



Competencies for the Seminary Curriculum¹

Ted Ward

Core Competencies for the Seminary Curriculum (Competencies for Graduating Seminary Student)

1. To mature further in devotion to God through personal knowledge and application of Scripture and to facilitate the same in the lives of others.
2. To mature further in Christ-like character and conduct through following the guidance of the Holy Spirit and to facilitate the same in the lives of others.
3. To understand and present a biblically based Christian worldview and to equip others to do the same.
4. To understand, appreciate, and positively impact the cultures in which they minister for Christ and to equip others to do the same.
5. To promote Christian unity through appropriate relationships with believers of other Christian heritages and to encourage the same among others.
6. To communicate effectively the truths of Scripture through a variety of means in whatever culture they minister in order to bring the peoples of the world to Christ, to mature them in Christ, and to equip others to do the same.
7. To demonstrate global awareness and cross-cultural sensitivity in order to participate effectively in the church's global mission and to encourage the same in others.
8. To apply critical, strategic thinking, and problem-solving skills to life and ministry and to instill them in other Christians.
9. To develop competent listening skills and other interpersonal ministry skills and to nurture the same in the lives of others.
10. To utilize contemporary technology to assist the church in increasing its effectiveness.
11. To implement and plan for lifelong learning and to encourage others to be lifelong learners.

¹ Ted Ward. Faculty Workshop. Reviewing Core Competencies for the Seminary Curriculum. Lincoln Christian Seminary, March 21, 1994

Pre-workshop preparation: In order to fulfill the tasks set before us in this workshop, we need to be prepared to discuss the eleven core competencies in reference to each of the degrees. The worksheet below will be useful in getting your own focus clarified in preparation for the discussions. Further, if each of us brings to the meeting on Monday the responses on this sheet, we can quickly compile the data regarding central tendencies and variances on these matters. Thus we will know much more about what will be needed to move forward on the review of the seminary curriculum.

Using the numbers from the list of eleven core competencies, respond to the following:

1. Identify a cluster of **four** or **five** most vital competencies for each of the degrees. Think in terms of *every graduate must have this quality at a highly developed level*:

Master of Arts _____

M. A. in Counseling Ministry _____

Master of Divinity _____

Comments:

2. Identify a cluster of **three** or **four** of the competencies which might be true of **some but not all** of the graduates. Think in terms of *nice, yes, but realistically, not all would graduate with these competencies*:

Master of Arts _____

M. A. in Counseling Ministry _____

Master of Divinity _____

Comments:

3. Identify and put in **rank order** the four or five competencies which are *already being fulfilled effectively* by the graduates of each of the programs.

Master of Arts _____

M. A. in Counseling Ministry _____

Master of Divinity _____

Comments:

4. Identify and put in **rank order** the four or five competencies which are *sure to be most challenging to fulfill* and will require much new thinking and new effort in the planning process.

Master of Arts _____

M. A. in Counseling Ministry _____

Master of Divinity _____

Comments:

Further Discussion:

1. Core Competencies—*intended learning outcomes for a new curriculum*

Are they appropriate?

Are they adequate?

Should they be the core for all three of the degree programs:

Master of Arts (50 hrs.)?

Master of Arts in Counseling Ministry (60 hrs.)?

Master of Divinity (90 hrs.)?

2. Evaluation of the Master of Divinity program

How to relate the *core competencies* to the M.Div?

What are the implications of a *changing market* for the M.Div?

What *alternative delivery systems* could be used? for *expanding* the categories of students? for *all* students?

3. Discussion of the Doctor of Ministry program

Clues from the feasibility study—viability of several emphases:

a. *Church Leadership?*

b. *Counseling?*

c. *Preaching?*

d. *Pastoral Ministry?*

How could the D.Min. be *related to a revised M.Div?*