



## **MIDAMERICA DISTRICT OF THE C&MA**

**Consecration Handbook**

**Revised March, 2016**

### **Significance of Consecration:**

Women receiving the Church's public recognition of the call from God and unique preparation for a lifetime of ministry without elder responsibility.



# Consecration Pathway

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# MidAmerica District

1301 S. 119<sup>th</sup> Street · Omaha, Nebraska 68144 · (402) 330-1888

Dear Consecration Candidate,

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.

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.

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).

Books reports, position papers and completion dates are to be submitted to your mentor for grading and to the District Office for recording your progress. 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 Reading List and Required Projects

### 1. Target Dates for Assignment Completion

- A. Plan and record the target dates for completing consecration assignments on the form provided (see page 10 of this handbook).

### 2. Required Reading

- A. The candidate shall read through the entire Bible twice, using two different versions.
- B. The candidate shall read all of the books on the official reading list for consecration. The books deal with Alliance distinctives and are meant to reinforce the candidate in the areas of personal values, theology, and vision.
  - *All for Jesus*—Robert L. Niklaus, John S. Sawin, and Samuel J. Stoesz
  - *A Basic Guide to Eschatology*—Millard Erickson
  - *The Fourfold Gospel*—A. B. Simpson
  - *Wholly Sanctified*—A. B. Simpson
  - *The Pursuit of God*—A. W. Tozer
  - *Children’s Bread*—Keith Bailey or *The Gospel of Healing*—A. B. Simpson
  - *The Heart of the Gospel: A.B. Simpson, the Fourfold Gospel, and Late Nineteenth-Century Evangelical Theology*—Bernie A. Van De Walle
  - *Power Through Prayer*—E. M. Bounds
  - *Wingspread*—A. W. Tozer
  - “Statement on Sanctification”—*Manual of The Christian and Missionary Alliance*, H8
- C. After reading each book the candidate shall complete a book report on the form provided and submit it to the mentor (see pages 11-13 for book report form and grading rubric information). Once graded, the mentor will submit both the book report and the completed rubric to the District Office.
- D. Other books may be assigned by consecration mentor.

### 3. Verification of Education

A transcript of the candidate’s academic credits shall be forwarded to the district superintendent.

### 4. Required Position Papers

Candidates shall submit six position papers as listed below to the mentor. Each paper shall be an original, comprehensive treatment of the subject that includes the items listed under each theme, and should be no less than eight pages in length. The paper is to be a statement of the candidate’s personal theological position. Once graded, the mentor will submit both the paper and the completed rubric to the District Office.

- A. Christ Our Savior
  - The nature of man and his final destiny
  - The plan and purpose of the atonement
  - The means and results of justification
  - My personal experience of Christ as Savior
- B. Christ our Sanctifier
  - The crisis and progression of sanctification
  - Identification of the believer with Christ's death, resurrection, and ascension
  - The ministry of the Holy Spirit in sanctification
  - My personal experience of Christ as Sanctifier
- C. Christ our Healer
  - The relationship of divine healing and the atonement
  - The significance of prayer and anointing by the elders
  - The ministry of healing in the local church
  - My personal experience of Christ as our Healer
- D. Christ our Coming King
  - Defend the pre-millennial coming of Christ
  - Trace the events surrounding the rapture of the Church
  - Relationship between the imminence of Christ's coming and world missions
  - My personal understanding of Christ our coming King
- E. Christ's Body: the Church
  - Mission and purpose
  - Relationship to Jesus Christ
  - Leadership and authority in the Body
  - Relationship to The Christian and Missionary Alliance
  - Relationship between the members
- F. Completing Christ's Mission
  - The lostness of mankind
  - The Great Commission passages: Matthew 28:18-20 and Acts 1:8
  - Interaction with the "Growing a Healthy Church" philosophy
  - Demonstrate a strategy that implements this philosophy in one's personal life
  - The local church commitment to world missions
  - The leader's role in mobilizing the local church in Great Commission completion (evangelism, church multiplication, world missions)

## 5. Missions Awareness

Candidates may fulfill the Missions Awareness requirement in one of two ways:

- A. Provide a certified transcript from an approved Christian and Missionary Alliance educational institution indicating that they have completed at least one introductory college-level course on world missions.
- B. Successfully complete the online *Alliance Strategies in Mission* course provided by the National Office.
- C. Other - as approved by the National Office.

**6. Evangelism Engagement**

Candidate will complete the evangelism engagement assignment as explained on page 19 of this handbook.

**7. Discipleship Engagement**

Candidate will complete the discipleship engagement assignment as explained on page 20 of this handbook.

**8. Teaching**

During each year of preparation for consecration the candidate shall present to her mentor at least one audio or videotape of her teaching at the church for the mentor's review of both content and delivery of biblical material (see page 21 for grading rubric). The mentor shall submit the completed grading rubric to the District Office.

**9. Denominational Orientation**

Candidates shall be required to attend Resonate (New Official Workers Forum) as a requirement for consecration.

**10. In-Service Training**

Candidate shall serve in licensed ministry for 2 years and complete the in-service training assignment as described on page 22 of this handbook.

**11. Additional Recommended Projects**

The following projects may be required at the discretion of the Licensing, Consecration, and Consecration Council, District Office, and/or mentor.

**A. Lifelong Learning**

Develop a five-year learning plan to serve as a basis for lifelong learning. Identify the areas and delivery systems in which the learning will take place. Review the plan with mentor. Listed below are some suggested topics for lifelong learners:

- Devotional/Spiritual Disciplines
- Lifelong Learning Models
- Preaching
- Leadership: Master planning, Vision Casting
- Interpersonal Relationship Skills



- Creating Effective Change
- Pastoral Care/Shepherding
- Evangelism
- Missions
- Church Planting
- Growing Healthy Churches
- Stewardship

**B. Self-Understanding**

Present a written analysis of self-understanding using assessment tools such as GHC IV, IDAK, DISC, SDI, Ministry Competency Profile Guidelines, or a Gifts inventory. Identify strengths, non-strengths, spiritual gifts, natural leadership style, work preferences, and related issues. Outline a strategy to bring strength and adequacy to her person and ministry. Present findings to an approved counselor (or superintendent) and report results to mentor.

**12. Elder Evaluation**

Elders shall complete the elder evaluation form provided and return it to the district office (see pages 23-24 of this handbook).

**13. Oral Interview**

The candidate shall satisfactorily complete an oral interview by the district Licensing, Consecration, and Consecration Council (see pages 25-31 of this handbook for questions).

**14. Consecration Service**

Upon completion of all assignments and a successful oral interview, the district/church will hold a service to honor and commission the worker for consecration.

<b>TARGET DATES FOR ASSSIGNMENT COMPLETION</b>	
<b>Assignment</b>	<b>Target Date</b>
<b>Book:</b> All for Jesus	
<b>Book:</b> Basic Guide Eschatology	
<b>Book:</b> The Fourfold Gospel	
<b>Book:</b> Wholly Sanctified	
<b>Book:</b> The Pursuit of God	
<b>Book:</b> Children's Bread or Gospel of Healing	
<b>Book:</b> Heart of the Gospel	
<b>Book:</b> Wingspread	
<b>Book:</b> Power Through Prayer	
<b>C&amp;MA Position on Sanctification</b>	
<b>Paper:</b> Christ Our Savior	
<b>Paper:</b> Christ Our Sanctifier	
<b>Paper:</b> Christ Our Healer	
<b>Paper:</b> Christ our Coming King	
<b>Paper:</b> Christ's Body: The Church	
<b>Paper:</b> Completing Christ's Mission	
<b>Missions Awareness Assignment</b>	
<b>Polity Course</b>	
<b>Transcripts to District Office</b>	
<b>Resonate</b>	
<b>Read Bible 1<sup>st</sup> Time</b>	
<b>Read Bible 2<sup>nd</sup> Time</b>	
<b>Teaching to Mentor</b>	
<b>Evangelism Engagement</b>	
<b>Discipleship Engagement</b>	
<b>In-service Training</b>	
<b>Elder Evaluation</b>	
<b>Oral Interview</b>	
<b>Consecration Service</b>	

The candidate and mentor have worked together to complete the above timetable for the completion of the process in a reasonable timeframe (suggested timeframe is 2 years). The signatures below indicate the commitment of both parties to make regular process on the assignments, knowing that the candidate's license depends on keeping this commitment.

**Candidate:**

**Date:**

**Mentor:**

**Date:**

## **Book Report Summary**

**Title of Book:**

**Author:**

**Summarize the major theme(s) of the book.**

**In what ways did the book stimulate your thinking?**

**What personal impact did the book have on your life/ministry?**

**Anything with which you disagreed or you did not understand?**

**Name:**

**Date:**

## Book Report Grading Rubric

Book Title:

Read by:

CATEGORY	25-22	21-18	17-15	14-0	Score
<b>Summary</b>	The book was excellently summarized.	The book was clearly summarized.	The book was summarized.	Inadequate summary.	
<b>Thinking Stimulated</b>	Engaged interaction/appraisal rather than restatement is present.	Good interaction or appraisal rather than restatement is present.	Some interaction or appraisal.	Interaction inadequate.	
<b>Personal Impact</b>	The content is directly applied to life and ministry.	The content is applied to life and ministry.	Content loosely applied to life and ministry.	Insufficient application.	
<b>Theological Interaction</b>	Agreement, disagreement, or confusion clearly articulated.	Agreement, disagreement, or confusion articulated.	Agreement, disagreement, or confusion somewhat articulated.	Agreement, disagreement, or confusion inadequately articulated.	
				<b>Total Score</b>	

**Additional Comments:**

**Graded by:**

**Date Graded:**

**The book report and completed rubric are to be submitted to the District Office.**

## Understanding Grading Rubrics

- Facilitating effective but efficient feedback to the candidates is the purpose of grading rubrics. The main point is to grow the candidate in life and ministry. Do understand that this growth is facilitated best within an intentional relationship. Still, it is *very* helpful to candidates to receive frank, timely, well-crafted feedback regarding their work. These tools are designed to help you do so.
- Each piece of work the candidate completes is turned in to the mentor and the mentor gives feedback on the work using the appropriate rubric. To do so, choose the appropriate rubric and fill it out (see example below). Comments throughout the paper are also welcome. This can all be done electronically via e-mail. It is recommended that all work be completed, graded, and filed electronically for efficiency.
- If the score is acceptable, then the work is submitted complete with the rubric by the mentor to the District Office where it is recorded in the candidate's file as completed.

### An Example Completed

Book Title:           Wholly Sanctified

Read by:             Jane Candidate

CATEGORY	25-22	21-18	17-15	14-0	Score
<b>Summary</b>	The book was excellently summarized.	The book was clearly summarized.	The book was summarized.	Inadequate summary.	<b>22</b>
<b>Thinking Stimulated</b>	Engaged interaction/appraisal rather than restatement is present.	Good interaction or appraisal rather than restatement is present.	Some interaction or appraisal.	Interaction inadequate.	<b>20</b>
<b>Personal Impact</b>	The content is directly applied to life and ministry.	The content is applied to life and ministry.	Content loosely applied to life and ministry.	Insufficient application.	<b>24</b>
<b>Theological Interaction</b>	Agreement, disagreement, or confusion clearly articulated.	Agreement, disagreement, or confusion articulated.	Agreement, disagreement, or confusion somewhat articulated.	Agreement, disagreement, or confusion inadequately articulated.	<b>17</b>
				<b>Total Score</b>	<b>83</b>

Additional Comments: Mentor can enter comments for the candidate.

## Guidelines for Papers

### 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 and thesis developed throughout the paper. Each topic (sub point) you develop from your thesis will have its own heading or paragraph.
- Methods of organization may vary. Some students may follow a theme chronologically throughout, while others may use topical subsections to develop their thesis.
- The content of the body paragraphs should demonstrate how the thesis is true. Examples should be drawn from sources to support the thesis. You should then discuss your own interpretation and an academic response to the critical source material.
- Be sure each sub point is covered and that there is a natural flow and progression through these sub points.
- All words not in English must be either underlined or in Italics.

### 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 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 required 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 integrate and interact with your analysis, demonstrating 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 with it as an additional proofread.

## **Example Format on Next Page**

Doe 1

Jane 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]

Doe 2

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

[LAST PAGE]

Doe 30

## 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?” by 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).

## Position Paper Grading Rubric (100 points possible)

Paper Written by:

Title of Paper:

CATEGORY	10-9	8-7	6-5	4-0	Score
<b>Comprehensive Treatment</b>	The position is thoroughly and thoughtfully developed.	The position is adequately developed.	The position is somewhat developed.	Inadequate treatment of the subject.	
<b>Sub-theme Development</b>	Each listed theme is covered with excellence.	Each listed theme is covered adequately.	Most listed themes are covered adequately.	Inadequate sub-theme development.	
<b>Theological Clarity</b>	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.	
<b>Cogency</b>	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.	
<b>Scripture</b>	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.	
<b>Theological Soundness</b>	The position admirably aligns with Alliance theology.	The position adequately aligns with Alliance theology.	The position differs somewhat with Alliance Theology.	The position differs significantly with Alliance theology.	
<b>Applicability</b>	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.	
<b>Research and Study</b>	The paper was obviously well researched.	The paper was apparently well researched.	The paper was probably researched.	Research?	
<b>Mechanics</b>	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.	
<b>Organization</b>	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.	
				<b>Total Score</b>	

**Additional Comments:**

Graded by:

Date Graded:

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

## **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.
  - b. Attend an evangelism conference or training seminar (Growing a Healthy Church; LIVE 26; etc.).
  - c. Study an evangelism training book.
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.

## Disciple-Making 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 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.
  - b. Attend a disciple-making conference or training seminar (Growing a Healthy Church; LIVE 26; etc.)
  - c. Study a discipleship training book.
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.

## Teaching Evaluation Grading Rubric

Name: \_\_\_\_\_

Date and Place of Teaching: \_\_\_\_\_

CATEGORY	10-9	8-7	6-5	4-0	Grade
<b>Introduction</b>	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.	
<b>Topic / Proposition</b>	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.	
<b>Scripture</b>	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).	
<b>Application</b>	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).	
<b>Illustrations</b>	The points were illustrated with creative excellence.	The points were illustrated with creativity.	The points were illustrated.	The points were not illustrated.	
<b>Mechanics</b>	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.	
<b>Delivery</b>	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.	
<b>Conclusion</b>	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.	
<b>Overall</b>	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.	
<b>Length of Sermon</b>	Teaching length was appropriate.	Teaching was somewhat long or short.	Teaching was long or short.	Teaching was very long or short.	
				<b>Total Score</b>	

**Teaching Length:** \_\_\_\_\_

**Additional Comments:** \_\_\_\_\_

**Teaching Evaluated by:** \_\_\_\_\_

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

## **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.

## 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. Date service began in your church:
  
3. Please mark the box that best indicates the worker's performance in the following areas:

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
A. Relationship with the Congregation				
B. Relationship to the Community				
C. Content of Preaching Material				
D. Delivery of Sermon				
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:

...CONTINUED ON THE NEXT PAGE

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

Completed by:

Date Completed:



## 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?

