



MIDAMERICA DISTRICT OF THE C&MA

Consecration Handbook

Revised June 2018

Significance of Consecration:

Women receiving the Church's public recognition of the call from God and unique preparation for a lifetime of public gospel ministry.

CONSECRATION PATHWAY

TABLE OF CONTENTS

Welcome.....	4
Consecration Overview.....	5
Consecration Pathway.....	6
Module 1: Alliance Polity and Alignment.....	7
Module 2: Christ-Centered Character.....	8
Module 3: Empowered Ministry (Calling and Gifting).....	9
Module 4: Empowered Ministry (Discipleship and Mission).....	10
Module 5: Spiritual Leadership.....	11
Module 6: Healthy Living.....	12
Module 7: Scripture Knowledge and Theological Understanding.....	13-14
Module 8: Life-long Learning Plan.....	15
APPENDIX	
Evangelism Engagement Assignment.....	17
Discipleship Engagement Assignment.....	18
PIESS Worksheet.....	19
In-Service Training Assignment.....	20
Teaching Evaluation Grading Rubric.....	21-22
Theological Position Paper Guidelines.....	23-26
Theological Position Paper Grading Rubric.....	27-28
Elder Evaluation Form.....	29-30
Questions for Consecration Interview.....	31-36



MIDAMERICA DISTRICT

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Colorado

Dear Consecration Candidate,

Nebraska

Welcome to the consecration pathway of the MidAmerica District of The Christian and Missionary Alliance. We are praying that you will find your consecration journey to be a significant part of exploring your call from God and preparing for a lifetime of ministry leadership.

Kansas

Iowa

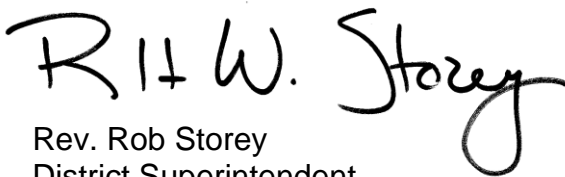
Missouri

A mentor has been assigned to partner with you in this developmental pathway. The relationship you build with her will be very helpful as you complete consecration assignments and serve in licensed ministry. Be sure to keep in touch with her regularly. I expect you to initiate regular contact with your mentor.

This handbook provides information about the required assignments and tools that will help you to complete them effectively. If you would like to receive a printed copy of the handbook, please call the District Office (402-330-1888).

You will report, through your mentor, to the District Office the start and end date of each module. It is expected that the consecration pathway will take 2-3 years. You are encouraged to make steady progress on assignments, using what you learn in practical ways in your ministry setting.

If you have questions, call the District Office. We would be happy to help you in any way that we can.



Rev. Rob Storey
District Superintendent

CONSECRATION OVERVIEW

General Information

Description

Eight modules to be completed in 2-3 years.

These requirements may be reduced based on leader's prior education and ministry experience. Requested waivers for any of these modules must be presented to the District Superintendent, with justification by the emerging leader and her mentor.

These modules continue the district's focus on the five core areas of a Christian leader's development. These five areas are:

- Christ-Centered Character
- Empowered Ministry
- Leadership Excellence
- Healthy Living
- Biblical Foundation

Expectations and Goals for Emerging Leaders

- Confirmation of her call to ministry
- Practical ministry experience in an appropriate setting
- Spiritual growth and development as emerging leader walks with the mentor in ministry
- Strengthening of the five-core values

Additional Expectations

- **You are required to read through the Bible in two different versions during your time in the pathway.**
- Pay close attention to scheduling needs for the following requirements:
 - Resonate – new workers seminar hosted by National Office in August of each year
 - MidAmerica District Alliance Polity Seminar
 - Alliance Strategies in Missions course or compatible course
 - BASICS
 - Peacemakers Training
 - Consecration interview dates
 - Mission trip experience opportunities
 - Teaching workshop or seminar
- Other readings may be substituted for some of the assigned readings with District Superintendent approval.
- The written requirements will vary in format, but they must be of college quality in their content, logic, and layout.



MIDAMERICA DISTRICT PATHWAY TO ORDINATION OR CONSECRATION

MODULES - 4-month time limit on each

Module 1: Alliance Polity & Alignment

Module 2: Christ-Centered Character

Module 3: Empowered Ministry (Calling and Gifting)

Module 4: Empowered Ministry (Discipleship and Mission)

Module 5: Spiritual Leadership

Module 6: Healthy Living

Module 7: Scripture Knowledge and Theological Understanding

Module 8: Life-long Learning Plan

OTHER ASSIGNMENTS

Attend Resonate

30 Hours Formal Bible

Read through Bible 1

Read through Bible 2

Elder Evaluations

MODULE 1: ALLIANCE POLITY & ALIGNMENT

Timeframe – to be completed as courses are offered

General Information

Description

This module explores the foundational polity of The Christian and Missionary Alliance including core beliefs, values, mission, strategy, and structure, and helps emerging leaders embrace and implement Alliance DNA in their ministry context.

Expectations and Goals for Emerging Leaders

- Ability to articulate the story of how the C&MA came into existence.
- Ability to explain and defend the core beliefs of the C&MA (including the Fourfold Gospel).
- Ability to implement core matters of the C&MA in their local ministry context and to better connect their local context to the broader mission of evangelization and discipleship both in the United States and abroad.

Module Requirements

Required Text to Be Read

1. **All for Jesus**, Niklaus, Sawain, Stoesz
2. **Fourfold Gospel**, A.B. Simpson (to be read prior to attending Polity)
3. Begin reading through the Bible. You are required to read through the Bible in two different versions during your time in the consecration pathway.

Required Experiences

1. Attend the MidAmerica District Alliance Polity Seminar offered periodically.
2. Attend Resonate - new workers seminar hosted by National Office in August of each year.

Required Assignments

1. After attending the Polity Seminar, complete the Alliance Polity Intensive Follow-up Homework.
2. After reading **Fourfold Gospel**, write a 4-part lesson to be used in teaching a group of new believers about the centrality of Jesus as seen through the **Fourfold Gospel**.
3. Skim the Manual of the C&MA paying close attention to A5 – Uniform Constitution (latest version can be found at www.cmalliance.org).

Mentor Notes

Interactions with the Emerging Leader

1. Discuss insights and applications regarding the readings and experiences listed above.
2. Review the assignments with the emerging leader.
3. Build an accountability pattern that allows you to hold the leader accountable for the plans laid out in the Alliance Polity Intensive Follow-up Homework.
4. Study and discuss The Alliance view of constituted authority and how it is carried out across the denomination. (See mentor resources for assistance.)

MODULE 2: CHRIST-CENTERED CHARACTER

Timeframe – 4-month time limit

General Information

Description

This module explores ongoing transformation into the image of Jesus. Fullness of life and ministry fruitfulness will be explored as direct results of deepened intimacy with Jesus.

Expectations and Goals for Emerging Leader

- Grow in intimacy with the Lord and dependence on the Holy Spirit.
- Develop ongoing spiritual disciplines.
- Develop practices that help one grow in Kingdom stewardship and personal integrity.

Module Requirements

Required Text to Be Read

1. The Pursuit of God, A.W. Tozer
2. The Kingdom Life, Alan Andrews & Dallas Willard or River Dwellers, Rob Reimer

Required Assignments

1. Write your response to each of the 10 chapters in The Pursuit of God. How does the topic of each chapter impact your spiritual journey? (one paragraph per chapter)
2. Write a book review on either The Kingdom Life or River Dwellers that is oriented toward engaging with your mentor or with your cohort. What are five challenges presented by the book that you would like to talk through with others? (Write one page per challenge, outlining the challenge, your experience with the challenge, and questions you would like to discuss with others regarding the challenge.)
3. Create an annual household budget and year-long ministry/personal calendar. Discuss this assignment with your mentor regarding stewardship of money, time, and ministry skills. Identify stewardship areas that need improved and determine a course of action.

Required Experiences

1. Plan and schedule a day for silence and solitude to pray and listen.
2. Establish an accountability relationship with someone you trust and determine what this relationship needs to consider in helping you with your spiritual integrity and formation.

Mentor Notes

Interactions with the Emerging Leader

1. Discuss insights and applications regarding the assignments listed above. Is there evidence of an ongoing heart and mind transformation in the life of the leader?
2. Spend time with the leader and her husband discussing healthy balance regarding marriage, family, and ministry. How well does the emerging leader model a Christlike life outside of the ministry setting?

MODULE 3: EMPOWERED MINISTRY (CALLING AND GIFTING)

Timeframe – 4-month time limit

General Information

Description

This module will help the leader clarify her ministry calling and confirm the unique gifts, talents, and passions that will support and enhance her call.

Expectations and Goals for Emerging Leaders

- Know and articulate vocational call to ministry and gain greater understanding of the role of shepherding in the body of Christ.
- Understand and know how to deploy spiritual gifts, natural talents, and God-given passions in life and ministry settings.

Module Requirements

Required Text to Be Read

1. Dangerous Calling, Paul Tripp
2. Church Elders: How to Shepherd God's People Like Jesus, Jeramie Rinne

Required Experiences

1. Complete the SHAPE assessment (<https://www.freeshapetest.com/>) and lead others through this assessment to help in the deployment of their specific gifts.
2. Work with mentor and the District Office to determine which further assessments might be the most helpful or needed.
3. Attend Simeon's Trust preaching workshop or another preaching-oriented training (consult mentor regarding options).

Required Assignments

1. Create a stand-alone message or teaching series on what Scripture teaches regarding the employment of spiritual gifts in the body of Christ. Address the role of the shepherds/elders as leaders in shepherding the body toward fruitful deployment of their gifts. Work with mentor to determine venue for sharing the teaching.
2. Write a 2-page paper that engages with Paul Tripp's advice and warnings to someone entering ministry. Why is clarity of calling so important?
3. In addition to the message in #1, submit one additional teaching/lecture/message you have shared in your ministry environment to your mentor for review.

Mentor Notes

Interactions with the Emerging Leader

1. Work with District Office to identify the most appropriate assessment tools.
2. Help the leader confirm and clearly communicate her ministry call.
3. Discuss the above assignments and evaluate submitted teaching lessons. (rubric on pages 21-22)
4. Assist the leader in creating settings that help others identify and deploy their spiritual gifts, passions, and talents.
5. Help the leader find an appropriate seminar for training in teaching/speaking skills.

MODULE 4: EMPOWERED MINISTRY (DISCIPLESHIP AND MISSION)

Timeframe – 4-month time limit

General Information

Description

This module will help the leader articulate her own philosophy of evangelism and discipleship, and will sharpen her understanding of mission engagement - both personal and corporate.

Expectations and Goals for Emerging Leaders

- Discover and articulate a clear understanding of evangelism and discipleship.
- Develop a lifestyle of personal discipleship/evangelism and mobilize others to do the same.
- Engage with mission efforts in all four Acts 1:8 environments.

Module Requirements

Required Text to Be Read

1. Read **Figuring Foreigners Out**, Craig Storti
2. Other reading will be found in the courses/assignments below.

Required Experiences

1. Take a C&MA college level missions course, **or** participate in the **Alliance Strategies in Mission** course, **or** **Perspective on the World Christian Movement** plus Alliance missions assignment created by the MidAmerica District. If the college-level missions course was in a non-Alliance institution, check with the District Superintendent concerning possible credit.
2. If possible, take a mission engagement trip to work in a cross-cultural Alliance ministry setting (stateside or overseas).
3. Explore church planting resources at <https://exponential.org/>.

Required Assignments

1. Complete the Evangelism Engagement Assignment on page 17.
2. Complete the Discipleship Engagement Assignment on page 18.
3. Write a 4-page review of your mission engagement experience. Discuss in your paper how the local church can partner with Alliance churches/workers in all four Acts 1:8 environments.

Mentor Notes

Interactions with the Emerging Leader

1. Review and refine the leader's philosophy of evangelism and discipleship.
2. Help the leader identify the four Acts 1:8 environments in her sphere of influence.
3. Help resource the leader's mission engagement experience. Work with the District Office to choose an appropriate Alliance mission engagement.
4. Help the leader grasp the centrality of Jesus and the gospel message. Confirm the leader's love for those who are far from Jesus.

MODULE 5: SPIRITUAL LEADERSHIP

Timeframe – 4-month time limit

General Information

Description

This module will help the leader understand the importance of effectively leading a ministry team toward health and maximized Kingdom impact.

Expectations and Goals for Emerging Leaders

- Know how to build an effective, healthy team ministry.
- Understand key components of decision-making, conflict-resolution, and change management.
- Learn the importance of effective communication, listening, and inviting feedback.

Module Requirements

Required Text to Be Read

1. **Leading a Team-Based Church**, George Cladis or **Sticky Teams**, Larry Osborne
2. **Center Church**, Timothy Keller
3. **Leading Change: Why Transformation Efforts Fail**, John Kotter
(<https://cb.hbsp.harvard.edu/resources/marketing/docs/95204f2.pdf>) or **Leading Congregational Change**, Jim Herrington

Required Experiences

1. Request SDI assessment through the District Office (with leadership permission).
2. If engaged in church planting or future church planting, attend BASICS Training. For all other leaders, attend BASICS if desired.
3. Find and engage opportunities to sit in on leadership meetings in local churches.
4. Participate in Alliance Peacemakers Level I Training.

Required Assignments

1. Share the BASICS roadmap with your mentor and discuss implementation.
2. Write a 6-page paper focused on your required readings. This paper must include applications to current and future team leadership, must incorporate SDI/BASICS insights (if applicable), and should include actions you will take to become an effective leader.

Mentor Notes

Interactions with the Emerging Leader

1. Throughout your time with the leader, work through leadership strengths and weaknesses. What does this person need to develop before leading her own ministry?
2. Help coordinate the SDI and BASICS assessments through the District Office.
3. Review assignments with the leader addressing what is needed to become an effective leader of teams. Discuss plans for executing any necessary changes in his environment.
4. Carefully consider how the leader demonstrates the fruit of the Spirit in the midst of ministry. Address any perceived gaps.
5. Help the leader enroll in an Alliance Peacemakers Level I Training.

MODULE 6: HEALTHY LIVING

Timeframe – 4-month time limit

General Information

Description

This module will help the leader understand how to maintain a healthy lifestyle and strong relationships while navigating the demands of life and ministry.

Expectations and Goals for Emerging Leaders

- Know the importance of maintaining physical and emotional health.
- Understand and pursue healthy relationships (Restore any that were previously broken.).
- Understand the critical need for the leader to work at maintaining a healthy marriage and a strong family life.

Module Requirements

Required Text to Be Read

1. **Emotionally Healthy Spirituality**, Peter Scazzero
2. **Margin**, Richard Swenson

Required Experiences

1. Do the Emotionally Healthy Spirituality survey.
2. Create and utilize a wellness plan using the **PIESS** worksheet on page 19.
3. If married, both you and your husband will work through **God's Design for Marriage** (married edition), Douglas Goodin.
4. Plan a time with your mentor couple (or another leadership couple in the ministry) to discuss marriage discoveries.
5. If single, read **Redeeming Singleness**, Barry Danylak. Write a synopsis of the unique role and opportunities for single men and women in today's Kingdom work.

Required Assignments

1. Write a 5-page paper in which you integrate your story and lessons learned from **Emotionally Healthy Spirituality**. Discuss new understandings and next steps regarding how you might experience greater healing and freedom in areas of pain and unhealth.
2. In relationship with your mentor identify places of unprocessed pain or secret sins and create a pathway toward healing.
3. Enroll in the online follow-up to **God's Design for Marriage**:
<http://www.godsdesignformarriage.com/>.

Mentor Notes

Interactions with the Emerging Leader

1. Spend time with the leader and her husband to determine marriage/family health.
2. Re-read **Emotionally Healthy Spirituality** and spend time with the leader working through your own life experiences regarding maintaining healthy boundaries and balancing marriage, family, and ministry.
3. Engage with the single emerging leader on the leader's synopsis of **Redeeming Singleness**.

MODULE 7: SCRIPTURE KNOWLEDGE AND THEOLOGICAL UNDERSTANDING

Timeframe – 4-month time limit

General Information

Description

This module explores the C&MA Statement of Faith and deeper matters of theology and Scripture.

Expectations and Goals for Emerging Leaders

- Ability to explain and defend the C&MA Statement of Faith
- Preparation for the consecration exam

Module Requirements

Required Text to Be Read

1. **The Bible must be read through twice in two different versions throughout the Ordination journey.**
2. **Basic Guide to Eschatology**, Millard Erickson
3. **Statement on Sanctification**, Manual of The Christian and Missionary Alliance, Section H8
4. **Power through Prayer**, E.M. Bounds

Required Experiences

1. Watch and discuss the following video with mentor: **An Evening of Eschatology**, Piper, Hamilton, Wilson, Storms.
2. Review consecration questions with mentor. (Pages 31-36)
3. Develop and lead a prayer gathering based on Scripture and the core elements of **Power through Prayer**, E.M.Bounds. Work with your mentor to determine an appropriate venue.
4. If you have not had the opportunity to teach on two occasions, prepare a lesson on sanctification.

Required Assignments

1. Write a 2-page response to **Basic Guide to Eschatology** and the **Evening of Eschatology** video and then discuss with a cohort and mentor.
2. Write a paper built around the C&MA statement of faith (available on The Alliance website), following the outline below and using the guidelines on pages 23-28. The audience for the paper is a group of new Christ-followers. Your goal is to give them a solid explanation and/or understanding of each tenet, a picture of how the tenet should impact one's life as a Christ-follower, and a picture of how the tenet should inform an individual's approach to ministry and Kingdom advancement. Write 2 pages for each tenet following this outline:
 - Through the lens of Scripture, explain the tenet to the new Christ-followers.
 - Address the ways the tenet should impact the life of the Christ-follower.
 - Address the ways the tenet should inform one's approach to ministry and Kingdom advancement.
 - Mention any pieces of the tenet that challenge your thinking or theology, or that you feel a need to critique.

3. Ensure church elders submit their evaluation forms found on pages 29-30.
4. Complete the in-service training assignment, page 20.

Mentor Notes

Interactions with the Emerging Leader

1. Discuss insights and applications regarding the readings listed above.
2. Grade the theological position paper using the grading rubric on pages 27-28.
3. Review the other experiences and assignments with the emerging leader.

MODULE 8: LIFE-LONG LEARNING PLAN

Timeframe – AFTER CONSECRATION

General Information

Description

This module explores the building and execution of a life-long learning plan that will help the emerging leader continue a sustained journey of wholistic health aimed at decades of joy-filled life and fruitful ministry.

Expectations and Goals for Emerging Leaders

- Build a life-long learning plan.
- Implement healthy, sustainable rhythms of physical, intellectual, emotion, spiritual, and social aspects of life and ministry.
- Establish accountability regarding desired outcomes of the life-long learning plan.

Module Requirements

Required Text to Be Read

1. Living Forward, Michael Hyatt and Daniel Harkavy

Required Assignments

1. Utilize the Living Forward Action Plan Guide to develop a life-long learning plan.

Required Experiences

1. Share your plan and discuss with a mentor/peer at least monthly.
2. Invite accountability regarding your plan.
3. Annually review your plan.

Mentor Notes

Interactions with the Emerging Leader

1. Discuss her life-long learning plan and help establish a rhythm of healthy accountability to encourage her in her journey.

APPENDIX

EVANGELISM ENGAGEMENT ASSIGNMENT

Purpose

To develop and implement an understanding of both the personal and corporate natures of evangelism and explore the creation of a culture of evangelism within the local church.

Desired Outcomes

1. The candidate will have understanding of both the gospel and the Scriptural mandates regarding evangelism.
2. The candidate will intentionally make demonstration and proclamation of the gospel a regular part of life and will invite accountability toward that end.
3. The candidate will explore the work of creating a gospel-sharing culture within the life of the local church.

Requirements

1. Participate in training and study regarding evangelism through one or more of the following:
 - a. Participate in an evangelism training class, conference or seminar as determined by your mentor.
 - b. Study an evangelism training book.
 - c. Evangelism class and book options for mentor and ordinand to consider:
 - Easy on line course: <https://www.rightnowmedia.org/Training/Course/View/133972>
 - <http://www.mycircletraining.com/>
 - Seminar through Sonlife: <https://leadthecause.org>
 - **Evangelism Handbook: Biblical, Spiritual, Intentional, Missional**, Alvin Reid and Thom S. Rainer
 - **The Master Plan of Evangelism**, Robert E. Coleman
 - **Reimagining Evangelism: Inviting Friends on a Spiritual Journey**, Rick Richardson
 - **Organic Outreach for Churches: Infusing Evangelistic Passion into Your Congregation**, Kevin G. Harney
 - **Evangelism: How the Whole Church Speaks of Jesus (9 marks: Building Healthy Churches)**, J. Mack Stiles
 - **Telling the Truth**, D.A. Carson
2. Engage in personal evangelism efforts, working with your mentor to grow as one who is actively seeking to both demonstrate and proclaim the gospel of Jesus.
3. Write a 4-5 page paper discussing the following:
 - a. What have you learned in the training/reading regarding both personal and corporate evangelism (include your definition of the gospel and the Scriptural mandates regarding evangelism)? (1-2 pages)
 - b. What are you currently doing in your own personal evangelism efforts, and how will you seek to grow personally in evangelism in the future? (1 page)
 - c. How would you develop a culture of evangelism in the local church, and what are you currently doing in this effort? (2 pages)
4. Submit the paper to both the mentor and the District Office for follow up.

DISCIPLESHIP ENGAGEMENT ASSIGNMENT

Purpose

To develop and implement an understanding of both the personal and corporate natures of disciple-making and explore the creation of a culture of discipleship within the local church.

Desired Outcomes

1. The candidate will understand the Scriptural mandates regarding disciple-making and the nature of disciple-making.
2. The candidate will engage in intentional disciple-making in his or her local setting.
3. The candidate will explore the work of creating a disciple-making culture within the life of the local church.

Requirements

1. Participate in training regarding discipleship through one or more of the following:
 - a. Participate in a discipleship training class, seminar, or conference (approved by mentor).
 - b. Study a discipleship training book.
 - c. Discipleship seminar and book options for mentor and ordinand to consider:
 - **Real-Life Discipleship Training Manual: Equipping Disciples Who Make Disciples**, Jim Putman and Bill Krause
 - <https://www.lifeway.com/en/shop/disciples-path>
 - **Discipling: How to Help Others Follow Jesus (9 Marks: Building Healthy Churches)**, Mark Dever
 - **Multiply: Disciples Making Disciples**, Francis Chan and David Platt
 - Materials from 3DM - <https://3dmovements.com/>
 - **DiscipleShift: Five Steps That Help Your Church to Make Disciples Who Make Disciples** (Exponential Series), Jim Putman and Bobby Harrington
2. Engage in personal discipleship – work with your mentor to develop a pathway for personal discipleship efforts and actively participate in discipling others.
3. Write a 4-5 page paper discussing the following:
 - a. What have you learned in the training/reading regarding both personal and corporate disciple-making (Include your understanding of the Scriptural mandates regarding disciple-making and the nature of disciple-making.)? (1-2 pages)
 - b. What are you currently doing in your own personal disciple-making efforts, and how will you seek to grow personally in discipleship efforts in the future? (1 page)
 - c. How would you develop a culture of disciple-making in the local church, and what are you currently doing in this effort? (2 pages)
4. Submit the paper to both the mentor and the District Office for follow up.

P.I.E.S.S.

List the top three areas of growth in each area, followed by one “practice” that needs to be put into place to help grow in that area:

AREA OF GROWTH	PRACTICE
Physical 1. 2. 3.	
Intellectual/Mental 1. 2. 3.	
Emotional 1. 2. 3.	
Spiritual 1. 2. 3.	
Social 1. 2. 3.	

IN-SERVICE TRAINING ASSIGNMENT

Purpose

The emerging leader will serve in a licensed, official worker ministry position for a minimum of two years prior to consecration and will intentionally reflect on the experience.

Desired Outcomes

1. The candidate will gain real-life experience in ministry leadership.
2. The candidate will experience space to learn and grow in a nurturing environment where it is okay to make mistakes and receive grace and coaching toward greater maturity.
3. The candidate will develop clear understanding of ministry strengths and weakness.

Requirements

1. Fulfill two years of licensed ministry.
2. Write a 2-3 page paper discussing the following:
 - a. Describe the nature of your ministry experience.
 - b. Discuss your personal growth and learning (including your understanding of both your strengths and weaknesses in ministry leadership).
 - c. Share the next steps you feel you need to take in ministry around both your personal development and sense of calling from God regarding ministry.
3. Submit the paper to both the mentor and the District Office for follow up.

TEACHING EVALUATION GRADING RUBRIC

Name:

Date and Place of Teaching:

CATEGORY	10-9	8-7	6-5	4-0	Grade
Introduction	Audience is grabbed, main theme clear, Bible text is very apparent.	Audience is caught, main theme somewhat clear, Bible text is apparent.	Audience is here, main theme almost clear, Bible text is somewhat apparent.	Audience is wandering, main theme unclear, Bible text is unclear.	
Topic / Proposition	Key word and topic sentence very clear and very easily discernible.	Key word and topic sentence clear and easily discernible.	Key word and topic sentence somewhat discernible.	Key word and topic sentence un-discernible.	
Scripture	Text(s) are at the very center of the message. Main points are obviously derived from the text(s).	Text(s) are at the center of the message. Main points are derived from the text(s).	Text(s) are present in the message. Main points are somewhat derived from the text(s).	Text(s) are not the center of the message. Main points are not derived from the text(s).	
Application	The application was very clear and obviously derived from the text(s).	The application was clear and derived from the text(s).	The application was somewhat clear and maybe came from the text(s).	The application was not clear or loosely connected to the text(s).	
Illustrations	The points were illustrated with creative excellence.	The points were illustrated with creativity.	The points were illustrated.	The points were not illustrated.	
Mechanics	No grammatical errors. No umms, ahs, or other awkward hesitations.	Few grammatical errors, umms, ahs, or other awkward hesitations.	Many grammatical errors or umms, ahs, or other awkward hesitations.	Grammatical errors or umms, ahs, other awkward hesitations were very distracting.	
Delivery	Passion and flow is smooth, vocal variety was very helpful.	Passion and flow is fairly smooth, vocal variety was helpful.	Passion and flow is rough, vocal variety was lacking.	Passion and flow is lacking, vocal variety missing.	
Conclusion	The point is summed up clearly, concisely; and the challenge is clear.	The point is summed up concisely and there was a challenge.	The conclusion is unclear or there was little challenge.	The point is left hanging or no challenge.	
Overall	Evidence of integrity, creativity, and preparedness excellent.	Evidence of integrity, creativity, and preparedness very good.	Evidence of integrity, creativity, and preparedness good.	Evidence of integrity, creativity, and preparedness inadequate.	
Length of Sermon	Teaching length was appropriate.	Teaching was somewhat long or short.	Teaching was long or short.	Teaching was very long or short.	
				Total Score	

Teaching Length:

Additional Comments

- **Strengths:**

- **Areas needing attention:**

- **Overall impression:**

Teaching Evaluated by:

The completed rubric is to be submitted to the District Office.

THEOLOGICAL POSITION PAPER GUIDELINES (MODULE 7)

Format

- Use MLA style. If you don't have a style book you may find help at <http://owl.english.purdue.edu/owl/resource/557/01/> .
- Typed, double-spaced, size 12 standard font (please choose from Times New Roman, Garamond, or Helvetica) in Microsoft Word for electronic submission.
- One-inch margins, flush-right header with last name and page number.
- Proper heading in the upper left corner (see example format below).

Organization and Structure

- The table of contents should be single spaced in an outline format.
- You must have a solid introduction for the paper. Each statement of faith will have its own introduction.
- The content of the body paragraphs should support each statement of faith.
- Be sure each statement of faith is covered and that there is a natural flow and progression through these statements.

Quotations

- All direct quotations include a page number, either at the end of the sentence or in a footnote; quotes from the Web will not have a page number. Be sure to include the Web site on your bibliography page.
- Any time four words or more come directly from a reading, they must be placed in quotation marks and cited.
- When following an author's ideas closely, include the chapter number in the paragraph or provide pages at the end of the paragraph.
- Use block quotation format when three or more lines are quoted, and a footnote at the end of the block quote. Block quotes do not require quotation marks.
- When citing a source for the first time, use the full name of the source, such as "According to Millard Erickson." Thereafter, use their last name.
- When citing scripture, use the form "Matthew 8:11."

Bibliography

- Every work that you quote must be listed on this page at the end of your paper.
- Book titles must be either underlined or in Italics.
- Chapter titles belong in quotes.

Footnotes

- If you chose to use them, be exact with your spacing, punctuation, etc. Do not indent footnotes; they must align with the left margin.
- Using Word, the menu is Insert, Reference, Footnote. Word automatically numbers.
- Footnotes can be used to make statements that are tangent to the main body of the paper, but are insightful.
- Footnotes are used when an idea or words of another are used in the paper. Cite all ideas which are derived from research. When using exact words from a source, use quotation marks and footnote them.

Sources

- Be sure you use the number of sources. Really USE them not just throw in a quote. A majority of your sources must be books or academic journal articles.
- Tip: Avoid using Google, Yahoo, or generalized internet searches; you are likely to find mostly unhelpful blurbs. These searches also get you into trouble by leading you to non-academic sources such as student papers and sites designed for those looking to plagiarize.
- Your sources should demonstrate synthesis and evaluation—not simple restatement.
- Meticulous parenthetical citation as described in MLA style is required. This means whenever a source is used (even as background information), the source must be cited in parentheses.

Grading

- Be sure to review the grading rubric while you write. Be sure to read the paper description thoroughly. Using the rubric, grade your work as an additional proofread.

Example Format on Next Page

John Doe
Sanctification Position Paper
August 10, 20--

Table of Contents

1.

Outline

1.

Christ our Sanctifier

This is the first sentence of a great paper that is double spaced and written in many drafts so that John carefully articulates his position on sanctification

This is the first main point

[SECOND PAGE]

...the essay continues... . Note that the header is flush right at the top of the page . . . just like on the first page

[LAST PAGE]

Bibliography

Last name, First name. Title of Book. Place of Publication: Publisher, Year of Publication.

GENERAL FEATURES OF GOOD WRITING

Styles, forms, audiences, and purposes of writing obviously differ from subject to subject; however, there are some general features that good writing holds in common. (Taken from **The Elements of Teaching Writing, “What is Good Writing?”**, Gottschalk and Hjortshoj):

- The organization and flow of the writing sustains continuous reading from a *point of departure*, in a *clear direction*, toward a *destination*. The writing supports this continuous, directed movement, and does not let you down with disconnections, unexpected turns, or loops that force you to read back over previous sections.
- The writing is “voiced.” As a reader, you sense the presence of a writer writing, addressing you, taking responsibility for your understanding, and in effect, ushering you through the text. This sense of voice does not rely on first-and second-person address (“I” or “you”), but the writer often uses cues and transitions to maintain and direct attention.
- While this voice is typically a dispassionate voice of reason and explanation (not chatty or personal), the writer is also relaxed and engaged with the subject—not excessively formal or detached. The author is writing with a pleasing combination of authority and composure.
- The author uses this authority and composure to make difficult subjects easier for you (the reader) to understand, not to demonstrate the complexity and difficulty of his/her knowledge (a common mistake among student writers and scholars).

THEOLOGICAL POSITION PAPER GRADING RUBRIC

(100 points possible)

Paper Written by:

Title of Paper:

CATEGORY	10-9	8-7	6-5	4-0	Score
Comprehensive Treatment	Each statement is thoroughly and thoughtfully developed.	Each statement is adequately developed.	Each statement is somewhat developed.	Inadequate treatment of the subject.	
Sub-theme Development	Each listed theme is covered with excellence.	Each listed theme is covered adequately.	Most listed themes are covered adequately.	Inadequate sub-theme development.	
Theological Clarity	The candidate's theological perspective is very obvious.	The candidate's theological perspective is fairly obvious.	The candidate's theological perspective is unclear.	The candidate's theological perspective is lacking.	
Cogency	The paper presents a convincing argument.	The paper presents a well-developed argument.	The paper presents a weak argument.	The paper's argument falls apart.	
Scripture	Texts are very well utilized to support the thesis and argument.	Texts adequately support the thesis and argument.	Texts inadequately support the thesis and argument.	Texts fail to support the thesis and argument.	
Theological Soundness	Each statement admirably aligns with Alliance theology.	Each statement adequately aligns with Alliance theology.	Each statement differs somewhat with Alliance Theology.	Each statement differs significantly with Alliance theology.	
Applicability	The paper pointedly applies the subject to life and ministry.	The paper adequately applies the subject to life and ministry.	The paper lacks application to life and ministry.	Inadequate application.	
Research and Study	The paper was obviously well researched.	The paper was apparently well researched.	The paper was probably researched.	Research?	
Mechanics	MLA format perfect. No grammatical, spelling, or punctuation errors.	MLA format very good. Almost no grammatical, spelling, or punctuation errors.	MLA format adequate. A few grammatical, spelling, or punctuation errors.	MLA format lacking. Many grammatical, spelling, or punctuation errors.	
Organization	Table of Contents, Outline, and Bibliography are done with excellence. The paper is 8 to 10 pages in length.	Table of Contents, Outline, and Bibliography are done well. The paper is too short or too long.	Table of Contents, Outline, and Bibliography are present. The paper is very short or very long.	Table of Contents, Outline, and Bibliography are lacking. The paper is excessively short or long.	
Total Score					

Additional Comments

- **Strengths of the Paper:**

- **Areas for Improvement:**

- **Other Comments:**

The position paper and completed rubric are to be submitted to the District Office.

Graded by:

Date Graded:

ELDER EVALUATION FOR CONSECRATION

(To be completed by each Elder)

MidAmerica District's Licensing, Ordination, and Consecration Council would request your careful assistance in responding to the following questionnaire. Your response to these questions will greatly assist the council in its evaluation of the candidate as she completes her requirements for consecration. Please include your comments as indicated. You may or may not sign the form. Please fold, scotch tape, and return to the secretary of the Board, who will in turn forward, unopened, all evaluations to the superintendent.

1. Name _____

2. Her service commenced in your church _____
(day) (month) (year)

3. Please put a check in the box that best indicates the worker's performance in the following:

- A. Relationship with the Congregation
- B. Relationship to the Community
- C. Content of Teaching Material
- D. Delivery of Lesson
- E. Administrative Ability
- F. Counseling Ability
- G. Family Relationships
- H. Demonstrates Spirit-filled Life
- I. Self-starter and Well Disciplined
- J. Demonstrates a Teachable Spirit

	Excellent	Good	Fair	Poor
A. Relationship with the Congregation				
B. Relationship to the Community				
C. Content of Teaching Material				
D. Delivery of Lesson				
E. Administrative Ability				
F. Counseling Ability				
G. Family Relationships				
H. Demonstrates Spirit-filled Life				
I. Self-starter and Well Disciplined				
J. Demonstrates a Teachable Spirit				

Comments on A - J:

4. Do you believe that this person shows by her life and service that God has called her to ministry?

_____ , _____ , _____ .
(yes) (no) (unsure)

5. Do you recommend that she be consecrated to the ministry? _____ , _____ .
(yes) (no)

Signature of Elder

QUESTIONS FOR CONSECRATION INTERVIEW

Personal History

1. Please give us a brief summary of your spiritual journey, including your experience of determining God's call to ministry.
2. What is your personal pattern of devotional prayer and Bible study?
3. What particular strengths/weaknesses have emerged in your first years of ministry?

The Holy Scriptures

4. Define and distinguish between revelation, inspiration, and illumination.
5. What does Scripture teach about extra-biblical revelation?
6. What is the relationship between Scripture and divine guidance?
7. What does the term "scriptural inerrancy" mean to you?
8. What criteria were used for determining which books were included/excluded in the canon of Scripture?
9. Explain the relationship between the Word of God and Scripture.
10. Explain how Scripture is relevant to the average person in your church.

The Trinity

11. Where would you go in Scripture for support of the doctrine of the Trinity?
12. What is the biblical basis for the confession, "There is one God"?
13. What is the biblical basis for the belief that God exists "in three persons: Father, Son and Holy Spirit"?
14. Distinguish between Jesus as "begotten not made" and the Holy Spirit as proceeding from the Father and Son.
15. What contemporary theological positions raise serious questions for the traditional doctrine of the Trinity?

The Person of God

16. How does Scripture describe God?
17. What is the basis for the Christian belief that God is a person?
18. Name some of the attributes of God and give a few scriptural incidents that reveal these attributes.
19. Explain the meaning of "holy" in reference to God and explain why it underlies all else in the character of God.
20. Explain the terms theism, deism, atheism, humanism, and agnosticism?

21. What are some of the evidences and arguments for the existence of God?
22. What is your belief concerning God, creationism, and evolution?

The Person of Christ

23. What are some of the names of Christ given in Scripture?
24. Do you believe that Jesus is Lord? Why?
25. Is Christ eternal? (Does He have beginning or end? Was there a time when He was not?)
26. Give examples of the person of Christ in the Old Testament?
27. What biblical evidence is there that Christ was conscious of His divinity?
28. What is the Scriptural foundation for believing that Christ had both a divine nature and a human nature?
29. Why are both natures essential to the person of Christ?

The Person of the Holy Spirit

30. What qualities and ministries, possible only for a person, are attributed to the Holy Spirit?
31. How is the personal nature of the Holy Spirit demonstrated in the Old and New Testaments?
32. Give us a brief explanation of the Scriptural teaching on the gifts of the Spirit.
33. How would you differentiate between the fruit of the Spirit and the gifts of the Spirit?
34. What does Scripture teach concerning the baptism of the Holy Spirit and the filling with the Holy Spirit?

The Atonement

35. Give a brief explanation of the teaching of Scripture on the atonement.
36. Is there any limitation concerning who may benefit from the atonement of Christ?
37. Is the atonement effective in human lives where the gospel is unknown?
38. What aspects of man's condition made the atonement necessary?
39. Could anyone other than Christ have made an acceptable offering?
40. What assurance do we have that the offering was acceptable to God?

Justification and Regeneration

41. Define and contrast justification and regeneration, and give a brief explanation of the teaching of Scripture on the two.

42. Who performs the work of regeneration?
43. What is the nature of the change brought about by regeneration?
44. What is the continuing purpose of regeneration in one's personal life?

Sanctification

45. Define sanctification.
46. What is the relationship between justification and sanctification?
47. What is the relationship between regeneration and sanctification?
48. In what way is progression connected with experiential sanctification?
49. In what way is the believer "dead to sin and alive to God?"
50. What is the practical significance of sanctification to the Christ-follower's lifestyle?
51. What is meant by positional sanctification and progressive sanctification, and how is "crisis" connected to the two?
52. What does the Scriptural phrase "dead to sin and alive to God" mean?
53. What is meant by the phrase "the indwelling Christ?"
54. What are scriptural evidences of a sanctified life?

Healing

55. Explain the biblical basis for healing and its relationship to the redemptive work of Christ.
56. What instruction does James 5 teach in relation to healing?
57. Explain the difference between the "gift of healing" and "healing prayer" as described in James 5.
58. How would you counsel a believer who has followed the instructions of James 5 and is still seeking a miraculous healing?
59. In the anointing and prayer ministry for the sick by the elders, what does "the prayer of faith" mean?
60. How is the problem of sin related to the problem of sickness?
61. What is the difference between miraculous healing and divine life for the believer?

The Return of the Lord

62. What biblical passages have been major factors in developing your convictions concerning the second coming of Christ and related events?
63. How will the second coming of Christ differ from His first coming?
64. What are the differences between the doctrines of premillennialism, post-millennialism, and amillennialism?

65. Which of the views do you hold? Why?
66. What major events will occur during and after the millennium?
67. Describe the basic tribulation positions and what is your position?
68. What does the term “the imminent return of Christ” mean to you and what Scriptural foundation do you have for your understanding?
69. What is the relationship between Israel and the Church?

The Resurrection

70. What does the term resurrection mean?
71. Do you believe in the resurrection of Jesus Christ? Why?
72. How important is the doctrine of the resurrection to the Christian faith?
73. What are the essential points of Paul’s teaching on the resurrection in I Corinthians 15?
74. What happens to the believer when he is resurrected? to the unbeliever?
75. What is the biblical doctrine of heaven?

The Lostness of Man

76. According to Scripture, what is the inevitable result of lostness?
77. What is the destiny of those who die outside of Christ having never heard the gospel?
78. What does the Bible teach about hell? Is it literal?
79. Is there any possibility of salvation after death?

The Doctrine of the Church

80. What Is the Church?
81. What are some of the metaphors used in Scripture to describe the Church?
82. What is the Scriptural mission of the Church?
83. What is the purpose and function of the local church assembly?
84. What is the biblical basis for reproducing/growing the church?
85. What is the Scriptural procedure for church discipline?
86. What is the role of the pastor in church leadership?
87. What are the Scriptural qualifications and functions of elders/church leaders?

Mission and Vision

88. Give a brief overview of Alliance history and distinctives.

89. What is the mission of The Christian and Missionary Alliance?
90. How do you reflect this mission in the life of your congregation?
91. What are the practical implications of the philosophy of ministry represented by the words “win,” “build,” “equip,” “multiply,” and “send”?
92. What is the overall objective of Alliance international church planting and missionary work?
93. In what way is the task of Alliance missions also your personal responsibility?
94. What is the responsibility of the local church to the global vision of The Christian and Missionary Alliance?
95. How have you included the missionary emphasis in your regular preaching and church programming?
96. In what ways do you encourage the sending out of “called ones” to participate either short term or long term in missions?
97. What is the importance of an annual missions conference to your local church and to The Christian and Missionary Alliance?
98. How have you implemented in your congregation intercession for international workers?

Alliance Church Government

99. What is the form of local church government in The Christian and Missionary Alliance?
100. In what way is the local church subordinate to General Council and District Conference?
101. What is the role and function of the district superintendent as it relates to you and your church?
102. What would your attitude and anticipated action be if your superintendent suggested that you make a change in your place of ministry?
103. If the majority of your governing board desired your resignation and you felt otherwise, what would you do?
104. What is the proper procedure for submitting a pastoral resignation?
105. What procedure should be followed in seeking an opportunity to candidate in another church?

Constituted Authority in the C&MA

106. What is the Scriptural basis for the concept of “constituted authority” as understood in The Christian and Missionary Alliance?
107. If you should become personally involved in doctrines contrary to the “Statement of Faith” of The Christian and Missionary Alliance, what would you do?
108. Are you willing to serve under the leadership of a district superintendent?

109. What difference is there in being led by the Spirit and being subject to recognized authority in the church?
110. Why is it important for the pastor to attend General Council and District Conference?

Pastoral Ministry and Personal Relationships

111. Give a Scriptural definition of shepherding.
112. What is the relationship between the pastor and the governance authority of the local church?
113. How would you deal with a conflict between you and a member of the governance authority?
114. What is your attitude about your personal convictions that may conflict with the church you serve?
115. What is your procedure in counseling or working with persons of the opposite sex?
116. How do you cope with criticism? What if it becomes personal?
117. How do you manage your time as it relates to both personal and work?
118. What does the Scripture mean when it says to “avoid all appearance of evil?”
119. What is your attitude about stewardship and the personal use of money?
120. What is your attitude and current status toward personal financial indebtedness?
121. Have you had any involvement with pornography in any form since your accreditation interview?
122. Do you have any controls on the use of your personal and office computers?
123. Do you have an active personal accountability relationship with one or more persons? What is the nature of that relationship?
124. What is a biblical understanding of marriage?
125. Explain your involvement in personal and corporate prayer.
126. What is the relationship between prayer and pastoral ministry.

Doctrinal Statement of The Christian and Missionary Alliance

127. Have you read and are you in full support of the “Statement of Faith” as found in the current Manual of The Christian and Missionary Alliance?
128. How will you deal with controversial theological issues within the evangelical community in your church?
129. Have you read all of the statements found in the Section H of the Manual of The Christian and Missionary Alliance?
130. What is your position related to these statements?

