

Four Cs Curriculum

Based on the mission and educational goals, the curriculum was defined through a series of *ability statements* that were divided into four categories—content, character, competency, and context.ⁱ The *Manual* describes these four curricular areas in paragraph 424.3. The *USA Sourcebook for Ministerial Development* further delineates these descriptors by stating 80 explicit abilities that a candidate for ordination should be able to demonstrate.

The educational goals and curriculum categories are directly related. The *be* educational goal is described by character ability statements, *know* by content, and *do* by competency. Context ability statements represent that the minister must work in a specific culture or context.

Another provision of the curriculum is that a partnership must exist between the educational provider and a local church to direct students in ministerial practices and competency development.ⁱⁱ Most professional development programs now contain a strong, practical component where learners are encouraged to practice their new knowledge and skills in “real-life” situations. These internships and field experiences must be well supervised by practicing professionals. In a ministerial development program the practicing professionals would be ministers and pastors of local churches. The local church has an intense interest in the men and women who graduate from these programs and should have a direct impact on how the programs are designed and conducted.

The Four Cs

424.3. General Curriculum Areas for Ministerial Preparation. (excerpt)

The program of study is described in the following categories:

- Content—Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and the history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included in these courses.
- Competency—Skills in oral and written communication; management and leadership; finance; and analytical thinking are also essential for ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counseling, worship, effective evangelism, Christian education and Church administration must be included. Graduation from the course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.
- Character—Personal growth in character, ethics, spirituality, and personal and family relationship is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.
- Context—The minister must understand both the historical and contemporary context and interpret the worldview and social environment of the culture where the Church

Curriculum

- 4 C's
 - Content
 - Competency
 - Character
 - Context
- Application
 - Partnering of the educational provider with a local church to direct students in ministerial practices and competency development

witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

ⁱ*Manual/1997-2001, 424.3*

ⁱⁱ*Ibid.*