in his talks with Doug Arthur, who leads the sub-committee for ministry training, it was clear that this committee is very focused on the need to have a unified basic curriculum for all of our ministry people all over the world.
 - Steve Staten talked about the genesis of the idea for a unified curriculum came after the '03 crisis and the Portland crisis. Some had the feeling that '03 came about because of bad theology or perhaps bad implementation of good theology. People felt a need for deeper training, and the intervening years have increased the awareness of that need.
2. Unity of Teachers with Evangelist and Elders.
 - Gordon also talked about how unity in ministry training was an important component of unity in general. Gordon stated, "Today unity is forged instead of forced, and it's not easy." The forging of unity is, and will always be, a continual work in process.
 - The group discussed the ways in which each of these leadership roles can feel tension with those in other roles and how these tensions can be avoided or resolved – elders toward evangelists and teachers; evangelists toward elders and teachers; and teachers toward evangelists and elders.
 - This discussion was very candid and helpful, and demonstrated that since most of the teacher group had also worn the other leadership "hats," they were neither out of touch with the real issues or biased in their views.
3. The Basic Concerns of Ministry Training (Gordon's presentation with others weighing in afterwards)
 - We are in the main training those who are or will serve as evangelists. We need to develop some teacher training approaches, but the bulk of our work is training evangelists and we have to gear our teaching and teaching approaches to them.
 - Therefore, the training should be very biblically focused in a practical manner, taught with a purpose of inspiring men and women to love God, love the Bible and have a zeal to save the world. We are trying to pass on knowledge, but we are also trying to pass on our deep convictions about the Bible and what it is supposed to do for us and for our churches (1 Thessalonians 1:5).

- Our students cannot become enamored with knowledge for knowledge sake, for “knowledge puffs up but love builds up” (1 Corinthians 8:1).
- Read the section from the Preacher’s School Director from the *Educational Models Paper*. Our goal is to train evangelists, plant churches, and convert the world.
- Retention rate and some ways to help that, based on how I taught in the past – the need to spread out the learning process beyond the actual Seminar portions of the training.
- Homiletics is on my “must teach” list, preferably very early in the training process, but with a foundation of basic biblical interpretation in conjunction with it. Otherwise, you run the risk of learning the Bible and preaching being two separate disciplines. This course or at least some continuing evaluation of how it is being practiced must be ongoing, for our “default” buttons are extremely high. However, that training in Homiletics must be practical and not simply theoretical.
- KISS is more important than we may think – it is easy to overestimate the knowledge levels of those whom we teach and to go over their heads. The small percentage of “teacher types” who love the academic details are not our target audience in training. As teachers, we have to remain excited about going over the same basics year after year.
- We can’t be arrogant about our knowledge. We shouldn’t want people to leave our class being impressed with our knowledge. Our character and not our knowledge should impress them. We should be vulnerable about our own lives. This will help keep us humble.

The Curriculum Discussions

1. Our most fundamental purpose for this particular meeting was to come up with a recommended ministry training curriculum, and the means by which it could be offered on a wide scale.
 - Most of those on the Teacher Team already have established programs that they have developed and implemented.
 - However, we determined not to “lobby” for our own programs but to seek a unified approach that could meet the needs of most trainees in the largest number of ways.
2. After much discussion, we settled upon the following recommended curriculum, consisting of six core classes and two electives:
 - **Core Classes:**
 - ◇ OT Survey
 - ◇ NT Survey
 - ◇ Hermeneutics
 - ◇ Homiletics
 - ◇ Apologetics
 - ◇ Church History
 - **Electives:**
 - ◇ Jesus and Spiritual Formation
 - ◇ World Views/Religion
 - ◇ Emotionally Healthy church
 - ◇ Biblical Theology
 - ◇ Biblical Counseling
 - ◇ Holy Spirit
3. This curriculum would give us a total of eight basic courses, each having 12 hour hours of instruction, plus additional assignments done out of class (each “hour” would be 50 minutes to allow for regular breaks).

4. The suggestion was made that we have a uniform curriculum, offered by designated and approved teachers, and taught through any existing approved program plus additional approved programs we develop.
5. Continuing Education Courses – recommend two (2) twelve-hour courses per year after the basic curriculum has been satisfactorily completed. We should present to the evangelists, elders, and delegates the need for ongoing education. As teachers, we feel that everyone should continue taking courses. *When, where, and how* are questions that we need to figure out.
 - Year One:
 - ◇ Advanced hermeneutics
 - ◇ Deuteronomy
 - Year Two:
 - ◇ Advanced homiletics
 - ◇ Hebrews
 - Year Three possibilities:
 - ◇ Conflict resolution
 - ◇ Another book of the Bible
6. The following teachers were assigned the responsibility of developing the course descriptions for the basic and elective courses which they believe are their specialties (although others may be added to do the actual teaching):
 - Required:
 - ◇ OT Survey—Steve Kinnard, Steve Brown
 - ◇ NT Survey—Tom Jones, Steve Brown
 - ◇ Hermeneutics—Ed Anton, Douglas Jacoby
 - ◇ Homiletics—Gordon Ferguson, Ed Anton
 - ◇ Church History—Steve Staten
 - ◇ Apologetics—Douglas Jacoby, John Oakes
 - Electives (pick two):
 - ◇ Jesus and Spiritual Formation—Steve Kinnard, Tom Jones
 - ◇ World Views/Religion—Douglas Jacoby, John Oakes
 - ◇ Emotionally Healthy church—Steve Staten
 - ◇ Biblical Theology—Tom Jones
 - ◇ Biblical Counseling—Gordon Ferguson
 - ◇ Holy Spirit—Ed Anton

Means of Offering the Training

1. Existing programs – now with uniform curriculum (as a minimum)
2. Development of Learning Centers.
 - We would set up satellite centers across the United States and across the world that could be offered in a one-week, twice-a-year setting or perhaps a two-week once-a-year format.
 - There would be a board of directors that would oversee the centers and ultimately give diplomas.
3. Technology Approach – The Virtual University.
 - What to think about – online counseling, online registration, online degree, recent publications, online exams, digital library excess.
 - Need: a Learning Management System (LMS), Web Conferencing Program (WebEx), Online Streaming Service (Livestream), Content Management System (CMS) (Joomla, Wordpress), Video-sharing or iTunesU, Online social network (Facebook).
 - Open Source=Free Download that you can use.

- Mexico Model explained:
 - ◇ Synchronous Component: WebEx Training Center
 - ◇ Asynchronous Component: Learning Management System (LMS)

Final Assorted Details

1. Mission Statement: “Equipping the saints for the work of ministry” (Ephesians 4:12)
2. Title of School: *Disciples Bible Academy*
3. Logo suggestion:



DISCIPLES BIBLE ACADEMY

4. Course descriptions:

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The Teaching Ministry of the International Churches of Christ

Core Classes (Six Required Classes)

The New Testament: The Times and the Documents (a draft from Tom Jones)

An overview of the historical, geographical, literary, religious and political context in which the New Testament documents were written and a survey of the message of Jesus, the Gospel writers, the themes of Paul's letters and those of the other writers whose words laid the foundation of Christian conviction and discipleship.

Upon completion students should be able to describe the milieu into which Jesus came and how this knowledge helps us understand the New Testament. They should know the main themes of all the New Testament documents and how these fit together in the big picture.

Old Testament Survey (a draft from Steve Kinnard)

A survey of the books of the Hebrew Bible with an emphasis on the historical, geo-political, literary, and religious context of those books. The student will leave this course with an understanding of the major theme or themes of each book of the Old Testament and an understanding of how each book fits within the context of the history of the ancient Near East.

Interpreting the Bible for Teaching and Preaching (a draft by Ed Anton)

This course will focus on a sound, systematic approach to the understanding and interpretation of Scripture. We will survey the history of biblical hermeneutics (the science of biblical interpretation and application) and focus on the current historical-grammatical method of

interpretation. We will examine predominant literary genres of the Bible as we emphasize an understanding of the original, intended meaning of Scripture. Finally, this original contextual meaning of Scripture will establish the basis for appropriate contemporary applications in both life and doctrine.

Powerful Preaching (a draft by Steve Kinnard)

This course offers a practical overview of Biblical preaching, including the development and delivery of exegetical sermons. An exegetical sermon draws the message of Scripture directly from the text and delivers that message to the audience. This has become a lost art. In this class the student will rediscover that art. The class will also focus on what an evangelist needs to understand about his audience as he engages the task of preaching. By the end of the course, the student will have the tools to preach powerful Biblical lessons that challenge and inspire his ministry.

Church History (A draft from Steve Staten)

A Chronological Examination of the Christian Legacy

There are major movements and turning points throughout church history that are rich with valuable lessons for the present day. Students will be taught to discern the legacy that an idea or action has for future generations for as one wise person said, “Those who ignore the lessons of history are bound to repeat them.” This course will cover the Patristic period, the Dark Ages, the major Church Councils, various wings of the Reformation and subsequent movements (Evangelical, Restoration, and Discipling).

Apologetics (a draft from Douglas Jacoby)

This course introduces the student to Christian evidences, from the Creation/Evolution debate to Archaeology to Theodicy (the problem of suffering) and much more. You will learn how to put together convincing presentations for unbelievers, and make apologetics a part of your own personal ministry. The student will gain direct benefits for campus ministry and teen ministry.

The goal: exposure to the major areas of Christian apologetics, with mastery of basic evidences arguments.

Electives (Pick Two)

Jesus and Spiritual Formation (a draft from Steve Kinnard)

This course presents a general overview of the life and ministry of Jesus of Nazareth with a special emphasis on his spiritual life and the development of the spiritual lives of his followers. This overview of Jesus’ ministry serves as a launching point to discuss the classic spiritual disciplines which help in spiritual formation: prayer, spiritual Bible reading, fasting, meditation, worship, one another relationships, and evangelism.

World Views/World Religions

Major denominational doctrines will be examined—Catholicism, Calvinism, premillennialism, evangelicalism, and different views on baptism, for example—as well as such sects as Mormonism and the Jehovah’s Witnesses. Further, the major world religions will be introduced: Islam (900 million adherents), Hinduism (800 million adherents), Buddhism (300 million adherents)—so much of the world is living in darkness and clinging to error. As Jonah lamented, “Those who cling to worthless idols forfeit the grace that could be theirs.” A serious look at the major religions of the world, including their scriptures.

Biblically Healthy Church Life (a draft from Steve Staten)

Conflict Resolution, Emotional Connection, Gift Alignment, Authority and Church Discipline

Investing in biblically principled practices for God's honor will result a spiritual legacy of a congregation. It begins by implementing the Scriptural teachings of conflict resolution, alignment of relationships and recognizing the emotional well being of church members.

Biblical Theology (a draft from Tom Jones)

This course offers an overview of the covenantal structure of the whole of biblical revelation, centering on the concepts of kingdom, covenant, and mediator, and how these themes unify the Scriptures. Special attention is given to the theology of salvation (soteriology), the theology of the church (ecclesiology) and the theology of the last things (eschatology).

Upon completion the student should see the unity of theological themes in the Old and New Testament and understand the major theological pillars on which the Christian faith rests.

Biblical Counseling (a draft by Steve Kinnard)

As a church leader, people will come to you for guidance and advice on all kinds of issues. Biblical counseling is a type of discipleship. Biblical counseling helps hurting people grow in their relationship to Jesus Christ. It is distinct from psychological or psychiatric counseling. Based upon biblical principles, this type of discipleship is focused on problems that stand in the way of growth toward Christian maturity. This course will help the student to establish rapport with hurting people, apply the Word to help people grow spiritually and emotionally, discern when a person needs to seek help from a trained psychologist or therapist. The goal is to teach the student how to help people grow to reach their full potential in Christ.

A Study of the Holy Spirit (a draft by Ed Anton)

The student encounters an in-depth examination of the person and work of the Holy Spirit. Pneumatology (the study of the Spirit) is a fascinating and much needed area of theology. We will give special focus to His work in both the Old and New Testaments as we consider charismatic phenomena throughout church history. The basic purpose of the course is to deepen both an understanding of the Holy Spirit and personal experience of the presence and power of the Spirit in ministry and devotional life.